

# PARKES HIGH SCHOOL



## YEAR 9 ASSESSMENT POLICY 2024

*- Safe - Respectful - Responsible -*

# Parkes High School Mission Statement

At Parkes High School we are dedicated to providing a safe, stimulating and diverse environment where we are passionately committed to providing each student with the opportunities to acquire the skills to become successful learners, confident and creative individuals, active and informed citizens and future leaders.

## Parkes High School Stage 5 – Year 9 ASSESSMENT GUIDELINES 2024

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# Parkes High School

## Year 9 Assessment Policy 2024

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### ***Introduction***

This booklet details the assessment requirements for Year 9 students at Parkes High School. All students, parents and carers should read the booklet carefully and ensure that they fully understand the practices and procedures to be followed at Parkes High School.

### **LIST OF CONTACTS**

Questions relating to this Assessment Information Booklet should be directed to personnel listed below:

|                           |                   |
|---------------------------|-------------------|
| <b>Principal</b>          | Mrs S Carter      |
| <b>Deputy Principal</b>   | Mrs D Slack-Smith |
| <b>Deputy Principal</b>   | Mrs J Wickham     |
| <b>Deputy Principal</b>   | Ms C Coates       |
| <b>Year Advisor</b>       | Miss S McLachlan  |
| <b>School Counsellors</b> | Ms Emily Kelly    |
| <b>Careers Advisor</b>    | Mrs J Morrissey   |

### **Head Teachers**

|  |                                     |
|--|-------------------------------------|
| <b>English</b>                         | Ms H Back                           |
| <b>Mathematics</b>                     | Mr A Rogers (Acting.)               |
| <b>Science</b>                         | Mr A Pigram                         |
| <b>HSIE</b>                            | Ms B James (Acting.)                |
| <b>PDHPE</b>                           | Ms J Welsh & Ms M Kempson (Acting.) |
| <b>Technical &amp; Applied Studies</b> | Mr C Kopp (Acting.)                 |
| <b>Creative &amp; Performing Arts</b>  | Mrs R Mills                         |
| <b>Special Education</b>               | Mrs C Quigg                         |

**Students are required to sign to acknowledge that they have received a copy of this booklet.**

# Parkes High School

## Year 9 Assessment Policy 2024

Assessment is the process of identifying, gathering and interpreting information about student achievement. A school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- a wider range of syllabus outcomes than may be measured by examinations alone; and
- multiple measures and observations made throughout the course rather than a single assessment event.

Assessment tasks are conducted throughout Year 9 and each has a weighting determined by the school in line with advice provided by NESA. Each formal task enables teachers to collect information about the student's achievement in relation to several outcomes, to award marks in accordance with the marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and where they could make improvements.

All teaching and learning activities are important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal (formative) assessment and formal (summative) assessment to provide information about student achievement of syllabus outcomes. Informal and formal assessment assists teachers to make judgements about student progress. A range of assessment activities and tasks provide opportunities for students to demonstrate achievement of syllabus outcomes in different ways.

### Part 1: General Information

#### The Record of School Achievement (RoSA)

- The Record of School Achievement (RoSA) is the credential for all students to recognise school achievement before receiving their Higher School Certificate (HSC);
- It is a cumulative credential which recognises all student academic achievements. The RoSA will show a student's Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If a student commences a course but leaves school before completing it, the RoSA will show evidence of enrolment;
- The RoSA will also show results of any VET or Life Skills courses which students complete in Year 10 and/or Year 11;
- The RoSA will be awarded to all eligible students when they leave school. Students are able to request a RoSA through their school when they talk to the Principal about leaving (at any time after completing Year 10);
- Life Skills students will receive their Profile of Student Achievement at the same time as they receive their RoSA;
- While there will be no external tests at the end of Year 10 or Year 11, schools will still need to provide grades for each course at the end of the year. (At the end of Year 10 and again at the end of Year 11);
- Students entering Year 9 in 2024 will be eligible for the credential once they have completed Stage 5 (2025);
- Students who are planning to leave school will be able to sit optional online Literacy and Numeracy tests;
- Teachers will use Subject Specific Course Performance Descriptors to determine grades for all Board Developed courses. The Common Grade Scale will be used to evaluate performance in all Board Endorsed Courses. The grade descriptions are derived from the knowledge, skills and understandings developed in Stage 5 syllabuses and provide a general description of typical performance at each grade level, A to E.

#### Eligibility Requirements for the 2025 RoSA

To qualify for the award of the RoSA, a student must have:

- Attended a government or accredited non-government school;
- Undertaken and completed courses of study that satisfies NESA's curriculum and assessment requirements for the Record of School Achievement;
- Complied with other requirements (such as attendance) imposed by the Minister or the Board; and
- Completed Year 10

#### Mandatory curriculum requirements for the award of the RoSA

|         |   |
|---------|---|
| English | Board Developed syllabus to be studied throughout Years 7 – 10. |
|---------|---|

|   |  |
|---|--|
|   | 400 hours to be completed by the end of Year 10.   |
| Mathematics   | Board Developed syllabus to be studied throughout Years 7-10.<br>400 hours to be completed by the end of Year 10.  |
| Science   | Board Developed syllabus to be studied throughout Years 7-10.<br>400 hours to be completed by the end of Year 10.  |
| Human Society and Its Environment                   | Board Developed syllabuses are to be studied throughout Years 7-10.<br>400 hours to be completed by the end of Year 10, including 200 hours each of History and Geography in Stages 4 and 5. |
| Languages Other than English                        | 100 hours to be completed on one Board Developed syllabus of Board Endorsed language course over one continuous 12-month period.   |
| Technological and Applied Studies                   | The Board Developed Technology (Mandatory) syllabus to be studied for 200 hours in Years 7-8.  |
| Creative Arts                                       | 200 hours to be completed consisting of the Board Developed 100-hour mandatory courses in each of Visual Arts and Music.   |
| Personal Development, Health and Physical Education | Board Developed mandatory 400-hour integrated syllabus in Personal Development, Health and Physical Education to be studied in Years 7-10.   |

Schools are not required to offer additional studies. However, additional Board Developed Courses and Content Endorsed Courses can be credentialed on the RoSA if they are taught during Stage 5 and in accordance with syllabus and indicative time requirements. In the TAS and CAPA KLAs students must complete the mandatory course before they can commence study of the additional course.

### Satisfactory Completion of a Course

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

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

NESA does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

Students can best meet these requirements if they:

- Attend all timetabled lessons and minimise absences from class for any reason;
- Complete all activities set during class time;
- Complete homework set by the teacher;
- Regularly revise all work and implement a regular study timetable; and
- Complete all assessment tasks to maximise their marks.

### Awarding Grades

Schools are responsible for awarding a grade for each student who completes a Stage 5 course (except Life Skills and VET courses) to represent their achievement. Teachers make professional, on-balance judgements about a student's performance in relation to the Course Performance Descriptors (for Board Developed Courses) or the Common Grade Scale (for Content Endorsed Courses). Teachers determine which grade best matches the standards their students have demonstrated by the end of the course. Teachers are required to ensure that the 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. To ensure judgements are consistent with state-wide standards, teachers compare their student work with work samples on the NESA website that are aligned to the A to E grade scale. The grade is reported on the student's Record of School Achievement.

At Parkes High School the process of determining grades requires Head Teachers and teachers to:

- Devise and administer assessment tasks that address the outcomes of the syllabus;
- Observe and record assessment judgements (marks, comments and grades);

- Use all available assessment information to make a summative judgement of each student's overall level of achievement at the end of the course;
- Refer to the Course Performance Descriptors or Common Grade Scale to award a grade that most appropriately describes a student's achievement; and
- Follow a process of moderation to ensure that grades awarded are consistent with published standards.

The course grade is based on the student's performance on each of the formal internal assessment tasks scheduled for completion during the course and on performance in tasks given in class. Thus, performance over the entire course of study is used to calculate the final grade in each course.

Teachers will interpret the Course Performance Descriptors in terms of achievement that can be demonstrated by Stage 5 students within the bounds of the syllabus. All syllabus outcomes have been taken into account in designing the teaching and learning and assessment programs in each course.

The same Course Performance Descriptors or Common Grade Scale applies to 100-hour and 200-hour courses. This relates to courses studied across Years 9 and 10, and to courses studied exclusively in either Year 9 or Year 10. Schools must allocate grades to all students for any 100-hour or 200-hour course completed during Stage 5. Schools must maintain a record of grades awarded for courses completed in Year 9.

Where a school wishes to assign an 'N' for a student's achievement in a Board Developed Course, a Grade should still be submitted so that, if the student appeals successfully to NESAs, the grade can be reinstated.

### **Life Skills**

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student.

Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

### **N Awards**

Students studying a Stage 5 course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark.

An N Determination warning letter is issued to students who fail to complete assessment tasks, are not completing course work, or for poor attendance which is having an adverse effect on their progress. An N Determination Warning Letter will also be issued to students who do not apply themselves with diligence and sustained effort to set tasks and experiences provided in the course by the school.

If a student does not subsequently meet course requirements as detailed in the N Award Warning Letter(s), then the Principal may give an N Award for the course. This means that the student will receive no result in that course. For students to be deemed unsatisfactory, they will be given a minimum of two official N Award Warning Letters.

Students undertaking a Stage 5 Life Skills course can be issued with N Awards.

The issuing of a second N Determination warning letter in any course at Parkes High School will result in the student being placed in the Reconnect Program to address outstanding class work and/or assessment tasks.

A student who is given an 'N' determination in a Stage 5 mandatory course will not be eligible for a Record of School Achievement. Transcripts of Study will list the mandatory course(s) in which an 'N' determination has been awarded in Stage 5. The document will carry the statement 'Not Eligible for the Record of School Achievement.' A student who is given an 'N' determination in an additional course in Stage 5 retains eligibility for the RoSA provided that all other requirements are met.

## Part 2: Parkes High School Assessment Policies and Procedures

This formal assessment program has been prepared in accordance with each NESA syllabus and incorporates the Areas for Assessment that have been developed for each Board Developed Course and that are published with the Course Performance Descriptors. These provide a framework for structuring the assessment program. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. They may include tests, written assignments, practical activities, fieldwork and projects.

### Fairness

The underlying belief in each of these school requirements is fairness to all candidates within the group. Our policy aligns with NESA advice on quality assessment practices.

### Student Organisation

It is a student's responsibility to organise study and preparation time to ensure that assessment tasks are submitted by the due date.

Students should start tasks early, break them into a series of small steps and set deadlines for completing each step. Students should back up all work prepared on computer as the failure of technology is not generally an acceptable excuse for the late submission of work. Students are advised to keep a copy of all written work that is submitted.

### Assessment Program

The school will provide each student with a copy of the assessment program in each course which shows:

- The type of assessment tasks that will be set;
- The weighting of each task in relation to the total number of assessment marks for the course
- A due date for each assessment task.

**It is expected that all students will complete all assessment tasks.**

### Assessment Schedules

- Students will be issued with assessment schedules for all courses;
- Students will be given a minimum of two weeks' written notification of the due date of an assessment task;
- Students may have more than one assessment task due at the same time;
- If an assessment schedule needs to be altered, students will be advised in writing.

The timing of assessment tasks has been coordinated across subject areas to ensure that students do not have too many assessment tasks scheduled in any given week. This is to ensure that the workload for all students is manageable across the year.

### Adjustments for students with special education needs

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that students with special education needs can access and participate in education on the same basis as other students.

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. These may include:

- Adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or writer or specific technology;
- Adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions;
- Alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded responses, short objective questions or multimedia presentations.

Schools are responsible for any decisions about adjustments to course work and formal assessment tasks. Decisions regarding adjustments should be made in the context of collaborative curriculum planning.

Providing adjustments does not restrict a student's access to the full range of grades or marks.

### Formal Assessment Notification

For each formal assessment task students will be provided with:

- Adequate written notification in advance of the task (minimum, two weeks);
- The format of the notification must be in the agreed school proforma and include:
  - Task number
  - Task weighting
  - Due date
  - Outcomes assessed
  - Description of the nature of the task
  - Assessment criteria
  - Marking guideline

The task number, weighting and due date must reflect the assessment schedule for a course. The nature of the task should clearly describe for students the requirements and expectations of the task. The assessment criteria for the task should outline for students what will be assessed in relation to the outcomes.

Faculty Head Teachers are required to validate each task prior to its distribution to students.

Written or verbal feedback will be provided to students relating to their performance in the task that provides meaningful and useful information relative to the achievement of outcomes.

### Notice of Due Dates

Students will be given a minimum of two weeks' notice in writing for each Stage 5 Course Assessment Task. Students will have to sign for receipt and submission of tasks on a Task Register kept by the Class Teachers and stored securely.

Students will be given as much notice as possible. **It is the responsibility of students who are absent from class to obtain copies of assessment tasks.** Often teachers will upload a copy of assessment tasks to Google Classroom after they have been issued. There will be no extension of the due dates unless an Appeal for Illness/Misadventure Form is completed and upheld. Schedules contained in this booklet indicate the week in which assessment tasks are due.

It is common for students to be given assessment tasks well in advance of the due date. Students are strongly advised to plan their work schedule carefully and to start work on assessment tasks as they are handed out. This planning will alleviate pressure when more than one assessment task is due in the same week.

### How to submit Assessment Tasks

All tasks not done in class or during examinations must be handed to the teacher concerned, or the Head Teacher in the case of the teacher's absence. A Submission of Task Register must be signed by the teacher and student. **Do not leave the task on a teacher's desk.**

### Penalty for Late Work

Students are expected to submit assessment tasks by the due date.

In fairness to students who hand in assessment tasks on time, **students who fail to complete or submit an assessment task prior to 3.20 on or before the due date will automatically receive a mark of ZERO.**

However, to meet course requirements, the task must still be submitted after the due date.

### What to do if you know you will be absent when an assessment task is due

If students know they will be absent from school on the date an assessment task is due (e.g. representing the school in sport, performing arts, school excursion, work placement) **they must notify the Head Teacher immediately.** The student will be required to arrange to submit the work on the due date or submit it early.

If students know they will be absent from school on the date a test or examination will be held they must make arrangements with the relevant Head Teacher **before** the examination date to do the



test/examination at an alternate time.

Students who fail to complete the task on or before the due date and do not make arrangements for its completion on a specified date **MUST** complete and **Illness and Misadventure form**.

### **Attendance on the Day a Task is Due**

**Students must be at school and attend all timetabled classes on the day an assessment task is due or to be conducted otherwise a zero mark will be awarded.**

If a student fails to meet this requirement, he/she must provide independent evidence of the reasons, detailing why the circumstances prevented them from being at school, or why they could not attend all lessons on time. Students who appeal on the grounds of illness must provide a medical certificate.

If proof of illness or leave is not approved, then the student will be awarded a **zero** mark for the task.

A student who suffers an illness/misadventure on the day of an assessment task may submit an **Illness and Misadventure Application** for consideration.

### **Illness/Misadventure**

Please note the following:

**Illness or injury** – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (eg influenza, an asthma attack, a cut hand);

**Misadventure** – refers to any event beyond the student's control which allegedly has affected their performance in the assessment task (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

If a student is unable to complete the task on or by the due date they may apply for consideration under the illness/misadventure provisions.

**It is the student's responsibility to initiate this procedure and supply the relevant supporting documentation to the Head Teacher either prior to the task or on the first day they return to school.**

In the event of illness of unavoidable circumstances and misadventures that prevent a student from attending an assessment task or exam, the student must provide the Principal with a copy of a doctor's certificate or a statutory declaration and a completed copy of the Illness/Misadventure form (a copy is included in this booklet). Only where the Principal considers that the student has a valid reason, may the Principal grant an extension of time or award a mark based on a substitute task. Only one opportunity to complete a substitute task can be arranged.

In exceptional circumstances (where undertaking a substitute task is not feasible or reasonable, or where the missed task is impossible to duplicate), the Principal can authorise the use of an estimate based on other appropriate evidence. In general, administering a substitute task is preferable to providing an estimate mark. An estimate will only be applied after all other tasks have been undertaken providing that a student has completed more than 50% of the assessment program.

Where no prior arrangements have been made, or no valid reason exists, a zero mark will be awarded. Should a task be submitted late, without first gaining an extension from the Principal, then a mark of **zero** will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission 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 approval from the Principal).

### **Valid Reason**

Illness of the student, death or serious illness or family problem in the immediate family are valid reasons if supported by documentation (a copy of a doctor's certificate or statutory declaration). Attendance at a school approved excursion or sporting visit, may also be a valid reason if the excursion is for a period greater than two days.

**It is the student's responsibility to notify the teacher prior to the absence and complete an Appeal for Illness/Misadventure Form.**

The Principal may grant an extension to the due date but will consider the impact of the absence on the student's chance to complete the task. An extension will not automatically be given.

It is the student's responsibility to initiate any Appeal for Illness or Misadventure and this must be done immediately on their return to school.

### Technology and Assessment Tasks

Most students now use some form of 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.**

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

- Continually back up all work onto an external portable storage device (USB drive) or a Cloud storage (such as Google Docs)
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school;
  - Check the compatibility of your home software with the school's technology
  - Sound files should be saved as an MP3, and Video/Digital Media should be saved as MP4 files
  - Save a copy of the final version of your task to your email address that can be accessed at school, as well as bringing it to school on a USB

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers/printers. If you are unable to print your work at home, download the task onto a USB drive and bring it to school for printing (this must be completed before the submission time).

### Malpractice

All work presented in assessment tasks and examinations must be your own or must be acknowledged appropriately.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

Malpractice, including plagiarism, could lead to a mark of zero. Malpractice includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own, including using material directly from books, journals, CDs or the internet without reference to the source;
- Building on the ideas of another person without reference to the source;
- Buying, stealing or borrowing another person's work and presenting it as your 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;
- Paying someone to write or prepare material;
- Breaching school examination rules or using non-approved aides during an assessment task;
- Contriving false explanations to explain work not handed in by the due date; or
- Assisting another student to engage in malpractice

In the case of suspected malpractice 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; and/or
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

When malpractice has been proven in a school-based assessment task the case will be reviewed by a

panel consisting of a member of the senior executive, a head teacher and a classroom teacher. The panel will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. Proven malpractice will limit a student's mark or result in a zero mark being given. Proven malpractice must be detailed in Sentral and parental contact made.

One or more of the following consequences may be applied to proven malpractice:

- Reduced marks for all or part of the assessment task;
- Zero marks for all or part of the assessment task;
- An N Warning letter issued; or
- The student may be required to sit a substitute task with significantly different supervision.

The penalty applied will be appropriate to the seriousness of the offence.

### **Non-Completion of a Task**

Students are expected to complete all assessment tasks set. Where the teacher determines that there is no valid reason for non-completion of an assessment task, including truancy from class or school, a zero mark will be recorded for that task. A student must complete and submit a task even if it is to receive a zero mark.

### **Zero Marks Awarded**

A student will be given a zero mark if the student:

- Has not made a serious attempt to do the task, including work that is trivial, frivolous or offensive;
- Is absent from a task without a valid reason;
- Has been involved in extensive malpractice.

### **Notification to Parents**

Breaches of the policy on malpractice, non-serious attempts and non-completion of tasks will result in parents being informed in writing.

### **Appeals**

Students have the right to appeal if they feel that the process used does not comply with the set rules (see relevant form which is contained in this booklet). Appeal forms must be lodged within one calendar week of the return of the task. Students should note that an appeal cannot be considered if it is based on the actual marks obtained. A student can only appeal on the basis of process.

### **Enquiries**

Students should direct any enquiries about assessment marks or tasks directly to their class teacher.

Concerns or complaints about any issue not resolved following discussion with the class teacher and/or the Head Teacher may be referred by either the parents or the student to the Principal or Deputy Principal. The school asks parents and students to submit significant complaints in writing. The school is committed to act on and resolve complaints to the satisfaction of all parties.

## **Procedures for providing assessment marks and grades for students who transfer into the school after the commencement of Stage 5 courses.**

### **Students from another school in NSW**

Students who enrol at Parkes High School before the end of Term 2, in Year 9 will have an assessment mark and grade determined at the completion of the course based on the performance of the student in all formal assessment tasks and classwork completed in common with their new course cohort. It will always be the first preference of PHS that students complete common assessment tasks with their cohort. If it is determined by the Head Teacher of a faculty that this is NOT possible then a student's final mark may be achieved by:

- Providing the student with an alternative task that measures the same outcomes;
- Providing an estimated mark for a missed task that maintains the student's overall rank order and

relative difference between them and the student below and above them in the course. Grades will be awarded by Parkes High School by following the same process as is used to award grades to all other students. (See earlier section).

If students are unable to continue with the same additional courses as they were studying at their previous school they will receive a grade from PHS for the 100 hours of the alternative course which is being studied.

### **Students from interstate or overseas**

Where the principal determines that a student arriving from overseas or interstate could meet the requirements for the Record of School Achievement, the student should be entered for Stage 5 courses via Schools Online and a grade determined as above.

### **Procedures for dealing with the assessment of accelerants and accumulants**

Students may accelerate in single courses or in all courses (grade advancement). Accelerants should complete all assessment tasks, or their equivalent, as students completing requirements in the normal time frame. However, there may need to be some flexibility in the order and timing of assessment tasks.

Students may accumulate courses towards the Record of School Achievement. Grades will be awarded for each course in the year in which it is completed.

### **Examination and Assessment Task Rules and Procedures**

In many subjects' examinations form part of the assessment program.

Students must follow the day-to-day rules of the school including:

- no talking during exams or assessment tasks
- no communication with other students once they enter the room,
- remain in their allocated seat
- do not disturb other students.

Students must follow the supervising teacher's instructions at all times and must behave in a polite and courteous manner towards the staff and other students.

You must not:

- Take a mobile phone into the examination or assessment room;
- Take any electronic device into the examination room unless approved by the school;
- Speak to any person other than a supervisor during an examination or assessment task;
- Behave in any way likely to disturb the work of any other student or upset the conduct of the examination or assessment task;
- Attend an examination or assessment task under the influence of alcohol or illegal drugs;
- Take into the examination or assessment task room any books, notes, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable or on the assessment task;
- Smoke/vape in the examination room or assessment task;
- Eat in the examination room or assessment task except as approved by the presiding officer;
- Take any examination booklets, whether used or not, from the examination room.

No responsibility will be taken for the safe-keeping of any unauthorised material or equipment surrendered to supervisors before or during examinations or assessment tasks.

### **Procedures for reviewing the policy**

The policy is reviewed annually to ensure:

- The continued implementation of procedures which satisfy the requirements of the Record of School Achievement;
- It meets NESAs requirements

The review includes:

- Assessment policy
- Assessment schedules
- Assessment practices

### 2024 Term 1 Parkes High School Calendar

| Week | Date             | Assessment Tasks this week                                    |
|------|------------------|---|
| 1A   | 29 January 2024  |   |
| 2B   | 5 February 2024  |   |
| 3A   | 12 February 2024 |   |
| 4B   | 19 February 2024 |   |
| 5A   | 26 February 2024 |   |
| 6B   | 4 March 2024     | Drama   |
| 7A   | 11 March 2024    | Languages   |
| 8B   | 18 March 2024    | Science<br>History<br>Music<br>Photographic and Digital Media |

|     |               |   |
|-----|---------------|---|
|     |               | PDHPE   |
| 9A  | 25 March 2024 | English<br>Mathematics<br>Child Studies<br>Agriculture<br>Food Technology (200 Hrs)<br>Industrial Technology- Metal<br>Industrial Technology- Timber<br>Careers |
| 10B | 1 April 2024  | Careers   |
| 11B | 8 April 2024  | Food Technology (100 Hrs)   |

### 2024 Term 2 Parkes High School Calendar

| Week | Date          | Assessment Tasks this week   |
|------|---------------|--|
| 1A   | 29 April 2024 |  |
| 2B   | 6 May 2024    |  |
| 3A   | 13 May 2024   |  |
| 4B   | 20 May 2024   | History (Exam)<br>Commerce<br>Drama<br>Photographic and Digital Media<br>PASS  |
| 5A   | 27 May 2024   | Languages  |
| 6B   | 3 June 2024   | Music<br>PSHPE   |
| 7A   | 10 June 2024  | Mathematics  |
| 8B   | 17 June 2024  |  |
| 9A   | 24 June 2024  | English<br>Child Studies<br>Agriculture<br>Food Technology (200 Hrs)<br>Food Technology (100 Hrs)<br>Industrial Technology- Metal<br>Industrial Technology- Timber |
| 10B  | 1 July 2024   | Science  |

### 2024 Term 3 Parkes High School Calendar

| Week | Date             | Assessment Tasks this week   |
|------|------------------|--|
| 1A   | 22 July 2024     |  |
| 2B   | 29 July 2024     |  |
| 3A   | 5 August 2024    |  |
| 4B   | 12 August 2024   | PASS   |
| 5A   | 19 August 2024   | Mathematics<br>Industrial Technology- Metal<br>Industrial Technology- Timber |
| 6B   | 26 August 2024   | Geography<br>Music<br>Drama<br>PDHPE   |
| 7A   | 2 September 2024 | Languages  |
| 8B   | 9 September 2024 | Photographic and Digital Media   |

|     |                   |  |
|-----|-------------------|--|
| 9A  | 16 September 2024 | English<br>Child Studies<br>Agriculture<br>Food Technology (200 Hrs)<br>Food Technology (100 Hrs)<br>Careers |
| 10B | 23 September 2024 | Science<br>Careers   |

### 2024 Term 4 Parkes High School Calendar

| Week | Date             | Assessment Tasks this week  |
|------|------------------|---|
| 1A   | 14 October 2024  |   |
| 2B   | 21 October 2024  | Science<br>Commerce<br>Music  |
| 3A   | 28 October 2024  | Mathematics   |
| 4B   | 4 November 2024  | English (Exam)<br>Geography (Exam)<br>Drama<br>Photographic and Digital Media<br>PDHPE (Exam)<br>PASS<br>Agriculture<br>Industrial Technology- Metal (Exam)<br>Industrial Technology- Timber (Exam) |
| 5A   | 11 November 2024 | Languages<br>Child Studies<br>Food Technology (200 Hrs)<br>Food Technology (100 Hrs)<br>Careers   |
| 6B   | 18 November 2024 | Careers   |
| 7A   | 25 November 2024 |   |
| 8B   | 2 December 2024  |   |
| 9A   | 9 December 2024  |   |
| 10B  | 16 December 2024 |   |



## Parkes High School Illness/Misadventure Form for school based Assessments, including Examinations

Name: \_\_\_\_\_ Date: \_\_\_\_\_

*This form must be submitted if you (1) know you will be absent from an assessment task with a valid reason or (2) had an illness or a misadventure that **prevented** you from doing the task or examination, or that **impacted** on your performance during the examination. This form must be submitted on the day or the first day you return to school to the Head Teacher of that subject (who will inform the Principal).*

I, \_\_\_\_\_ hereby apply on consideration of the following factor(s) which affected my performance in this assessment task.

- *Only list the examinations/assessment tasks that you are appealing*
- *Do not list the examination/assessment tasks in which you were not affected by illness or misadventure*

|                                  |                               |                                      |                              |
|----------------------------------|-------------------------------|--------------------------------------|------------------------------|
| <input type="checkbox"/> Stage 4 | <input type="checkbox"/> RoSA | <input type="checkbox"/> Preliminary | <input type="checkbox"/> HSC |
|----------------------------------|-------------------------------|--------------------------------------|------------------------------|

|  |   |
|--|---|
| Assessment Task:<br>Scheduled Date:                      | Teacher:  |
| Outline of Reason/s for misadventure/illness:            |   |
| Request and date for proposed completion (if applicable) |   |
| Extension <b>with</b> Penalty <input type="checkbox"/>   | Extension <b>without</b> Penalty <input type="checkbox"/> |

*Note: Documentary evidence from Parent/Doctor must be provided, except in exceptional circumstances.*

**Independent evidence of illness/misadventure:**

- Doctor's Certificate supplied: Yes/No
  - Statutory Declaration by parent/guardian supplied: Yes/No
- Statutory Declaration must include date of illness/incident, nature of incident (e.g. death of family member, car accident, etc); all relevant details of the incident; and contact details of parent/guardian.*

I consider that my examination/assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination/misadventure as set out in this form.

I declare that all the information I have supplied is true:

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

| <u>Recommendation and Decision</u>   |                      |
|--|----------------------|
| <input type="checkbox"/> Extension granted – <b>new date</b> _____           |                      |
| <input type="checkbox"/> Penalty applied <input type="checkbox"/> No penalty |                      |
| Signatures: _____  | _____                |
| <i>Head Teacher</i>  | <i>Class Teacher</i> |
| Principal's Signature: _____   |                      |
| Head Teacher Informs student of Decision Date _____                          |                      |
| Signatures: _____  | _____                |
| <i>Head Teacher</i>  | <i>Student</i>       |
| <input type="checkbox"/> Photocopy given to student                          |                      |





# Parkes High School Assessment Mark/Grade Appeal Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Appeal forms must be lodged with the Principal within one calendar week of the return of the task. You may seek advice from your class teacher, Year Advisor or Deputy Principal before you complete this form. If the Principal deems there are grounds for appeal, then this form will be forwarded to the Appeals Committee which will consist of two independent teachers plus a teacher from the faculty involved.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the school. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which special provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Course Name: \_\_\_\_\_

Task Number: \_\_\_\_\_ Task Description: \_\_\_\_\_

Details of your appeal:

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

Supporting documentation (list the documents that you are attaching to this appeal).

\_\_\_\_\_

-----  
*Office Use Only*

**Outcome of Appeal**

Declined /  
Upheld

|          |
|----------|
| Reasons: |
|          |
|          |
|          |

Name: \_\_\_\_\_ Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## **SUBJECT OUTLINES**

**Allocation of grades based on performance descriptors will be determined by completion of tasks in all subject areas. These tasks are detailed in this section of the booklet.**

**In all subjects the Course Performance Descriptors describe achievement from Elementary (E) to Excellent (A).**

| Areas for Assessment | Weighting   | Task 1                                 | Task 2                                 | Task 3                                 | Task 4                                 |
|----------------------|-------------|--|--|--|--|
|                      |             | Imaginative Response                   | Analytical Response                    | Speech                                 | In-Class Examination                   |
|                      |             | DUE:<br>Term 1,<br>Week 9              | DUE:<br>Term 2,<br>Week 9              | DUE:<br>Term 3,<br>Weeks 9             | DUE<br>Term 4,<br>Week 4               |
| Outcomes:            |             | EN5-RVL-01<br>EN5-URA-01<br>EN5-ECA-01 | EN5-RVL-01<br>EN5-URA-01<br>EN5-ECB-01 | EN5-RVL-01<br>EN5-URC-01<br>EN5-ECA-01 | EN5-RVL-01<br>EN5-URB-01<br>EN5-ECA-01 |
| Who Are You?         | 25%         | 25%                                    |  |  |  |
| Being and Belonging  | 25%         |  | 25%                                    |  |  |
| What's in a Name?    | 25%         |  |  | 25%                                    |  |
| ..... and Action!    | 25%         |  |  |  | 25%                                    |
| <b>Total</b>         | <b>100%</b> | <b>25%</b>                             | <b>25%</b>                             | <b>25%</b>                             | <b>25%</b>                             |

**Outcomes:**

**EN5-RVL-01: Reading, viewing and listening to texts:** uses a range of personal, creative and critical strategies to interpret **complex texts**.

**EN5-URA-01: Understanding and responding to texts A:** analyses how meaning is created through the use and interpretation of increasingly complex language forms, features, and structures.

**EN5-URB-01: Understanding and responding to texts B:** evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.

**EN5-URC-01: Understanding and responding to texts C:** investigates and explains ways of valuing texts and the relationships between them.

**EN5-ECA-01: Expressing ideas and composing texts A:** crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning.

**EN5-ECB-01: Expressing ideas and composing texts A:** uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts.

# Mathematics

| Areas for Assessment   | Weighting   | Task 1   | Task 2  | Task 3   | Task 4   |
|------------------------|-------------|--|---|--|--|
|                        |             | Skills Assessment  | Skills Assessment   | Investigation  | Skills Assessment                                  |
|                        |             | DUE:<br>Term 1,<br>Week 9  | DUE:<br>Term 2,<br>Week 7   | DUE:<br>Term 3,<br>Week 5  | DUE:<br>Term 4,<br>Week 3                          |
| Outcomes               |             | MA5-FIN-C-01, MA5-FIN-C-02, MA5-EQU-C-01, MA5-ALG-P-01, MA5-EQU-P-01, MA5-EQU-P-02 & MAO-WM-01 | MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01, MA5-RAT-P02, MA5-EQU-P-02 & MAO-WM-01 | MA5-ARE-C-01, MA5-VOL-C-01, MA5-ARE-P-01, MA5-VOL-P-01 & MAO-WM-01 | MA5-TRG-01, MA5-TRG-C-02, MA5-TRG-p-01 & MAO-WM-01 |
| Mathematical Knowledge | 50%         | 15%  | 15%   | 5%   | 15%  |
| Working Mathematically | 50%         | 10%  | 10%   | 20%  | 10%  |
| <b>Total</b>           | <b>100%</b> | <b>25%</b>   | <b>25%</b>  | <b>25%</b>   | <b>25%</b>   |

## Outcomes:

**MAO-WM-01** Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.

**MA5-FIN-C-01** solves financial problems involving simple interest, earning money and spending money.

**MA5-FIN-C-02** solves financial problems involving compound interest and depreciation.

**MA5-EQU-C-01** solves linear equations of up to 3 steps, limited to one algebraic fraction.

**MA5-ALG-P-01** simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions.

**MA5-EQU-P-01** solves monic quadratic equations, linear inequalities and cubic equations of the form  $ax^3=k$ .

**MA5-EQU-P-02** solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations.

**MA5-LIN-C-01** determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools.

**MA5-LIN-C-02** graphs and interprets linear relationships using the gradient/slope-intercept form.

**MA5-LIN-P-01** describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems.

**MA5-RAT-P-02** analyses and constructs graphs relating to rates of change.

**MA5-EQU-P-02** solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations.

**MA5-ARE-C-01** solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids.

**MA5-VOL-C-01** solves problems involving the volume of composite solids consisting of right prisms and cylinders.

**MA5-ARE-P-01** applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems.

**MA5-VOL-P-01** applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids.

**MA5-TRG-C-01** applies trigonometric ratios to solve right-angled triangle problems.

**MA5-TRG-C-02** applies trigonometry to solve problems, including bearings and angles of elevation and depression.

**MA5-TRG-P-01** applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings.

# Science

| Areas for Assessment                          | Weighting   | Task 1                                    | Task 2                             | Task 3                                      | Task 4                            |
|---|-------------|---|------------------------------------|---|-----------------------------------|
|   |             | Determination of Gravity Practical Task   | Genetic Modification Research Task | Science of North Parkes Mine Topic Test     | Electrical Circuit Practical Task |
| Outcomes                                      |             | Term 1, Week 8                            | Term 2, Week 10                    | Term 3, Week 10                             | Term 4, Week 2                    |
|   |             | SC5-4WS<br>SC5-7WS<br>SC5-9WS<br>SC5-10PW | SC5-7WS<br>SC5-9WS<br>SC5-15LW     | SC5-8WS<br>SC5-13ES<br>SC5-14LW<br>SC5-16CW | SC5-6WS<br>SC5-8WS<br>SC5-11PW    |
| Knowing and understanding                     | 32%         | 4%  | 8%                                 | 15%   | 5%                                |
| Questioning and predicting                    | 5%          | 2%  |                                    |   | 3%                                |
| Planning and conducting investigations        | 14%         | 4%  | 3%                                 |   | 7%                                |
| Processing and analysing data and information | 27%         | 8%  | 9%                                 | 10%   |                                   |
| Communicating                                 | 22%         | 2%  | 10%                                | 5%  | 5%                                |
| <b>Total</b>                                  | <b>100%</b> | <b>20%</b>                                | <b>30%</b>                         | <b>30%</b>                                  | <b>20%</b>                        |

#### Outcomes

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

**SC5-5WS** produces a plan to investigate identified question, hypotheses or problems, individually and collaboratively

**SC5-6WS** undertakes first-hand investigation 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 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

## HSIE – History and Geography

| Areas for Assessment                          | Weighting   | SEMESTER 1- History                           |                                       | SEMESTER 2- Geography  |                                       |
|---|-------------|---|---------------------------------------|--|---------------------------------------|
|   |             | Task 1<br>Making a Better World Investigation | Task 2<br>End of Semester Examination | Task 3<br>Sustainable Biomes and Food Security Investigation | Task 4<br>End of Semester Examination |
|   |             | Due:<br>Term 1<br>Week 8                      | Due:<br>Term 2<br>Week 4              | Due:<br>Term 3<br>Week 8                                     | Due:<br>Term 4<br>Week 4              |
| Outcomes                                      |             | HT5-1, HT5-4, HT5-5, HT5-6, HT5-9             | HT5-1, HT5.2, HT5.4, HT5-6, HT5.9     | GE5-2, GE5-3, GE5-7, GE5-8                                   | GE5-1, GE5-2, GE5-5, GE5-8            |
| Knowledge and Understanding of Course content | 40%         | 10%   | 10%                                   | 10%  | 10%                                   |
| Source Interpretation and Analysis/ Skills    | 20%         | 5%  | 5%                                    | 5%   | 5%                                    |
| Inquiry and Research                          | 20%         | 5%  | 5%                                    | 5%   | 5%                                    |
| Communication of Ideas                        | 20%         | 5%  | 5%                                    | 5%   | 5%                                    |
| <b>TOTAL</b>                                  | <b>100%</b> | <b>25%</b>                                    | <b>25%</b>                            | <b>25%</b>   | <b>25%</b>                            |

#### Geography Outcomes

**GE5-1** Explains the diverse features and characteristics of a range of places and environments

**GE5-2** Explains processes and influences that form and transform places and environments

**GE5-3** Analyses the effects of interactions and connections between people, places, and environments

**GE5-4** Accounts for perspectives of people and organisations on a range of geographical issues

**GE5-5** Assesses management strategies for places and environments for their sustainability

**GE5-6** Analyses differences in human wellbeing and ways to improve human wellbeing

**GE5-8** Communicates geographical information to a range of audiences using a variety of strategies

#### History Outcomes

**HT5-1** Explains and assesses the historical forces and factors that shaped the modern world and Australia

**HT5-2** Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

**HT5-3** Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

**HT5-4** Explains and analyses the causes and effects of events and developments in the modern world and Australia

**HT5-5** Identifies and evaluates the usefulness of sources in the historical inquiry process

**HT5-6** Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

**HT5-7** Explains different contexts, perspectives and interpretations of the modern world and Australia

**HT5-8** Selects and analyses a range of historical sources to locate information relevant to an historical inquiry

**HT5-9** Applies a range of relevant historical terms and concepts when communicating an understanding of the past

**HT5-10** Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

# Commerce- 100 hours

| Areas for Assessment   | Weighting   | Task 1  | Task 2  |
|--|-------------|---|---|
|  |             | <b><i>Business plan and research inquiry</i></b><br>Law, Society and Political Involvement and Running a Business<br><br>DUE:<br>Term 2<br>Week 4 | <b><i>Case study Information report</i></b><br>Economic and Business Environment and Travel<br><br>DUE:<br>Term 4<br>Week 2 |
|  |             | <b>Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8</b>   | <b>Outcomes: 5.1, 5.3, 5.6, 5.7, 5.8</b>  |
| Knowledge of Contemporary Consumer, Business, Financial and Legal Issues | 40%         | 20%   | 20%   |
| Development of Decision Making and Problem-Solving Skills                | 20%         | 10%   | 10%   |
| Development of Effective Research and Communication Skills               | 20%         | 10%   | 10%   |
| Individual and Collaborative Work Practices                              | 20%         | 10%   | 10%   |
| <b>Total</b>   | <b>100%</b> | <b>50%</b>  | <b>50%</b>  |

**Outcomes**

- COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
- COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
- COM5-3 examines the role of law in society
- COM5-4 analyses key factors affecting decisions
- COM5-5 evaluates options for solving problems and issues
- COM5-6 develops and implements plans designed to achieve goals
- COM5-7 researches and assesses information using a variety of sources
- COM5-8 explains information using a variety of forms
- COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes

# Music 200 Hours

| Are of Assessment  | Weighting % | Task 1<br>Composition Task | Task 2<br>Aural Task | Task 3<br>Performance Task | Task 4<br>Final Performance Task |
|--------------------|-------------|----------------------------|----------------------|----------------------------|----------------------------------|
|                    |             | Term 1,<br>Week 8          | Term 2,<br>Week 76   | Term 3,<br>Week 6          | Term 4,<br>Week 2                |
| <b>Outcomes</b>    |             | 5.4, 5.5, 5.6, 5.10        | 5.7, 5.8, 5.9        | 5.1, 5.2, 5.3              | 5.1, 5.2, 5.3                    |
| <b>Aural</b>       | <b>30%</b>  |                            | 30%                  |                            |                                  |
| <b>Composition</b> | <b>30%</b>  | 30%                        |                      |                            |                                  |
| <b>Performance</b> | <b>40%</b>  |                            |                      | 15%                        | 25%                              |
| <b>Total:</b>      | <b>100%</b> | <b>30%</b>                 | <b>30%</b>           | <b>15%</b>                 | <b>25%</b>                       |

### Outcomes

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## Drama

| Areas of | Weighting | Task 1 | Task 2 | Task 3 | Task 4 |
|----------|-----------|--------|--------|--------|--------|
|----------|-----------|--------|--------|--------|--------|



|                     |             |  |   |  |  |
|---------------------|-------------|--|---|--|--|
| <b>Assessment</b>   |             | Finish the Script, Improvisation performance and Logbook | Research Task – Style of Theatre Performance in style and Logbook | Group Performance and Logbook                          | Scripted Performance, Character analysis and Logbook   |
|                     |             | Term 1, Week 6   | Term 2, Week 4  | Term 3, Week 6   | Term 4, Week 4   |
| <b>Outcomes</b>     |             | 5.1.4, 5.2.1, 5.2.3, 5.3.1                               | 5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2            | 5.1.1, 5.1.2, 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, 5.3.1, 5.3.3 |
| <b>Making</b>       | <b>30%</b>  | 10%  |   | 10%  | 10%  |
| <b>Performing</b>   | <b>40%</b>  | 10%  | 5%  | 15%  | 10%  |
| <b>Appreciating</b> | <b>30%</b>  | 5%   | 15%   | 5%   | 5%   |
| <b>Total:</b>       | <b>100%</b> | <b>25%</b>   | <b>20%</b>  | <b>30%</b>   | <b>25%</b>   |

### Outcomes

5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action

5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding

5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text

5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.

5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning

5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience

5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.

5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions

5.3.2 analyses the contemporary and historical contexts of drama

5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

## Photographic and Digital Media

| Areas for | Weighting | Task 1 | Task 2 | Task 3 | Task 4 |
|-----------|-----------|--------|--------|--------|--------|
|-----------|-----------|--------|--------|--------|--------|

|   |             |   |  |   |   |
|---|-------------|---|--|---|---|
| <b>Assessment</b>                       |             | Critical and Historical Task Case Study 1 | Photographic and Digital Media journal, portfolio of photographs Project 1 | Critical and Historical Task Case Study 2 | Photographic and Digital Medial Journal. Practical Task Project 2 |
|   |             | DUE: Term 1, Week 8                       | DUE: Term 2, Week 4  | DUE: Term 3, Week 8                       | DUE: Term 4, Week 4   |
| Making / Practice                       | 60%         |   | 30%  |   | 30%   |
| Critical and historical interpretations | 40%         | 20%                                       |  | 20%                                       |   |
| <b>Total</b>                            | <b>100%</b> | <b>20%</b>                                | <b>30%</b>   | <b>20%</b>                                | <b>30%</b>  |

### Outcomes

5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works

5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience

5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning

5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works

5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works

5.6 selects appropriate procedures and techniques to make and refine photographic and digital works

5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works

5.8 uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works

5.9 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

5.10 constructs different critical and historical accounts of photographic and digitalwork

## Language 100 Hours

| Areas for Assessment | Weighting | Task 1        | Task 2              | Task 3          | Task 4         |
|----------------------|-----------|---------------|---------------------|-----------------|----------------|
|                      |           | Welcome to My | Welcome to My World | Children’s Book | Food and Drink |

|                     |             | Language                  |                           |                           |                           |
|---------------------|-------------|---------------------------|---------------------------|---------------------------|---------------------------|
|                     |             | DUE:<br>Term1 ,<br>Week 7 | DUE:<br>Term 2,<br>Week 5 | DUE:<br>Term 3,<br>Week 7 | DUE:<br>Term 4,<br>Week 5 |
| Outcomes            |             | ML5-INT-01                | ML5-UND-01                | ML5-CRT-01                | ML5-UND-01                |
| Interacting         | 25%         | 25%                       |                           |                           |                           |
| Understanding Texts | 50%         |                           | 25%                       |                           | 25%                       |
| Creating Texts      | 25%         |                           |                           | 25%                       | 10%                       |
| <b>Total</b>        | <b>100%</b> | <b>25%</b>                | <b>25%</b>                | <b>25%</b>                | <b>25%</b>                |

### Outcomes

**ML5-INT-01:** exchanges information, ideas, and perspectives in a range of contexts by manipulating culturally appropriate language.

**ML5-UND-01:** analyses and responds to information, ideas, and perspectives in a range of texts to demonstrate understanding.

**ML5-CRT-01:** creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language.

## PDHPE

| Areas for Assessment | Weighting | Task 1               | Task 2        | Task 3             | Task 4 | Task 5             |
|----------------------|-----------|----------------------|---------------|--------------------|--------|--------------------|
|                      |           | Practical Assessment | Sexual Health | Best Version of Me | Dance  | Yearly Examination |

|                                     |             |   |                           |                           |                           |  |
|-------------------------------------|-------------|---|---------------------------|---------------------------|---------------------------|--|
|                                     |             | Ongoing:<br>Terms 1-4,<br>Due: Term 4<br>Week 6 | Due:<br>Term 1,<br>Week 8 | Due:<br>Term 2,<br>Week 6 | Due:<br>Term 3,<br>Week 6 | Due:<br>Term 4,<br>Week 4                              |
| Outcomes                            |             | PD5-4, PD5-5,<br>PD5-8, PD5-11                  | PD5-6                     | PD5-1, PD5-3              | PD5-5, PD5-11             | PD5-1, PD5-2, PD5-3,<br>PD5-6, PD5-7, PD5-9,<br>PD5-10 |
| Health, Wellbeing and Relationships | 25%         |   |                           | 10%                       |                           | 15%  |
| Healthy, Safe and Active Lifestyles | 25%         |   | 10%                       |                           |                           | 15%  |
| Movement Skills and Performance     | 50%         | 40%   |                           |                           | 10%                       |  |
| <b>Total</b>                        | <b>100%</b> | <b>40%</b>                                      | <b>10%</b>                | <b>10%</b>                | <b>10%</b>                | <b>30%</b>   |

#### Outcomes

**PD5-1** assesses their own and others' capacity to reflect on and respond positively to challenges

**PD5-2** researches and appraises the effectiveness of health information and support services available in the community

**PD5-3** analyses factors and strategies that enhance inclusivity, equality and respectful relationships

**PD5-4** adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

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

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

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

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

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

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

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

## Physical Activity and Sports Studies

| Areas for Assessment | Weighting | Task 1                          | Task 2                                | Task 3                            |
|----------------------|-----------|---------------------------------|---------------------------------------|-----------------------------------|
|                      |           | Nutrition and Physical Activity | Issues in Physical Activity and Sport | Lifestyle, Leisure and Recreation |

|  |             |  |                                       |  |
|--|-------------|--|---------------------------------------|--|
|  |             | Due:<br>Term 2,<br>Week 4                      | Due:<br>Term 3,<br>Week 4             | Due:<br>Term 4,<br>Week 4  |
| <b>Outcomes</b>                        |             | <b>PASS5-1, PASS5-2, PASS5-8,<br/>PASS5-10</b> | <b>PASS5-3, PASS5-4,<br/>PASS5-10</b> | <b>PASS5-3, PASS5-4, PASS5-5,<br/>PASS5-7, PASS5-9, PASS5-10</b> |
| Foundations of physical activity       | 40%         | 40%  |                                       |  |
| Physical activity and sport in society | 60%         |  | 30%                                   | 30%  |
| <b>Total</b>                           | <b>100%</b> | <b>40%</b>                                     | <b>30%</b>                            | <b>30%</b>   |

**Outcomes**

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

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

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

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

## Year 9 Agricultural Technology 100 hours

| Areas for Assessment | Weighting | Task 1                      | Task 2               | Task 3               | Task 4            |
|----------------------|-----------|-----------------------------|----------------------|----------------------|-------------------|
|                      |           | Careers in Ag Research Task | Soils Practical Task | Animal Research Task | Final Examination |

|   |             | DUE:<br>Term 1,<br>Week 9 | DUE:<br>Term 2,<br>Week 9                 | DUE:<br>Term 3,<br>Week 9                       | DUE:<br>Term 4,<br>Week 4                |
|---|-------------|---------------------------|---|---|--|
| <b>Outcomes</b>                                     |             | AG5-3, AG5-12,<br>AG5-14  | AG5-2, AG5-6,<br>AG5-8, AG5-11,<br>AG5-12 | AG5-1, AG5-4,<br>AG5-5, AG5-7,<br>AG5-9, AG5-10 | AG5-1, AG5-2,<br>AG5-8, AG5-9,<br>AG5-13 |
| Knowledge and understanding of course content       | 25%         | 5%                        | 5%  | 5%  | 10%                                      |
| Practical application and skills                    | 50%         | 5%                        | 25%                                       | 15%   | 5%                                       |
| Communication of understanding in appropriate forms | 25%         | 10%                       | 5%  | 5%  | 5%                                       |
| <b>Total</b>  | <b>100%</b> | <b>20%</b>                | <b>35%</b>                                | <b>25%</b>                                      | <b>20%</b>                               |

#### Outcomes

**AG5-1** explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets

**AG5-2** explains the interactions within and between agricultural enterprises and systems

**AG5-3** explains the interactions within and between the agricultural sector and Australia's economy, culture and society

**AG5-4** investigates and implements responsible production systems for plant and animal enterprises

**AG5-5** investigates and applies responsible marketing principles and processes

**AG5-6** explains and evaluates the impact of management decisions on plant production enterprises

**AG5-7** explains and evaluates the impact of management decisions on plant production enterprises

**AG5-8** evaluates the impact of past and current agricultural sustainability

**AG5-9** evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics

**AG5-10** implements and justifies the application of animal welfare guidelines to agricultural practices

**AG5-11** designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts

**AG5-12** collects and analyses agricultural data and communicates results using a range of technologies

**AG5-13** applies work health and safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery

**AG5-14** student demonstrates plant and/or animal management practices safely and in collaboration with othe

## Child Studies

| Areas for Assessment | Weighting | Task 1        | Task 2            | Task 3    | Task 4             |
|----------------------|-----------|---------------|-------------------|-----------|--------------------|
|                      |           | Research Task | Newborn Care Task | Play Task | Food and Nutrition |

|                                      |             | DUE:<br>Term 1,<br>Week 9 | DUE:<br>Term 2,<br>Week 9      | DUE:<br>Term 3,<br>Week 9 | DUE:<br>Term 4,<br>Week 5 |
|--------------------------------------|-------------|---------------------------|--------------------------------|---------------------------|---------------------------|
| <b>Outcomes</b>                      |             | CS5-8, CS5-9              | CS5-1, CS5-2, CS5-5,<br>CS5-10 | CS5-4, CS5-9, CS5-8       | CS5-2, CS5-11, CS5-12     |
| Preparing for Parenthood             | 25%         | 25%                       |                                |                           |                           |
| Newborn Care, Growth and Development | 25%         |                           | 25%                            |                           |                           |
| Play and the Developing Child        | 25%         |                           |                                | 25%                       |                           |
| Food and Nutrition in Childhood      | 25%         |                           |                                |                           | 25%                       |
| <b>Total</b>                         | <b>100%</b> | <b>25%</b>                | <b>25%</b>                     | <b>25%</b>                | <b>25%</b>                |

#### Outcomes

**CS5-1** identifies the characteristics of a child at each stage of growth and development

**CS5-2** describes the factors that affect the health and wellbeing of the child

**CS5-3** analyses the evolution of childhood experiences and parenting roles over time

**CS5-4** plans and implements engaging activities when educating and caring for young children within a safe environment

**CS5-5** evaluates strategies that promote the growth and development of children

**CS5-6** describes a range of parenting practices for optimal growth and development

**CS5-7** discusses the importance of positive relationships for the growth and development of children

**CS5-8** evaluates the role of community resources that promote and support the wellbeing of children and families

**CS5-9** analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

**CS5-10** demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts

**CS5-11** analyses and compares information from a variety of sources to develop an understanding of child growth and development

**CS5-12** applies evaluation techniques when creating, discussing and assessing information related to child growth and development

## Food Technology 200 Hours

| Areas for Assessment | Weighting | Task 1                    | Task 2                    | Task 3                    | Task 4                    |
|----------------------|-----------|---------------------------|---------------------------|---------------------------|---------------------------|
|                      |           | DUE:<br>Term 1,<br>Week 9 | DUE:<br>Term 2,<br>Week 9 | DUE:<br>Term 3,<br>Week 9 | DUE:<br>Term 4,<br>Week 5 |

| Outcomes                  |             | FT5-1, FT5-2, FT5-4,<br>FT5-6, FT5-7, FT5-10 | FT5-1, FT5-2, FT5-4,<br>FT5-9, FT5-11 | FT5-1, FT5-2, FT5-3,<br>FT5-10, FT5-11 | FT5-1, FT5-2, FT5-8,<br>FT5-13 |
|---------------------------|-------------|--|---------------------------------------|--|--------------------------------|
| Food Selection and Health | 25%         | 25%  |                                       |  |                                |
| Food Product Development  | 25%         |  | 25%                                   |  |                                |
| Food for Special Needs    | 25%         |  |                                       | 25%                                    |                                |
| Food in Australia         | 25%         |  |                                       |  | 25%                            |
| <b>Total</b>              | <b>100%</b> | <b>25%</b>                                   | <b>25%</b>                            | <b>25%</b>                             | <b>25%</b>                     |

#### Outcomes

**FT5-1** demonstrates hygienic handling of food to ensure a safe and appealing product

**FT5-2** identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

**FT5-3** describes the physical and chemical properties of a variety of foods

**FT5-4** accounts for changes to the properties of food which occur during food processing, preparation and storage

**FT5-5** applies appropriate methods of food processing, preparation and storage

**FT5-6** describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

**FT5-7** justifies food choices by analysing the factors that influence eating habits

**FT5-8** collects, evaluates and applies information from a variety of sources

**FT5-9** communicates ideas and information using a range of media and appropriate terminology

**FT5-10** selects and employs appropriate techniques and equipment for a variety of food-specific purposes

**FT5-11** plans, prepares, presents and evaluates food solutions for specific purposes

**FT5-12** examines the relationship between food, technology and society

**FT5-13** evaluates the impact of activities related to food on the individual, society and the environment

## Food Technology 100 Hours

| Areas for Assessment | Weighting | Task 1        | Task 2                  | Task 3                         | Task 4                    |
|----------------------|-----------|---------------|-------------------------|--------------------------------|---------------------------|
|                      |           | Research Task | Practical and Portfolio | New Food Product Portfolio and | Food Trends Practical and |



|                            |             | DUE:<br>Term 1,<br>Week 11                     | DUE:<br>Term 2,<br>Week 9       | Practical<br>DUE:<br>Term 3,<br>Week 9 | Portfolio<br>Due<br>Term 4,<br>Week 5 |
|----------------------------|-------------|--|---------------------------------|--|---------------------------------------|
| Outcomes                   |             | FT5-6, FT5-7, FT5-8<br>FT5-9, FT5-11<br>FT5-13 | FT5-1, FT5-9,<br>FT5-10, FT5-11 | FT5-1, FT5-2,<br>FT5-5, FT5-10         | FT5-1, FT5-9<br>,FT5-12               |
| Food Selection and Health  | 25%         | 25%  |                                 |  |                                       |
| Food For Special Occasions | 25%         |  | 25%                             |  |                                       |
| Food Product Development   | 25%         |  |                                 | 25%                                    |                                       |
| Food Trends                | 25%         |  |                                 |  | 25%                                   |
| <b>Total</b>               | <b>100%</b> | <b>25%</b>                                     | <b>25%</b>                      | <b>25%</b>                             | <b>25%</b>                            |

#### Outcomes

**FT5-1** demonstrates hygienic handling of food to ensure a safe and appealing product

**FT5-2** identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

**FT5-3** describes the physical and chemical properties of a variety of foods

**FT5-4** accounts for changes to the properties of food which occur during food processing, preparation and storage

**FT5-5** applies appropriate methods of food processing, preparation and storage

**FT5-6** describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

**FT5-7** justifies food choices by analysing the factors that influence eating habits

**FT5-8** collects, evaluates and applies information from a variety of sources

**FT5-9** communicates ideas and information using a range of media and appropriate terminology

**FT5-10** selects and employs appropriate techniques and equipment for a variety of food-specific purposes

**FT5-11** plans, prepares, presents and evaluates food solutions for specific purposes

**FT5-12** examines the relationship between food, technology and society

**FT5-13** evaluates the impact of activities related to food on the individual, society and the environment

## Industrial Technology – Metal

| Areas for Assessment | Weighting | Task 1                                 | Task 2                                       | Task 3                                       | Task 4             |
|----------------------|-----------|--|--|--|--------------------|
|                      |           | Safety Task<br>Assessment<br>Project 1 | Practical / Folio<br>Assessment<br>Project 2 | Practical / Folio<br>Assessment<br>PROJECT 3 | Yearly Examination |

|   |             | DUE:<br>Term 1,<br>Week 9         | DUE:<br>Term 2,<br>Week 9         | DUE:<br>Term 3,<br>Week 5         | Term 4<br>Per<br>Exam<br>timetable |
|---|-------------|-----------------------------------|-----------------------------------|-----------------------------------|------------------------------------|
|   |             | IND5-1, IND5-2, IND5-3,<br>IND5-7 | IND5-2, IND5-5, IND5-6,<br>IND5-9 | IND5-3, IND5-5, IND5-7,<br>IND5-9 | IND5-3, IND5-5, IND5-7,<br>IND5-10 |
| Traditional, current, new and emerging technologies           | 10%         |                                   |                                   |                                   | 10%                                |
| Social, cultural and environmental impacts of technology      | 5%          |                                   |                                   |                                   | 5%                                 |
| Producing projects of excellent quality                       | 30%         | 10%                               | 10%                               | 10%                               |                                    |
| Assessing and managing risks and applying safe work practices | 20%         | 5%                                | 5%                                | 5%                                | 5%                                 |
| Suitability of materials                                      | 15%         | 5%                                | 5%                                | 5%                                |                                    |
| Communicating production processes                            | 10%         |                                   | 5%                                |                                   | 5%                                 |
| Designing and modifying projects                              | 10%         | 5%                                |                                   | 5%                                |                                    |
| <b>Total</b>  | <b>100%</b> | <b>25%</b>                        | <b>25%</b>                        | <b>25%</b>                        | <b>25%</b>                         |

### Outcomes

**IND5-1** identifies assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

**IND5-2** applies design principles in the modification, development and production of projects

**IND5-3** identifies, selects, and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

**IND5-4** selects, justifies and uses a range of relevant and associated materials for specific applications

**IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

**IND5-6** identifies and participates in collaborative work practices in the learning environment

**IND5-7** applies and transfers skills, processes and materials to a variety of contexts and projects

**IND5-8** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

**IND5-9** describes, analyses and uses a range of current, new and emerging technologies and their various applications

## Industrial Technology – Timber

| Areas for Assessment | Weighting | Task 1                                    | Task 2                                    | Task 3                                    | Task 4             |
|----------------------|-----------|---|---|---|--------------------|
|                      |           | Practical / Folio Assessment<br>PROJECT 1 | Practical / Folio Assessment<br>PROJECT 2 | Practical / Folio Assessment<br>PROJECT 3 | Yearly Examination |
|                      |           | DUE:                                      | DUE:                                      | DUE:                                      | Term 4             |

|   |             | Term 1,<br>Week 9                                 | Term 2,<br>Week 9     | Term 3,<br>Week 5                | Per<br>Exam<br>timetable                 |
|---|-------------|---|-----------------------|----------------------------------|--|
| Outcomes  |             | IND5-1, IND5-3, IND5-4,<br>IND5-7, IND5-8, IND5-9 | IND5-1, IND5-3 IND5-8 | IND5-1, IND5-2 IND5-3,<br>IND5-4 | IND5-1, IND5-3 IND5-4,<br>IND5-5, IND5-8 |
| Traditional, current, new and emerging technologies           | 5%          |   |                       | 5%                               |  |
| Social, cultural and environmental impacts of technology      | 5%          |   |                       |                                  | 5%                                       |
| Producing projects of excellent quality                       | 40%         | 10%   | 10%                   | 10%                              | 10%                                      |
| Assessing and managing risks and applying safe work practices | 15%         | 5%  |                       | 5%                               | 5%                                       |
| Suitability of materials                                      | 15%         | 5%  | 5%                    | 5%                               |  |
| Communicating production processes                            | 15%         | 5%  | 5%                    |                                  | 5%                                       |
| Designing and modifying projects                              | 5%          |   |                       | 5%                               |  |
| <b>Total</b>  | <b>100%</b> | <b>25%</b>  | <b>20%</b>            | <b>30%</b>                       | <b>25%</b>                               |

#### Outcomes

**IND5-1** identifies assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

**IND5-2** applies design principles in the modification, development and production of projects

**IND5-3** identifies, selects, and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

**IND5-4** selects, justifies and uses a range of relevant and associated materials for specific applications

**IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

**IND5-6** identifies and participates in collaborative work practices in the learning environment

**IND5-7** applies and transfers skills, processes and materials to a variety of contexts and projects

**IND5-8** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

**IND5-9** describes, analyses and uses a range of current, new and emerging technologies and their various applications

## Careers

| Components | Weighting | Task 1 | Task 2 | Task 3 |
|------------|-----------|--------|--------|--------|
|------------|-----------|--------|--------|--------|

|              |             |                             |                             |                             |
|--------------|-------------|-----------------------------|-----------------------------|-----------------------------|
|              |             | Portfolio Submission<br>1   | Career Research<br>Task     | Portfolio Submission<br>2   |
|              |             | DUE:<br>Term 1<br>Week 9/10 | DUE:<br>Term 3<br>Week 9/10 | DUE:<br>Term 4<br>Week 15/6 |
| <b>Total</b> | <b>100%</b> | <b>25%</b>                  | <b>50%</b>                  | <b>25%</b>                  |