



# CROOKWELL HIGH SCHOOL

## ASSESSMENT BOOKLET

STAGE 5 – 2024 – YEAR 9



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## SUPPORTING YOUR CHILD

Our school has a key focus on Respect, Responsibility and Prosper for all school members in all aspects of their schooling. Our PROSPER program is dedicated to building positive relationships, strengths, purpose, resilience and engagement.

Parents seeking to support their children's progress and achievement at school may find the information included in this document valuable. Student learning and achievement is maximised with a community approach, and student learning is maximised when they are organised and prepared for school.

All students are encouraged to be fully prepared for school each day, having organised:

- A copy of their current timetable (an extra copy at home as well)
- An appropriate bag and the necessary books/equipment for that day
- Writing materials
- Lunch, snacks, fruit and drink

To help students organise their day, it is vital that students build into their daily routine the packing and unpacking of their school bag. Assessment tasks, homework and communications from school should be kept and placed in an accessible location. Parents' involvement in this step emphasises its importance and increases the chances of students completing homework tasks and communicating important information to parents.

The Crookwell High School website <http://www.crookwell-h.schools.nsw.edu.au/> is regularly updated and contains information about upcoming events, activities and assessment information. It provides additional information which may help you support your child's education.

## HOMEWORK

Homework is an opportunity for students to build on learning skills and reinforce concepts encountered at school. It may be formally set by class teachers or initiated by students in the form of revision and review of target areas. Tasks set for homework by individual subjects and teachers vary throughout the year and between subject areas. There is no designated amount of homework for a particular subject or school year. It is advised that all students review their daily classwork after each school day. This helps identify areas of need for consolidation or assistance and students should seek teacher guidance to clear up any issues.

A priority for all students should be developing their literacy skills, and a program of 20 minutes reading at home is recommended to broaden comprehension and vocabulary. We encourage parents to support this initiative, particularly on occasions when students suggest they have no homework.

## ASSESSMENT

Assessment is a progressive tool designed to gauge student progress and provide feedback and directions for growth in learning. At Crookwell HS, students undertake formal assessment of their performance in all Key Learning Areas throughout the school year. These assessment tasks vary in nature, both within each course studied and between courses.

Student progress and achievements will be reported formally, in the written school reports distributed at the end of Semester 1 and Semester 2, and informally, at the parent/teacher evenings.

Parents are encouraged to contact their child's class teachers to discuss aspects of their progress in particular subjects, or Year Advisors if they would like to organise feedback on current progress or specific areas of concern.

## SUBMITTING YOUR OWN WORK

A number of assessment tasks completed by students at home will require research and the use of sources of information. At Crookwell HS we promote responsible scholarship and strive to ensure that the work submitted can be directly attributable to the student who submits it. In all cases our school is working to eliminate plagiarism.

“Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your results.” (NESA, Advice to Students, 2006)

Plagiarism is cheating, it is unethical and it is dishonest. It may stop you developing the skills and knowledge intended in the task and is unfair to the original authors who “own” their ideas. Common forms of plagiarism include:

- copying and pasting information from the Internet.
- using the ideas of others as if they were your own.
- copying and pasting information from the Internet, then changing the words

Students who are found plagiarising work risk having no marks awarded for their task submitted and it may be recorded as a “non-attempt”.

## MALPRACTICE

Malpractice, including plagiarism, could lead to you receiving zero marks for a task or examination. Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else’s work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person’s work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school test and examination rules
- cheating in a test or examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

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

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

## CLASS TESTS & EXAMINATIONS

Students will be required to complete a number of class tests and examinations during their time at Crookwell HS. These may include formal examinations where all students from the year, subject or class sit for the exam at a designated time and in an area other than their classroom, or class specific examinations as scheduled by the teacher.

In all test and examination situations the expectations of our students are the same. They are designed to allow every student to experience similar conditions and demonstrate their full capabilities in that area.

Disability Provisions, such as a reader, a writer or extra time to complete an exam are available for eligible students. This support is co-ordinated by the Learning and Support Teacher.

We expect all students to:

- attend all scheduled examinations and complete them to the best of their ability
- follow the supervisor's instructions and behave in a polite and courteous manner towards other students and staff
- speak only to the examination supervisor, not to others in the room
- sit in their allocated seat
- remain in the exam room for the entire scheduled time
- not disturb other students who are working on their exam
- provide their own blue/black pens and equipment as appropriate e.g.: a scientific calculator. Borrowing from other students is not permitted during examinations
- make a serious attempt at all sections of the examination or task
- complete their own work in examinations. Students found cheating will be given zero marks. Teachers supervising will investigate any suspicious behaviour that they believe may be cheating
- ensure digital music players, programmable watches and other electronic equipment are turned off and placed in their bag for the duration of the examination
- if you finish early, to sit quietly, books and magazines are not permitted to be read in this time. It is recommended students look back over their work.

Students are permitted to bring a clear water bottle into the examination room. No other food or drink is permitted, except on medical grounds.

If you do not follow these test & examination rules, or if you cheat in any way, you may be asked to leave the test / examination room, and/or you may receive a zero mark.

## SUBMITTING ASSESSMENT TASKS

The pages which follow outline a schedule of assessments in each key learning area. Correct at the time of printing, these schedules outline the number of assessments planned for each subject area, an indication of their nature, their relative contribution and an estimated timing for the task. These details may vary through the year and students will be kept aware of changes to planned tasks by their class teacher.

If a student is having difficulty completing an assessment task they should discuss this with their teacher before the due date.

For details regarding failure to submit or complete an assessment task refer to the assessment policy on page 6.

# STAGE 5 ASSESSMENT POLICY

## Rationale:

Crookwell High School ensures that all curriculum and assessment meet the NSW Education Standards Authority requirements for the Record of School Achievement (RoSA).

## Aims:

Every student will be made fully aware of the Key Learning Areas, school, NESA and Department of Education requirements for the RoSA.

## Implementation:

- **All students will be given at least 2 weeks notification of an assessment task.**
- Every student is expected to submit or sit for all assessment tasks by the due date. In cases where the assessment task requires the student submit material, this must be handed in to the class teacher or appropriate Head Teacher. It is not sufficient to ask that the material be placed on the class teacher's desk.
- **Students who do not submit an assessment task, without a valid reason, will be given a mark of zero.** Even though a student fails to submit an assessment task by the due date, that task must still be submitted. Failure to complete a task may be used as evidence that a student has not applied themselves with diligence and sustained effort and this may have ramifications for their RoSA eligibility.
- If a student knows in advance that they will be absent from school on the day that an assessment task is to be done, or is due to be handed in, then a note from a parent should be provided to the class teacher indicating the reason for absence. This should be done as early as possible so that appropriate alternative arrangements can be made for in class assessment tasks. Where a task is required to be handed in, this will need to be done before the due date.
- If a student is absent from school on the day that an assessment task is to be done, or is due to be handed in, the student will be awarded a mark of zero. If there is a valid reason for missing this scheduled date then an illness/misadventure form must be completed. Supporting evidence must accompany this form. In the event of illness, a medical certificate will be accepted as satisfactory evidence of legitimate absence for all students. For a student in Year 9, a letter from a parent detailing the reasons for the absence may be accepted, in lieu of a medical certificate, as satisfactory evidence of legitimate absence. In the case of prolonged absence due to illness or injury (4 or more days), a medical certificate must be provided. Illness /misadventure forms and supporting evidence must always be submitted to the class teacher on the first day of return to school.
- Should records show that a student is consistently absent from school on the day on which an assessment task is to be completed, or is due to be handed in, or on the days preceding the day on which an assessment task is to be done, or is due to be handed in, even where notes for the absences are supplied, a student and that student's parents will be advised in writing that further occurrences without a medical certificate may be treated as deliberate malpractice, and lead to a zero mark.
- Acceptable reasons for the late submission or absence from an assessment task include illness, accident or other unforeseen circumstances. **Technological failure is not considered an acceptable reason for late submission of a task.** The Head Teacher of the relevant subject will determine if the reason is acceptable.

- If a student requires an extension on an assessment task due to unforeseen circumstances the application for an extension must be in writing and submitted to the Head Teacher at least two days prior to the due date for the assessment. If an extension has been requested and granted, any late submission of assessment tasks after the extension date will receive zero marks.
- Work submitted in an assessment task must be only that of the student. If a student uses the work of another person, or directly copies from published text or an internet site, they will receive a mark of zero. If the work used was that of another student from this school, who knowingly supplied the information, then that student may also receive a mark of zero.
- If students have concerns regarding the assessment procedures followed for an assessment task then they have the right to appeal the process.
- Students undertaking Life Skills courses are assessed on an ongoing basis. While they do not attempt explicit assessment tasks they are required to meet NESA requirements for course completion.



# YEAR 9 ASSESSMENT TASKS

## Agriculture (Year 9) 2024

Task Number & Name	Ongoing Assessment	Task 1	Task 2	Task 3	Task 4
Nature of Task	Teacher observation of practical skills	Vegetable and marketing assignment	Semester 1 Test	Research Task	Yearly Examination
Outcomes being assessed	AG5-10 AG5-11 AG5-12 AG5-13 AG5-14	AG5-1 AG5-2 AG5-5	AG5-1 AG5-2 AG5-3 AG5-4 AG5-5 AG5-6 AG5-13	AG5-4 AG5-5 AG5-7 AG5-9 AG5-10 AG5-12	AG5-4 AG5-5 AG5-7 AG5-8 AG5-9 AG5-10
Total weight: 100%	30%	15%	20%	15%	20%
Timing of Task	Ongoing	Term 1 Week 9	Term 2 Week 5	Term 3 Week 6	Term 4 Weeks 4/5

### Stage 5 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 animal production enterprises
- AG5-8:** evaluates the impact of past and current agricultural practices on 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:** demonstrates plant and/or animal management practices safely and in collaboration with others

## AgriFoods (Year 9) 2024

Term	Week	Task
1 – 4	Ongoing	Competency-Based Assessments
		<b>Total</b>

### Stage 5 Core Outcomes:

- AHCWHS101**      Work safely
- AHCWRK101**      Maintain the workplace

### Stage 5 Elective Outcomes:

- AHCCHM101**      Follow basic chemical safety
- AHCLSK101**      Support extensive livestock work
- AHCLSK102**      Support intensive livestock work
- AHCNSY101**      Support nursery work

## Child Studies (Year 9) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Simulated Baby Practical Experience	Developmental Play Pack	Children's Dreamtime Story Book	Job Application & Simulated Interview
Outcomes being assessed	CS5-2 CS5-6 CD5-7 CS5-10	CS5-1 CS5-4 CS5-5	CS5-1 CS5-4 CS5-8	CS5-6 CS5-7 CS5-10
Total weight: 100%	25%	25%	25%	25%
Timing of Task	Term 1 Week 7	Term 2 Week 6	Term 3 Week 6	Term 4 Week 6

### Stage 5 Outcomes:

- CS5-1:** identifies the characteristics of a child at each stage of growth and development
- CS5-2:** describes the factors that affect the health and wellbeing of the child
- CS5-3:** analyses the evolution of childhood experiences and parenting roles over time
- CS5-4:** plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5-5:** evaluates strategies that promote the growth and development of children
- CS5-6:** describes a range of parenting practices for optimal growth and development
- CS5-7:** discusses the importance of positive relationships for the growth and development of children
- CS5-8:** evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5-9:** analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-10:** demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- CS5-11:** analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12:** applies evaluation techniques when creating, discussing and assessing information related to child growth and development

## Commerce (Year 9) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Research/Presentation	Commerce Topic Test	Research/Presentation	Yearly Examination – All course content
Outcomes being assessed	COM5-1 COM5-2 COM5-3 COM5-4 COM5-5 COM5-6 COM5-7 COM5-8 COM5-9	COM5-1 COM5-2 COM5-4 COM5-5 COM5-8 COM5-9	COM5-1 COM5-2 COM5-4 COM5-5 COM5-6 COM5-7 COM5-8 COM5-9	COM5-1 COM5-2 COM5-3 COM5-4 COM5-5 COM5-6 COM5-8 COM5-9
Total weight: 100%	25%	25%	25%	25%
Timing of Task	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8	Term 4 Weeks 4/5

### Stage 5 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.

## English (Year 9) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Change – extended response	Fear – creative writing	Romeo and Juliet - Multimodal	Yearly Examination
Outcomes being assessed	EN5-RVL-01 EN5-URB-01 EN5-ECB-01	EN5-URA-01 EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-URA-01 EN5-ECA-01	EN5-RVL-01 EN5-URB-01 EN5-URC-01 EN5-ECA-01
Total weight: 100%	25%	25%	25%	25%
Timing of Task	Term 1 Week 10	Term 2 Week 4	Term 3 Week 9	Term 4 Weeks 4/5

### Stage 5 Outcomes:

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

## Food Technology (Year 9) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Food For Special Occasions Task	Practical Task	Food Selection and Health Task	Food Equity
Outcomes being assessed	FT5-6 FT5-7 FT5-8 FT5-9 FT5-13	FT5-1 FT5-2 FT5-4 FT5-5 FT5-10 FT5-11	FT5-3 FT5-7 FT5-8 FT5-11 FT5-12 FT5-13	FT5-2 FT5-5 FT5-6 FT5-11 FT5-13
Total weight: 100%	25%	25%	25%	25%
Timing of Task	Term 1 Week 9	Term 2 Week 4	Term 3 Week 8	Term 4 Week 2

### Stage 5 Outcomes:

- FT5-1:** demonstrates hygienic handling of food to ensure a safe and appealing product
- FT5-2:** identifies, assesses and manages the risk 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

# HSIE – History and Geography (Year 9) 2024

## STAGE 5 GEOGRAPHY (YEAR 9) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
<b>Nature of Task</b>	Geographical skills test	Topic Test – Sustainable Biomes and Changing Places	Research project – Environmental Change and Management	Yearly Examination – All course content
<b>Outcomes being assessed</b>	GE5-1 GE5-2 GE5-3 GE5-5 GE5-7 GE5-8	GE5-2 GE5-3 GE5-5 GE5-7 GE5-8	GE5-2 GE5-3 GE5-4 GE5-5 GE5-7 GE5-8	GE5-1 GE5-2 GE5-3 GE5-4 GE5-5 GE5-6 GE5-7 GE5-8
<b>Total weight: 100%</b>	15%	20%	25%	40%
<b>Timing of Task</b>	<b>Term 1 Week 11</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 8</b>	<b>Term 4 Weeks 4/5</b>

### Stage 5 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 effect of interactions and connections between people, places and environments
- GE5-4** accounts for perspectives of people and organisations on a range of geographical issues
- GE5-5** assesses management strategies for places and environments for their sustainability
- GE5-6** analyses differences in human wellbeing and ways to improve human wellbeing
- GE5-7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8** communicates geographical information to a range of audiences using a variety of strategies

## Industrial Technology - Metal (Year 9) 2024

<b>Task Number &amp; Name</b>	<b>Task 1</b>	<b>Task 2</b>
<b>Nature of Task</b>	Practical project 1 and folio	Practical project 2 and folio
<b>Outcomes being assessed</b>	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-8 IND5-9	IND5-1 IND5-2 IND5-3 IND5-6 IND5-7 IND5-10
<b>Total weight: 100%</b>	50%	50%
<b>Timing of Task</b>	<b>Term 1 Week 11</b>	<b>Term 4 Week 6</b>

### Stage 5 Outcomes:

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



## Industrial Technology – Timber (Year 9) 2024

<b>Task Number &amp; Name</b>	<b>Task 1</b>	<b>Task 2</b>
<b>Nature of Task</b>	Practical project 1 and folio	Practical project 2 and folio
<b>Outcomes being assessed</b>	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-8 IND5-9	IND5-1 IND5-2 IND5-3 IND5-6 IND5-7 IND5-10
<b>Total weight: 100%</b>	50%	50%
<b>Timing of Task</b>	<b>Term 1 Week 11</b>	<b>Term 4 Week 6</b>

### Stage 5 Outcomes:

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

## Languages - German (Year 9) 2024

Task Number & Name	Task 1	Task 2	Task 3
<b>Nature of Task</b>	In-class listening, reading and writing topic test – Greetings and Talking about Yourself	Speaking and research presentation – An Exchange Experience in Germany or Austria	Yearly Examination Responding to written texts and composing in German Me, my family and friends
<b>Outcomes being assessed</b>	ML4-UND-01 ML4-CRT-01	ML4-INT-01 ML4-CRT-01	ML4-INT-01 ML4-UND-01 ML4-CRT-01
<b>Total weight: 100%</b>	30%	40%	30%
<b>Timing of Task</b>	<b>Term 2 Week 2</b>	<b>Term 3 Week 10</b>	<b>Term 4 Weeks 4/5</b>

### Stage 5 Outcomes:

- ML4-INT-01:** exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
- ML4-UND-01:** interprets and responds to information, opinions and ideas in texts to demonstrate understanding
- ML4-CRT-01:** creates a range of texts for familiar communicative purposes by using culturally appropriate language

# Mathematics (Year 9) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Test	Test	Assignment	Yearly Examination
Outcomes being assessed	MAO-WM-01 MA5-DAT-C-01 MA5-PRO-C-01 MA5-PRO-P-01	MAO-WM-01 MA5-ALG-C-01 MA5-IND-C-01 MA5-IND-P-01 MA5-MAG-C-01	MAO-WM-01 MA5-FIN-C-01 MA5-FIN-C-02	MAO-WM-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-LIN-P-01 MA5-TRG-C-01 MA5-TRG-C-02 & review on all other content
Total weight: 100%	15%	25%	25%	35%
Timing of Task	Term 1 Week 7	Term 2 Week 5	Term 3 Week 6	Term 4 Weeks 4/5

## Stage 5 Outcomes (New Curriculum):

### Core Content:

**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-ALG-C-01:** simplifies algebraic fractions with numerical denominators and expands algebraic expressions

**MA5-IND-C-01:** simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

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

**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-MAG-C-01:** solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

**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-DAT-C-01:** compares and analyses datasets using summary statistics and graphical representations

**MA5-DAT-C-02:** displays and interprets datasets involving bivariate data

**MA5-PRO-C-01:** solves problems involving probabilities in multistage chance experiments and simulations

### Path Content:

**MA5-IND-P-01:** applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)

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

**MA5-NET-P-01:** solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)

**MA5-DAT-P-01:** plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)

**MA5-PRO-P-01:** solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)

The Core–Paths structure is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement. The structure allows for a diverse range of endpoints up to the end of Stage 5. The aim for most students is to demonstrate achievement of the Core and as many Path outcomes as possible by the end of Stage 5.

## Music (Year 9) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
<b>Nature of Task</b>	Musicianship and Sight Reading  Performance	Music Video  Composition	Music for Television  Performance	Yearly Examination  Musicology
<b>Outcomes being assessed</b>	5.1 5.2 5.3	5.4 5.5 5.6 5.7	5.1 5.2 5.3	5.8 5.9 5.10 5.11 5.12
<b>Total weight: 100%</b>	20%	25%	25%	30%
<b>Timing of Task</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 9</b>	<b>Term 4 Weeks 4/5</b>

### Stage 5 Outcomes:

- 5.1:** performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2:** performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3:** performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4:** demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5:** notates own compositions, applying forms of notation appropriate to the music selected for study  
5.6 uses different forms of technology in the composition process
- 5.6:** uses different forms of technology in the composition process

## PASS 1 (Year 9) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
<b>Nature of Task</b>	Body Systems and Energy Topic Test	Technology in Sport Research Project	Movement Skills Research & Practical	Yearly Examination All course content
<b>Outcomes being assessed</b>	PASS5-1 PASS5-5 PASS5-6	PASS5-6 PASS5-7 PASS5-10	PASS5-2 PASS5-5 PASS5-7 PASS5-8	PASS5-1 PASS5-2 PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-10
<b>Total weight: 100%</b>	25%	25%	25%	25%
<b>Timing of Task</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 10</b>	<b>Term 4 Weeks 4/5</b>

### Stage 5 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
- PASS5-5:** 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
- PASS5-10:** analyses and appraises information, opinions and observations to inform physical activity and sport decisions

## PASS 3 (Year 9) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Oz Tag Self-Reflection	Coaching Research Project	Issues in Physical Activity: Drugs in Sport Research Project	Yearly Examination All course content
Outcomes being assessed	PASS5-1 PASS5-5 PASS5-6 PASS5-9	PASS5-1 PASS5-2 PASS5-6 PASS5-9 PASS5-10	PASS5-3 PASS5-4 PASS5-10	PASS5-1 PASS5-2 PASS5-3 PASS5-4 PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-9 PASS5-10
Total weight: 100%	25%	25%	25%	25%
Timing of Task	Term 1 Week 10	Term 2 Week 6	Term 3 Week 9	Term 4 Weeks 4/5

### Stage 5 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
- PASS 5-7:** 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

## PDHPE (Year 9) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
<b>Nature of Task</b>	Practical Skills Task – Cross Country	Health Issues of Young People – Multimedia Presentation	Research Task Sexual Health	Practical Task – Racquet Sports
<b>Outcomes being assessed</b>	PD5-4 PD5-5 PD5-11	PD5-1 PD5-2 PD5-3 PD5-9 PD5-10	PD5-2 PD5-6 PD5-7 PD5-8 PD5-9	PD5-4 PD5-8 PD5-8 PD5-9
<b>Total weight: 100%</b>	25%	25%	25%	25%
<b>Timing of Task</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 10</b>	<b>Term 4 Week 2</b>

### Stage 5 Outcomes:

- PD5-1:** assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2:** researches and appraises the effectiveness of health information and support services available in the community
- PD5-3:** analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-4:** adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5:** appraises and justifies choices of actions when solving complex movement challenges
- PD5-6:** critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7:** plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8:** designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9:** assesses and applies self-management skills to effectively manage complex situations
- PD5-10:** critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11:** refines and applies movement skills and concepts to compose and perform innovative movement sequences

## Science (Year 9) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4	Task 5
Nature of Task	Experimental Design Task	Semester 1 Test	Scientific Literacy Task	Disease Assignment	Yearly Examination
Outcomes being assessed	SC5-1VA SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	SC5-1VA SC5-2VA SC5-3VA SC5-7WS SC5-8WS SC5-10PW SC5-11PW SC5-14LW	SC5-3VA SC5-7WS SC5-9WS	SC5-1VA SC5-2VA SC5-3VA SC5-4WS SC5-5WS SC5-6WS SC5-8WS SC5-9WS SC5-15LW	SC5-7WS SC5-10PW SC5-11PW SC5-13ES SC5-14LW SC5-16CW SC5-17CW
Total weight: 100%	10%	30%	10%	20%	30%
Timing of Task	Term 1 Week 8	Term 2 Week 6	Term 2 Week 10	Term 3 Week 4	Term 4 Weeks 4/5

### Stage 5 Outcomes:

#### Values & Attitudes

- SC5-1VA:** appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC5-2VA:** shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
- SC5-3VA:** demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

#### Skills

- SC5-4WS:** develops questions or hypotheses to be investigated scientifically
- SC5-5WS:** produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
- SC5-6WS:** undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- SC5-7WS:** processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- SC5-8WS:** applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- SC5-9WS:** presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

#### Knowledge and Understanding

- 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



## Textiles (Year 9) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Research and Practical task – PJ Mania	Practical Task – Soft Toy	Research Task – Textile worker	Yearly Examination
Outcomes being assessed	TEX5-1 TEX5-2 TEX5-3 TEX5-4 TEX5-8 TEX5-9 TEX5-10 TEX5-11 TEX5-12	TEX5-5 TEX5-8 TEX5-9 TEX5-10 TEX5-11 TEX5-12	TEX5-6 TEX5-7 TEX5-8	TEX5-1 TEX5-2 TEX5-3 TEX5-4 TEX5-5 TEX5-6 TEX5-7
Total weight: 100%	30%	20%	20%	30%
Timing of Task	Term 2 Week 2	Term 3 Week 2	Term 4 Week 1	Term 4 Weeks 4/5

### Stage 5 Outcomes:

- TEX5-1** explains the properties and performance of a range of textile items
- TEX5-2** justifies the selection of textile materials for specific end uses
- TEX5-3** explains the creative process of design used in the work of textile designers
- TEX5-4** generates and develops textile design ideas
- TEX5-5** investigates and applies methods of colouration and decoration for a range of textile items
- TEX5-6** analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
- TEX5-7** evaluates the impact of textiles production and use on the individual consumer and society
- TEX5-8** selects and uses appropriate technology to creatively document, communicate and present design and project work
- TEX5-9** critically selects and creatively manipulates a range of textile materials to produce quality textile items
- TEX5-10** selects appropriate techniques and uses equipment safely in the production of quality textile projects
- TEX5-11** demonstrates competence in the production of textile projects to completion
- TEX5-12** knowledge and skills to evaluate quality in the design and construction of textiles items

## Visual Arts (Year 9) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	3D Ceramics – Concrete to Concepts	2D Digital – Graphic Design	2D – Painting –	Yearly Examination Theory Based
Outcomes being assessed	5.2 5.3 5.4 5.6	5.2 5.4 5.5	5.1 5.5 5.6 5.8 5.9	5.7 5.8 5.9 5.10
Total weight: 100%	20%	25%	25%	30%
Timing of Task	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9	Term 4 Weeks 4/5

### Stage 5 Outcomes:

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

# YEAR 10 ASSESSMENT TASKS

## Agriculture (Year 10) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4	Task 5
Nature of Task	Research task – potato diseases	Semester 1 Test	Investigation Task	Practical Task	Yearly Examination
Outcomes being assessed	AG5-1 AG5-4 AG5-6 AG5-9	AG5-1 AG5-2 AG5-3 AG5-5 AG5-6 AG5-9	AG5-11 AG5-12	AG5-4 AG5-10 AG5-14	AG5-1 AG5-2 AG5-3 AG5-4 AG5-5 AG5-6 AG5-7 AG5-8 AG5-9 AG5-10 AG5-11 AG5-12 AG5-13
Total weight: 100%	20%	20%	15%	25%	20%
Timing of Task	Term 1 Week 10	Term 2 Week 5	Term 3 Week 5	Term 4 Week 2	Term 4 Weeks 4/5

### Stage 5 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 animal production enterprises
- AG5-8:** evaluates the impact of past and current agricultural practices on 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:** demonstrates plant and/or animal management practices safely and in collaboration with others

## AgriFoods (Year 10) 2024

Term	Week	Task
1 – 4	Ongoing	Competency-Based Assessments
		<b>Total</b>

### Stage 5 Core Outcomes:

**AHCWHS101** Work safely

**AHCWRK101** Maintain the workplace

### Stage 5 Elective Outcomes:

**AHCCHM101** Follow basic chemical safety

**AHCLSK101** Support extensive livestock work

**AHCLSK102** Support intensive livestock work

**AHCNSY101** Support nursery work

## Child Studies (Year 10) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Simulated Baby Practical Experience	Developmental Play Pack	Children's Dreamtime Story Book	Job Application & Simulated Interview
Outcomes being assessed	CS5-2 CS5-6 CD5-7 CS5-10	CS5-1 CS5-4 CS5-5	CS5-1 CS5-4 CS5-8	CS5-6 CS5-7 CS5-10
Total weight: 100%	25%	25%	25%	25%
Timing of Task	Term 1 Week 11	Term 2 Week 6	Term 3 Week 6	Term 4 Week 6

### Stage 5 Outcomes:

- CS5-1:** identifies the characteristics of a child at each stage of growth and development
- CS5-2:** describes the factors that affect the health and wellbeing of the child
- CS5-3:** analyses the evolution of childhood experiences and parenting roles over time
- CS5-4:** plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5-5:** evaluates strategies that promote the growth and development of children
- CS5-6:** describes a range of parenting practices for optimal growth and development
- CS5-7:** discusses the importance of positive relationships for the growth and development of children
- CS5-8:** evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5-9:** analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-10:** demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- CS5-11:** analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12:** applies evaluation techniques when creating, discussing and assessing information related to child growth and development

## Commerce (Year 10) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Research/Presentation	Commerce Topic Test	Research/Presentation	Yearly Examination – All course content
Outcomes being assessed	COM5-1 COM5-2 COM5-3 COM5-4 COM5-5 COM5-6 COM5-7 COM5-8 COM5-9	COM5-1 COM5-2 COM5-4 COM5-5 COM5-8 COM5-9	COM5-1 COM5-2 COM5-4 COM5-5 COM5-6 COM5-7 COM5-8 COM5-9	COM5-1 COM5-2 COM5-3 COM5-4 COM5-5 COM5-6 COM5-8 COM5-9
Total weight: 100%	25%	25%	25%	25%
Timing of Task	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8	Term 4 Weeks 4/5

### Stage 5 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.

## English (Year 10) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Genre Study Extended response Essay	Truth Multimodal Fake News Story	Choice Imaginative Writing and reflection	Yearly Examination
Outcomes being assessed	EN5-1A EN5-2A EN5-3B EN5-7D	EN5-1A EN5-2A EN5-5C EN5-8D EN5-9E	EN5-1A EN5-3B EN5-4B EN5-5C EN5-6C EN5-9E	EN5-1A EN5-3B EN5-5C
Total weight: 100%	25%	25%	25%	25%
Timing of Task	Term 1 Week 10	Term 2 Week 4	Term 3 Week 8	Term 4 Weeks 4/5

### Stage 5 Outcomes:

- EN5-1A:** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN5-2A:** effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
- EN5-3B:** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- EN5-4B:** effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
- EN5-5C:** thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
- EN5-6C:** investigates the relationships between and among texts
- EN5-7D:** understands and evaluates the diverse ways texts can represent personal and public worlds
- EN5-8D:** Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
- EN5-9E:** purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

## Food Technology (Year 10) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Food For Special Occasions Task	Practical Task	Food Selection and Health Task	Food Equity
Outcomes being assessed	FT5-6 FT5-7 FT5-8 FT5-9 FT5-13	FT5-1 FT5-2 FT5-4 FT5-5 FT5-10 FT5-11	FT5-3 FT5-7 FT5-8 FT5-11 FT5-12 FT5-13	FT5-2 FT5-5 FT5-6 FT5-11 FT5-13
Total weight: 100%	25%	25%	25%	25%
Timing of Task	Term 1 Week 9	Term 2 Week 4	Term 3 Week 8	Term 4 Week 2

### Stage 5 Outcomes:

- FT5-1:** demonstrates hygienic handling of food to ensure a safe and appealing product
- FT5-2:** identifies, assesses and manages the risk 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



# HSIE – History & Geography (Year 10) 2024

## STAGE 5 HISTORY (YEAR 10) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
<b>Nature of Task</b>	Historical skills test Rights & Freedoms	Topic Test Vietnam War	Research Project Holocaust	Yearly Examination All course content
<b>Outcomes being assessed</b>	HT5-2 HT5-3 HT5-5 HT5-6 HT5-8 HT5-9 HT5-10	HT5-1 HT5-3 HT5-4 HT5-6 HT5-7 HT5-9 HT5-10	HT5-2 HT5-3 HT5-4 HT5-6 HT5-7 HT5-8 HT5-9 HT5-10	HT5-1 HT5-2 HT5-4 HT5-5 HT5-6 HT5-8 HT5-9 HT5-10
<b>Total weight: 100%</b>	15%	20%	25%	40%
<b>Timing of Task</b>	<b>Term 1 Week 11</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 8</b>	<b>Term 4 Weeks 4/5</b>

### Stage 5 Outcomes:

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

## Industrial Technology - Metal (Year 10) 2024

<b>Task Number &amp; Name</b>	<b>Task 1</b>	<b>Task 2</b>
<b>Nature of Task</b>	Practical project 1 and folio	Practical project 2 and folio
<b>Outcomes being assessed</b>	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-8 IND5-9	IND5-1 IND5-2 IND5-3 IND5-6 IND5-7 IND5-10
<b>Total weight: 100%</b>	50%	50%
<b>Timing of Task</b>	<b>Term 2 Week 10</b>	<b>Term 4 Week 6</b>

### Stage 5 Outcomes:

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

## Industrial Technology - Timber (Year 10) 2024

Task Number & Name	Task 1	Task 2
Nature of Task	Practical project 1 and folio progress	Practical project 1 and folio final
Outcomes being assessed	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-8 IND5-9	IND5-1 IND5-2 IND5-3 IND5-6 IND5-7 IND5-10
Total weight: 100%	50%	50%
Timing of Task	Term 2 Week 10	Term 4 Week 6

### Stage 5 Outcomes:

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

## Languages - German (Year 10) 2024

Task Number & Name	Task 1	Task 2	Task 3
<b>Nature of Task</b>	In-class listening, reading and writing topic test – Greetings and Talking about Yourself	Speaking and research presentation – An Exchange Experience in Germany or Austria	Yearly Examination Responding to written texts and composing in German Me, my family and friends
<b>Outcomes being assessed</b>	ML4-UND-01 ML4-CRT-01	ML4-INT-01 ML4-CRT-01	ML4-INT-01 ML4-UND-01 ML4-CRT-01
<b>Total weight: 100%</b>	30%	40%	30%
<b>Timing of Task</b>	<b>Term 2 Week 2</b>	<b>Term 3 Week 10</b>	<b>Term 4 Weeks 4/5</b>

### Stage 5 Outcomes:

- ML4-INT-01:** exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
- ML4-UND-01:** interprets and responds to information, opinions and ideas in texts to demonstrate understanding
- ML4-CRT-01:** creates a range of texts for familiar communicative purposes by using culturally appropriate language

# Mathematics (Year 10) 2024

Task Number & Name	Task 1			Task 2			Task 3			Task 4		
Nature of Task	Test			Test			Assignment			Yearly Examination		
Outcomes being assessed	Stage 5.1 MA5.1-5NA MA5.1-12SP MA5.1-1WM MA5.1-2WM MA5.1-2WM	Stage 5.2 MA5.2-6NA MA5.2-15SP MA5.2-8NA MA5.2-1WM MA5.2-2WM MA5.2-3WM	Stage 5.3 MA5.3-5NA MA5.3-18SP MA5.3-7NA MA5.3-1WM MA5.3-2WM MA5.3-3WM	Stage 5.1 MA5.1-6NA MA5.1-5NA MA5.1-1WM MA5.1-2WM	Stage 5.2 MA5.2-9NA MA5.2-7NA MA5.2-1WM MA5.2-2WM MA5.2-3WM	Stage 5.3 MA5.3-8NA MA5.3-6NA MA5.3-1WM MA5.3-2WM MA5.3-3WM	Stage 5.1 MA5.1-8MG MA5.1-1WM MA5.1-2WM MA5.1-2WM	Stage 5.2 MA5.2-11MG MA5.2-12MG MA5.2-1WM MA5.2-2WM MA5.2-3WM	Stage 5.3 MA5.3-13MG MA5.3-14MG MA5.3-1WM MA5.3-2WM MA5.3-3WM	Stage 5.1 MA5.1-10MG MA5.1-1WM MA5.1-2WM MA5.1-2WM	Stage 5.2 MA5.2-13MG MA5.2-1WM MA5.2-2WM MA5.2-3WM	Stage 5.3 MA5.3-15MG MA5.3-1WM MA5.3-2WM MA5.3-3WM
	& review on all other content.											
Total weight: 100%	15%			20%			25%			40%		
Timing of Task	Term 1 Week 8			Term 2 Week 5			Term 3 Week 7			Term 4 Weeks 4/5		

## Stage 5 Outcomes:

### Stage 5.1:

**MA5.1-4NA:** solves financial problems involving earning, spending and investing money

**MA5.1-5NA:** operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

**MA5.1-6NA:** determines the midpoint, gradient and length of an interval, and graphs linear relationships

**MA5.1-8MG:** calculates the area of composite shapes, and the surface area of rectangular and triangular prisms

**MA5.1-10MG:** applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

**MA5.1-12SP:** uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

**MA5.1-13SP:** calculates relative frequencies to estimate probabilities of simple and compound events

**MA5.1-1WM:** uses appropriate terminology, diagrams and symbols in mathematical contexts

**MA5.1-2WM:** selects and uses appropriate strategies to solve problems

**MA5.1-3WM:** provides reasoning to support conclusions that are appropriate to the context

### Stage 5.2:

**MA5.2-4NA:** solves financial problems involving compound interest

**MA5.2-6NA:** simplifies algebraic fractions, and expands and factorises quadratic expressions

**MA5.2-7NA:** applies index laws to operate with algebraic expressions involving integer indices

**MA5.2-8NA:** solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques

**MA5.2-9NA:** uses the gradient-intercept form to interpret and graph linear relationships

**MA5.2-11MG:** calculates the surface area of right prisms, cylinders and related composite solids

**MA5.2-12MG:** applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

**MA5.2-13MG:** applies trigonometry to solve problems, including problems involving bearings

**MA5.2-15SP:** uses quartiles and box plots to compare sets of data, and evaluates sources of data

**MA5.2-17SP:** describes and calculates probabilities in multi-step chance experiments

**MA5.2-1WM:** selects appropriate notations and conventions to communicate mathematical ideas and solutions

**MA5.2-2WM:** interprets mathematical or real life situations, applying appropriate strategies to solve problems

**MA5.2-3WM:** generalises mathematical ideas and techniques to analyse and solve problems efficiently

### Stage 5.3:

**MA5.3-5NA:** selects and applies appropriate algebraic techniques to operate with algebraic expressions

**MA5.3-6NA:** performs operations with surds and indices

**MA5.3-7NA:** solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations

**MA5.3-8NA:** uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line

**MA5.3-13MG:** applies formulas to find surface area of right pyramids, right cones, spheres and related composite solids

**MA5.3-14MG:** applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids

**MA5.3-15MG:** applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions

**MA5.3-18SP:** uses standard deviation to analyse data

**MA5.3-1WM:** uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures

**MA5.3-2WM:** generalises mathematical ideas and techniques to analyse and solve problems efficiently

**MA5.3-3WM:** uses deductive reasoning in presenting arguments and formal proofs

Stage 5 Mathematics has three pathways of increasing difficulty from Stage 5.1 to Stage 5.3. Due to the range of abilities of students and their interest, students may achieve different outcomes, from different pathways, to their peers.

## Music (Year 10) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
<b>Nature of Task</b>	Musicianship and Sight Reading  Performance	Music Video  Composition	Music for Television  Performance	Yearly Examination  Musicology
<b>Outcomes being assessed</b>	5.1 5.2 5.3	5.4 5.5 5.6 5.7	5.1 5.2 5.3	5.8 5.9 5.10 5.11 5.12
<b>Total weight: 100%</b>	20%	25%	25%	30%
<b>Timing of Task</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 9</b>	<b>Term 4 Weeks 4/5</b>

### Stage 5 Outcomes:

- 5.1:** performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2:** performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3:** performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4:** demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5:** notates own compositions, applying forms of notation appropriate to the music selected for study  
5.6 uses different forms of technology in the composition process
- 5.6:** uses different forms of technology in the composition process

## PASS 1 (Year 10) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
<b>Nature of Task</b>	Body Systems and Energy Topic Test	Technology in Sport Research Project	Movement Skills Research & Practical	Yearly Examination All course content
<b>Outcomes being assessed</b>	PASS5-1 PASS5-5 PASS5-6	PASS5-6 PASS5-7 PASS5-10	PASS5-2 PASS5-5 PASS5-7 PASS5-8	PASS5-1 PASS5-2 PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-10
<b>Total weight: 100%</b>	25%	25%	25%	25%
<b>Timing of Task</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 10</b>	<b>Term 4 Weeks 4/5</b>

### Stage 5 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
- PASS5-5:** 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
- PASS5-10:** analyses and appraises information, opinions and observations to inform physical activity and sport decisions

## PASS 3 (Year 10) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
<b>Nature of Task</b>	Oz Tag Self-Reflection	Coaching Research Project	Issues in Physical Activity: Drugs in Sport Research Project	Yearly Examination All course content
<b>Outcomes being assessed</b>	PASS5-1 PASS5-5 PASS5-6 PASS5-9	PASS5-1 PASS5-2 PASS5-6 PASS5-9 PASS5-10	PASS5-3 PASS5-4 PASS5-10	PASS5-1 PASS5-2 PASS5-3 PASS5-4 PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-9 PASS5-10
<b>Total weight: 100%</b>	25%	25%	25%	25%
<b>Timing of Task</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 9</b>	<b>Term 4 Weeks 4/5</b>

### Stage 5 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
- PASS 5-7:** 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



## PDHPE (Year 10) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
<b>Nature of Task</b>	Practical Skills Task Athletics	Mental Health Research Task	Risky Business Health Promotion Campaign	Practical Task Ball Skills
<b>Outcomes being assessed</b>	PD5-4 PD5-8 PD5-11	PD5-1 PD5-2 PD5-6 PD5-9	PD5-1 PD5-2 PD5-7 PD5-9	PD5-4 PD5-5 PD5-8 PD5-11
<b>Total weight: 100%</b>	25%	25%	25%	25%
<b>Timing of Task</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 10</b>	<b>Term 4 Week 2</b>

### Stage 5 Outcomes:

- PD5-1:** assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2:** researches and appraises the effectiveness of health information and support services available in the community
- PD5-3:** analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-4:** adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5:** appraises and justifies choices of actions when solving complex movement challenges
- PD5-6:** critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7:** plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8:** designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9:** assesses and applies self-management skills to effectively manage complex situations
- PD5-10:** critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11:** refines and applies movement skills and concepts to compose and perform innovative movement sequences

# Science (Year 10) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4	Task 5
Nature of Task	Scientific Literacy	Practical task	Semester 1 Test	Student Research Project	Yearly Examination
Outcomes being assessed	SC5-2VA SC5-3VA SC5-7WS SC5-8WS SC5-9WS	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	SC5-1VA SC5-2VA SC5-3VA SC5-7WS SC5-10PW SC5-11PW SC5-14LW SC5-15LW SC5-17CW	SC5-1VA SC5-2VA SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	SC5-7WS SC5-10PW SC5-11PW SC5-12ES SC5-13ES SC5-14LW SC5-15LW SC5-16CW SC5-17CW
Total weight: 100%	10%	15%	20%	25%	30%
Timing of Task	Term 1 Week 7	Term 2 Week 3	Term 2 Week 6	Term 3 Week 3	Term 4 Weeks 4/5

## Stage 5 Outcomes:

### Values & Attitudes

- SC5-1VA:** appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC5-2VA:** shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
- SC5-3VA:** demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

### Skills

- SC5-4WS:** develops questions or hypotheses to be investigated scientifically
- SC5-5WS:** produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
- SC5-6WS:** undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- SC5-7WS:** processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- SC5-8WS:** applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- SC5-9WS:** presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

### Knowledge and Understanding

- 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

## Textiles (Year 10) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Research and Practical task – PJ Mania	Practical Task – Soft Toy	Research Task – Textile worker	Yearly Examination
Outcomes being assessed	TEX5-1 TEX5-2 TEX5-3 TEX5-4 TEX5-8 TEX5-9 TEX5-10 TEX5-11 TEX5-12	TEX5-5 TEX5-8 TEX5-9 TEX5-10 TEX5-11 TEX5-12	TEX5-6 TEX5-7 TEX5-8	TEX5-1 TEX5-2 TEX5-3 TEX5-4 TEX5-5 TEX5-6 TEX5-7
Total weight: 100%	30%	20%	20%	30%
Timing of Task	Term 2 Week 2	Term 3 Week 2	Term 4 Week 1	Term 4 Weeks 4/5

### Stage 5 Outcomes:

- TEX5-1** explains the properties and performance of a range of textile items
- TEX5-2** justifies the selection of textile materials for specific end uses
- TEX5-3** explains the creative process of design used in the work of textile designers
- TEX5-4** generates and develops textile design ideas
- TEX5-5** investigates and applies methods of colouration and decoration for a range of textile items
- TEX5-6** analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
- TEX5-7** evaluates the impact of textiles production and use on the individual consumer and society
- TEX5-8** selects and uses appropriate technology to creatively document, communicate and present design and project work
- TEX5-9** critically selects and creatively manipulates a range of textile materials to produce quality textile items
- TEX5-10** selects appropriate techniques and uses equipment safely in the production of quality textile projects
- TEX5-11** demonstrates competence in the production of textile projects to completion
- TEX5-12** knowledge and skills to evaluate quality in the design and construction of textiles items

## Visual Arts (Year 10) 2024

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	3D Ceramics – Concrete to Concepts	2D Digital – Graphic Design	2D – Painting –	Yearly Examination Theory Based
Outcomes being assessed	5.2 5.3 5.4 5.6	5.2 5.4 5.5	5.1 5.5 5.6 5.8 5.9	5.7 5.8 5.9 5.10
Total weight: 100%	20%	25%	25%	30%
Timing of Task	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9	Term 4 Weeks 4/5

### Stage 5 Outcomes:

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

## 2024 ASSESSMENT CALENDAR – YEAR 9

TERM 1 2024	ENGLISH	HSIE (History & Geography)	MATHEMATICS	PDHPE	SCIENCE	LINE 5				LINE 6				LINE 7				
						CHILD STUDIES	INDUSTRIAL TECH - METAL	PASS 1	VISUAL ARTS	AGRICULTURE	COMMERCE	GERMAN	INDUSTRIAL TECH - TIMBER	TEXTILES	AGRIFOODS	FOOD TECHNOLOGY	MUSIC	PASS 3
Week 1																		
Week 2																		
Week 3																		
Week 4																		
Week 5																		
Week 6																		
Week 7			X			X												
Week 8					X				X									
Week 9								X		X					X	X		
Week 10	X			X							X							X
Week 11		X					X					X						

TERM 2 2024	ENGLISH	HSIE (History & Geography)	MATHEMATICS	PDHPE	SCIENCE	LINE 5				LINE 6				LINE 7				
						CHILD STUDIES	INDUSTRIAL TECH - METAL	PASS 1	VISUAL ARTS	AGRICULTURE	COMMERCE	GERMAN	INDUSTRIAL TECH - TIMBER	TEXTILES	AGRIFOODS	FOOD TECHNOLOGY	MUSIC	PASS 3
Week 1																		
Week 2												X		X				
Week 3																		
Week 4	X			X											X	X		
Week 5		X	X							X								
Week 6					X	X												X
Week 7									X									
Week 8										X								
Week 9																		
Week 10					X			X										

## 2024 ASSESSMENT CALENDAR – YEAR 9

TERM 3 2024	ENGLISH	HSIE (History & Geography)	MATHEMATICS	PDHPE	SCIENCE	LINE 5				LINE 6				LINE 7				
						CHILD STUDIES	INDUSTRIAL TECH - METAL	PASS 1	VISUAL ARTS	AGRICULTURE	COMMERCE	GERMAN	INDUSTRIAL TECH - TIMBER	TEXTILES	AGRIFOODS	FOOD TECHNOLOGY	MUSIC	PASS 3
Week 1																		
Week 2													X					
Week 3																		
Week 4					X													
Week 5																		
Week 6			X			X				X								
Week 7																		
Week 8		X								X						X		
Week 9	X								X							X	X	
Week 10				X				X			X							

TERM 4 2024	ENGLISH	HSIE (History & Geography)	MATHEMATICS	PDHPE	SCIENCE	LINE 5				LINE 6				LINE 7				
						CHILD STUDIES	INDUSTRIAL TECH - METAL	PASS 1	VISUAL ARTS	AGRICULTURE	COMMERCE	GERMAN	INDUSTRIAL TECH - TIMBER	TEXTILES	AGRIFOODS	FOOD TECHNOLOGY	MUSIC	PASS 3
Week 1													X					
Week 2				X												X		
Week 3																		
Week 4	YEARLY EXAMINATIONS																	
Week 5	YEARLY EXAMINATIONS																	
Week 6						X	X						X					
Week 7																		
Week 8																		
Week 9																		
Week 10																		

## 2024 ASSESSMENT CALENDAR – YEAR 10

TERM 1 2024	ENGLISH	HSIE (History & Geography)	MATHEMATICS	PDHPE	SCIENCE	LINE 5				LINE 6					LINE 7				
						CHILD STUDIES	INDUSTRIAL TECH - METAL	PASS 1	VISUAL ARTS	AGRICULTURE	COMMERCE	GERMAN	INDUSTRIAL TECH - TIMBER	TEXTILES	AGRIFOODS	FOOD TECHNOLOGY	MUSIC	PASS 3	
Week 1																			
Week 2																			
Week 3																			
Week 4																			
Week 5																			
Week 6																			
Week 7				X	X														
Week 8			X						X										
Week 9								X							X	X			
Week 10	X									X	X								X
Week 11		X				X													

TERM 2 2024	ENGLISH	HSIE (History & Geography)	MATHEMATICS	PDHPE	SCIENCE	LINE 5				LINE 6					LINE 7				
						CHILD STUDIES	INDUSTRIAL TECH - METAL	PASS 1	VISUAL ARTS	AGRICULTURE	COMMERCE	GERMAN	INDUSTRIAL TECH - TIMBER	TEXTILES	AGRIFOODS	FOOD TECHNOLOGY	MUSIC	PASS 3	
Week 1																			
Week 2													X						
Week 3					X														
Week 4	X			X											X	X			
Week 5		X	X							X									
Week 6					X	X													X
Week 7									X										
Week 8											X								
Week 9																			
Week 10							X	X					X						

## 2024 ASSESSMENT CALENDAR – YEAR 10

TERM 3 2024	ENGLISH	HSIE (History & Geography)	MATHEMATICS	PDHPE	SCIENCE	LINE 5				LINE 6				LINE 7				
						CHILD STUDIES	INDUSTRIAL TECH - METAL	PASS 1	VISUAL ARTS	AGRICULTURE	COMMERCE	GERMAN	INDUSTRIAL TECH - TIMBER	TEXTILES	AGRIFOODS	FOOD TECHNOLOGY	MUSIC	PASS 3
Week 1																		
Week 2												X						
Week 3					X													
Week 4																		
Week 5										X								
Week 6							X											
Week 7			X															
Week 8	X	X									X					X		
Week 9									X							X	X	
Week 10				X				X				X						

TERM 4 2024	ENGLISH	HSIE (History & Geography)	MATHEMATICS	PDHPE	SCIENCE	LINE 5				LINE 6				LINE 7				
						CHILD STUDIES	INDUSTRIAL TECH - METAL	PASS 1	VISUAL ARTS	AGRICULTURE	COMMERCE	GERMAN	INDUSTRIAL TECH - TIMBER	TEXTILES	AGRIFOODS	FOOD TECHNOLOGY	MUSIC	PASS 3
Week 1													X					
Week 2				X						X						X		
Week 3																		
Week 4	YEARLY EXAMINATIONS																	
Week 5	YEARLY EXAMINATIONS																	
Week 6						X	X							X				
Week 7																		
Week 8																		
Week 9																		
Week 10																		





# APPLICATION FOR SPECIAL CONSIDERATION

## *Absence, Illness or Misadventure Appeal*

If illness, accident, misadventure, or special circumstances prevent a student from completing a set task on or by the due date, the school must be advised immediately of the situation.

On the day the student returns to school this form must be returned to the relevant Head Teacher of the subject affected. **The student MUST keep a signed copy of this form.**

<b>Student's Name:</b> _____	<b>Year:</b> _____	<b>Date:</b> / /
<b>Subject:</b> _____		<b>Subject Teacher:</b> _____

**Assessment Task Appealed:** \_\_\_\_\_

**Date task/exam was due/on:** / /      **Date task was set (if applicable):** / /

Absence       Illness       Misadventure

**Nature of appeal (tick):**

Request for extension of time       Failure to submit task  
 Failure to perform at usual standard       Failure to sit for school set exam

### Student Statement in Support of Appeal

**My appeal is based on the following grounds:** \_\_\_\_\_

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Supporting documentation (e.g. Doctor's Certificate or additional pages) may be stapled to this

form Student's Signature: \_\_\_\_\_ Date: / /

Parent/Guardian's Signature: \_\_\_\_\_ Date: / /  
 (If student is under 18 years of age)

Form submitted to \_\_\_\_\_ (Head Teacher Name) Signature: \_\_\_\_\_  
 Date: / /

Your Teacher or Subject Head Teacher will advise you of the outcome of your appeal within five school days.

Appeal Result \_\_\_\_\_

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Signature: \_\_\_\_\_ Date: / /



Crookwell High School

1 Crown Street

CROOKWELL NSW 2583

Phone: 02 4832 1421

Email: [crookwell-h.school@det.nsw.edu.au](mailto:crookwell-h.school@det.nsw.edu.au)

[www.crookwell-h.schools.nsw.edu.au](http://www.crookwell-h.schools.nsw.edu.au)

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