



COLO HIGH SCHOOL

**ASSESSMENT
BOOKLET
2024**

Junior

YEAR 9

ASSESSMENT 2024

YEAR 9



This booklet is designed to give students and their parents information about the Year 9 Assessment Program for 2023. Included in this booklet are the general features of assessments together with the specific assessment tasks and their respective weightings for each of the subjects being offered at Colo High School in 2024.

Stage 5 education includes both Years 9 and 10. Year 9 students start the work required for achievement of the Record of School Achievement (RoSA), which is issued at the end of Stage 5 or Year 10. Most courses operate over a time period of 2 years. There is one exception to this statement. At Colo High School all Year 9 students study ONE 100-hour one-year 'Z' elective course.

The work students complete in Year 9 supports the assessed work in Year 10. The Year 9, 100-hour, one-year 'Z' elective course is reported on the RoSA with a grade awarded to each student who satisfactorily completes the course. This means that all Year 9 students undertaking a 100-hour course will be required to follow an assessment schedule and meet NSW Education Standards Authority (NESA) requirements if this course is to be recorded on their RoSA.

All other courses have provided an assessment schedule that outlines the assessment components for the Year 9 section of the course. This will be used for school-based reporting.

To be awarded a RoSA at the end of Year 10, students must have:

- A satisfactory record of effort and achievement in the subjects they have studied;
- A satisfactory record of attendance at school, generally greater than 85%.

Failure to complete the course satisfactorily may result in an 'N' award being issued and may impact on the achievement of the award of the RoSA at the end of Stage 5 or Year 10.

Following is important information regarding RoSA requirements, grades and assessment schedules. Read this information carefully and take note of the assessment requirements for your Year 9 100-hour elective course, and 200 hour courses respectively.

REPORTING OF RECORD OF SCHOOL ACHIEVEMENT (ROSA) GRADES

Colo High School will award grades to students based on their internal assessment program for all courses studied. The school, on the basis of course performance descriptors issued by the NSW Education Standards

ASSESSMENT 2024

Authority (NESA), will award a student's grade. These grades indicate the student's level of achievement relative to the knowledge and skills objectives of the course. There will be no predetermined proportion of students awarded each grade. The assessment tasks set by the school for each subject to be studied will be used to provide data to assist teachers determine which description best fits the level of achievement of each student at the end of the course. The final decisions are made in relation to the standard reached, not in relation to the performance relative to other students.

SATISFACTORY COURSE COMPLETION

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 NESA; and
- applied themselves with sustained 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.

If a student's attendance falls below 85% of a school's programmed lesson time for a course, the Principal may determine that, as a result of absence, the above course completion criteria may not be met.

Students who do not comply with the above requirements will receive an 'N' Award warning letter outlining the areas causing concern. If the student does not address the areas satisfactorily, he/she can expect to receive an 'N' determination for the course.

This is to certify that
Sample Student Name
of
Sample High School
has met the requirements for the Record of School Achievement
and has received the results shown below.

STAGE 5 COURSES		
Year	Course	Result
Board Developed Courses		
2012	English (200)	A
	Mathematics (200)	C5
	Science (200)	B
	Australian Geography (100)	D
	Australian History (100)	C
	History (100)	B
	Industrial Technology - Electronics (200)	C
	Personal Development, Health and P.E. (100)	A
Board Endorsed Courses		
2012	Physical Activity and Sports Studies (100)	A
	Religion, Catholic Studies (100)	D
Years 7 to 10 Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and Its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

(see reverse)



GRADE	GENERAL PERFORMANCE DESCRIPTORS
The general performance descriptors describe performance at each of five grade levels:	
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
<p>Where an A to E grade appears opposite a course, the student has satisfactorily completed the course by meeting the following requirements in:</p> <ul style="list-style-type: none"> • Attendance – meeting the required number of hours • Participation in the required learning experiences and assessment tasks • Effort and achievement • Reaching at least some of the course's outcomes. <p>NOTE: Each subject has a set of more specific descriptors to measure student achievement.</p>	
N	Where 'N' appears in place of an A to E grade it indicates that the student has failed to meet one or more of the above requirements.

GENERAL POLICY ON ASSESSMENT

1. The school will decide the assessment tasks and marks to be awarded to each task. These tasks will then form the Assessment program. The Assessment Program for each course should include between 3-6 assessment tasks.

2. The course assessment summary will be given to students before the beginning of the Assessment Program.

3. Students are to be informed of exact times and dates, at least TWO WEEKS in advance of assessment tasks. Where possible no more than two assessment tasks will be scheduled for any one day.

4. No individual assessment task should be greater than 40%, or less than 10% of the total value of the final assessment unless prior approval has been sought from the Principal (or his nominee).

5. Any change in a subject Assessment Program should be carried out in consultation with the Year 10 Adviser and Deputy Principal. Students will be given advance notice of any changes to the Assessment Program.

6. Each assessment task NOT being submitted via electronic platform or in the examination room, is to have a ColoHigh School Assessment Cover Sheet attached. The lower section of this sheet is to be signed, dated, and returned to the student upon receipt of the assessment task. No dispute regarding lost tasks will be entered into unless the student can produce a receipt providing evidence that the assessment task was submitted. It is the student's responsibility to ensure they submit the task with the assessment cover sheet, to enable the receipt of submission to be signed by your teacher.

7. To gain the maximum advantage from the assessment program a student must complete all assessment tasks. A student who fails to complete assessment tasks worth 50% or more of the final course assessment mark may be given an "N Determination" for the whole course. The Year Adviser and the student's parents will be informed in writing by the faculty concerned of the situation.

8. If a student fails to submit/attend an assessment task on the set date, one of the following courses of action will be undertaken:

a) The student may be granted an extension of time by the Head Teacher. An Illness/Misadventure form must be completed and submitted together with a Doctor's Certificate.

b) If no extension of time is granted, the student will receive a ZERO mark. The student must still submit an outstanding assessment task, although a mark of ZERO will be recorded but the student will be deemed as having satisfactorily completed the task. The Year Adviser and the student's parents will be advised in writing by the faculty concerned whenever a zero is awarded for an assessment task.

c) An alternative, equal task may be set by the teacher if there is proven illness or misadventure. This must be approved by the Principal or Deputy Principal. This approval will be in writing.

d) In exceptional circumstances, the Principal may authorise the use of an estimate based on other appropriate evidence.

e) Any misadventure should be submitted on the day the student returns to school – during examination periods this must be submitted before the end of the examination period.

9. If a task does not allow the ranking of students to be effectively determined, additional task/s may be set with two weeks' notice being given to all students involved.

10. A number of tasks in various courses require students to co-operate with each other, and it is a beneficial practice to discuss work set with other students. However, students are required to submit their OWN work for assessment. They are specifically warned against copying or plagiarising another's work, whether it be another student, published author, internet source or outside tutor. Any student found guilty of this offence may be penalised up to 100% of the mark available. All students involved could lose up to 100% of their mark for the task.

11. Students experiencing problems regarding assessment tasks should consult firstly with the class teacher. If the problem persists, or you feel that you have been unfairly treated, consult with the appropriate Head Teacher, then with your Year Adviser or Deputy Principal. If these members of staff are unable to resolve the difficulty, then the situation will be referred to the school's Assessment Appeals Committee, which will make any decision necessary.

12. Students seeking feedback for an assessment task prior to submission will be given ONE opportunity to receive feedback at least 1 week prior to the submission date. Feedback may be limited to one section of a task OR three (3) specific questions OR may be general feedback referencing the marking criteria and what level or standard the work currently represents (e.g., basic, sound, outstanding). It is at an individual teacher's discretion as to whether they provide MORE feedback outside of those minimum parameters.

GENERAL POLICY ON ASSESSMENT

It is the student's responsibility to:

1. Complete and present ALL assessment tasks.

2. If for any reason, you cannot attend or submit a task it is up to YOU to inform your teacher and the Head Teacher of the Faculty concerned as soon as possible. You may, if you request it, be granted an extension or official leave (in such a case, an alternative date and/or task or estimate will be given). This will be granted ONLY IN EXCEPTIONAL CIRCUMSTANCES and where the Illness/Misadventure Process has been followed. Read Section 8 of the General School Policy.

GENERAL POLICY ON ASSESSMENT

3. Schedule the assessment tasks throughout the course. The schedule for each subject is published in this handbook. Exact dates of tasks will be notified two weeks in advance. Tasks are to be recorded on the calendar maintained in the Deputy Principal's Office and no more than two Assessment Tasks should be scheduled for any one day. Individual faculties will determine the procedure for informing students of dates.
4. Provide a receipt for any assessment task not submitted via Google Classroom, conducted in class time or in a formal examination venue. A School Assessment Cover Sheet is provided for this purpose.
5. Establish procedures for recording and reporting student performance on all assessment tasks. Records of all marks which form part of the assessment program are to be kept in duplicate and filed separately for security purposes.
6. Notify students and parent/guardians of the award of a ZERO mark for any assessment task. This must be in writing via an N award warning letter or via phone call if the student redeems this task prior to the activation of the N award process.
7. Notify students, parents/guardians, and the relevant Year Adviser if a student is in danger of or does not complete assessment tasks to the value of 50% of the final assessment mark. This must be in writing. This should be done in collaboration with the Deputy Principal and will be conducted in accordance with the N award Warning process.
8. Make reasonable adjustments for students with a disability as per the student's Individual Education Plan (IEP) or disability provision in consultation with the Learning Support Team (LST).
9. Avoid changing the published assessment program after its commencement unless:
 - a) The relative value of the task is not altered
 - b) The component weightings are maintained
 - c) Students are informed in writing
 - d) The Principal and the Deputy Principal are informed
 - e) Assessments will only be re-scheduled to a later date.
10. Make sure assessment tasks allow for differentiation between student performance.
11. Establish review procedures if a student lodges an appeal within 24 hours of receiving the mark for an individual assessment task.

ILLNESS AND MISADVENTURE APPEALS

You may lodge an illness/misadventure appeal if you believe that circumstances occurring immediately prior to or during an assessment task, and which were beyond your control, affected your performance. The right to submit an illness/misadventure appeal and the responsibility for doing so rests with you, except where it is impossible for you to do so, such as in cases of severe illness.

LODGING AN APPEAL

All illness/misadventure appeals relating to assessment tasks are to be lodged to the within 48 hours of the due date of the task. A copy of an illness/misadventure form is contained in this booklet. Forms are also available from head teachers. Students lodging an appeal should carefully fill out the form. Teachers are available to provide support to students lodging an appeal. Completed forms are to be handed to the head teacher of the faculty concerned.

GROUNDS FOR APPEAL

The assessment mark is intended to be a measure of your performance in the assessment. Therefore, appeals must relate to illness or misadventure suffered at the time of the assessment task that affected your performance in the task.

Appeals may be in respect of:

- Illness or accident – i.e., illness or physical injuries suffered directly by you which affected your performance in the assessment task (e.g., influenza, an asthma attack, cut hand).
- Misadventure – i.e., any other event beyond your control which affected your performance in the assessment task (e.g., death of a family member).
- Natural disasters
- Regional or State representation at a sporting or cultural event. E.g., Eid, Diwali, other cultural events.
- The Appeals process does not cover:
- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.
- Matters that could have been avoided by the student (e.g., misreading of timetable).
- Long-term illness such as glandular fever, asthma, and epilepsy.

EVIDENCE

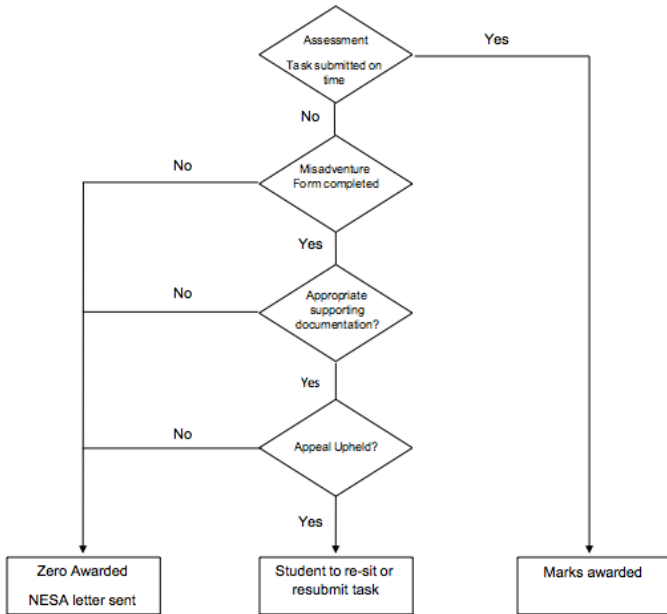
In all cases the school requires evidence that clearly identifies the disadvantage you experienced for the task.

Your appeal must include:

- A statement explaining how you were affected during the assessment task;
- A medical certificate with details of the illness, together with a statement about how your performance in the assessment task may have been affected. In cases of misadventure, evidence from other sources (e.g., police statements and/or other statements explaining how your performance in the assessment task may have been affected) should be provided;
- A statement from your teacher. This should contain reference to your preparation for the assessment task and any other information deemed relevant to the genuineness of the appeal.

APPEALS PROCESS

See flow diagram below for the appeals process:



APPEAL RESULTS

Illness/misadventure appeals will be considered by the head teacher. If the grounds for appeal are determined to be legitimate and the appeal includes required evidence, the head teacher will recommend that the appeal be upheld. The final decision on an appeal will be made by the deputy principal.

If the appeal is upheld, arrangements will be made for the student to re-sit or resubmit the assessment task. In some circumstances an estimate result may be awarded.

APPEALS AGAINST ASSESSMENT TEST MARKS

You may appeal against the mark given in an Assessment Task if you feel it is not a true indication of its worth or if you consider incorrect procedure has been adopted.

Students may request reconsideration of the marks awarded for assessment tasks within 24 hours of the task being returned. The process of reconsideration will involve only the teacher concerned and the Head Teacher of the relevant Faculty.

STEPS IN APPEALLING:

1. You should first discuss your appeal with the subject teacher concerned, if your objection is to the mark obtained. If your objection is not resolved at this level, then the matter should be referred to the Head Teacher of the Faculty.
2. The Head Teacher of the Faculty will advise if you have grounds for proceeding with the appeal. The matter will be discussed with the student, the class teacher, and the Head Teacher. If the objection is not resolved at this level the matter will be referred to the Assessment Co-ordinator.
3. The Assessment Co-ordinator will determine by discussion with the student, Class Teacher, and Head Teacher if the appeal should proceed. If not resolved at this level, then it will be referred to an appeals Committee.
4. The Appeals Committee will determine the outcome of the appeal and the result communicated to student, teacher and Head Teacher concerned.

N-DETERMINATIONS

Students are responsible in all courses for regular attendance, completion of all coursework and completion of assessment tasks.

A student who fails to fulfil his/her responsibilities in attendance, coursework or assessment will face the following consequences:

- The student will receive a formal N-determination warning from the class teacher.
- If a student fails to fulfil his/her responsibilities a number of times, the student will receive further N-determination warnings and will be interviewed by the head teacher and the class teacher. Parents may also be involved in the interview at this point.
- If a student's course completion is at substantial risk, a deputy principal will interview the student and issue a final N-determination warning. Parents will be notified. This will be the final opportunity for the student to correct the situation.
- If the situation is not corrected following an interview with the deputy principal, the student will be issued with an N-determination by the principal. The N-determination will be recorded on the student's RoSA.



MONITORING STUDENT PROGRESS

All N-determination warnings will be recorded on a school database as part of the process for monitoring student progress. A student receiving N-determination warnings in a number of courses will be interviewed by a deputy principal. Parents will be notified of the situation.

The purpose of all interviews will be to provide support and encouragement in helping students to meet their responsibilities. A plan will be determined to help students correct the situation. Please note, that while you will be required to submit any missing assessment tasks, those tasks will not be included in your assessment mark.

It is the student's responsibility to ensure all requirements are being met for all courses. Please make every effort to ensure you achieve a successful record of study.

MALPRACTICE

Malpractice includes:

- cheating (or an attempt to cheat)
- claiming another's work as your own (this includes unacknowledged material from internet sites)
- allowing other students to copy your work
- truancy or absence from classes for the purpose of completing tasks or studying for a task
- misuse of electronic devices under exam conditions
- deliberately disrupting an assessment task

Where malpractice is deemed to affect part of a task, a mark of zero for that part of the task may be awarded. The other aspects of the task should be marked in accordance with the marking criteria for that task.

A non-serious attempt at an assessment task may result in a mark of zero for that task. Completing only the multiple-choice section of an exam is not considered a serious attempt at the exam.



**APPLICATION FOR SPECIAL CONSIDERATION FOR
ACCIDENT / MISADVENTURE / ILLNESS / SPECIAL CIRCUMSTANCES**

STUDENT NAME: _____ **CLASS:** _____

SUBJECT / COURSE: _____ **TASK:** _____

DUE DATE: _____ **DATE OF ACTUAL SUBMISSION:** _____

Student Statement: (to be completed by the student).

My appeal is being lodged for the following reason(s):

- | | |
|--|--|
| <input type="checkbox"/> illness / misadventure | <input type="checkbox"/> illness / misadventure |
| <input type="checkbox"/> the awarding of zero | <input type="checkbox"/> the awarding of zero |
| <input type="checkbox"/> final assessment mark | <input type="checkbox"/> final assessment mark |

I did not complete / submit the indicated above on the due date for the following reason(s):

Signature of student: _____ Date: _____

Subject Teacher Statement:

Signature of teacher: _____ Date: _____

Attach supporting documentation (e.g. medical certificate) to this sheet and return it to the subject Head Teacher.

Head Teacher Recommendation:

Signature of Head Teacher: _____ Date: _____

Action taken by the Assessment Review Committee:

- | | |
|--|---|
| <input type="checkbox"/> Non-attempt, zero awarded, U award | <input type="checkbox"/> Late submission. zero awarded |
| <input type="checkbox"/> Re-sit | <input type="checkbox"/> Estimate to be given |
| <input type="checkbox"/> Extension of time granted until: _____ | |
| <input type="checkbox"/> Other: _____ | |

Signature of Deputy Principal: _____ Date: _____

ASSESSMENT TASK SCENARIOS

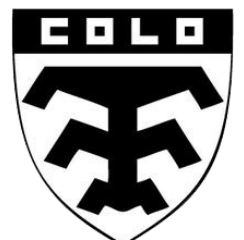
SCENARIO	ACTION	FOLLOW-UP
<p>You are absent on day a task is held due to illness e.g. examination, practical assessment, oral assessment.</p>	<ul style="list-style-type: none"> • Parent or caregiver should phone or contact the school to notify the teacher/head teacher of the illness. This must be done on the day of the task. • To verify the seriousness of the illness, you will require a medical certificate. 	<ul style="list-style-type: none"> • Upon the first day of return to school you are to collect an Illness/Misadventure Appeal Form from the faculty head teacher. • Within 48 Hours you will need to complete the Illness/Misadventure Appeal Form and submit it to the subject head Teacher, with supporting evidence. • After the Head Teacher considers your appeal, you will be notified as to arrangements for the task.
<p>You are absent on day a task is to be submitted.</p>	<ul style="list-style-type: none"> • Parent or caregiver should phone or contact the school to make arrangements with the teacher/head teacher for submission of the task. • <i>This must be done on the day of the task.</i> 	<ul style="list-style-type: none"> • The task needs to be delivered to the school on (or before) the due date.
<p>You become aware of an upcoming absence on the day of a scheduled task.</p>	<ul style="list-style-type: none"> • You are to notify class teacher as early as possible. • Written notification of an explanation for the absence including parent's signature is required. • Note: You should avoid medical appointments, driving tests, family holidays that conflict with published assessment items. 	<ul style="list-style-type: none"> • Class teacher and head teacher will make suitable arrangements with you.
<p>You fail to submit an assessment task at the appropriate time.</p>	<ul style="list-style-type: none"> • Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks. 	<ul style="list-style-type: none"> • Class teacher will notify the head teacher. • N-determination warning letter will be sent to your parents along with notification of a ZERO grade. • You must still submit task to satisfy NESA requirements

ASSESSMENT TASK SCENARIOS

SCENARIO	ACTION	FOLLOW-UP
<p>You arrive at school to become aware you have accidentally left your task or equipment required to complete a task at home.</p>	<ul style="list-style-type: none"> You are to notify teacher/head teacher immediately. Provision may be made for you to return home or parents contacted. 	<ul style="list-style-type: none"> If you follow all procedures promptly, no penalty will be incurred, as long as you return in time to complete the set task.
<p>You experience technical difficulties in publication of task.</p>	<ul style="list-style-type: none"> Always back up work on a computer disk. Keep draft copies of <u>all</u> work. 	<ul style="list-style-type: none"> No provision can be made for computer problems. You <u>submit</u> handwritten copy and any available draft copies.
<p>You are experiencing difficulty in completing a research task.</p>	<ul style="list-style-type: none"> You must discuss any difficulties with your class teacher well before the due date. Written application for extension may be made to the teacher/head teacher. The Appeals Committee will consider this. This must be submitted at least THREE days prior to due date. 	<ul style="list-style-type: none"> You will be advised if you have been granted an extension. If an extension is granted, you must submit the task by the new due date.
<p>You submit work which is not your own.</p>	<ul style="list-style-type: none"> All materials used in research must be appropriately referenced (including Internet). 	<ul style="list-style-type: none"> Using the work of others and presenting it as your own is a serious offence. The consequence will be zero marks awarded for the task, N-determination warning letter and an interview.
<p>You complete task of poor quality.</p>	<ul style="list-style-type: none"> Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks. 	<ul style="list-style-type: none"> Your teacher/head teacher will notify you and your parents/caregivers that a non-serious attempt was made for the task. You will need to resubmit the task at an appropriate standard to satisfy HSC requirements. The marks awarded from your initial submission will stand without alteration. If you fail to resubmit, you will be issued with an N- determination warning letter.

ASSESSMENT
TASK SCENARIOS

SCENARIO	ACTION	FOLLOW-UP
You are unprepared for an oral task presentation.	<ul style="list-style-type: none">You must be prepared to present the task on the first day listed, regardless of your position in the published order.	<ul style="list-style-type: none">If you are not prepared to deliver the task when called upon, a ZERO grade will be awarded, and you will be issued with an N-determination warning letter.
You attend school on the day task is due but you go home sick prior to the lesson when the task is to be submitted.	<ul style="list-style-type: none">It is your responsibility to submit the task to your teacher/head teacher prior to leaving school.	<ul style="list-style-type: none">If you fail to submit the task on date due it will receive a ZERO grade/mark and you will be issued with an N-determination warning letter.



ASSESSMENT 2024
PERSONAL ASSESSMENT CALENDAR

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

MANDATORY SUBJECTS



1. ENGLISH
2. MATHEMATICS
3. SCIENCE
4. GEOGRAPHY
5. HISTORY
6. PDHPE

ASSESSMENT OUTLINES

CORE SUBJECTS

ENGLISH

COURSE DESCRIPTION:

In Year 9 English, students will build on their understanding of how texts are shaped to create meaning. They will respond to and compose a range of increasingly complex texts considering purpose and audience. Students will think creatively, imaginatively and critically and experiment with evaluating and reflecting. They will read, listen, and view, to increasingly further their communication capabilities.

TYPES OF CLASS ASSESSMENT:

Planning, reflection, critical writing skills, application of reading strategies, creative representation, listening, communication, selecting appropriate evidence, explaining, justifying.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 9	Creative Reimagining - Imaginative writing and reflection	EN5-RVL-01 EN5-URA-01 EN5-ECA-01 EN5-ECB-0	25%
2	WEEK 10	Imagery and Identity - Submission	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-0	25%
3	WEEK 9	Extended Response to Text	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-0	25%
4	WEEK 3	Response to Film	EN5-RVL-0 EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-01 EN5-ECB-0	25%

ASSESSMENT OUTLINES
CORE SUBJECTS

MATHEMATICS

COURSE DESCRIPTION: NEW SYLLABUS

Students will embark on the NEW Stage 5 Core and Paths Syllabus journey.

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.

Students will be streamed according to the abilities they demonstrated through the Stage 4 Course. Each class will have the flexibility to either, revise stage 4 content or engage directly with the Core aspects of Stage 5.

Student movement between classes will be considered on an ongoing basis in response to their progress with content and their need to either be extended or engage with more revision.

The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6. Students who require ongoing support in completing all Stage 5 Core outcomes may consider either Mathematics Standard 1 or the Numeracy CEC course in Stage 6.

Extension into the Syllabus Paths will be offered to those students who demonstrate strength with the Core aspects of learning and who aspire to engage with the Advanced and Extension courses in Stage 6.

A fundamental aspect of the course is the fostering of a student's ability to work Mathematically:

- exploring and connecting mathematical concepts
- choosing and applying mathematical techniques to solve problems
- communicating their thinking and reasoning coherently and clearly
-

Assessment structures for each class will be similar and will encompass the features of Working Mathematically. The actual content assessed will vary on where each class sits on the continuum of learning. Hence it is impossible to determine what outcomes are assessed and when.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	TBC	Topic Tests at the end of each topic.	Advised as required	25%
2	WEEK 9-10	Topic Tests at the end of each topic. Half Yearly Examination Assessment	Advised as required	20%
3	TBC	Topic Tests at the end of each topic.	Advised as required	25%
4	WEEK 3-4	Topic Tests at the end of each topic Yearly Examination	Advised as required	30%
All Topic tests and bookwork marks will amount to 50% of the overall assessment mark.				50%

ASSESSMENT OUTLINES

CORE SUBJECTS

SCIENCE

COURSE DESCRIPTION:

Students will develop an appreciation of the contribution of science to finding solution to personal, social and global issues relevant to their lives for now and the future. Students will develop a willingness to use evidence and reason to engage with and response to scientific and technological ideas as informed, reflective citizens.

Students will develop knowledge and understanding and in applying the process of working scientifically throughout the study of the following units of work:

1. Dynamic Earth
2. Life goes on
3. Communication with waves
4. Atoms, Molecules & Reactions
5. Current Electricity

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 10	Dynamic Earth Field Study Report – students collaborate on a first-hand investigation of an ecosystem and individually presents a field report containing the collected data and a valid evidence-based conclusion.	Works collaboratively to develop a plan and undertake a first-hand investigation. Uses appropriate scientific diagrams, text types, labels, and tables to construct an experimental report of a first-hand investigation.	20%
2	WEEK 1	Semester 1 Examination – encompassing content and skills covered in the following unit of work: “Dynamic Earth”.	Recall that ecosystems consist of biotic and abiotic components of the environment and evaluates issues affecting society that are a result of human activity on global systems. Applies numerical procedures and mathematical concepts to analyse and display data correctly.	30%

ASSESSMENT OUTLINES
CORE SUBJECTS

SCIENCE CONT'D

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
3	8	Depth Study: Secondary Research Task	<p>Investigates and applies information from a wide variety of secondary sources to research an individually chosen science topic.</p> <p>Presents scientific ideas and evidence, using appropriate scientific language conventions and representations.</p> <p>Explains how biological understandings have advanced through scientific discoveries.</p>	20%
4	1	Semester 2 Examination – Encompassing content and skills covered in the following units or work: “Life Goes On”, Atoms, Molecules and Reactions” and “Communicating with Waves”.	<p>Explains how biological understandings have advanced through scientific discoveries.</p> <p>Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.</p> <p>Explains how scientific understanding of electromagnetic radiation can be applied to modern society.</p>	30%

ASSESSMENT OUTLINES
CORE SUBJECTS

GEOGRAPHY

COURSE DESCRIPTION:

By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
SEMESTER ONE				
1	WEEK 6	AT1 – Biomes Report	GE5-2 GE5-3 GE5-4,	30%
2	WEEK 1	AT2 – Website on Monocultures	GE5-1 GE5-6 GE5-8	35%
	WEEK 3-4	AT3 – Skills Test Exam in Hall during Assessment Period	GE5-7	35%
SEMESTER TWO				
3	WEEK 6	AT1 – Biomes Report	GE5-2 GE5-3 GE5-4	30%
4	WEEK 1	AT2 – Website on Monocultures	GE5-1 GE5-6 GE5-8	35%
	WEEK 3-4	AT3 – Skills Test Exam in Hall during Assessment Period	GE5-7	35%

ASSESSMENT OUTLINES
CORE SUBJECTS

HISTORY

COURSE DESCRIPTION:

Students will study the two world wars (1914-1918 and 1939-1945). The main method of the investigation will involve a comparison of a series of common elements that contributed to the waging of both wars, as well as their respective impacts on the home fronts. The focus being on the impact each war had on Australian society.

In this course outcomes will be assessed through a variety of class tasks which will combine to create a portfolio of their formative progress and will then be combined to provide an overall mark in the course.

This course is semesterized with Geography.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1/3	6	Industrial Revolution PEEL Essay	HT 5.1 HT 5.3 HT 5.4 HT 5.10	35%
2/4	3	Gallipoli Yearly Examination	HT 5.1 HT 5.2 HT 5.3 HT 5.4 HT 5.5 HT 5.6	30%
2/4	4	World War 1 Recruitment Poster and Deconstructive Report	HT 5.3 HT 5.4 HT 5.10	35%

ASSESSMENT OUTLINES
CORE SUBJECTS

PDHPE

COURSE DESCRIPTION:

Personal Development, Health and Physical Education is concerned with the development of the whole person – physically, emotionally and mentally in the improvement of quality of life. It develops skills, knowledge and attitudes that will empower students to adopt healthy lifestyles. It involves both practical and theory components.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 9	In Class Assessment – Positive Relationships	PD5-3 PD5-9 PD5-10	15
1-2	ONGOING	Practical Mark – Semester 1 (Striking Games) (cross country/athletics)	PD5-4 PD5-5 PD5-7 PD5-11	10% 15%
2	ONGOING	Course engagement – Better safe than sorry	PD5-1 PD5-7 PD5-9	10%
3	WEEK 10	Diversity Assessment Task	PD5-2 PD5-6 PD5-7 PD5-8	25%
3-4	ONGOING	Practical mark – Semester 2 (Hockey) (Net court games)	PD5-4 PD5-5 PD5-7 PD5-11	15% 10%
<p>Note: Weightings are used for each assessment mark and are converted into a grade using the Stage 5 course performance descriptors created by NESAs. These grades are then linked to Stage 5 Junior PDHPE outcomes used in reports.</p>				

ELECTIVE SUBJECTS



- 1. AGRICULTURE TECHNOLOGY**
- 2. CHILD STUDIES**
- 3. FOOD TECHNOLOGY**
- 4. DRAMA**
- 5. GREAT MYSTERIES OF HISTORY – ELECTIVE HISTORY**
- 6. INDUSTRIAL TECHNOLOGY – BUILDING & CONSTRUCTION**
- 7. INDUSTRIAL TECHNOLOGY – METAL**
- 8. INDUSTRIAL TECHNOLOGY – TIMBER**
- 9. JAPANESE**
- 10. MUSIC**
- 11. PHYSICAL ACTIVITY & SPORTS STUDIES**
- 12. VISUAL ARTS**

AGRICULTURE TECHNOLOGY

COURSE DESCRIPTION:

Students in Year 9 will study a number of animal and plant enterprises. Students will explore the industry structure and will be actively involved in all stages of animal husbandry.

Practical work forms a large part of the course. Students will develop skills they can use both in future vocations and leisure time. We aim to foster appreciation of the agriculture industries and their importance in our lives.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 7-8	Task 1 - Vegetable marketing and Chemical Calibration	AG5-5 AG5-6 AG5-13 AG5-14	25%
2	WEEK 9-10	Task 2 – Sheep Skills Assessment	AG5-10 AG5-13 AG5-14	25%
3	WEEK 10	Task 3 - Nursery Production Assignment	AG5-4 AG5-6 AG5-13 AG5-14	25%
4	WEEK 5	Task 4 - Yearly Exam	AG5-2 AG5-3 AG5-5 AG5-6 AG5-7 AG5-9 AG5-10 AG511 AG512	25%

CHILD STUDIES

COURSE DESCRIPTION:

The aim of the Child Studies Course is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings.

Learning in Child Studies promotes in students a sense of empathy for children, their parents, caregivers, and those that have the potential to influence the learning environments.

Practical activities will be integrated throughout the course to allow students to implement their learning and develop skills and values that can be of benefit in possible future careers – in both paid and unpaid contexts.

The following modules will be covered in Year 9:

Semester 1 – Preparing for Parenthood, Conception to Birth and Newborn Care.

Semester 2 – Growth and Development, Family Interactions, Play and the Developing Child

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
2	WEEK 2	Unit 1: Preparing for Parenthood Research Task – Costs and financial preparations with expecting a baby & evaluation of a support network available to new families.	CS5-2 CS5-6 CS5-8 CS5-9 CS5-11	25%
3	WEEK 7	Unit 4: Growth and Development Investigation to evaluate strategies that support children to progress through each stage of growth and development & support groups and community agencies and facilities that can assist parent(s) in providing for the growth and development of children, including for children with disability.	CS5-1 CS5-2 CS5-5 CS5-6 CS5-8 CS5-9 CS5-11 CS5-12	25%
4	WEEK 2	Accumulative Practical Marks	CS5-4 CS5-5 CS5-9 CS5-10 CS5-11 CS5-12	25%
		Yearly Exam	CS5-1 CS5-2 CS5-5 CS5-6 CS5-7 CS5-9	25%

FOOD TECHNOLOGY

COURSE DESCRIPTION:

The aim of the Food Technology course is to develop in students the knowledge, understanding and skills in Diet and Nutrition and Food preparation.

Students will engage in a theoretical and practical study of one focus area per 13 weeks.

- Term 1 Week 1 - Term 2 Week 3 Food Selection and Health (Topic 1)
- Term 2 Week 4 - Term 3 Week 7 Food for Special Occasions (Topic 2)
- Term 3 Week 8 - Term 4 Week 10 Food Trends (Topic 3)

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
2	WEEK 4	Research Task (Topic 1) with Practical Component (Food Selection & Health – Hello Eats)	FT5-1 FT5-2 FT5-3 FT5-4 FT5-5 FT5-6 FT5-7. FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13	30%
3	WEEK 10	Group Research Task with Practical Component (Food for Special Occasions - Birthday Party)	FT5-1 FT5-2 FT5-3 FT5-4 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13	30%
4	WEEK 4	Yearly Examination	FT5-3 FT5-4 FT5-6 FT5-7 FT5-9 FT5-12 FT5-13	20%
Ongoing assessment of practical component.			FT5-3 FT5-4 FT5-6 FT5-7 FT5-9 FT5-12 FT5-13	20%

DRAMA

COURSE DESCRIPTION:

Students in Year 9 will be introduced to the subject of Drama and will learn to make, perform and appreciate the central elements of this subject. Students will develop the skills required for successful improvisation and understand the differences between spontaneous and rehearsed improvisation and the importance of character. Students will also develop skills in making drama through interpreting, creating and enacting scripts and texts.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 7-8	Improvisation & The Elements of Drama Students are introduced to Drama through improvisation and the elements of Drama.	5.1.1 5.1.2 5.2.1 5.3.1	Total - 25% Part A: Performance – 15% Part B: Logbook – 10
2	WEEK 9-10	Compulsory Context: Playbuilding Students explore two styles of playbuilding – narrative and compilation. They experience responding to stimuli and using various styles and techniques to develop original pieces of theatre.	5.1.2, 5.1.4, 5.2.1, 5.3.1	Total – 30% Part A: Group Devised Performance – 20% Part B: Logbook – 10%
3	WEEK 9-10	Scripted Drama Students will rehearse and refine a performance, using the elements of drama, narrative and structure to engage audiences. Script Study: House On Fire, Debra Oswald Performance & Media Promotion	5.1.3 5.2.1 5.2.2 5.3.1	Total – 30% Performance – 20% Media Release – 10%
4	WEEK 4-5	Students are introduced to the performance style of Verbatim Theatre through an exploration of the play Cyberbible by Alana Valentine. Students will also design a promotional poster for the play. Promotion - Poster Design	5.2.2 5.2.3 5.3.2 5.3.3	Total – 15%

GREAT MYSTERIES OF HISTORY

- HISTORY ELECTIVE

COURSE DESCRIPTION:

Students apply an understanding of the nature of history, heritage, archaeology and the methods of historical inquiry examining the ways in which historical meanings can be constructed through a range of media. They apply these understandings to their investigation of past societies and historical periods sequencing major historical events or heritage features, to show an understanding of continuity, change and causation. They explain the importance of key features of past societies, heritage, groups and personalities.

Students develop skills to undertake the processes of historical inquiry, identify and evaluate the usefulness of historical sources in the historical inquiry process. They explain different contexts, perspectives and interpretations of the past. Students select and analyse a range of historical sources applying a range of relevant historical terms and concepts when communicating an understanding of the past for different audiences.

Topic 1: Myths and Legends

Topic 2: Titanic

Topic 3: Constructing History: Jack the Ripper

Topic 5: Genius Time – Historical Inquiry

Topic 6: Archaeology of the Ancient World

Topic 7: Piracy

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 8	Archaeological Report	HTE 5-1 HTE 5.3 HTE 5.4 HTE 5.8	25%
2	WEEK 3	Half Yearly Exam	HTE 5.1 HTE 5.2 HTE 5.3 HTE 5.4 HTE 5.6 HTE 5.7	25%
	WEEK 7	Source Portfolio & Analysis	HTE 5.2 HTE 5.6 HTE 5.10	25%
4	WEEK 1-2	Yearly Examination	HTE 5.1 HTE 5.2 HTE 5.3 HTE 5.4 HTE 5.6 HTE 5.7	25%

INDUSTRIAL TECHNOLOGY

- BUILDING AND CONSTRUCTION

COURSE DESCRIPTION:

Students will develop practical skills and learn about tools, materials, and processes related to the construction industry through the production of projects. They will explore the manufacturing process, including design, setting out, cutting out, shaping, and finishing

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1-4	ONGOING	Core Module 1: House Construction	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9 IND5-10	-
1	ONGOING	WHS and risk management Introductory Project/s	IND5-1 IND5-3 IND5-4	-
2	ONGOING	Semester 1 Assessment Mark	IND5-1 IND5-2 IND5-3 IND5-8 IND5-10	35%
3	WEEK 8	Research Assessment Task	IND 5.8 IND5-9 IND5-10	15%
4	ONGOING	Semester 2 Assessment Mark	IND5-4 IND5-5 IND5-6 IND5-7 IND5-9	50%

INDUSTRIAL TECHNOLOGY

- METAL

COURSE DESCRIPTION:

Students will develop practical skills and learn about tools, materials, and processes related to the construction industry through the production of projects. They will explore the manufacturing process, including design, setting out, cutting out, shaping, and finishing

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1-4	ONGOING	Core Module 1: Metal 1	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9 IND5-10	-
1	ONGOING	WHS and risk management Introductory Project/s	IND5-1 IND5-3 IND5-4	-
2	ONGOING	Semester 1 Assessment Mark (Practical/ Folio)	IND5-1 IND5-2 IND5-3 IND5-8 IND5-10	35%
3	WEEK 8	Research Assessment Task	IND 5.8 IND5-9 IND5-10	15%
4	ONGOING	Semester 2 Assessment Mark (Practical/ Folio)	IND5-4 IND5-5 IND5-6 IND5-7 IND5-9	50%

INDUSTRIAL TECHNOLOGY

- TIMBER

COURSE DESCRIPTION:

Students will develop practical skills and learn about tools, materials, and processes related to the construction industry through the production of projects. They will explore the manufacturing process, including design, setting out, cutting out, shaping, and finishing

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1-4	ONGOING	Core Module : Timber 1	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9 IND5-10	-
1	ONGOING	WHS and risk management Introductory Project/s	IND5-1 IND5-3 IND5-4	-
2	ONGOING	Semester 1 Assessment Mark (Practical/ Folio)	IND5-1 IND5-2 IND5-3 IND5-8 IND5-10	35%
3	WEEK 8	Research Assessment Task	IND 5.8 IND5-9 IND5-10	15%
4	ONGOING	Semester 2 Assessment Mark (Practical/ Folio)	IND5-4 IND5-5 IND5-6 IND5-7 IND5-9	50%

JAPANESE

COURSE DESCRIPTION:

Students experience opportunities to advance their communication in both written and spoken Japanese and evaluate the importance of being able to move between cultures. Topics include talking about yourself and your family, describing your neighborhood, spare time activities: sports, travel and shopping.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 8	Self-Introduction monologue	Demonstrates how Japanese pronunciation and intonation are used to convey meaning	20%
2	WEEK 7	Listening/Reading Comprehension	Evaluates and responds to information, opinions and ideas in texts	30%
3	WEEK 6	Role Play	Experiments with linguistic patterns and structures to compose texts in Japanese.	20%
4	WEEK 5	Writing task Reading/Listening task	Demonstrates understanding of how Japanese writing conventions are used to convey meaning. Analyses the function of complex Japanese grammatical structures to extend meaning.	30%

MUSIC

COURSE DESCRIPTION:

In this course students will study the concepts of music within the context of a range of styles, periods and genres. The students will learn through the experiences of performance, composition and listening. Students must be learning a musical instrument or voice throughout the course.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
2	WEEK 7	Listening Theory Task	<p>5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.</p> <p>5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.</p>	30%
3	WEEK 7	Composition task	<p>5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.</p> <p>5.6 uses different forms of technology in the composition process.</p>	35%
4	WEEK 4	Performance Task	<p>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.</p> <p>5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study.</p>	35%

PHYSICAL ACTIVITY AND SPORTS STUDIES

COURSE DESCRIPTION:

Physical Activity and Sport Studies incorporates a wide range of physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, fitness activities and sports.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 10	Unit Topic Test - Anatomy	PASS5-1 PASS5-2 PASS5-10	10%
	WEEKS 1-10	Accumulated Practical Mark	PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-9	15%
2	WEEK 9	Fitness Testing Assessment	PASS5-1 PASS5-2 PASS5-8 PASS5-10	15%
	WEEKS 1-10	Accumulated Practical Mark	PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-9	10%
3	WEEK 5	Research Assignment – Participating with Safety – group task	PASS5-3 PASS5-4 PASS5-10	15%
	WEEK 1-10	Accumulated Practical Mark	PASS5-5 PASS5-6 PASS5-7. PASS5-8 PASS5-9	10%
4	WEEK 7	Coaching Assessment	PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-9	10%
	WEEK 1-5	Accumulated Practical Mark	PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-9	15%

VISUAL ARTS

COURSE DESCRIPTION:

Students will be introduced to a wide variety of artists, artworks, styles of art, new and traditional ways of exploring art materials through their artmaking and the study of art. Students will be evaluated on practical tasks, homework, research, documentation in their Visual Diaries and the presentation of work for showcase.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 10	Case Study – research task	<p>5.4 investigates the world as a source of ideas, concepts, and subject matter.</p> <p>5.10 demonstrates how art criticism and art history construct meanings.</p>	20%
2	WEEK 2	Body of work and Process Diary	<p>5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.</p>	40%
4	WEEK 2	Body of Work and Process Diary	<p>5.2 makes artworks informed by their understanding of the function of and relationships of the world around them.</p> <p>5.6 demonstrates developing technical accomplishment and refinement in making Artworks.</p>	40%

ELECTIVE SUBJECTS

- 100 HOUR



- 1. COMMERCE - LEGAL**
- 2. CAFÉ SKILLS AND BARISTA**
- 3. MASTERCHEF**
- 4. MULTIMEDIA**
- 5. PHYSICAL ACTIVITY AND SPORTS STUDIES**
- 6. PADDOCK TO PLATE**
- 7. VISUAL ARTS – CERAMICS**

COMMERCE

- LAW

COURSE DESCRIPTION:

By the end of This 100hour elective, students demonstrate knowledge and understanding of consumer, economic, business, legal and political matters. They analyse the rights and responsibilities of individuals in a range of contexts, and the role of law in society. Students develop skills in decision-making and problem-solving, related to a range of issues, and apply skills to construct plans designed to achieve a range of goals.

Students assess consumer, financial, economic, business, legal and political information using research and communication skills. Through the investigation of contemporary issues, students work independently and collaboratively to meet individual and collective goals. They develop knowledge of civics and skills for citizenship, and recognise the importance of being an informed, responsible and active citizen.

Students appreciate the importance of ethical and socially responsible behaviour, and fundamental rights, rules and laws that promote fairness, justice and equity in society.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 9	AT1 – Law and Society Research Task	COM5-1 COM5-4 COM5-5	25%
2	WEEK 9	AT2 – Law Court Roles and Responsibility Infographic	COM5-2 COM 5-8 COM5-9	25%
3	WEEK 9	AT3 – Criminal Investigation Process Presentation	COM5-2 COM5-6, COM5-9	25%
4	WEEK 3-4	AT4 – Yearly Examination	COM5-1 COM5-2 COM5-6	25%

CAFE SKILLS

- AND BARISTA Z

COURSE DESCRIPTION:

The aim of the Café Skills and Barista Course is to enhance and refine the students' practical skills in: food preparation and presentation of café type foods including hot and cold beverages and espresso coffee using a variety of tools and equipment, maintaining safety and cleanliness of commercial kitchen, waitressing and engaging in a school based café (Café 218).

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1-4	WEEK 7-8	Getting ready for work & Skilled (Ongoing practical and Bookwork)	FT5-1 FT5-2 FT5-5 FT5-6	30%
2	WEEK 6	Practical Café Skills – Café Day (Café 218)	FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13	30%
4	WEEK 3	Yearly Examination	FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13	10%
3 + 4	WEEK 4	Mini Project-Designing your own Cafe	FT5-6 FT5-7 FT5-8 FT5-9 FT5-10, FT5-11 FT5-12 FT5-13	30%

MASTERCHEF Z

COURSE DESCRIPTION:

The aim of the MasterChef course is to enhance and refine their own flair for cooking and demonstrating diverse food preparation and presentation techniques. Students will gain a theoretical foundation in food preparation, methods of cookery and presentation in Semester One. In Semester Two the emphasis will be on multicultural foods and international cuisines. Students will also participate in practical MasterChef assessments/cook-offs each semester, with special guest judges.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
2	WEEK 3-4	Special Event Cake Assessment (practical & e-Submission – magazine cover page)	FT5-1 FT5-2 FT5-5 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11	25%
4	WEEK 3-4	International Cuisine Assessment (practical & e-Submission – magazine article)	FT5-1 FT5-2 FT5-5 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12	25%
1-4	ONGOING	Ongoing Practical Activities / Skills/ Technical Challenges	FT5-1 FT5-2 FT5-5 FT5-10 FT5-11	30%
4	WEEK 5	Yearly Examination	FT5-3 FT5-4 FT5-7 FT5-9 FT5-12 FT5-13	20%

MULTI-MEDIA

COURSE DESCRIPTION:

- Knowledge and understanding of a range of computer software
- Problem solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real world problems
- Responsible and ethical attitudes related to the use of information and software technology
- Effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 10	Web design and logo	IND5-1 IND5-2 IND5-4 ACTDEK046	20%
2	WEEK 10	Gaming Cover	IND5-2 IND5-7 IND5-9 ACTDEK046	25%
3	WEEK 7	Advertising Video	IND5-2 IND5-8 ACAMAM073 ACAMAM076	25%
4	WEEK 6	Game	IND5-4 IND5-10 ACTDEK047 ACTDEP049	30%

Paddock to Plate in the 21st Century

COURSE DESCRIPTION:

This course teaches students about the linkage between where food comes from and the end point with consumers. Along this supply chain, many events occur to make the product saleable. 80% of agriculture occurs once the products leave farm gate. This subject also focuses on how technology is leading the way for agriculture in the future.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 10	Farm product study	PTPZ2 PTPZ4	25%
1, 2 & 3	ONGOING	Practical skills assessments	PTPZ5 PTPZ6 PTPZ7 PTPZ8 PTPZ9 PTPZ11	35%
4	WEEK5-6	Design and implement Paddock to Plate – Harvest Meal	PTPZ5 PTPZ9 PTPZ10 PTPZ11	40%

PHYSICAL ACTIVITY AND SPORT STUDIES Z

COURSE DESCRIPTION:

Physical Activity and Sport Studies incorporates a wide range of physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, fitness activities and sports

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 10	Unit Topic Test - Anatomy	PASS5-1 PASS5-2 PASS5-10	10%
	WEEK 1-10	Accumulated Practical Mark	PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-9	15%
2	WEEK 9	Fitness Testing Assessment	PASS5-1 PASS5-2 PASS5-8 PASS5-10	15%
	WEEK 1-10	Accumulated Practical Mark	PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-9	10%
3	WEEK 5	Research Assignment – Participating with Safety – group task	PASS5-3 PASS5-4 PASS5-10	15%
	WEEK 1-10	Accumulated Practical Mark	PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-9	10%

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