

Mosman High School



Year 10 Assessment Guidelines 2021

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ASSESSMENT GUIDELINES

GENERAL POLICY

1. Assessment Period:
The assessment period begins at the start of term one and finishes in **Term 4 - 2021**.
2. Reporting to students and parents:
As each assessment task is completed students will receive full and detailed information regarding their performance in the task. School reports will be issued in Term 2 and Term 4.

SCHOOL ASSESSMENT

The school's assessment is intended to provide an indication of a student's attainment which is based on

1. a wider range of syllabus objectives than is measured by examinations;
2. measures and observations obtained throughout the course.

The assessments are intended to measure students' progress relative to syllabus outcomes.

Students will be given an assessment task notification in writing at least two weeks prior to an assessment task.

RULES AND PROCEDURES

1. No marks will be given for assessment tasks that are not received by the due date and time.
2. Anyone identified as cheating will have their task cancelled and will be awarded zero.
3. Students found to be attempting to cheat will have their parents contacted by the Head Teacher of the subject.
4. Assessments prepared at home will be due to the subject teacher during the subject period timetabled for that day.
5. Assessments submitted in periods after the scheduled subject period will be awarded zero.
6. **Illness/Misadventure** - If a student is ill, or owing to reasons of genuine misadventure, is unable to attend on the day of an in-class assessment task, parents are asked to notify the school by telephone by 9 am of that day.
7. If a student fails to complete an assessment task by the due date through illness then they must produce a medical certificate so as not to incur a penalty and to have an extension of time granted. In all other situations, it will be at the discretion of the Principal and/or the relevant Head Teacher to determine whether an extension of time will be granted.
8. The student must hand in the assessment task or sit the examination on the day of return to school even if the student does not have that subject scheduled on that day.

Award of Record of School Achievement

It is expected that students who take part in any of NESA's courses will reach some or all of the outcomes of those courses.

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

1. followed the course developed or endorsed by NSW Education Standards Authority (NESA);
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and;
3. achieved some or all of the course outcomes.

Students who have not complied with the above requirements may be regarded as not having satisfactorily completed the course.

Students may be deemed not to have satisfactorily completed a course if there is sufficient evidence of omission, to a significant degree, of experiences which are in-class. **This includes all class work tasks, not only those outlined in this assessment schedule.** In cases of non-satisfactory completion, an "N" award will be submitted on the appropriate form. Students who have received a minimum of two "N" award warnings may be given an "N" determination in that subject.

The award of the Record of School Achievement is conditional upon satisfactory attendance, application with diligence and sustained effort, and completion of Year 10 course requirements.

As a result of absence, the course outcomes may not be met. Absences will be regarded seriously by the school. Students will receive an early warning of the consequences of such absences. **Students must satisfactorily complete the Year 10 Record of School Achievement to satisfy entry requirements for preliminary courses in Year 11.**

If it appears that a student is at risk of not meeting requirements in a course, a warning must be given. The school must:

1. advise the student/parent, in writing, in time for the issue to be addressed;
2. hand the warning to the student/parent or email the letter to the parent's email address;
3. request from the student/parent a written acknowledgement of the warning;
4. retain a copy of the warning notice

CONDUCT DURING ASSESSMENT TASKS

Assessment tasks completed during class hours involve the normal rules applicable to formal external examinations (refer below "Conduct during the Examination"). If tasks which constitute more than half the numerical value of the total assessments are not completed (without valid authorisation) the subject will be regarded as not having been studied satisfactorily. If this occurs, the subject will not be listed on the Record of School Achievement (ROSA). Early warning in writing will be given to students and parents if such a situation appears to be developing.

YEARLY EXAMINATIONS

SPECIAL EXAMINATION PROVISIONS FOR STUDENTS WITH DISABILITIES

1. If a student has a disability which would, in a normal examination situation, prevent him/her from:
 - a) reading and interpreting the examination questions; and/or
 - b) communicating knowledge or understanding to an examiner as effectively as a student without a disability, the school may approve special examination provisions.
2. Emergency provisions can be arranged if the student has had an accident just before the exam.
3. An application should contain recent evidence of the disability and, in some cases, examples of the student's work. The parent/caregiver may need to organise required eligibility testing early in the year. This may be done through the school counsellor.
4. Special provisions are NOT available:
 - a) as compensation for difficulties in undertaking a course, or preparing for the exam;
 - b) for lack of familiarity with the English language.
5. Certain special provisions may not be available for:
 - a) oral/aural language examinations;
 - b) music and drama practical examinations;
 - c) courses requiring the use of manipulative skills eg visual art.
6. Teachers will make all reasonable effort to accommodate special provisions in class-based assessment tasks.

EXAMINATION DATES AND TIMES

If an examination is missed because the student has misread the timetable, the student will not receive an examination mark in that course. The student cannot make an illness/misadventure appeal on these grounds.

If the student is more than one hour late, he/she will not normally be admitted to the examination room.

EQUIPMENT FOR THE EXAMINATION

1. Before the examination, it is the students' responsibility to clarify:
 - a) equipment that should be provided;
 - b) items which will be provided by the exam supervisor**It is the student's responsibility to obtain this information.**
2. Examination supervisors will inspect any equipment brought into the examination room.
3. Equipment should bear only the original inscribed information. All materials must be in working order (this includes calculators). Students cannot appeal on the grounds that examination equipment did not work correctly.
4. Calculators may only be used if they are models approved by NSW Education Standards Authority. Prior to the examination, the student's calculator should be verified with the teacher.
5. Equipment is not permitted to be borrowed during examinations.

CONDUCT DURING THE EXAMINATION

1. Students must follow the day-to-day rules of the school when sitting for examinations. Failure to observe these rules may result in a non-award ("N" Award).
2. Students must follow the supervisor's instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.
3. A student must NOT:
 - a) eat in the examination room;
 - b) speak to any person other than the supervisor during an examination;
 - c) behave in a way likely to disturb the work of any other students or upset the conduct of the examination;
 - d) attend an examination while under the influence of alcohol or illegal drugs;
 - e) take a mobile phone or communications device into the room.
4. If a student does not follow these rules, or cheats in the examinations in any way, he/she will be reported to the Principal and may be removed from the examination room and receive zero marks.
5. If a student does not make a serious attempt at an examination, he/she will not receive a mark in that course and may be deemed not to have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the ROSA. Teachers will bring to the Principal's attention examination answers which contain frivolous or objectionable material. Answers not written in English, except where required or permitted by the question paper, may be classified as non-serious.

RECORD OF SCHOOL ACHIEVEMENT

ELIGIBILITY

The Record of School Achievement is awarded by NESA to eligible students at the end of Year 10.

To receive the Record of School Achievement, students are required to study courses in each year in Years 7-10 in English, mathematics, science, Human Society and Its Environment, and Personal Development, Health and Physical Education.

At some time during Years 7-10, students are also required to study courses in creative arts, Technology and Applied Studies and Languages Other Than English.

CREDENTIAL

The RoSA records completed Stage 5 (Year 9 & 10) courses.

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school. The RoSA records all courses a student has completed, along with the grade awarded.

In New South Wales, a standards-referenced approach is used to report student achievement.

Achievement standards have two important components that can be thought of in terms of **what** and **how well**:

- **what** students are expected to learn; and
- **how well** they have achieved.

The NSW syllabuses state **what** students at each stage are expected to learn.

A to E grade scales describe **how well** students have achieved.

AWARDING GRADES – COMPLETING YEAR 10

Mosman High School is responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA .

A grade (A, B, C, D, or E) is awarded to summarise the student's achievement in any 100 hour or 200 hour 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).

Teachers use Stage 5 course performance descriptors to determine Stage 5 grades. The descriptors have been developed from NESA's general performance descriptors (see below).

DETERMINING STAGE 5 GRADES

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.

Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E.

RECORD OF SCHOOL ACHIEVEMENT – APPEALS AGAINST GRADES FOR STAGE 5

Students wishing to appeal against the grade(s) in any subject awarded to them by the school should submit a written appeal, together with evidence, to their principal.

In order to be successful in such appeals, students would need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the school. If the appeal is upheld, the principal should send notification of the new grade(s) to the NSW Education Standards Authority (NESA).

Where possible, all reviews of the grade(s) awarded in any subject should be resolved within the school. However, provision has been made for subsequent appeals to NESA.

NESA will consider only whether:

- the school review process was adequate for determining whether the procedures used by the school for determining the grade(s) conform with NESA advice and the school's policy regarding the grading of student achievement
- the conduct of the school review was proper in all respects.

Since the appeal is directed to the progressive reporting by the school, NESA will not revise individual tasks or test marks.

If the appeal is upheld, NESA will refer the matter back to the school for a further review.

GENERAL PERFORMANCE DESCRIPTORS

The general performance descriptors describe performance at each of five grade levels.

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.

Teachers will arrive at judgements by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time, gathering evidence on a number of assessment activities.

'N' DETERMINATIONS

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters (N awards) to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

******The assessment dates listed in this booklet may be subject to change. A student should check with his/her teacher to confirm when assessments are due. A student should have 2 weeks' notice of an upcoming assessment task******

MANDATORY

ENGLISH

Assessments 2021

Due Date	Weighting	Task description	Outcomes assessed	Mode Assessed
1. Term 1 Week 8	30%	Common Module – Shakespeare	EN5 1A, 5C, 8D	Multimodal
2. Term 2 Week 4	30%	Module A – Half Yearly Exam Comprehension & Creative	EN5 2A, 3B, 4B, 5C	Reading Writing
3. Term 3 Week 8	40%	Module B – Critical Study of Literature	EN5 6C, 7D, 9E	Writing
Total	100%			

ENGLISH – OBJECTIVES AND OUTCOMES

These outcomes are derived from the Stage 5 English objectives and syllabus requirements. The outcomes are set for each stage of learning and are used for programming and for assessing student achievement. They specify the intended result of student learning.

Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to:

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

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

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

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

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex idea and arguments to respond to and compose texts investigates the relationships between and among texts.

EN5-6C investigates the relationships between and among texts.

EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

Knowledge, understanding and skills

Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to:

- communicate through speaking, listening, reading, writing, viewing and representing;
- use language to shape meaning according to purpose, audience and context;
- think in ways that are imaginative, creative, interpretive and critical;
- express themselves and their relationships with others and their world;
- learn and reflect on their learning through their study of English.

Values and attitudes

Students will value and appreciate:

- the importance of the English language as a key to learning;
- the power of language to explore and express views of themselves, others and the world;
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing;
- the role of language in developing positive interaction and cooperation with others;
- the diversity and aesthetics of language through literary and other texts;
- the independence gained from thinking imaginatively, interpretively and critically;
- the power of language to express the personal, social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences.

HISTORY – Mandatory Australian

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 9	30%	Source Analysis	5.6,5.8,5.9	Industrial revolution
2.Term 2 – Week 4	35%	Half yearly exam	5.1, 5.2, 5.3, 5.4	World War 1
3.Term 4 – Week 1	35%	Research task	5.4, 5.5, 5.10	Rights and Freedoms
4.Term 4 – Week 7	N/A	Multimedia/Group	5.6, 5.7, 5.10	The Holocaust
Total	100%			

HISTORY – OBJECTIVES AND OUTCOMES

A student:

- 5.1 explains and assesses the historical forces and factors that shaped the modern world;
- 5.2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia;
- 5.3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia;
- 5.4 explains and analyses the causes and effects and developments in the modern world and Australia;
- 5.5 identifies and evaluates the usefulness of sources in the historical inquiry process;
- 5.6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia;
- 5.7 explains different contexts, perspectives and interpretations of the modern world and Australia;
- 5.8 selects and analyses arrange of historical sources to locate information relevant to an historical inquiry;
- 5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past;
- 5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

MATHEMATICS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
Term 1 – Week 8	15%	Assignment	MA5.2 – 11MG, MA5.2 – 12MG, MA5.3 – 13MG, MA5.3 – 14MG	• Surface area and volume
Term 2 – Week 4 (Exam block)	30%	Half yearly exam	MA5.1 – 4NA, MA5.2 – 4NA, MA5.2 – 5NA, MA5.2 – 7NA, MA5.2 – 11MG, MA5.2 – 12MG, MA5.3 – 4NA, MA5.3 – 6NA, MA5.3 – 13MG, MA5.3 – 14MG	• Surface area and volume • Indices (and Surds for 5.3) • Ratio and rates • Financial maths
Term 3 – Week 4	25%	Written task	MA5.2 – 8NA, MA5.2 – 14MG, MA5.3 – 7NA, MA5.3 – 16MG	• Equations • Properties of geometric figures
Term 4 – Week 2	30%	Written task	MA5.2 – 9NA, MA5.2 – 13MG MA5.3 – 8NA, MA5.3 – 15MG	• Linear relationships • Trigonometry
Total	100%			

MATHEMATICS – OBJECTIVES AND OUTCOMES

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to monitor student achievement, guide teaching and learning opportunities, and to provide ongoing feedback to students to improve learning.

In year 10 mathematics, students are awarded grades that are differentiated into nine levels: A10, A9, B8, B7, C6, C5, D4, D3, E2.

Teachers will arrive at judgements for grades on the basis of evidence of student achievement on a number of assessment activities and with reference to the course performance descriptors.

In some instances, where students appear to be on the borderline between two grades, it may be necessary to also consider student achievement in assessments other than the ones outlined above.

The performance descriptors are given to each student at the beginning of the year and the process of awarding grades is fully explained.

The Stage 5 outcomes in the mathematics course are divided into the following strands

- Working Mathematically
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

For more detailed information on the stage 5 content and outcomes refer to the NESA website:

<https://syllabus.nesa.nsw.edu.au/mathematics/mathematics-k10/outcomes/>

PDHPE

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 10	20%	PE practical	PD5.4, PD5.5	A Good Time with a Back-up Plan
2. Term 2 – Week 4	30%	Half Yearly Exam	PD5.2, PD5.9	Risk Taking
3. Term 3 – Week 8	25%	Research Task	PD5.1	Overcoming Adversity
4. Term 4 – Week 3	25%	Practical assessment	PD5.4, PD5.5	Modified Game
Total	100%			

PDHPE – OBJECTIVES AND 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 improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

PD5-9 assesses and applies self-management skills to effectively manage complex situations

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

SCIENCE

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
Term 2 – Week 4	30%	Half yearly exam	SC5-10PW, SC5-11PW, SC5-16CW, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Motion & Energy & Elements
Term 3 – Week 2	20%	Research Task	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Design and perform investigation and write experimental report
Term 3 – Week 5	20%	Research Task	SC5-14LW, SC5-7WS, SC5-9WS	Genetics and Biotechnology Questions to be answered in class using research
Term 4 – Week 1	30%	Yearly exam	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Our Universe and global Systems
Total	100%			

SCIENCE – OBJECTIVES AND OUTCOMES

A student:

- SC5-4WS develops questions or hypotheses to be investigated scientifically;
- SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively;
- SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively;
- SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions;
- SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems;
- SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations;
- SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion;
- SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems;
- SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community;
- SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues;
- SC5-14LW analyses interactions between components and processes within biological systems;
- SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society;
- SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available;
- SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

ELECTIVES

CREATIVE AND PERFORMING ARTS

DRAMA

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 8	25%	Study of a text, Research performances, evaluation of performance and reflection	5.1.3, 1.4, 2.1, 5.2.2, 2.3, 3.1, 5.3.2, 3.3	Performance Essay
2. Term 2 – Week 5	30%	Group performance Half Yearly Exam	5.1.1; 1.2; 5.1.3; 1.4; 5.2.1; 2.3; 5.3.1; 3.2; 5.3.3	Play-building Log Book
3. Term 3 – Week 8	20%	Monologue Performance Performance log book	5.1.1; 1.3; 5.1.4; 2.3; 3.1 5.1.1; 1.2; 5.1.3; 2.1; 5.2.3; 3.2	Performance Evaluating Research Performing scripted plays
4. Term 4 – Week 3	25%	Research/Performance Log book and evaluation - Theatrical Style	5.1.1, 1.2, 1.3, 5.1.4, 2.1, 2.3, 5.3.1, 3.2, 3.3	Play-building Log book Theatre Appreciation
Total	100%			

DRAMA – OBJECTIVES AND OUTCOMES

A student:

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

FILM 100 HOURS

Assessments 2021

Task number Date	Weighting	Task Description	Outcomes Assessed
1. Term 1 Week 9	20%	Essay	3.3,4.1
2. Term 1 – Week 10		Film Language Practical Shorts, framing, montage and dramatic purpose	1.1,1.2,2.2
3. Term 2 Week 9	30%	Digital diary	3.3,4.1,4.3,5.3
		Journal of process of creating Practical video tasks Practical Character in the landscape	1.1,1.2,1.3,5.1,5.2,5.3
4. Term 4 Week 3	30%	Essay Mise en scene	3.3,4.1,4.2,4.3,5.3
	20%	Practical Mise en scene and genre long take and montage	1.1,1.2,1.3,2.1,2.2,3.2,5.1,5.2,5.3
TOTAL	100%		

FILM 100 HRS – OBJECTIVES AND OUTCOMES

The film/video/digital course offers students new ways to communicate their experiences and perceptions of the world through electronic technologies. Film, video and other digital technologies are an important means of understanding, constructing, appreciating, evaluating and communicating stories, ideas and values.

A student:

- 1.1 identifies, uses and manipulates camera shots, framing and composition to create a visual impact and dramatic purpose for mise-en-scene and film narrative in the pre-production (screenplay storyboards) and filming process;
- 1.2 identifies and uses computer generated editing techniques to construct montage and manipulate time, space, mood and rhythm for dramatic effect and narrative;
- 1.3 identifies, uses and manipulates sound and music as an expressive and dramatic element in combination with film images;
- 2.1 identifies and uses the elements of mise-en-scene such as: lighting, composition, space in the frame, character placement, set/location/décor/costume design for dramatic intent and aesthetic effect;
- 2.2 develops ideas and clarity of purpose in dramatic intent, action and narrative for screenplay;
- 3.2 recognises and applies the codes and conventions of genre as a means of creating film type and audience's expectations of a film;
- 3.3 recognises and distinguishes the relationship between the ideology of directors and the social, cultural and historical context that shape film;
- 4.1 uses film 'meta language' in oral and written critical analyses of film making processes;
- 4.2 applies theoretical studies of film to film making practice, and appreciates and evaluates own films and films of others;
- 5.1 collaborates effectively in all aspects of the film process (preproduction, filming, postproduction) and recognises the value of the contribution of each individual to the artistic effectiveness of the whole;
- 5.2 appreciates the high level of energy, responsibility, commitment and organisational skills to produce a film/video;
- 5.3 appreciates and values film/video as a significant cultural expression of issues and concerns in Australia and other societies.

FILM 200 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed
1.Term 1 – Week 6	10%	Essay Film sound	1.3, 2.1, 2.3, 4.2
2.Term 1 – Week 10	15%	Practical Creating a film score	
3.Term 2 – Week 6	30%	Practical Directing task	1.1, 1.2, 1.3, 2.3
4.Term 4 – Week 2	45%	Essay Genre Practical Appropriating the features of a genre	1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 5.1, 5.2, 5.3 1.1, 1.2, 1.3, 2.1,.2.2, 3.2, 5.1, 5.2, 5.3
Total	100%		

FILM 200 HRS – OBJECTIVES AND OUTCOMES

The film/video/digital course offers students new ways to communicate their experiences and perceptions of the world through electronic technologies. Film, video and other digital technologies are an important means of understanding, constructing, appreciating, evaluating and communicating stories, ideas and values.

A student:

- 1.1 identifies, uses and manipulates camera shots, framing and composition to create a visual impact and dramatic purpose for mise-en-scene and film narrative in the pre-production (screenplay storyboards) and filming process;
- 1.2 identifies and uses computer generated editing techniques to construct montage and manipulate time, space, mood and rhythm for dramatic effect and narrative;
- 1.3 identifies, uses and manipulates sound and music as an expressive and dramatic element in combination with film images;
- 2.1 identifies and uses the elements of mise-en-scene such as: lighting, composition, space in the frame, character placement, set/location/décor/costume design for dramatic intent and aesthetic effect;
- 2.2 develops ideas and clarity of purpose in dramatic intent, action and narrative for screenplay;
- 3.2 recognises and applies the codes and conventions of genre as a means of creating film type and audience's expectations of a film;
- 3.3 recognises and distinguishes the relationship between the ideology of directors and the social, cultural and historical context that shape film;
- 4.1 uses film 'meta language' in oral and written critical analyses of film making processes;
- 4.2 applies theoretical studies of film to film making practice, and appreciates and evaluates own films and films of others;
- 5.1 collaborates effectively in all aspects of the film process (preproduction, filming, postproduction) and recognises the value of the contribution of each individual to the artistic effectiveness of the whole;
- 5.2 appreciates the high level of energy, responsibility, commitment and organisational skills to produce a film/video;
- 5.3 appreciates and values film/video as a significant cultural expression of issues and concerns in Australia and other societies.

MUSIC - SPECIAL MUSIC

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 -Week 10	15%	Analysis of Australian Music using the elements and language of music. Composition and Aural task	5.1, 5.2, 5.3, 5.4, 5.8, 5.9,	Australian Music (Australian Folk Music)
2.Term 2 – Week 5	30%	Analysis of jazz using the elements and language of music. Solo Performance and Musicology Viva Voce.	5.1, 5.2, 5.4, 5.6, 5.9, 5.10	Jazz
3.Term 3 – Week 9	35%	Chamber Music Composition. Musicology and Aural Exam	5.1, 5.2, 5.3, 5.4, 5.8, 5.9	Music of Small Ensembles
4.Term 4 – Week 2	20%	Ensemble performance.	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10	Musical Theatre
Total	100%			

MUSIC - SPECIAL MUSIC – OBJECTIVES AND OUTCOMES

A student:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of musical concepts;
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretations of musical notation and the application 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 styles or genres of music selected for study;
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study;
- 5.6 uses different forms of technology in the composition process;
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social cultural and historical contexts;
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation of the music selected for study;
- 5.9 demonstrates and understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in music selected for study;
- 5.10 demonstrates an understanding of the influence and impact of technology in music.

HUMAN SOCIETY IN ITS ENVIRONMENT (HSIE)

COMMERCE

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 8	25%	Research – hand in task	5.2, 5.3, 5.4, 5.5, 5.7, 5.8	Law, Society & Politics
2. Term 2 – Week 4	30%	Half Yearly exam	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8, 5.9	Economics & Business Environment
3. Term 3 – Week 10	45%	Hand in task ----- Multimedia	5.3, 5.5, 5.6, 5.7, 5.8, 5.9	Economics & Business Environment
4. Term 4 – Week 6	N/A	Group task	5.3, 5.5, 5.6, 5.7, 5.8, 5.9	Travel & Towards Independent
Total	100%			

COMMERCE – OBJECTIVES AND 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.

Assessments 2021

Task Number Date	Weighting	Task Description	Outcomes Assessed	Component
1. Term 1 – Week 11	35%	Research Problem Solving & design Knowledge & understanding of STEM principles and processes	5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2, 5.7.1	RESEARCH & PRODUCT DESIGN
2. Term 2 – Week 5	15%	Research Problem Solving & design Knowledge & understanding of STEM principles and processes	5.1.1, 5.2.1, 5.3.1, 5.4.2	RESEARCH + WRITTEN TASK
3. Term 3 – Week 8	35%	Research Problem solving & design Knowledge & understanding of STEM principles and processes	5.1.2, 5.3.1, 5.3.4.1, 5.5.1, 5.5.2, 5.6.2	PRODUCT DESIGN + EVALUATION
4. Term 4 – Week 2	15%	Research Problem solving & design Knowledge & understanding of STEM principles and processes	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.7.1	RESEARCH + WRITTEN TASK
Total	100%			

NOTE: If Industry partnerships or STEM competition opportunities arise the assessment schedule may change

iSTEM – OBJECTIVES AND OUTCOMES

A student:

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

LANGUAGES

CHINESE

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 8	20%	Dialogue, interview and/or written paper	LCH 5-1C, LCH 5-2C, LCH 5-3C, LCH 5-4C, LCH 5-5U, LCH 5-6U, LCH 5-7U, LCH 5-8U, LCH 5-9U	Communicating Understanding
2.Term 2 – Week 4	25%	Half yearly exam	LCH 5-1C, LCH 5-2C, LCH 5-3C, LCH 5-4C, LCH 5-5U, LCH 5-6U, LCH 5-7U, LCH 5-8U, LCH 5-9U	Communicating Understanding
3.Term 3 – Week 7	35%	Class task incorporating at least one skill	LCH 5-1C, LCH 5-2C, LCH 5-3C, LCH 5-4C, LCH 5-5U, LCH 5-6U, LCH 5-7U, LCH 5-8U, LCH 5-9U	Communicating Understanding
4.Term 4 – Week 2	20%	Class task based on understanding and interpreting information in a range of texts.	LCH 5-1C, LCH 5-2C, LCH 5-3C, LCH 5-4C, LCH 5-5U, LCH 5-6U, LCH 5-7U, LCH 5-8U, LCH 5-9U	Communicating Understanding
Total	100%			

CHINESE – OUTCOMES

A student:

LCH5-1C manipulate Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LCH5-2C identifies and interprets information in a range of texts

LCH5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LCH5-4C experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences

LCH5-5U demonstrates how Chinese pronunciation and intonation are used to convey meaning

LCH5-6U demonstrates understanding of how Chinese writing conventions are used to convey meaning

LCH5-7U analyses the function of complex Chinese grammatical structures to extend meaning

LCH5-8U analyses linguistic, structural and cultural features in a range of texts

LCH5-9U explains and reflects on the inter-relationship between language culture and identity

FRENCH

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 8	20%	Dialogue/interview and/or written paper	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-6U	Communicating Understanding
2.Term 2 – Week 4	25%	Half yearly exam	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-6U	Communicating Understanding
3.Term 3 – Week 7	35%	Class task incorporating at least one or more skills	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-6U	Communicating Understanding
4.Term 4 – Week 2	20%	Class task based on understanding and interpreting information in a range of texts	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-6U	Communicating Understanding
Total	100%			

FRENCH – OUTCOMES

A student:

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

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

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

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

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

LFR5-6U analyses the function of complex French grammatical structures to extend meaning

ITALIAN

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 8	20%	Dialogue/interview and/or written paper	LIT5-1C, LIT5-2C, LIT5-3C, LIT5-4C, LIT5-5U, LIT5-6U	Communicating Understanding
2.Term 2 – Week 4	25%	Half yearly exam	LIT5-1C, LIT5-2C, LIT5-3C, LIT5-4C, LIT5-5U, LIT5-6U	Communicating Understanding
3.Term 3 – Week 7	35%	Class task incorporating at least one or more skills	LIT5-1C, LIT5-2C, LIT5-3C, LIT5-4C, LIT5-5U, LIT5-6U	Communicating Understanding
4.Term 4 – Week 2	20%	Class task based on understanding and interpreting information in a range of texts.	LIT5-1C, LIT5-2C, LIT5-3C, LIT5-4C, LIT5-5U, LIT5-6U	Communicating Understanding
Total	100%			

ITALIAN – OUTCOMES

A student:

LIT5-1C manipulates Italian in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LIT5-2C identifies and interprets information in a range of texts

LIT5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LIT5-4C experiments with linguistic patterns and structures to compose texts in Italian, using a range of formats for a variety of contexts, purposes and audiences

LIT5-5U demonstrates how Italian pronunciation and intonation are used to convey meaning

LIT5-6U analyses the function of complex Italian grammatical structures to extend meaning

LIT5-7U analyses linguistic, structural and cultural features in a range of texts

LIT5-8U explains and reflects on the inter-relationship between language, culture and identity

JAPANESE

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 8	20%	Dialogue interview and/or written paper	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	Communicating Understanding
2.Term 2 – Week 4	25%	Online task – Speaking/Writing	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	Communicating Understanding
3.Term 3 – Week 7	35%	Class task incorporating at least one or more skills	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	Communicating Understanding
4.Term 4 – Week 2	20%	Class task based on understanding and interpreting information in a range of texts	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	Communicating Understanding
Total	100%			

JAPANESE – 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 inter-relationship between language, culture and identity

PHYSICAL AND SPORTS STUDIES (PASS)

PHYSICAL AND SPORTS STUDIES – 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 1-10	20%	CrossFit Extension	5.9	Physical Fitness
2.Term 2 – Week 4	30%	Half yearly exam	5.1, 5.2, 5.5, 5.6,	Movement, Skill & Development
3.Term 2 – Week 10	30%	Practical Assessment	5.7, 5.8	TAG Gridiron
4.Term 3 – Week 10	20%	Research task	5.3, 5.4, 5.10	Technology, Participation & Performance
Total	100%			

PHYSICAL AND SPORTS STUDIES – OBJECTIVES AND OUTCOMES

A student:

PASS5-1 discusses factors that limit and enhance the capacity to move and perform

PASS5-2 analyses the benefits of participation and performance in physical activity and sport

PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport

PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives

PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance

PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport

PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance

PASS5-8 displays management and planning skills to achieve personal and group goals

PASS5-9 performs movement skills with increasing proficiency

PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

DANCE

Assessments 2021

Task number Date	Weighting	Task Description	Outcomes Assessed	Component
1. Term 1 Week 7-8	20%	Performance task and Journal	5.1.1, 5.1.2, 5.1.3, 5.3.2, 5.3.4	Performance and Appreciation
2. Term 2 Week 7-8	40%	Research task	5.3.1, 5.3.2, 5.3.3	Appreciation
3. Term 3 Week 7	30%	Composition task and Journal	5.2.1, 5.2.2, 5.2.3, 5.3.2	Composition and Appreciation
4. Term 4 Week 3	10%	Performance task	5.1.1, 5.1.2, 5.1.3, 5.3.4	Performance
TOTAL	100%			

DANCE - OBJECTIVES AND OUTCOMES

A student:

- 5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
- 5.1.2 a student demonstrates enhanced dance technique by manipulating aspects of the elements of dance
- 5.1.3 a student demonstrates an understanding and application of aspects of performance quality and interpretation through performance
- 5.2.1 a student explores the elements of dance as the basis of the communication of ideas
- 5.2.2 a student composes and structures dance movement that communicates an idea
- 5.3.1 a student describes and analyses dance as the communication of ideas within a context
- 5.3.3 a student applies understandings and experiences drawn from their own work and dance works of art
- 5.4.1 a student values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning

TECHNOLOGY AND APPLIED STUDIES (TAS)

FOOD TECHNOLOGY - 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 2 - Week 2	30%	Research Submission	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-9, 5-10, 5-13	Teenagers and Food choices
2.Term 2 - Week 7	40%	Practical & Portfolio	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-9, 5-10, 5-13	"On the Cutting Edge" dessert design, develop, produce and market a food product innovation.
3.Term 3 - Week 8	30%	Practical & Oral/Folio Presentation	5-8, 5-9, 5-10, 5-11, 5-12	"Service with a Smile" Host & evaluate a catering event. Recipe modification assessment task
Total	100%			

FOOD TECHNOLOGY - 100 HOURS – OBJECTIVES AND OUTCOMES

A student:

- 5-1 - demonstrates hygienic handling of food to ensure a safe and appealing product
- 5-2 - identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- 5-3 - describes the physical and chemical properties of a variety of foods
- 5-4 - accounts for changes to the properties of food which occur during food processing, preparation and storage
- 5-5 - applies appropriate methods of food processing, preparation and storage
- 5-6 - describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- 5-7 - justifies food choices by analysing the factors that influence eating habits
- 5-8 - collects, evaluates and applies information from a variety of sources
- 5-9 - communicates ideas and information using a range of media and appropriate terminology
- 5-10 - selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 5-11 - plans, prepares, presents and evaluates food solutions for specific purposes
- 5-12 - examines the relationship between food, technology and society
- 5-13 - evaluates the impact of activities related to food on the individual, society and the environment

FOOD TECHNOLOGY - 200 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 2 - Week 2	30%	Research Submission	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-9, 5-10, 5-13	"Digi-Stories" - Cultural food habits of Australia
2.Term 2 - Week 7	40%	Practical & Portfolio	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-9, 5-10, 5-13	"A Fair Share for All" - Food Equity
3.Term 3 - Week 8	30%	Practical & Oral Presentation. Food Photography	5-8, 5-9, 5-10, 5-11, 5-12	Food & Fashion - Celebrations". Host & evaluate a catering event. Recipe modification assessment task
Total	100%			

FOOD TECHNOLOGY-200 HOURS – OBJECTIVES AND OUTCOMES

A student:

- 5-1 - demonstrates hygienic handling of food to ensure a safe and appealing product
- 5-2 - identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- 5-3 - describes the physical and chemical properties of a variety of foods
- 5-4 - accounts for changes to the properties of food which occur during food processing, preparation and storage
- 5-5 - applies appropriate methods of food processing, preparation and storage
- 5-6 - describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- 5-7 - justifies food choices by analysing the factors that influence eating habits
- 5-8 - collects, evaluates and applies information from a variety of sources
- 5-9 - communicates ideas and information using a range of media and appropriate terminology
- 5-10 - selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 5-11 - plans, prepares, presents and evaluates food solutions for specific purposes
- 5-12 - examines the relationship between food, technology and society
- 5-13 - evaluates the impact of activities related to food on the individual, society and the environment

INFORMATION SOFTWARE & TECHNOLOGY – 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 - Week 9	25%	Website Project & Folio	5.1.2, 5.2.2, 5.2.3, 5.3.1, 5.5.2	Website design
2.Term 2 - Week 9	25%	Coding Project & Folio	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.2	Coding
3.Term 3 - Week 7	20%	Graphics & Animation Project	5.2.1, 5.2.2, 5.2.3, 5.5.2	Animation
4.Term 4 - Week 3	30%	2D Game	5.2.1, 5.2.2, 5.3.1, 5.4.1, 5.5.1, 5.5.2	Game Design
Total	100%			

INFORMATION SOFTWARE & TECHNOLOGY - 100 HOURS - OBJECTIVES AND OUTCOMES

A student:

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

INFORMATION SOFTWARE & TECHNOLOGY – 200 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 - Week 10	25%	Robotics Project & Folio	1.1, 2.1, 2.2, .2.3, 3.1, 3.2, 5.2, 5.3	C# Coding
2.Term 2 - Week 7	25%	Coding Project	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 5.1, 5.2.	Robotics
3.Term 3, Week 7	20%	3D Modelling & Animation Project	5.1, 2.1, 2.2, 3.1, 3.2, 5.2, 5.3.	3D Modelling & Animation
4.Term 4, Week 3	30%	3D Game Project	1.1, 2.1, 2.2, 3.1, 4.1, 5.1, 5.2.	3D Game Design
Total	100%			

INFORMATION SOFTWARE & TECHNOLOGY 200 HOURS – OBJECTIVES AND OUTCOMES

A student:

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

TEXTILES TECHNOLOGY – 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 10	30%	Practical project & portfolio	5-1, 5-2, 5-4, 5-8, 5-9, 5-10, 5-11, 5-12	In the Bag Project
2.Term 2 – Week 7	20%	Visual representation	5-3, 5-5, 5-6, 5-7	Research Costume design
3.Term 3 – Week 8	30%	Practical project & portfolio	5-1, 5-2,5-4, 5-8, 5-9, 5-10, 5-11, 5-12	The World is a Stage
4.Term 4 – Week 4	20%	Research project	5-3, 5-5, 5-6, 5-7	Designer Case Study
Total	100%			

TEXTILES TECHNOLOGY 100 HOURS – OBJECTIVES AND OUTCOMES

A student:

5-1 - explains the properties and performance of a range of textile items

5-2 - justifies the selection of textile materials for specific end uses

5-3 - explains the creative process of design used in the work of textile designers

5-4 - generates and develops textile design ideas

5-5 - investigates and applies methods of colouration and decoration for a range of textile items

5-6 - analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use

5-7 - evaluates the impact of textiles production and use on the individual consumer and society

5-8 - selects and uses appropriate technology to creatively document, communicate and present design and project work

5-9 - critically selects and creatively manipulates a range of textile materials to produce quality textile items

5-10 - selects appropriate techniques and uses equipment safely in the production of quality textile projects

5-11 - demonstrates competence in the production of textile projects to completion

5-12 - evaluates textile items to determine quality in their design and construction

TEXTILES TECHNOLOGY – 200 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 10	30%	Practical project & portfolio	5-1, 5-2,5-4, 5-8, 5-9, 5-10, 5-11, 5-12	Research - Textiles & the Environment
2.Term 2 – Week 7	20%	Visual representation	5-3, 5-5, 5-6, 5-7	Shabby Design Chic
3.Term 3 – Week 8	30%	Practical project & portfolio	5-1, 5-2,5-4, 5-8, 5-9, 5-10, 5-11, 5-12	Urban escape
4.Term 4 – Week 4	20%	Research project	5-3, 5-5, 5-6, 5-7	Designer Case Study
Total	100%			

TEXTILES TECHNOLOGY 200 HOURS – OBJECTIVES AND OUTCOMES

A student:

5-1 - explains the properties and performance of a range of textile items

5-2 - justifies the selection of textile materials for specific end uses

5-3 - explains the creative process of design used in the work of textile designers

5-4 - generates and develops textile design ideas

5-5 - investigates and applies methods of colouration and decoration for a range of textile items

5-6 - analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use

5-7 - evaluates the impact of textiles production and use on the individual consumer and society

5-8 - selects and uses appropriate technology to creatively document, communicate and present design
and project work

5-9 - critically selects and creatively manipulates a range of textile materials to produce quality textile items

5-10 - selects appropriate techniques and uses equipment safely in the production of quality textile projects

5-11 - demonstrates competence in the production of textile projects to completion

5-12 - evaluates textile items to determine quality in their design and construction

INDUSTRIAL TECHNOLOGY (IT)

IT – ENGINEERING-100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 10	25%	Project & folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8	Structures - Bridge Building Design, Simulation, building & Testing
2.Term 2 – Week 7	25%	Project & folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-6	Transport - Co2 Racer
3.Term 3 – Week 8	25%	Project & folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-9, 5-10	Control System - Hydraulic Crane
4.Term 4 – Week 4	25%	Project & Presentation	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-9, 5-10	Mechanisms - Pinball or Rube Goldberg
Total	100%			

IT – ENGINEERING 100 HOURS – OBJECTIVES AND OUTCOMES

A student:

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

IT – ENGINEERING – 200 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 10	25%	Project & folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8	Mechanism -Screw Thread
2.Term 2 – Week 10	25%	Project & folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-9, 5-10	Control systems
3.Term 3 – Week 6	25%	Project & Presentation	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-6	Transport - Around the Pole Flying
4.Term 4 – Week 3	25%	Project & folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-9, 5-10	Alternate Energy - Solar powered car
Total	100%			

IT – ENGINEERING 200 HOURS – OBJECTIVES AND OUTCOMES

A student:

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

IT – MULTIMEDIA – 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 10	20%	Project & report	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8	Illustrator
2.Term 2 – Week 6	15%	Project & report	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8	Animation
3.Term 3 – Week 4	30%	Project & report	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8	Website
4.Term 4 – Week 3	35%	Project & report	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10	Video
Total	100%			

IT – MULTIMEDIA 100 HOURS - OBJECTIVES AND OUTCOMES

A student:

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

IT – MULTIMEDIA – 200 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 9	20%	Project & report	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8	Stop Motion
2.Term 2 – Week 9	30%	Project & report	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8	Destroy the Classics
3.Term 3 – Week 6	25%	Project & report	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8	Magazine
4.Term 4 – Week 3	25%	Project & report	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10	3D Animation
Total	100%			

IT – MULTIMEDIA 200 HOURS - OBJECTIVES AND OUTCOMES

A student:

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

IT -TIMBER - 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 2 - Week 2	30%	Practical Projects & related folios	5-1, 5-2, 5-3, 5-4, 5-8	Term 1 Practical Projects finger Joint Box, Mallet, Bowl
2.Term 2 - Week 7	15%	Graphical Communication & Practical Test	5-5, 5-6, 5-7	Drawings & Practical Test
3.Term 3 - Week 8	15%	Research & Presentation	5-5, 5-6, 5-7, 5-9, 5-10	Timber Assignment
4.Term 4 - Week 3	40%	Practical Projects & related folios	5-1, 5-2, 5-3, 5-4, 5-8	Semester 2 Projects Carving, Passive speaker, End Grain Board
Total	100%			

IT –TIMBER 100 HOURS – OBJECTIVES AND OUTCOMES

A student:

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

IT –TIMBER - 200 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 2 - Week 2	30%	Practical Projects & related folio	5-1, 5-2, 5-3, 5-4, 5-8	Term 1 Practical Projects-Tripod table, turned bowl
2.Term 2 - Week 4	15%	Graphical Communication & Practical Test	5-5, 5-6, 5-7	Drawing & Practical Test
3.Term 3 - Week 8	15%	Research & Oral Presentation	5-5, 5-6, 5-7, 5-9, 5-10	Furniture Designer Assignment
4.Term 4 - Week 3	40%	Practical Projects & related folio	5-1, 5-2, 5-3, 5-4, 5-8	Semester 2 Projects, Personal project
Total	100%			

IT -TIMBER 200 HOURS – OBJECTIVES AND OUTCOMES

A student:

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

VISUAL ARTS

ART

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
Term 1 – Week 10	10%	Written task	5.7, 5.8., 5.9, 5.10	Art criticism/Art history
	20%	Body of work VAPD	5.1,5.2,5.3,5.4,5.6	Artmaking
Term 2 – Week 4	20%	Half yearly exam	5.7, 5.8, 5.10	Art criticism/Art history
Term 2 – Week 10	20%	Body of work VAPD	5.1,5.2,5.4,5.5,5.6	Art making
Term 3 – Week 10	10%	Written task	5.7,5.8,5.10	Art criticism/Art history
	20%	Body of work VAPD	5.1,5.2,5.4,5.5,5.6	Artmaking
Total	100%			

*** Total made up of: 60% Art Making, 40% Art Criticism/Art History**

ART – OBJECTIVES AND 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 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 the 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.

YEAR 11 PRELIMINARY COURSES

DESIGN AND TECHNOLOGY (ACCELERATED)

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 - Week 7	20%	Research case study Famous designers	2.1, 4.1, 4.2, 4.3, 5.1, 5.2, 6.2	Design industry
2. Term 2 - Week 7	50%	Lighting Design Project & Folio	2.1, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2	Designing & producing
3. Term 3 - Week 8/9	30%	Yearly exam	1.1, 2.1, 2.2	All components
Total	100%			

DESIGN AND TECHNOLOGY – OBJECTIVES AND OUTCOMES

A student:

- 1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects;
- 2.1 identifies design and production processes in domestic, community, industrial and commercial settings;
- 2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects;
- 3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing;
- 4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities;
- 4.2 uses resources effectively and safely in the development and production of design solutions
- 4.3 evaluates the processes and outcomes of designing and producing;
- 5.1 uses a variety of management techniques and tools to develop design projects;
- 5.2 communicates ideas and solutions using a range of techniques;
- 5.3 uses a variety of research methods to inform the development and modification of design ideas
- 6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects;
- 6.2 evaluates and uses computer-based technologies in designing and producing.

THE ACCELERATED COURSE IS THE PRELIMINARY HSC COURSE AND THEREFORE REQUIRES 7 PERIODS A WEEK FOR THIS SUBJECT. THE YEAR 10 TIMETABLE REQUIRES THE STUDENTS OF ACCELERATED COURSE TO ATTEND 2 PERIODS OFFLINE. THESE WILL BE NEGOTIATED WITH THE TEACHER BUT THEY ARE GENERALLY AFTERNOON LESSONS (3.20 TO 4PM).

PHILOSOPHY

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 to 2	10	Communities of Enquiry	KS 1,2,3,4	Critical Thinking
2. Term 3 – Week 10	20	Personal Interest Project (Extended Essay)	KS 1,2,3,4	Creative Thinking
3. Term 4 – Week 2	10	In class exam	KS 1,2,3,4,5	Synthesis
4. Term 3 to 4 – Week 4	10	Communities of Enquiry	KS 1,2,3,4	Collaborative Thinking
Total	50			

Note: As this is a one unit subject marks on reports will be out of 50.

PHILOSOPHY – OBJECTIVES AND OUTCOMES

A student:

- KS 1.1 constructs logically valid arguments
- KS 1.2 differentiates between logic, rhetoric and fallacies
- KS 1.3 asks creative questions which consider issues from multiple perspectives
- KS 2.1 understands how knowledge is acquired, justified and applied in a variety of fields
- KS 2.2 presents knowledge with justification
- KS 2.3 critically examines the validity of knowledge from multiple philosophical and scientific perspectives
- KS 3.1 develops an understanding of models of ethical decision-making
- KS 3.2 applies ethics to evaluate a range of decisions and consequences
- KS 4.1 differentiates between appearance and reality
- KS 4.2 understands the complexity of the human condition
- KS 4.3 demonstrates understanding of a variety of philosophical theories when discussing metaphysical problems
- KS 5.1 communicates ideas effectively, using a range of modes, media and technologies
- KS 5.2 conducts independent research using a variety of research tools
- KS 5.3 synthesises information from multiple sources

PHOTOGRAPHY

Assessments 2021

Task Number Date	Weighting (Marks)	Task description	Outcomes assessed	Component
1. Term 1 Week 8 - Critical/Historical study Week 10 - Making	15	Work Health and Safety The Camera Darkroom processes and procedures Digital processes and procedures Making: Using skills, techniques and processes	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4. CH5 (Wet Photography Module 1)	Making Critical Historical Study
2. Term 2 Week 8 - Critical/Historical study Week 10 - Making	20	Creating, exploring and developing ideas Digital processes and procedures Developing an idea for a photograph Themes in Art	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4. CH5 (Digital imaging Module 3)	Making Critical Historical Study
3. Term 3 Week 8 & 9 - Exam Week 10 – Making	15	The moving image Developing a point of view	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4. CH5 (Video Module 2)	Making Examination
4. Term 4	N/A	Individual/Collaborative Project	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5 General Module	Formative Assessment
Total	50			

NOTE: As this is a one unit course marks on reports will be out of 50.

PHOTOGRAPHY – OBJECTIVES AND OUTCOMES

A student:

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice;
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works;
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images;
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images;
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images;
- M6 takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works;
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging;
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations;
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies;
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging;
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production.

PSYCHOLOGY

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
Term 1 – Week 8	10	Oral presentation	1.1, 1.2, 1.3, 4.1, 4.2, 4.3	Classical psychological experiments
Term 2 – Week 8	10	Research Task	2.1, 2.2, 3.3, 4.1, 4.2	Schools of thought
Term 3 – Week 8	10	Research Task	3.3, 4.1, 4.2, 4.3	Psychological Phenomenon
Term 4 – Week 2	20	In class test	1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4	All components
Total	50			

Note: As this is a one unit subject marks on reports will be out of 50.

PSYCHOLOGY – OBJECTIVES AND OUTCOMES

A student will be able to:

- 1.1 identifies the major historical advances in the study of psychology
- 1.2 explains the contributions made by animal behaviourists to the understanding of learned and instinctive human behaviour
- 1.3 analyses the parallels with and the differences between animal and human structures
- 2.1 researches and analyses contributions of several noted animal behaviourists to the overall study of psychology
- 2.2 analyses the biological and non-biological basis of human behaviour, both learned and unlearned
- 2.3 compares cognitive processes and their roles in learning and learned behaviour
- 3.1 researches and explains the concept of mental health
- 3.2 researches the nature and treatment of mental illness
- 3.3 compares survey and sampling methods of psychological investigations
- 4.1 plans, conducts and evaluates first and second hand investigations of human and animal behaviour
- 4.2 develops the skills of scientific report writing and oral presentation of findings
- 4.3 reviews the validity and reliability of data including statistical data collected from investigations

SPORT LIFE AND RECREATION

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 8	10	Practical Assessment	2.1, 2.2, 2.3, 3.1, 3.4, 4.4	Athletics
2. Term 2 – Week 5	13	Practical + extended response	1.1, 1.2, 1.4, 1.5, 2.4, 3.7	Resistance Training
3. Term 3 – Week 8	17	Yearly examination + practical	2.5, 3.2, 3.3, 4.1, 4.3	Social perspectives/ Lacrosse
4. Term 4 – Week 4	10	Bronze Medallion +Practical assessment	1.3, 1.6, 3.5, 3.6, 4.2, 4.5	Sport Applications
Total	50			

Note: As this is a one unit subject marks on reports will be out of 50

SPORT LIFE AND RECREATION – OBJECTIVES AND OUTCOMES

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skill and abilities required to adopt roles that support health, safety and physical activity



ATTACHMENT 1

Application to Head Teacher for consideration in relation to an Assessment Task or Examination

Students must apply for consideration regarding any missed assessment task or examination. Documentation, as detailed in the MHS Assessment Policies Booklet, must accompany any application. The Head Teacher and the faculty involved will consider each application, on its merits, and the student will be advised of the outcome via this form. Note that in the event that an assessment task/examination is missed, it is the responsibility of the student to notify the school without delay and to contact the relevant Head Teacher on the **first** day of attendance, after the missed task. Refer to point 6 of Rules of Assessment. If the consideration is granted then, as written in the Assessment policies booklet:

- a substitute task/exam may be granted, **or**
- an estimate may be given.

If, after careful consideration, the student, and/or parent(s) consider that there are grounds to appeal the Head Teacher's decision, the section of the form relating to appeals should be completed and submitted with relevant supporting documentation to the Principal. The Principal will form an appeals panel. This panel will meet to determine the outcome of the appeal.

After final deliberations, a copy of the form is to be included in the student's file.

APPLICATION TO HEAD TEACHER FOR CONSIDERATION IN RELATION TO AN ASSESSMENT TASK/EXAMINATION			
Name: _____		Roll Class: _____	
Course: _____		Teacher: _____	
Assessment task/exam _____		Due date: _____	
Person contacted at the school : _____			
Method of contact:	Phone: <input style="width: 40px; height: 20px;" type="checkbox"/>	Email: <input style="width: 40px; height: 20px;" type="checkbox"/>	In person: <input style="width: 40px; height: 20px;" type="checkbox"/>
Student signature:		Date:	
Medical certificate attached: <input style="width: 40px; height: 20px;" type="checkbox"/>	Other documentation attached: <input style="width: 40px; height: 20px;" type="checkbox"/>		
Reasons for the consideration. (Attach documentation as necessary).			

Head Teacher's decision:

Reasons for appeal – (if applicable).

Appeals Panel decision:

YEAR 10 ASSESSMENT TIMETABLE 2021

Term 1

Week	Subject	Task Type	Weighting
1	WK 1-10: PASS Term 1-2: Philosophy	CrossFit Extension Communities of Enquiry	20% 10/50
2			
3			
4			
5			
6	Film – 200hrs	Essay/Film sound	10%
7	Dance Wk 7-8 Design & Technology (Accelerated)	Performance task/journal Research task	20% 20%
8	Drama English Commerce Chinese French Italian Japanese Mathematics Psychology Sport Life & Recreation	Performance/Essay Multimodal Research – hand in task Dialogue/Interview/written paper Dialogue/Interview/written paper Dialogue/Interview/written paper Dialogue/Interview/written paper Assignment Oral presentation Practical assessment	25% 30% 25% 20% 20% 20% 20% 15% 10/50 10/50
8/10	Photography	Making & Critical Studies	15/50
9	History - Australian Info Software & Tech-100hrs IT Multimedia - 200hrs	Analysis Website Project & folio Project/report	30% 25% 20%
9/10	Film – 100hrs	Essay/Practical	20%
10	Art Film – 200hrs Info Software & Tech 200hrs IT Engineering 100hrs IT Engineering 200hrs IT Multimedia – 100hrs Music – Special Music PDHPE Textiles Tech 100hrs Textiles Tech 200hrs	Written task Body of Work/VAPD Practical/film score Project/folio Project/folio Practical/folio Project/Report Analysis PE Practical Practical/Portfolio Practical/Portfolio	10% 20% 15% 25% 25% 25% 20% 15% 20% 30% 30%
11	iSTEM	Research + Product design	35%

Term 2

Week	Subject	Task Type	Weighting
1			
2	Food Tech - 100 hrs	Research Submission	30%
	Food Tech -200hrs	Research Submission	30%
	IT Timber – 100hrs	Practical & folio	30%
	IT Timber – 200hrs	Practical & folio	30%
3			
4	Art	Half yearly exam	20%
	Chinese	Half yearly exam	25%
	Commerce	Half yearly exam	30%
	English	Half yearly exam	30%
	French	Half yearly exam	25%
	History – Australian	Half yearly exam	35%
	Italian	Half yearly exam	25%
	IT Timber – 200hrs	Theory/prac test	15%
	Japanese	Online speaking/writing task	25%
	Mathematics	Half yearly exam	30%
	PASS	Half yearly exam	30%
	PDHPE	Half Yearly exam	30%
	Science	Half yearly exam	30%
5	Drama	Half yearly exam	30%
	iStem	Research + written task	15%
	Music – Special Music	Analysis of Jazz	30%
	Sport Life & Recreation	Practical/extended response	13/50
6	Film – 200hrs	Practical/Directing	30%
	IT Multimedia – 100hrs	Project/Report	15%
7	Dance Wk7/8	Research Task	40%
	Design & Technology (Accelerated)	Project/folio	50%
	Food Tech – 100hrs	Practical & Portfolio	40%
	Food Tech – 200hrs	Practical & Portfolio	40%
	Info Software & Tech 200hrs	Coding Project	25%
	IT Engineering 100hrs	Project/Folio	25%
	IT Timber – 100hrs	Theory/prac test	15%
	Textiles Tech 100hrs	Visual representation	20%
	Textiles Tech 200hrs	Visual representation	20%
8	Psychology	Research task	10/50
8/10	Photography	Making/Critical studies	20/50
9	Film – 100hrs	Digital diary/practical	30%
	Info Software & Tech - 100hrs	Coding Project & folio	25%
	IT Multimedia – 200hrs	Project/report	30%
10	Art	Body of Work/VAPD	20%
	IT Engineering 200hrs	Project/folio	25%
	PASS	Practical Assessment	30%

Term 3

Week	Subject	Task Type	Weighting
1			
2	Science	Research task	20%
3			
4	IT Multimedia – 100hrs Mathematics Term 3-4: Philosophy	Project/Report Written task Communities of Enquiry	30% 25% 10/50
5	Science	Research task	20%
6	IT Engineering - 200hrs IT Multimedia – 200hrs	Project/presentation Project/report	25% 25%
7	Chinese Dance French Italian Info Software & Tech - 100hrs Info Software & Tech – 200hrs Japanese	Class task Composition task+Journal Class task Class task Graphics/Animation project 3D Modelling/Animation project Class task	35% 30% 35% 35% 20% 20% 35%
8	Design & Technology (Accelerated) Wk 8-9 Drama English Food Tech – 100hrs Food Tech – 200hrs Info Software & Tech -200hrs iSTEM IT Engineering 100hrs IT Timber – 100hrs IT Timber – 200hrs PDHPE Psychology Sport Life & Recreation Textiles Tech - 100hrs Textiles Tech - 200hrs	Yearly exam Monologue Performance Writing task Prac/Oral presentation Prac/Oral presentation Design Project Product design/evaluation Project/Portfolio Assignment Assignment Research task Research task Yearly exam & Practical Practical project/portfolio Practical project/portfolio	30% 20% 40% 30% 30% 20% 35% 25% 15% 15% 25% 10/50 17/50 30% 30%
8/9/10	Photography	Exam/Making	15/50
9	Music – Special Music	Music & Aural Exam	35%
10	Art Commerce Philosophy PASS	Written task Body of Work/VAPD Hand in task/Multimedia Personal Interest Project Research task	10% 20% 45% 20/50 20%

Term 4

Week	Subject	Task Type	Weighting	
1	History – Australian	Research Task	35%	
	Photography Wk 1-10	Individual/Collaborative project	N/A	
	Science	Yearly Exam	30%	
2	Chinese	Class task	20%	
	Film – 200hrs	Essay/practical	45%	
	French	Class task	20%	
	iSTEM	Research task + written task	15%	
	Italian	Class task	20%	
	Japanese	Class task	20%	
	Mathematics	Written task	30%	
	Music – Special Music	Ensemble performance	20%	
	Philosophy	In class exam	10/50	
	Psychology	In class test	20/50	
3	Dance	Performance task	10%	
	Drama	Research/performance	25%	
	Film – 100hrs	Essay – Mise en scene	30%	
		Practical - long take/montage	20%	
		Info Software & Tech- 100hrs	2D Design & Programming	30%
		Info Software & Tech - 200hrs	3D Game Project	30%
	IT Engineering 200hrs	Project/folio	25%	
	IT Multimedia - 100hrs	Project/report	35%	
	IT Multimedia – 200hrs	Project/report	25%	
	IT Timber – 100hrs	Projects Carving	40%	
	IT Timber – 200hrs	Personal Project	40%	
	PDHPE	Practical Assessment	25%	
	4	IT Engineering-100hrs	Project/Presentation	25%
Sport Life & Recreation		Practical assessment	10/50	
Textiles Tech-100hrs		Research Project	20%	
Textiles Tech-200hrs		Research Project	20%	
5				
6	Commerce	Group task	N/A	
7	History – Australian	Multimedia/Group	N/A	
8				
9				
10				