

# YEAR 10 ASSESSMENT STUDENT HANDBOOK 2020



Name:

Admin:

# *Student Agreement*

As a senior student of St Joseph's High School Aberdeen receiving this Year 10 Assessment Student Handbook, I am undertaking the responsibility to follow the procedures outlined in this handbook.

- I have read and understood the Year 10 Assessment Student Handbook 2020 on the Student/Parent Portal
- I understand that regular attendance is a requirement of NESA to be eligible for a ROSA certificate.
- I understand that I must make a serious and diligent attempt at all Assessment Tasks
- I am to complete and present all Assessment Tasks by the due date and time; and to be present for those Assessment Tasks held at school.
- I understand that Hand-in tasks are to be submitted to the Resource Centre between 8:30 and 8:45am on the due date. Tasks submitted after 9:00am will be considered **LATE**.
- If I am unable to attend school on the day of an Assessment Task, I will ensure my parents/guardians phone the school **by 8:45am** and explain my absence.
- If I am unable to attend or complete an assessment for reasons of ill-health, injury or misadventure, I will obtain relevant supporting documentary proof (medical certificate/police report etc.) and complete and **Extension/Illness/Misadventure Form** (available in this handbook).
- If I am absent for an assessment task **immediately** upon my return to school, I will report to the relevant Leader of Pedagogy and submit all supporting documents.
- In the event of a known absence from school on the due date of an assessment task, which prevents submission, I understand that it is **my responsibility** to inform the relevant Leader of Pedagogy at least 3 days prior to the due date of my absence and submit and Extension/Illness/Misadventure form.
- I understand that sporting, cultural events or family vacations should **not** prevent the submission of tasks on time. Generally, on such occasions hand in tasks will be submitted before the event.
- I understand all applications for Extension/Illness/Misadventure are subject to the approval of the Leader of Pedagogy, and that submitting an application is no guarantee of it being endorsed or accepted. The Assessment Committee will review any applications not accepted, considering what is right and just for all students in the course.
- I understand that technical issues are not an excuse for failure to submit a task. It is my responsibility to back-up all tasks.
- I understand that malpractice will not be tolerated, and I will only submit **ALL MY OWN WORK**.
- If I fail to hand in an Assessment Task by the due date, without reasonable explanation and supporting documentary evidence, I will be penalised by a **ZERO** mark. However, I understand that the task will still need to be completed to fulfil the requirements of the course and my eligibility for a ROSA grade for that subject.

# ***Section 1 – General Information***

## **1.1 Welcome and Introduction**

The Record of School Achievement (RoSA) is the system of credentialing which is the culmination of your school career up until the Higher School Certificate is achieved. This booklet provides you with information about the school's assessment policies and the assessment programs for each individual subject. It is hoped that by providing this information, students will be better prepared for each formal assessment task.

Students must meet a number of requirements set by the NSW Educational Standards Authority (NESA). One such requirement is that they perform all tasks set for the Assessment Program in each of their courses of study. Completion of all assessment tasks at a satisfactory level is captured by a grade (A to E) for each course you study, awarded by your teachers, which are then recorded on your RoSA.

Students will have to complete a number of assessment tasks as a compulsory part of their studies. Assessment will be both formal and informal. Formal assessment is summative in nature and it measures student achievement of course outcomes. The results of this formal assessment are collated as required by the NESA to show a student has satisfactorily completed the Course. Informal assessment items are diagnostic in nature, providing information to students about their mastery of course outcomes and feedback on how they might improve their level of understanding.

This book provides a guide to the number, type, and approximate date of assessment tasks for each subject. Details relating to course structures and specific assessment requirements can also be found on the various subject pages.

Assessment of students measures student achievement of course outcomes. Whilst they will complete the tasks at the same time as their peers, students are not being compared to others in their class. If students are to maximise their marks in each course, it is extremely important for them to not only complete all assessment tasks, but to hand them in on time. Late presentation without a doctor's certificate or other documented evidence could result in a penalty of zero marks.

## 1.2 Contact Staff 2020

School Executive		
Principal	Mr Robert Holstein ( <a href="mailto:robert.holstein@mn.catholic.edu.au">robert.holstein@mn.catholic.edu.au</a> )	
Assistant Principal - Curriculum & Welfare	Mrs Veronica Rolfe ( <a href="mailto:veronica.rolfe@mn.catholic.edu.au">veronica.rolfe@mn.catholic.edu.au</a> )	
Assistant Principal - Administration & Welfare	Mr Joel Bristow ( <a href="mailto:joel.bristow@mn.catholic.edu.au">joel.bristow@mn.catholic.edu.au</a> )	
Ministry Coordinator	Mr Vince Cooper ( <a href="mailto:vince.cooper@mn.catholic.edu.au">vince.cooper@mn.catholic.edu.au</a> )	
Leader of Pedagogy		
Religion	Mrs Meagan Edwards ( <a href="mailto:meagan.obrien@mn.catholic.edu.au">meagan.obrien@mn.catholic.edu.au</a> )	Religion
English	Mrs Nicole Taylor ( <a href="mailto:nicole.taylor@mn.catholic.edu.au">nicole.taylor@mn.catholic.edu.au</a> )	English
Mathematics	Mrs Melanie Ritter ( <a href="mailto:melanie.carrigan@mn.catholic.edu.au">melanie.carrigan@mn.catholic.edu.au</a> )	Mathematics 5.3 Mathematics 5.2 Mathematics 5.1
Science	Ms Lisa Bright ( <a href="mailto:lisa.bright@mn.catholic.edu.au">lisa.bright@mn.catholic.edu.au</a> )	Science Agriculture iSTEM
HSIE	Ms Emma Scott ( <a href="mailto:emma.scott@mn.catholic.edu.au">emma.scott@mn.catholic.edu.au</a> )	History (mandatory) Geography (mandatory) Elective History Commerce
PDHPE	Mr Stefan Sokulsky ( <a href="mailto:steven.sokulsky@mn.catholic.edu.au">steven.sokulsky@mn.catholic.edu.au</a> )	PDHPE Physical Activity and Sport Studies
TAS & VET	Mr Garry Scruton ( <a href="mailto:garry.scruton@mn.catholic.edu.au">garry.scruton@mn.catholic.edu.au</a> )	Information & Software Technology Industrial Technology Timber Industrial Technology Metal Graphics Technology Food Technology
CAPA & LOTE	Mrs Claire Dent ( <a href="mailto:claire.dent@mn.catholic.edu.au">claire.dent@mn.catholic.edu.au</a> )	Drama Music Visual Arts Japanese Visual Design Photographic & Digital Media
Support Staff		
Leader of Wellbeing	Mr Aaron Mahony ( <a href="mailto:aaron.mahony@mn.catholic.edu.au">aaron.mahony@mn.catholic.edu.au</a> )	
Career's Advisor	Ms Kylie Watkins ( <a href="mailto:kylie.watkins@mn.catholic.edu.au">kylie.watkins@mn.catholic.edu.au</a> )	
Learning Support	Mrs Maree Beer ( <a href="mailto:maree.beer@mn.catholic.edu.au">maree.beer@mn.catholic.edu.au</a> )	
Indigenous Support	Mr Vince Cooper ( <a href="mailto:vince.cooper@mn.catholic.edu.au">vince.cooper@mn.catholic.edu.au</a> )	
School Counsellors	Mr Kaine Griffith ( <a href="mailto:kaine.griffith@mn.catholic.edu.au">kaine.griffith@mn.catholic.edu.au</a> )	
	Ms Melissa Brown ( <a href="mailto:melissak.brown@mn.catholic.edu.au">melissak.brown@mn.catholic.edu.au</a> )	

## ***Section 2 – Assessment Policy***

### **Rationale**

St Joseph's Aberdeen seek to recognise the individuality and dignity of young people and foster the development of each one's unique potential and spirituality. Subsequently, St Joseph's is committed to providing high quality teaching and learning programmes that enable all students to maximize their individual talents and capabilities for lifelong learning.

Within this context, St Joseph's acknowledges that assessing student knowledge, skills and understanding and providing high quality feedback are critical in assisting students and parents to participate fully in the learning process. It also fosters responsibility for learning by ensuring that teachers provide students, within the context of everyday classroom activities, as well as planned assessment events, with varied opportunities to demonstrate their learning.

### **Aims**

The aim of this document is to inform students of the processes and organisation of the internal assessment components of the Year 10 Course which are conducted at St Joseph's Aberdeen.

Students will have to complete a number of assessment tasks as a compulsory part of their Year 10 studies. Assessment in Year 10 will be both formal and informal. Formal assessment is summative in nature and it measures student achievement of course outcomes. Informal assessment items are diagnostic in nature, providing information to students about their mastery of course outcomes and feedback on how they might improve their level of understanding.

### **Implementation**

All faculties at St Joseph's are required to ensure that assessment:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- is inclusive of all students
- is varied and meaningful for students
- is appropriate and manageable in relation to the outcomes being addressed
- provides the opportunity to monitor, evaluate and inform the teaching and learning process.
- provides feedback for students as to their learning
- as a process, assists teachers to identify and monitor students' achievements and the extent of their progress in relation to the outcomes
- enables faculties to plan for improvement in learning and set realistic priorities.
- provides the basis for reporting to parents, caregivers, government authorities and others where appropriate.

Teachers will be responsible for:

- ensuring that their assessment practices and processes meet the requirements of this policy,
- ensuring that students clearly know the 'what, when and why' relating to assessment and assessment tasks
- ensuring that students develop the necessary skills to participate in self and peer assessment
- planning tasks and activities which provide evidence that particular learning outcomes have been achieved
- using assessment information to inform their teaching and learning
- providing feedback to enable students to improve learning
- regular review of and reflection on assessment purposes, tasks, strategies and practices
- engaging in dialogue and collegiality in regard to standards and consistency
- systematically analysing student work samples to moderate and develop 'on-balance' judgements within the standards framework
- maintaining accurate and easily understood records in relation to student performance and progress
- using assessment information to inform teaching and learning
- using their professional judgement, together with reliable data to build an image of what each student knows and can do
- engaging in professional development to enhance their understanding of assessment practices and standards.

The School will be responsible for:

- ensuring that staff are kept up to date with NESA requirements
- ensuring that assessment policies and procedures are enacted by all teachers in the school
- committing appropriate resources to the ongoing development of assessment practices
- participating in the analysis and discussion of assessment data both internal and external
- providing ongoing opportunities for collaboration between teachers to ensure consistency of judgement
- managing and maintaining accurate records of assessment practices and student assessments
- providing regular opportunities for parents and carers to be informed about student progress
- informing parents and the wider community of assessment policies and practices
- reporting student achievement as required by government authorities.

Students will be responsible for:

- studying a permitted combination of courses
- completing the requirements for each course, including any necessary oral, practical or project work.
- completing tasks required for the assessment program in each Year 10 course.
- Sitting for and making a genuine attempt at examinations.
- Giving a consistent and diligent effort with class work and assessment tasks.

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

- Followed the course developed or endorsed by NESA; and
- Applied oneself with **diligence** and sustained effort to the set tasks provided in the course by the school; and
- Achieved some or all of the course outcomes.

**Evaluation: This Policy will be evaluated annually or as NESA requirements dictate.**

## *Section 3 – Assessment Requirements and Guidelines*

### **3.1 The Year 10 Course**

Performance in Assessments is important. The NSW Educational Standards Authority (NESA) has set requirements for both schools and students. (Syllabus and assessment information is available on NESA website: [educationstandards.nsw.edu.au](http://educationstandards.nsw.edu.au)) Students must ensure they are aware of these requirements.

The requirements are established by the New South Wales Educational Standards Authority.

Essentially, students need to:

1. Study a permitted combination of courses.
2. Complete the requirements for each course, including any necessary oral, practical or project work.
3. Complete tasks required for the assessment program in each Course.
4. Sit for, and make a genuine attempt at, the examinations

At the conclusion of Year 10, student results will be recorded on the student Record of School Achievement (RoSA), issued by NESA. Students will have online access to these results at the end of the year.

### **3.2 Satisfactory Completion**

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including such things as assignments, class participation and practical work. **Students are required to complete all set tasks, not only those for assessment.** For the Principal to deem them as satisfactorily completing the course, students must make a serious attempt at assessment tasks **in excess of 50%** of the available marks for a course.

### 3.3 Performance Descriptors

Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement in any 100-hour (1 year) or 200-hour (2 years) course completed in Stage 5. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). The grade awarded is reported on the student's Record of School Achievement.

During the course teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

**A** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

**B** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

**C** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

**D** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

**E** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## ***Section 4 – Assessment Procedure***

### **4.1 Rights and Responsibilities**

***The school is responsible for:***

- setting assessment tasks which will be used to measure student performance in each component of a course
- specifying a mark/weighting for each assessment task
- informing students of the requirements of each assessment task at least 3 weeks before the due date
- keeping records of each student's performance on each assessment task
- providing students with information on their progress.

***Students are responsible for:***

- meeting all course requirements, including attendance at classes
- applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- being aware of assessment requirements and procedures
- making a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N determination' for that course
- their personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged
- submitting all tasks on or before the due date
- being present for all 'in-class' tasks and examinations.

## 4.2 Notification of Assessment Tasks

The due date and details of an assessment task will be notified to students in writing, wherever possible, at least **THREE WEEKS** before the submission date (NESA requirements are a minimum of TWO WEEKS).

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for three weeks' notice provided the task is not being brought forward. *Any changes of date will be notified in writing.*

**Note that written notification has precedence over any information listed in the assessment schedules contained in this Assessment Booklet** – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task.

The written notification of each task must include:

- the date and time of when the task will take place or when the task is due
- components and their weighting as specified in the syllabus package
- the general nature of the assessment task
- the weight value of the task in relation to the total weighted mark for the course.

Where appropriate, marking criteria/information about how the task will be assessed will also be included.

Dates for assessment tasks will be submitted to the Principal responsible for the School Calendar. The Curriculum Assistant Principal will monitor the schedule of tasks to ensure that tasks are evenly spread and clashes avoided. Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the Leader of Pedagogy responsible for their subject or the Curriculum Assistant Principal **at least 3 days before the date**

### 4.3 Absence for Notification

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit an *Extension/Illness/Misadventure Form* to the relevant Leader of Pedagogy.

### 4.4 Submission of Hand-in Tasks

For assessment tasks which are completed outside the classroom:

- tasks are to be submitted on the due date between 8:30 and 8:45am to the Resource Centre, unless otherwise instructed on the assessment notification.
- tasks must contain a **cover sheet** (see section 5)
- tasks submitted after 9:00am will be deemed to be **LATE**.
- **LATE** tasks will receive **ZERO** marks (see 4.9 below)

### 4.5 Oral Tasks

Oral tasks usually consist of two components – a written submission and the oral presentation itself. The form of the written submission will be explained by your teacher when the task is distributed.

All written submissions must be handed in by the designated time on the due date. All written submissions handed in after this time will be deemed LATE, unless there are exceptional circumstances, and the student will receive ZERO for the written submission component of the task and may receive ZERO for the oral component.

In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified time and day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students **MUST** attend class at the time indicated for their oral presentation. It is the student's responsibility to be ready to give their oral presentation at the designated time on the designated date. Any student that is not present to give their oral presentation at the designated time on the designated date will be deemed LATE, unless there are exceptional circumstances, and the student will receive ZERO for the oral presentation component of the task.

NB: In some circumstances, the written submission is the transcript of the oral presentation. If this transcript is not submitted by the designated time on the designated date, the student will receive ZERO for the task, unless there are exceptional circumstances.

### 4.6 Excursions

Students must attend excursions and field trips, which are part of the Year 10 course assessment and complete the set work.

### 4.8 Examinations

The major examinations in the Year 10 Course are the Year 10 Semester One and Semester Two Examinations

## 4.9 Absent for an Assessment

It is the student's responsibility to ensure all assessment tasks are submitted by the due date or performed in class at the specified time. Unless an application for an extension has been approved the late submission or completion of a task will result in **ZERO** marks being awarded for that task.

It is expected that students must present for the start of the school day when handing in a prepared task, unless illness/misadventure applies. A student who is absent the day before an assessment task or arrives late to school/class must provide relevant documentation to demonstrate illness or misadventure otherwise the student may be deemed to have gained an advantage by taking extra time to complete the task and receive a zero mark. If this is proven, penalties may be applied.

Extensions for assessment tasks completed outside the classroom must be approved at least 3 days before **due date**. If a student is unable to complete a task at the specified time, they must seek an extension. Extensions will only be granted in cases of severe illness or other exceptional circumstances. A medical certificate will be required in cases of illness. Holidays, routine medical or dental appointments, driving tests, part-time work commitments and routine sporting commitments are examples of grounds likely to be unsuccessful when applying for an extension.

If your extension is not granted, you must submit the task on the designated date.

An extension of time for the submission or completion of tasks may only be granted after consultation with the Leader of Pedagogy. **Applications submitted after the due date (of task submission) or specified time (of completing the task) will not be considered.**

Students **MUST** either submit the task before the due date or make arrangements for its submission on the due date. All tasks submitted after the designated time will be deemed LATE.

It is the student's responsibility to ensure all assessment tasks are submitted by the due date or performed in class at the specified time. Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the Assessment Committee).

***Note: The Assessment Committee may consist of the relevant Leader of Pedagogy, Curriculum Assistant Principal and Wellbeing Assistant Principal.***

Students are advised to complete all assessment tasks to the best of their ability and to advise the school **IMMEDIATELY** if circumstances will prevent them from doing so.

1) A student who is absent from school for a valid reason on the day an assessment task is due to be handed in has the responsibility to ensure that the entire work is submitted **before 8:45 am** on the due date, **or to ensure a parent notifies the school by telephone by 8:45 am** on the day the assessment task is due:

- to speak to the relevant Leader of Pedagogy to make arrangements for the task to be submitted by fax or email on that day.
- to inform the Leader of Pedagogy that they will be unable to submit the task on that day, and give an anticipated date of when the task will be submitted

2) **On the day of their return to school**, the student must see the relevant Subject Teacher or Leader of Pedagogy to submit an *Extension/Illness/Misadventure Form* and to provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** provide a medical certificate *for the relevant time period*. **Medical certificates obtained after the event will not be accepted.**

3) If a student completes an assessment task but believes that **exceptional circumstances** adversely affected their performance, the student **MUST, on the day of the task**, see the Leader of Pedagogy or Curriculum Assistant Principal to obtain an *Assessment Task Appeal Form* and to provide an explanation as to why they feel their performance in the assessment task had been adversely affected. The student must return the completed *Assessment Task Appeal Form* to the Leader of Pedagogy or Curriculum Assistant Principal with the required independent evidence, with-in an agreed timeframe.

If the Assessment Task Appeal is not approved by the Assessment Committee, then the student will receive the mark they gained on the task. If the Assessment Task Appeal is approved, the Assessment Committee will advise the student of the course of action to be taken.

4) Steps to be taken if a student is sick DURING the completion of an assessment task at school:

(i) The student **MUST** notify the class teacher / exam supervisor who will offer the appropriate assistance and will immediately notify the relevant Leader of Pedagogy.

(ii) If the student chooses, they can continue with the completion of the task. **NO EXTRA TIME WILL BE GIVEN AND THE RESULT ACHIEVED IN THE TASK WILL NOT BE ADJUSTED.**

(iii) If the student is unwell and unable to proceed with the completion of the assessment task, they will be signed out via the school Sick Bay and allowed to go home. The student will be advised to see a doctor immediately. The relevant Leader of Pedagogy will notify the Assessment Committee.

Upon **return to school**, the student must see the relevant Subject Teacher or Leader of Pedagogy to submit an *Extension/Illness/Misadventure Form* and must be prepared to sit for a substitute task. A medical certificate verifying the illness on the day of the assessment task **MUST** be provided. **Medical certificates obtained after the event will not be accepted.**

**Note: Appeals initiated after assessment task results have been issued will NOT be considered in any circumstances.**

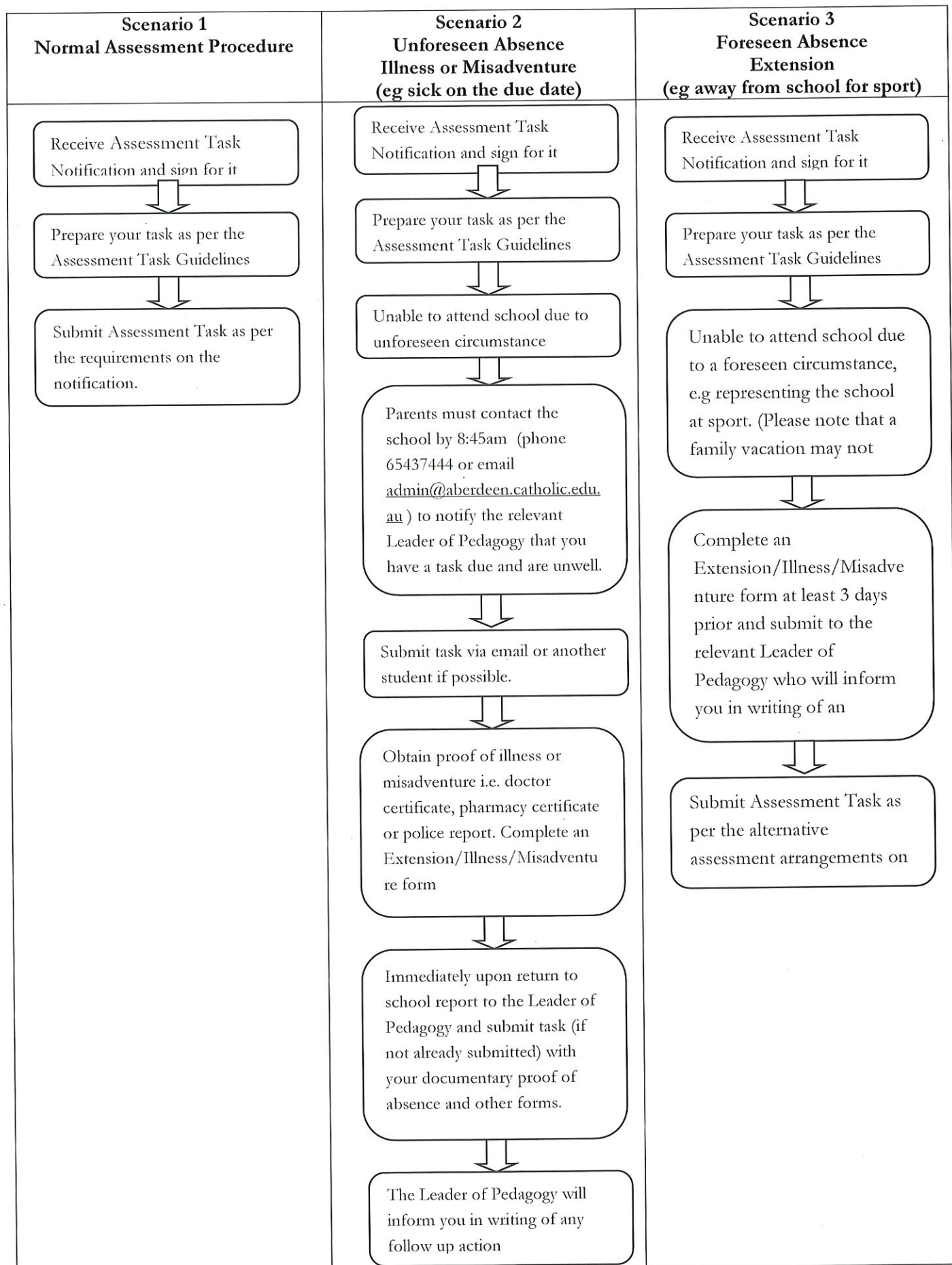
5) Students will attend all timetabled lessons or scheduled school activities on the school **day prior** to an assessment task. Where a task is due later in the day, then students must attend all lessons **prior to the task on that day**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them being at school the day prior to the assessment task, or why they could not attend all lessons prior to the task on the day of the assessment task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** provide a medical certificate certifying the illness *occurred on the day prior to the assessment task, or on the day of the assessment task (whichever is applicable)*. **Medical certificates obtained after the event will not be accepted.**

## 4.10 Extension/Illness/Misadventure Procedure

If an *Extension/Illness/Misadventure Form* has been approved, then the Leader of Pedagogy will either:

- authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return
- authorise for an estimate to be given
- grant an extension of time
- determine an alternative procedure.

**Important Note:** Your application for an *Extension/Illness/Misadventure* is no guarantee that it will be approved.



**NB: Failure to follow the above may result in a ZERO mark for your Assessment Task**

## 4.11 Late Submission

All tasks are to be submitted/completed by/on the designated time on the specified date. All tasks submitted/completed after this time will be deemed to be LATE unless there are exceptional circumstances.

Unless the Leader of Pedagogy receives a completed *Extension/Illness/Misadventure Form* that provides an acceptable explanation for the late submission/completion of a task, the student will receive **ZERO** marks for that task.

## 4.12 Technology and Assessment Tasks

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date.

**Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in extreme circumstances.**

To minimise problems in relation to technology, students should adhere to the following protocols:

- continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive).
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data is not corrupted.
- save a copy of the final version of your task to an email address that can be accessed at school (such as yourname@mnstu.catholic.edu.au email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home. During busy times, you may have trouble accessing the school printers. If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. ***Note: printing at school must be completed well before the due hand in time.***

## 4.13 Non-Serious or Non-Attempt

Students will make a serious attempt at all assessment tasks. When a student does not attempt an assessment task, a mark of ZERO will be awarded.

Where the Assessment Committee deem a student to have made a non-serious attempt, a mark of ZERO will be awarded.

A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete, or which contains frivolous or objectionable material. A serious attempt is the presentation of an assessment task which meets the requirements of the set task and which has been done to the best of the student's ability

Students **MUST** satisfactorily complete more than 50% of all assessment tasks set for a course for the Principal to deem them as satisfactorily completing the course.

## 4.14 Malpractice

Each student's mark in an assessment task will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable.

A student must be able to certify that:

- the planning, development, content and presentation of this assessment task is my own work in every respect
- this assessment task has not been copied from another person's work or from books or the internet or any other source
- they have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development

**All work presented in assessment tasks must be a student's own or must be acknowledged appropriately.**

Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task.

**Malpractice is any activity that allows students to gain an unfair advantage over other students.** It includes, but is not limited to:

- cheating, attempting to cheat, or assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without appropriate acknowledgement to the source
- building on the ideas of another person without appropriate acknowledgement to the source
- buying, stealing or borrowing another person's work and presenting it as their 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 to the source
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting an assessment task in any way
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date.

## 4.13 Plagiarism

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Any student found involved in malpractice in completing an assessment task will be awarded a mark of **ZERO** for that task. The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Leader of Pedagogy of the course involved and notified immediately to the Principal.

The Principal will ask the Assessment Committee to review any cases of suspected malpractice and recommend the appropriate action should malpractice be proven. The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken. If malpractice is proven, a mark of **ZERO** will be awarded.

## 4.14 'N' Determination

Students undertaking the Year 10 Course must make a genuine/serious attempt to satisfactorily complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. **Attendance is an integral part of satisfactorily completing a course.**

It is a matter for the class teacher's professional judgment to determine whether or not a student has made a genuine attempt to complete these requirements. Students must make a serious attempt at assessment tasks that contribute in excess of 50% of the total assessment mark.

**Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course.** Students and parents/guardians will be informed in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student does not meet course and assessment requirements in a Year 10 Course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement.

The final decision regarding any 'N' determination recommendation will be made by the Principal. Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the Assessment Committee. The outcome of the appeal will be notified to the student, the parents and the NESA.

## 4.15 Assessment Appeals

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Leader of Pedagogy of the subject involved should be consulted.

**Disputes over an individual task must be resolved as soon as possible by the Assessment Committee.**

The Assessment Committee's decision is final. Where the class teacher is the Leader of Pedagogy, an alternate Leader of Pedagogy will take their place on the Assessment Committee.

**Note: The Assessment Committee will make recommendations to the Principal who is the final arbiter.**

Where circumstances arise in the administration of the assessment of Year 10 courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Principal for resolution.

## 4.16 Disability Provisions

Disability provisions are arrangements designed to help students who could not otherwise make a fair attempt to demonstrate their knowledge in an examination room. The disability provisions are intended to reduce disadvantage in an examination situation. The provisions granted are determined by how the student's examination performance is affected.

Any students with a disability recognised in the Disability Standards can apply for disability provisions. These provisions apply to student, who qualify on the grounds of a diagnosis of a recognised disability or learning difficulty, medical condition or injury. Students may be given Disability Provisions for assessment tasks, based on evidence supplied to the Learning Support Coordinator. Students eligible to apply for Disability Provisions need to see the Learning Support Coordinator to ensure the completion and submission of the relevant forms by the due date.

## 4.17 Aboriginal Student Support

*St Joseph's High School Aberdeen would like to respectfully acknowledge the Wonnarua and Gamilaraay people who are the Traditional Custodians and First People of the land on which our school is built on. We pay our respects to the Elders past and present and we would like to extend our respect to the Aboriginal people, staff and students past and present of St Joseph's Aberdeen.*

St Joseph's High School Aberdeen has a vibrant Aboriginal student population who are supported and encouraged in their endeavours and studies by the High School. All students of the High School are educated in Aboriginal culture, spirituality and traditions.

St Joseph's High School, through funding provided by the Catholic Schools Office employs an Aboriginal Educational Teacher who works with students through an individual mentoring program and/or through provision of tutoring.

The Aboriginal Educational Teacher supports the senior students with Year 10 subject choices so as to find the right balance in their journey through their school life and to support the student through their various pathways after school such as:

- Career notifications-information and traineeships.
- University information camps and open days and alternative pathway entry.

- Scholarships and
- Post school support.

Aboriginal Student leaders are involved in a range of activities under the guidance of the Aboriginal Teacher in relation to the celebration of days of significance for example Reconciliation Week. Care is taken to encourage students, families and staff to immerse themselves in, an appreciation and understanding of our shared Aboriginal heritage.

Our School welcomes active participation by members of our Aboriginal community in the education of our students.

#### **4.18 Course Changes, Dropping Subjects & Pathways Students**

For students changing courses, the Principal must be satisfied that they will be able to complete all course outcomes before the completion of the Year 10 course. NESA entrance and completion dates for courses must be adhered to. Students wishing to change courses must make an appointment to see an Assistant Principal to discuss the matter.

## *Section 5 – Assessment Documentation*

### 5.1 Referencing Guide

The **Harvard Reference Generator** tool is designed to create references for your bibliography in the correct form. The SJA Librarian recommends Neil's Tool Box: <http://www.neilstoolbox.com/> and for a Plagiarism Checker: <http://www.neilstoolbox.com/plagiarism-tester/index.htm>

#### HSC Key Terms

**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, employ in a particular situation

**Appreciate** - Make a judgement about the value of

**Assess** - Make a judgement 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 (analyse/evaluate)

**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 judgement based on criteria; determine the value of

**Examine** - Inquire into

**Explain** - Relate cause and effect; make the relationships 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 reasons in favour

**Recount** - Retell a series of events

**Summarise** - Express, concisely, the relevant details

**Synthesise** - Putting together various elements to make a whole

## 5.2 Extension/Illness/Misadventure form



### St Joseph's High School Aberdeen

Segenhoe Street Aberdeen NSW 2336  
 Phone (02) 65437444 Fax (02) 65437924  
 Email: [admin@aberdeen.catholic.edu.au](mailto:admin@aberdeen.catholic.edu.au)  
[www.aberdeen.catholic.edu.au](http://www.aberdeen.catholic.edu.au)

#### Extension/Illness/Misadventure Form

**NOTE:** This form should be handed to your Subject Teacher or relevant Leader of Pedagogy (LOP).  
 If the illness/Misadventure is for an entire Examination Block, please submit to an Assistant Principal.  
**DO NOT LEAVE THIS FORM AT STUDENT SERVICES**

Forms not fully completed may not be considered.

Name:		Pastoral Class:	
Subject:	Teacher:		LOP:
Task No.	Weighting:	%	Task Type: Due Date:

Reason for Application – to be completed by the student	
<input type="checkbox"/>	Extension to submit / complete an Assessment Task
<input type="checkbox"/>	Absent from school for the submission date of a Hand in Assessment Task
<input type="checkbox"/>	Absent from school for an in-class Assessment Task
<input type="checkbox"/>	Exceptional Circumstances adversely affecting your ability to complete an Assessment task
<input type="checkbox"/>	Sick during an Assessment Task at school
<input type="checkbox"/>	Misadventure/Undue hardship
<input type="checkbox"/>	Other (explain):

Supporting Evidence – to be completed by the student	
Suggested Alternate Date for task submission:	
I have attached relevant supporting evidence:	
<input type="checkbox"/> Medical Certificate	<input type="checkbox"/> Legal Documents <input type="checkbox"/> Letter from Guardian
Student Signature:	Guardian Signature:
Date:	Date:

Office Use Only: Leader of Pedagogy's recommendation	
<input type="checkbox"/> Application Accepted	<input type="checkbox"/> Application Rejected
Comment:	
Leader of Pedagogy's signature:	Date:

Alternate Arrangements to be logged on Sentral Copies to: Student File, Student/Guardian
--

Office Use Only: Assessment Committee's recommendation if application is rejected.	
Comment:	
Signature:	Date:
Signature:	Date:
Signature:	Date:

## **Procedure for Requesting an Extension/Illness/Misadventure Consideration**

### **Illness**

**STEP 1:** Parent/Guardian to telephone the school by 8:45am explaining the inability of the student to meet the requirements of the Assessment Task. Obtain a medical certificate to verify student's illness.

**STEP 2:** Download from the Compass School Documentation a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting medical evidence.

**STEP 3:** On the student's return to school submit the completed form to your subject teacher or the relevant Leader of Pedagogy.

**STEP 4:** Applications will be considered by the Leader of Pedagogy.

**STEP 5:** The decision to accept or reject the application will be communicated to the student in writing, with alternate arrangements if required.

---

### **Extension**

**STEP 1:** Download from the Compass School Documentation a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting evidence.

**STEP 2:** Submit the completed form to the relevant Subject Teacher or Leader of Pedagogy at least three days prior to the due date.

**STEP 3:** Applications will be considered by the Leader of Pedagogy.

**STEP 4:** The decision to accept or reject the application will be communicated to the student in writing, with alternate arrangements if required.

---

### **Misadventure**

**STEP 1:** After an assessment task has been completed in which the student believes they have experienced undue hardship and were disadvantaged, download from the Compass School Documentation a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting evidence.

**STEP 2:** Submit the completed form to the relevant Subject Teacher or Leader of Pedagogy.

**STEP 3:** Applications will be considered by the Leader of Pedagogy.

**STEP 4:** The decision to accept or reject the application will be communicated to the student in writing.

## 5.3 Appeals Application form



### St Joseph's High School Aberdeen

Segenhoe Street Aberdeen NSW 2336  
 Phone (02) 65437444 Fax (02) 65437924  
 Email: [admin@aberdeen.catholic.edu.au](mailto:admin@aberdeen.catholic.edu.au)  
[www.aberdeen.catholic.edu.au](http://www.aberdeen.catholic.edu.au)

### Appeals Application Form

**NOTE:** This form should be handed to your Subject Teacher or relevant Leader of Pedagogy (LOP).  
**DO NOT LEAVE THIS FORM AT STUDENT SERVICES**  
 Forms not fully completed may not be considered.

<b>Name:</b>		<b>Admin:</b>	
<b>Subject:</b>		<b>Teacher:</b>	
<b>Task No.</b>		<b>Weighting:</b>	
<b>Task Type:</b>		<b>Due Date:</b>	

Task Description	
<input type="checkbox"/>	Test/Examination
<input type="checkbox"/>	Oral
<input type="checkbox"/>	Hand in task
<input type="checkbox"/>	Performance
<input type="checkbox"/>	Major Project
<input type="checkbox"/>	Video
<input type="checkbox"/>	Field work
<input type="checkbox"/>	Other:

Reason for Appeal – to be completed by the student			
I have attached relevant supporting evidence:			
<input type="checkbox"/> Medical Certificate	<input type="checkbox"/> Legal Documents	<input type="checkbox"/> Letter from Guardian	<input type="checkbox"/> Other
Student Signature:		Guardian Signature:	
Date:		Date:	

Office Use Only: Leader of Pedagogy's recommendation	
Action Taken:	
Comment:	
Leader of Pedagogy's signature:	Date:

Note: Actions and recommendations should be logged on Sentral for record keeping purposes

Office Use Only: Assessment Committee's recommendation	
Comment:	
Signature:	Date:
Signature:	Date:
Signature:	Date:

## Procedure for Requesting an Appeal

Students may appeal against decisions concerning aspects of an assessment on a number of bases. These may be summarised as follows:

1. Student appeals against an assessment ranking due to exceptional circumstances
2. Student appeals against a zero mark awarded for late or non-submission
3. Student appeals against 'N' determinations for non-completion of particular courses

Procedure:

**STEP 1:** After the submission or completion of an assessment task in which the student feels an appeal is warranted.

**STEP 2:** Download from the Compass School Documentation a copy of the Appeals Application form, complete the relevant sections, attaching all supporting evidence.

**STEP 3:** Submit the completed form to the relevant Teacher or Leader of Pedagogy.

**STEP 4:** Applications will be considered by the Assessment Committee.

**STEP 5:** The decision of the Assessment Committee to accept or reject the application will be communicated to the student in writing, with alternate arrangements if required.

---

# Agriculture – Course Structure

## Stage 5 Course Outcomes

A student:

5.1.1	explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
5.1.2	explains the interactions within and between agricultural enterprises and systems
5.2.1	explains the interactions within and between the agricultural sector and Australia's economy, culture and society
5.3.1	investigates and implements responsible production systems for plant and animal enterprises.
5.3.2	investigates and applies responsible marketing principles and processes.
5.3.3	explains and evaluates the impact of management decisions on plant production enterprises.
5.3.4	explains and evaluates the impact of management decisions on animal production enterprises.
5.4.1	evaluates the impact of past and current agricultural practices on agricultural sustainability
5.4.2	evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics.
5.4.3	implements and justifies the application of animal welfare guidelines to agricultural practices.
5.5.1	designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts.
5.5.2	collects and analyses agricultural data and communicates results using a range of technologies.
5.6.1	applies Occupational Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery.
5.6.2	performs plant and animal management practices safely and in cooperation with others.

## Agriculture – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Practical Report	Examination	Report	Examination	
Outcomes assessed	5.3.1, 5.3.2, 5.3.4, 5.4.3, 5.5.1, 5.5.2, 5.6.2	5.1.1, 5.1.2, 5.3.4, 5.2.1, 5.4.2, 5.4.3	5.1.2, 5.4.1, 5.4.2	5.1.1, 5.2.1, 5.3.3, 5.5.1, 5.5.2, 5.6.1	
Components					Weighting %
Skills	20%	5%	15%	10%	50%
Knowledge & Understanding	5%	20%	10%	15%	50%
Total %	25%	25%	25%	25%	100%

# Commerce – Course Structure

## Stage 5 Course Outcomes

A student:

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

## Commerce – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Law Report	Topic Test	Oral Presentation (Hand In/In class)	Group Task	
Outcomes assessed	5.3, 5.4, 5.5, 5.7	5.1, 5.2, 5.8	5.7, 5.8, 5.9	5.4, 5.6, 5.7	
<b>Components</b>					
Knowledge and Understanding	10%	10%	5%	10%	35%
Research skills	10%			10%	20%
Interpreting stimulus	5%	5%	5%		15%
Communication	5%	5%	10%	10%	30%
Total %	30%	20%	20%	30%	100%

# Drama – Course Structure

## Stage 5 Course Outcomes

	5.1.1	manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
	5.1.2	contributes, selects, develops and structure ideas in improvisation and play building
Making	5.1.3	devises, interprets and enacts drama using scripted and unscripted material or text
	5.1.4	explores, structure and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies
	5.2.1	applies acting and performance techniques expressively to communicate dramatic meaning
Performing	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 techniques, theatrical conventions and technologies to create dramatic meaning appreciating
	5.3.1	responds to, and reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
Appreciating	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.

## Drama – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Performance	Performance and folio	Performance essay	Examination	
Outcomes assessed	5.1.1, 5.1.4, 5.2.1, 5.2.2, 5.2.3	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3	5.3.1, 5.3.2, 5.3.3	
Components					Weighting %
Performance	5%	10%	15%		30%
Making	10%	10%	10%		30%
Appreciating		10%	5%	25%	40%
Total %	15%	30%	30%	25%	100%

# English – Course Structure

## Stage 5 Course Outcomes

A student:

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, describes 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 using 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 reflect 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 for learning with increasing independence and effectiveness

## English – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	“Comparative Study” Multimodal	“Poetry” Short answer / Exposition	“Close Study of Text” Exposition	“Satire” Viva Voce	
Outcomes assessed	EN5-4B, EN5-6C	EN5-3B, EN5-5C	EN5-7D, EN5-9E	EN5-1A, EN5-2A, EN5-8D	
Components					
Reading	*	*	*	*	
Writing	*	*	*	*	
Listening	*			*	
Speaking	*			*	
View & Representing	*			*	
Total %	25%	25%	25%	25%	100%

# Food Technology – Course Structure

## Stage 5 Course Outcomes

A student:

5.1.1	demonstrates hygienic handling of food to ensure a safe and appealing product
5.1.2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
5.2.1	describes the physical and chemical properties of a variety of foods
5.2.2	accounts for changes to the properties of food which occur during food processing, preparation and storage
5.2.3	applies appropriate methods of food processing, preparation and storage
5.3.1	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
5.3.2	justifies food choices by analysing the factors that influence eating habits
5.4.1	collects, evaluates and applies information from a variety of sources
5.4.2	communicates ideas and information using a range of media and appropriate terminology
5.5.1	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
5.5.2	plans, prepares, presents and evaluates food solutions for specific purposes
5.6.1	examines the relationship between food, technology and society
5.6.2	evaluates the impact of activities related to food on the individual, society and the environment

## Food Technology – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Folio/Practical Muswellbrook show	Folio/Practical	Folio/Practical	Examination	
Outcomes assessed	5.1.1, 5.1.2	5.1.1, 5.2.3, 5.1.2, 5.3.2, 5.4.1, 5.5.2	5.2.3, 5.4.1, 5.4.2, 5.5.1, 5.5.2	5.2.1, 5.3.1, 5.3.2, 5.6.1, 5.6.2	
Components					Weighting %
Practical	15%	15%	15%		45%
Folio	10%	10%	10%		30%
Examination				25%	25%
Total %	25%	25%	25%	25%	100

# Geography – Course Structure

## Stage 5 Course Outcomes

A student:

GE5-1	explains the diverse features and characters of a range of places and environments
GE5-2	explains processes and influences that form and transform places and environments
GE5-3	analyses the effect of interactions and connections between people, places and environments
GE5-4	accounts for perspectives of people and organisations on a range of geographical issues
GE5-5	assesses management strategies for places and environments for their sustainability
GE5-6	analyses differences in human wellbeing and ways to improve human wellbeing
GE5-7	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8	communicates geographical information to a range of audiences using a variety of strategies

## Geography– Assessment Program

Task number	Task 1	Task 2	
Nature of task	Geographical Inquiry	Responding to Data & Sources	
Outcomes assessed	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	
Components			Weighting %
Knowledge	20%	20%	40%
Geographical Inquiry	20%		20%
Geographical tools		20%	20%
Communication	10%	10%	20%
Total %	50%	50%	100%

# History – Course Structure

## Stage 5 Course Outcomes

A student:

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

## History – Assessment Program

Task number	Task 1	Task 2	
Nature of task	Historical Inquiry & Source Analysis	Site Study – Incursion In-Class Extended Response	
Outcomes assessed	HT5-1, HT5-3, HT5-7, HT5-9, HT5-10	HT5-2, HT5-4, HT5-5, HT5-6, HT5-8, HT5-10	
Components			Weighting %
Knowledge	15%	15%	30%
Source Analysis	10%	10%	20%
Research and Historical Inquiry	10%	10%	20%
Communication	15%	15%	30%
Total %	50 %	50 %	100%

# History (Elective) – Course Structure

## Stage 5 Course Outcomes

A student:

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 historical sources and uses them appropriately in an historical inquiry
E5.7	explains different contexts, perspectives and interpretations of the past
E5.8	locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
E5.9	uses historical terms and concepts in appropriate contexts
E5.10	selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences

## Elective History – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Source Analysis - Holocaust	Research Assignment (Hand in)	Oral Presentation/ Historical Inquiry	Examination	
Outcomes assessed	E5.2, E5.4, E5.5, E5.6.	E5.1, E5.3, E5.7, E5.8, E5.10	E5.7, E5.8, E5.9, E5.10	E5.1, E5.2, E5.3, E5.4, E5.5, E5.6, E5.7, E5.8	
Components					Weighting %
Source Analysis	15%				15%
Research and Inquiry		20%	15%		35%
Knowledge	5%		5%	15%	25%
Communication	5%	5%	10%	5%	25%
Total %	25 %	25%	30%	20%	100%

# Industrial Technology: Engineering – Course Structure

## Stage 5 Course Outcomes

A student:

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.

## Industrial Technology: Engineering – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Folio/Practical	Folio/Practical	Folio/Practical	Examination	
Outcomes assessed	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2	
Components					Weighting %
Folio	10%	10%	10%		30%
Practical	15%	15%	15%		45%
Examination				25%	25%
Total %	25%	25%	25%	25%	100%

# Industrial Technology: Metal – Course Structure

## Stage 5 Course Outcomes

A student:

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.

## Industrial Technology: Metal – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Folio/Practical	Folio/Practical	Folio/Practical	Examination	
Outcomes assessed	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2	
Components					Weighting %
Folio	10%	10%	10%		30%
Practical	15%	15%	15%		45%
Examination				25%	25%
Total %	25%	25%	25%	25%	100%

# Industrial Technology: Timber – Course Structure

## Stage 5 Course Outcomes

A student:

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.

## Industrial Technology: Timber – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Folio/Practical	Folio/Practical	Folio/Practical	Examination	
Outcomes assessed	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2	
Components					Weighting %
Folio	10%	10%	10%		30%
Practical	15%	15%	15%		45%
Examination				25%	25%
Total %	25%	25%	25%	25%	100

# Information & Software Technology - Course Structure

## Stage 5 Course Outcomes

A student:

5.1.1	elects and justifies the application of appropriate software programs to a range of task.
5.1.2	selects, maintains and appropriately uses hardware for a range of tasks.
5.2.1	describes and applies problem-solving processes when creating solutions.
5.2.2	designs, produces and evaluates appropriate solutions to a range of challenging problems.
5.2.3	critically analyses decision-making processes in a range of information and software solutions.
5.3.1	justifies responsible practices and ethical use of information and software technology.
5.3.2	acquires and manipulates data and information in an ethical manner.
5.4.1	analyses the effects of past, current and emerging information and software technologies on the individual and society.
5.5.1	applies collaborative work practices to complete tasks.
5.5.2	communicates ideas, processes and solutions to a targeted audience.
5.5.3	describes and compares key roles and responsibilities of people in the field of information and software technology.

## Information & Software Technology – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Database Project	Website Project	Programming Project	Examination	
Outcomes assessed	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.2, 5.5.2	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.2, 5.4.1, 5.5.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.5.2, 5.5.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.3	
Components					Weighting %
Core	10%	10%	10%	30%	60%
Options	10%	10%	10%	10%	40%
Total %	20%	20%	20%	40%	100%

# iSTEM – Course Structure

## Stage 5 Course Outcomes

A student:

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

## iSTEM – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Motion Project	Mechanics Design Task	Research Project (Minor)	Research Project (Major)	
Outcomes assessed	5.1.1, 5.3.1, 5.3.2, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2	5.1.1, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2, 5.8.1	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2, 5.7.1	
Components					
Research			5%	10%	15%
Skills	5%	5%	10%		35%
Problem Solving	5%	5%	10%	10%	30%
Knowledge and Understanding	5%	5%		10%	20%
Total %	15%	15%	25%	45%	100%

# Japanese – Course Structure

## Stage 5 Course Outcomes

A student:	
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

## Japanese – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
Nature of task	Listening	Reading & Responding, Writing	Speaking	Writing	Examination	
Outcomes assessed	LJA5-2C, LJA5-9U	LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U	LJA5-1C, LJA5-5U	LJA5-4C, LJA5-6U	LJA5-2C, LJA5-3C, LJA5-8U, LJA5-9U	
<b>Components</b>						
Listening	20%				10%	30%
Speaking			20%			20%
Reading		15%			15%	30%
Writing		10%		10%		20%
<b>Total %</b>	<b>20%</b>	<b>25%</b>	<b>20%</b>	<b>10%</b>	<b>25%</b>	<b>100%</b>

# Mathematics 5.3 Pathway – Course Structure

## Stage 5 Course Outcomes

A student:

All Stage 5.2 and 5.1 outcomes list previously plus...
MA5.3-1WN uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WN generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WN uses deductive reasoning in presenting arguments and formal proofs
MA5.3-4NA draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA performs operations with surds and indices
MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-9NA sketches and interprets a variety of non-linear relationships
MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA uses function notation to describe and sketch functions
MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG 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

## Mathematics 5.3 Pathway – Assessment Program

Task No	Task	Weighting	Outcomes	Test	Application
Task 1	Application Task (in class)	20%	MA5.3-1WN, MA5.3-5NA, MA5.3-13MG, MA5.3-14MG		20%
Task 2	Half Yearly Examination	25%	MA5.3-2WN, MA5.2-4NA, MA5.3-5NA, MA5.3-6NA, MA5.3-7NA, MA5.3-8NA, MA5.3-13MG, MA5.3-14MG MA5.1-1WN, MA5.1-2WN, MA5.1-3WM	25%	
Task 3	Research Task	10%	MA5.3-3WN, MA5.3-7NA, MA5.3-8NA, MA5.3-9NA		10%
Task 4	Application Task (in class)	20%	MA5.3-1WN, MA5.3-18SP, MA5.3-19SP		20%
Task 5	Yearly Examination	25%	MA5.2-4NA, MA5.3-5NA, MA5.3-6NA, MA5.3-7NA, MA5.3-8NA, MA5.3-9NA, MA5.3-13MG, MA5.3-14MG, MA5.3-15MG, MA5.3-18SP, MA5.3-19SP, MA5.1-1WN, MA5.1-2WN, MA5.1-3WM	25%	
	<b>TOTAL</b>	<b>100%</b>		<b>50%</b>	<b>50%</b>

# Mathematics 5.2 Pathway – Course Structure

## Stage 5 Course Outcomes

A student:

All stage 5.1 outcomes list previously plus
MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM constructs arguments to prove and justify results
MA5.2-4NA solves financial problems involving compound interest
MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP describes and calculates probabilities in multi-step chance experiments

## Mathematics 5.2 Pathway – Assessment Program

Task No	Task	Weighting	Outcomes	Test	Application
Task 1	Application Task (in class)	20%	MA5.2-1WM, MA5.2-6NA, MA5.2-7NA, MA5.2-11MG, MA5.2-12MG		20%
Task 2	Half Yearly Examination	25%	MA5.2-2WM, MA5.2-4NA, MA5.2-6NA, MA5.2-7NA, MA5.2-11MG, MA5.2-12MG	25%	
Task 3	Research Task	10%	MA5.2-2WM, MA5.2-8NA, MA5.2-9NA, MA5.2-10NA, MA5.2-3WM, MA5.1-15SP, MA5.1-16SP, MA5.1-17SP		10%
Task 4	Application Task (in class)	20%	MA5.2-4NA, MA5.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.2-9NA, MA5.2-10NA, MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.2-14MG, MA5.1-15SP, MA5.1-16SP, MA5.1-17SP, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	25%	
Task 5	Yearly Examination	25%			
	<b>TOTAL</b>	<b>100%</b>		<b>50%</b>	<b>50%</b>

# Mathematics 5.1 Pathway – Course Structure

## Stage 5 Course Outcomes

A student:

MA5.1-1WNM uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WNM selects and uses appropriate strategies to solve problems
MA5.1-3WNM provides reasoning to support conclusions that are appropriate to the context
MA5.1-4NNA solves financial problems involving earning, spending and investing money
MA5.1-5NNA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NNA determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NNA graphs simple non-linear relationships
MA5.1-8MNG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MNG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MNG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MNG 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

## Mathematics 5.1 Pathway – Assessment Program

Task No	Task	Weighting	Outcomes	Test	Application
Task 1	Application Task (in class)	20%	MA5.1-1WNM, MA5.1-2WNM, MA5.1-5NNA, MA5.1-8MNG, MA5.1-10NNA		20%
Task 2	Half Yearly Examination	25%	MA5.1-4NNA, MA5.1-5NNA, MA5.1-6NNA, MA5.1-8MNG, MA5.1-1WNM, MA5.1-2WNM, MA5.1-3WNM	25%	
Task 3	Research Task	10%	MA5.1-2WNM, MA5.1-6NNA, MA5.1-7NNA		10%
Task 4	Application Task (in class)	20%	MA5.1-1WNM, MA5.1-7NNA, MA5.1-10MNG, MA5.1-11MNG, MA-13SP		20%
Task 5	Yearly Examination (5.1)	25%	MA5.1-4NNA, MA5.1-5NNA, MA5.1-6NNA, MA5.1-7NNA MA5.1-8MNG, MA5.1-9MNG, MA5.1-10MNG, MA5.1-11MNG, MA5.1-12SP, MA-13SP, MA5.1-3WNM	25%	
	<b>TOTAL</b>	<b>100%</b>		<b>50%</b>	<b>50%</b>

# Music – Course Structure

## Stage 5 Course Outcomes

A student:

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

## Music – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
Nature of task	Performance	Viva Voce	Examination	Composition & Portfolio	Performance	
Outcomes assessed	5.1, 5.2, 5.3, 5.11, 5.12	5.7, 5.8, 5.9, 5.10, 5.11, 5.12	5.7, 5.8, 5.9, 5.10, 5.11, 5.12	5.4, 5.5, 5.6, 5.11, 5.12	5.1, 5.2, 5.3, 5.11, 5.12	
<b>Components</b>						<b>Weighting %</b>
Performance	14%				20%	34%
Composition				33%		33%
Musicology(listening)		12%				12%
Listening			21%			21%
<b>Total %</b>	<b>14%</b>	<b>12%</b>	<b>21%</b>	<b>33%</b>	<b>20%</b>	<b>100%</b>

# PDHPE – Course Structure

## Stage 5 Course Outcomes

A student:

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 improves 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 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

## 10 PDHPE – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Life Saving	Examination Lifesaving, Nutrition	Volleyball/ large and small ball skills.	Examination Road Safety, Sexual Health, Relationships, Practical activities	
Outcomes assessed	PD5-2, PD5-3, PD5-4, PD5-6, PD5-7, PD5-8, PD5-9	PD5-1, PD5-2, PD5-3, PD5-6, PD5-9, PD5-10	PD5-4, PD5-11	PD5-1, PD5-2, PD5-3, PD5-5, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10,	
Components					
Self-management skills	X	X	X	X	60%
Interpersonal skills	X	X	X	X	40%
Movement skills	X		X		100%

# Photographic and Digital Media – Course Structure

## Stage 5 Course Outcomes

A student:

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 the 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

## Photographic and Digital Media – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Film	Portfolio and Journal	Case Study	Yearly Examination	
Outcomes assessed	5.1, 5.5, 5.6	5.2, 5.3, 5.4, 5.5, 5.8, 5.9	5.7, 5.8, 5.10	5.7, 5.8, 5.9, 5.10	
Components					Weighting %
Artmaking	30%	20%			50%
Art Critical Historical		10%	20%	20%	50%
Total %	30%	30%	20%	20%	100%

# Physical Activity and Sports Studies – Course Structure

## Stage 5 Course Outcomes

A student:

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

## 10 Physical Activity and Sports Studies – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Written and Practical Task - Sports Injury management	Examination	Sportsfun (Coaching, Lesson Plans and Evaluations)	Examination	
Outcomes assessed	1.1, 3.1, 4.2, 4.4	1.1, 1.2, 3.1, 3.2, 4.2, 4.4	1.1, 1.2, 3.1, 3.2, 4.1, 4.2, 4.4	1.1, 1.2, 3.2, 4.1, 4.2, 4.4	
Components					Weighting %
Sports Medicine	20%	10%			30%
Skill Development		10%	10%	10%	30%
Coaching			20%	10%	30%
Nutrition				10%	10%
Total %	20%	20%	30%	30%	100%

# Religious Studies – Course Structure

## Stage 5 Course Outcomes

A student

JS 5.1	Demonstrates a deeper understanding of the language and books of the Scriptures
JS 5.2	Demonstrates a deeper understanding of the impact of Jesus' challenging message
JS 5.3	Demonstrates a more extensive knowledge of Jewish society and culture
JS 5.4	Demonstrates a deeper understanding of the Spirit at work in the world
HB5.1	Conveys a knowledge of the beliefs of some major religious traditions
HB 5.2	Demonstrates a knowledge of key people and events in the history of the Catholic Church in Australia
HB 5.3	Demonstrates an understanding of the links between religion, religious traditions and religious experience
HB 5.4	Demonstrates a deeper understanding of significant stages in the story of the Church
HB 5.5	Demonstrates an awareness of the impact of faith on the human search for meaning
CP 5.1	Demonstrates a knowledge of prayer forms and celebrations in other religious traditions
CP5.2	Demonstrates a knowledge and understanding of the characteristics of several major religious traditions
CP 5.3	Demonstrates a knowledge and understanding of the meaning of the Sacraments of Service and Commitment
JM 5.1	Communicates a knowledge of the various ways that people have responded to Jesus' message of justice and peace
JM 5.2	Demonstrates a deeper knowledge and understanding of the Church's social teaching and action for justice
JM 5.3	Demonstrates a further knowledge and understanding of some current justice issues
JM 5.4	Outlines Church teaching on conscience and morality and applies this teaching to selected contemporary moral and ethical issues
JM 5.5	Demonstrates an understanding of ethical and moral issues

## Religious Studies – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Research	Source Analysis	Examination	Oral Presentation	
Outcomes assessed	HB 5.2	JM 5.4, JM 5.5	JM 5.4, JM 5.5, JS 5.1, JS 5.3, JS 5.4, JS 5.1, JM 5.1, JM 5.2, JM 5.3	JS 5.1, JM 5.1, JM 5.2, JM 5.3	
Components					
Australian Catholic Church	10%		5%		15%
Understanding Catholic Morality		20%	5%		25%
Gospels			30%		30%
Creating a Just World				30%	30%
Total %	10%	20%	40%	30%	100%

# Science – Course Structure

## Stage 5 Course Outcomes

A student:

SC5-4WS	develops questions or hypotheses to be investigated scientifically	SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively	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
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively	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
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions	SC5-14LW	analyses interactions between components and processes within biological systems
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems	SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations	SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion	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

## Science – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Practical skills	Examination	Practical skills	Examination	
Outcomes assessed	SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-10PW, SC5-11PW, SC5-10PW, SC5-11PW	SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS	SC5-12ES, SC5-14LW, SC5-15LW	
Components					Weighting %
Skills	25%		25%		50%
Knowledge & Understanding		25%		25%	50%
Total %	25%	25%	25%	25%	100%

# Visual Arts – Course Structure

## Stage 5 Course Outcomes

A student:

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

## Visual Arts – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Portrait	Etching	Extended Response	Examination	
Outcomes assessed	5.1, 5.4, 5.6	5.2, 5.4, 5.6	5.8, 5.7	5.7, 5.8, 5.9, 5.10	
Components					
Artmaking	30%	30%			60%
Critical/Historical			20%	20%	40%
Total %	30%	20%	20%	20%	100%

# Visual Design – Course Structure

## Stage 5 Course Outcomes

A student:

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

## Visual Design – Assessment Program

Task number	Task 1	Task2	Task 3	Task 4	
Nature of task	Magazines	Film Clip	Design Theory	Examination	
Outcomes assessed	5.1, 5.2, 5.4, 5.6	5.1,5.3,5.5	5.7, 5.9	5.7,5.8,5.9,5.10	
Components					
Artmaking	30%	30%			60%
Critical/Historical			20%		40%
Total %	30%	30%	20%	20%	100%