



R E S P E C T . R E S P O N S I B I L I T Y . P A R T I C I P A T I O N

HOMework AND ASSESSMENT GUIDE

YEAR 10 – 2022

NEWCASTLE HIGH SCHOOL

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KEY TERMS

The NSW Education Standards Authority (NESA)	The NSW government body responsible for the curriculum in all schools from Kindergarten to Year 12.
Key Learning Areas (KLAs)	<p>The broad categories of subjects. The Years 7–10 curriculum is organised into eight key learning areas:</p> <ul style="list-style-type: none"> • English • Mathematics • Science • Human Society & Its Environment (HSIE) • Personal Development, Health & Physical Education (PDHPE) • Creative and Performing Arts (CAPA) • Technological & Applied Studies (TAS) • Languages other than English (LOTE)
Stage	<p>A period of learning, typically of two years' duration.</p> <p>Stage 4 refers to Years 7 & 8, Stage 5 refers to Years 9 & 10 and Stage 6 refers to Years 11 & 12.</p>
Core Curriculum	The group of subjects studied by <u>all</u> students in a particular year level.
Elective Subject	A subject that a student may <u>choose</u> to do.
100 Hour Elective	A Stage 5 elective subject that is studied in one year only.
200 Hour Elective	A Stage 5 elective subject that is studied in both Years 9 & 10.
Early Commencement (EC)	A Preliminary HSC course that commences in Year 10.
Record of School Achievement (RoSA)	The Certification students receive if they leave school prior to completing the HSC.
“N” Determination	Failure to satisfactorily meet the requirements of a course.

STAGE 5 CURRICULUM

In Stage 5 there are five compulsory Key Learning Areas (KLAs):

- English
- Mathematics
- Science
- Personal Development, Health & Physical Education
- Human Society & its Environment (History and Australian Geography)

All students must take courses in these KLAs, and they form the core curriculum in Stage 5. In addition, students in Year 10 at Newcastle HS will study two Stage 5 elective courses

LINE 1 (200 hours)		LINE 2 (100 hours)	
10COM22.1	Commerce	10FTTXC22.1	Textiles (continuing)
10CS22.1	Child Studies	10HOSP22.1	Hospitality VET
10FTB22.1	Food Tech (beginning)	10MUS22.1	Music
10FTC22.1	Food Tech (continuing)	10PASS22.2	Physical Activity & Sport Studies
10HHH22.1	History Elective	10PASS22.3	Physical Activity & Sport Studies
10IAME22.1	Manufacturing VET	910HAB22.1	Aboriginal Studies
10ITTB22.1	Ind Tech - Timber (beginning)	910FTTX22.1	Textiles (beginning)
10PASS22.1	Physical Activity & Sport Studies	910ITE22.1	Industrial Technology - Electronics
10VAR22.1	Visual Arts	910STEM22.1	iSTEM
		910VAPH22.1	Photographic & Digital Media
		910VDE22.1	Visual Design

Mandatory Requirements

The NESA sets mandatory requirements for the award of the Record of School Achievement (RoSA). These requirements are listed below. All time allocations are indicative.

COURSE	HOURS
English	400 hours to be completed by the end of Year 10
Mathematics	400 hours to be completed by the end of Year 10
Science	400 hours to be completed by the end of Year 10
Human Society and Its Environment (HSIE)	400 hours are to be completed by the end of Year 10 and must include 100 hours of each of History and Geography in Stage 4 and 100 hours of each of Australian History and Australian Geography in Stage 5
Languages	100 hours to be completed in one language over one continuous 12-month period between Years 7 – 10 but preferably in Years 7 – 8
Technological and Applied Studies (TAS)	200 hour mandatory course in Technology
Creative and Performing Arts (CAPA)	100 hour mandatory courses in each of Visual Arts and Music
Personal Development Health & Physical Education (PDHPE)	300 hour mandatory integrated course in Personal Development, Health and Physical Education

The curriculum at Newcastle High School is organised to ensure students meet the NESA requirements.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The Record of School Achievement (RoSA) is a credential that shows a student's school achievement from Year 10 up to the HSC. It is issued to students who leave school prior to completing the HSC.

Students who do not meet the requirements for the RoSA by the end of Year 10 may not be permitted to commence the Preliminary HSC.

Eligibility for the RoSA

To qualify for the RoSA, a student must have:

- Satisfactorily completed the following mandatory Year 10 courses:
 - English
 - Mathematics
 - Science
 - Australian Geography
 - History
 - PDHPE
- Attended until the last official date for Year 10

Criteria for Satisfactory Completion of a Course

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

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

The NESA does not set a minimum attendance for the satisfactory completion of a course. HOWEVER, the principal may determine that, as a result of absence, the above course completion criteria might not be met.

At Newcastle High School we have found that once a student's attendance falls below 85%, they are at risk of not being able to meet the requirements for satisfactory course completion.

'N' Determinations

'N' determinations are issued for the non-completion of requirements in a course.

Warning letters will be issued to students who are in danger of not meeting course completion criteria. Warnings will be given in time for the problem to be corrected and will provide advice about the consequences of an 'N' determination in a course.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades, cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination. All students who are issued with an 'N' determination have the right to appeal against the principal's determination.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10.
- may be ineligible to enter Preliminary (Year 11) courses.

Where an 'N' determination is received in an elective, the course will not appear on the RoSA.

SUPPORT YOUR OWN LEARNING

This information offers some guidance and suggestions to assist you as you organise and prepare for school.

Remember, our school has a key focus on Respect, Responsibility and Participation for all school members in all aspects of their schooling. **Homework** is a key aspect of participation and you are expected to complete your homework according to the instructions of your teacher.

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 and equipment for that day
- Writing materials
- Lunch, snacks, fruit and drink

Where families are having financial difficulty in helping students prepare for the day, a confidential application for student welfare may be made after consulting the Head Teacher Wellbeing.

To help you organise your day, it is vital that you establish a daily routine when packing and unpacking of your school bag. Assessment tasks, homework and communications from school should be placed in an accessible location where they can be easily retrieved. It is your responsibility to ensure that all school communications are given to a parent or carer in a timely manner.

The Newcastle High School website <https://newcastle-h.schools.nsw.gov.au/> is regularly updated and contains information about upcoming events, activities and assessment information. It provides additional information which may help you as you prepare for school activities or assessment tasks.

You are able to access the Sentral Student Portal <https://newcastle-h.sentral.com.au/portal> and log in using your regular Department of Education username and password. You can also access Canvas and the Sentral Student Portal either from school or home. which can provide ongoing support for learning beyond the classroom.

All students are provided with free access to Google Workspace where they may store all their documents and files safely and securely in the cloud. This may be accessed at home or at school using the same DoE login. Access to the Google Workspace account is available via the Sentral Student Portal and Canvas.

Extra Learning Support

Newcastle High School offers two initiatives, in addition to the curriculum, to support your learning:

- **Maths Breakfast** – every Wednesday morning between 7:45am and 8:45am. Bring along any mathematic work with which you need assistance.
- **The Learning Hub** – every Tuesday and Thursday, Periods 1 and 2. Bring along any tasks with which you need assistance.

Homework

Homework is an opportunity for you to build on your learning skills and reinforce concepts encountered at school. It may be formally set by class teachers or you may create your own homework, in the form of revision and the review of target areas of learning. 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 you review your daily classwork after each school day. This helps identify areas of need for consolidation or assistance and you should seek teacher guidance to resolve any issues.

A priority for learning should be refining your literacy and numeracy skills. A program of thirty minutes reading at home is recommended to broaden comprehension and vocabulary. All students have been registered with Mathsonline which has a comprehensive range of tutorials and worksheets that you can use to review and practise your numeracy skills. We encourage you to take advantage of these initiatives, particularly on occasions when you have no homework.

In addition to tasks set by your class teachers, you have access to the Newcastle High School Canvas learning management system, which is an online learning platform, containing support materials, internet links, quizzes, assessments, activities and resources to assist you in your studies.

The Canvas link for students is <https://nhs.instructure.com/>. You are automatically enrolled in your respective Canvas courses via Sentral.

Assessment

Assessment is the broad name for the collection and evaluation of evidence of your learning. It is integral to teaching and learning and has multiple purposes.

- provides opportunities for teachers to gather evidence about your achievement in relation to syllabus outcomes
- enables you to demonstrate what you know and can do
- clarifies your understanding of concepts and promotes deeper understanding
- provides evidence that your current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify what aspects of learning are being assessed
- enable you to demonstrate your learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on your achievement
- be free from bias and provide evidence that accurately represents your knowledge, understanding and skills
- enable you to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

At Newcastle High School, you will undertake formal assessment of your performance in all Key Learning Areas throughout the school year. These assessment tasks will vary in nature, both within each course studied and between courses.

Your progress and achievement 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 in Term 1 and Term 3. Parents are encouraged to contact your class teachers to discuss aspects of your progress in particular subjects, or Year Advisors if they would like to organise feedback on current progress or specific areas of concern.

Special Provisions

Special provisions are used to ensure students with a disability can complete exams and assessments on the same basis as their peers. They may assist students to read examination questions and write their answers.

Provisions help students to show the markers what they know and can do.

Students may need provisions for:

- A permanent condition, such as diabetes or reading difficulty
- A temporary condition, such as a broken arm, or other injury
- An intermittent condition, such as back pain when sitting for long periods.

Students with a disability must not be disadvantaged by the school's assessment procedures.

If you are unsure if you are eligible for provisions, please discuss this with the Head Teacher Wellbeing.

SUBMITTING YOUR OWN WORK

A number of assessment tasks completed at home will require research and sources of information. At Newcastle High School 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. Plagiarism 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
- Copying modelled responses that are provided by your teacher as a guide to how you should structure an appropriate response to the task
- Copying a fellow student’s work and presenting it as your own

Students who are found to have plagiarised their work risk having no marks awarded for their submitted task.

Assessment Tasks

This handbook has an outline of the assessment tasks for each course (see overview on page 12)

You will be given an **orange** Assessment Task Notification at least two weeks before the due date for each task (see template on page 9). This notification should provide all relevant information regarding the task. If you still have any questions regarding the task, you should speak with your teacher as soon as possible. When you receive a Notification, you will sign an Assessment Task Register, to acknowledge that the task has been issued to you.

Assessment Tasks fall into two categories:

In-class Task conducted during the lesson indicated on the Notification

Submitted Task completed over a period of time and due on the date indicated on the Notification

If you are **experiencing difficulty** completing an assessment task:

- Discuss this with your teacher as soon as possible
- Utilise the learning hub for assistance
- Submit an Appeal form to HT of Faculty, at least one week before due date, requesting an extension of time/reschedule of task

If you have prior knowledge of absence on the due date of a Submitted Task:

- Discuss this with your teacher as soon as you know
- Submit the task before the due date, or arrange for someone to submit the task on your behalf

If you have prior knowledge of absence on the due date of an In-class Task:

- Discuss this with your teacher as soon as you know
- Submit an Appeal form to HT of Faculty, before the due date, requesting a reschedule of the task

If you are absent on the date of an assessment task:

- Contact the school
- Complete or submit the task at the next lesson
- A zero mark will be applied (this can be overturned if correct process is followed)
- Submit an Appeal form within three days of your return to school

If you do not submit the task, or make a non-serious attempt on a task, without valid explanation:

- A zero mark will be applied
- An N-warning letter will be sent to your parent or carer

Please refer to the flowchart on page 11.

APPEALING A ZERO MARK

Grounds for Appeal

Grounds for an appeal must be serious and substantiated – students must be able to prove the reason for absence or late submission.

Serious The reason for absence/lateness was of a serious nature and was significant enough to prevent the student from submitting/completing the task appropriately.

Illness – short term sickness or physical injuries suffered directly by the student.

Misadventure – an event beyond the student's control.

Substantiated Independent documentation supporting the reason for absence/lateness must be provided with the Appeal form e.g. medical certificate for illness or accident.

Limitations for Appeal

Students can only apply in relation to circumstances that occur immediately before or during an assessment task.

You cannot submit an application on the basis of:

- Technology malfunction
- Misreading the assessment notification
- The same grounds for which you receive disability provisions, unless your condition was exacerbated at the time of the task
- Absence due to suspension


Processing an Appeal Form

The faculty will consider the application and documentation provided, then respond in writing to the student within two days of receiving the form.

YEAR 10 STAFF (to further assist)

Year Advisor	Mrs Samone Dinnery
Deputy	Mrs Michelle Fraser
Head Teacher Wellbeing	Ms Shannon Sager
Learning Support	Ms Linden O'Brien
Counsellor	Mr Richard Stanley
Support Officer	Ms Amy King
Head Teacher Senior Studies	Mrs Suzanne Parrott

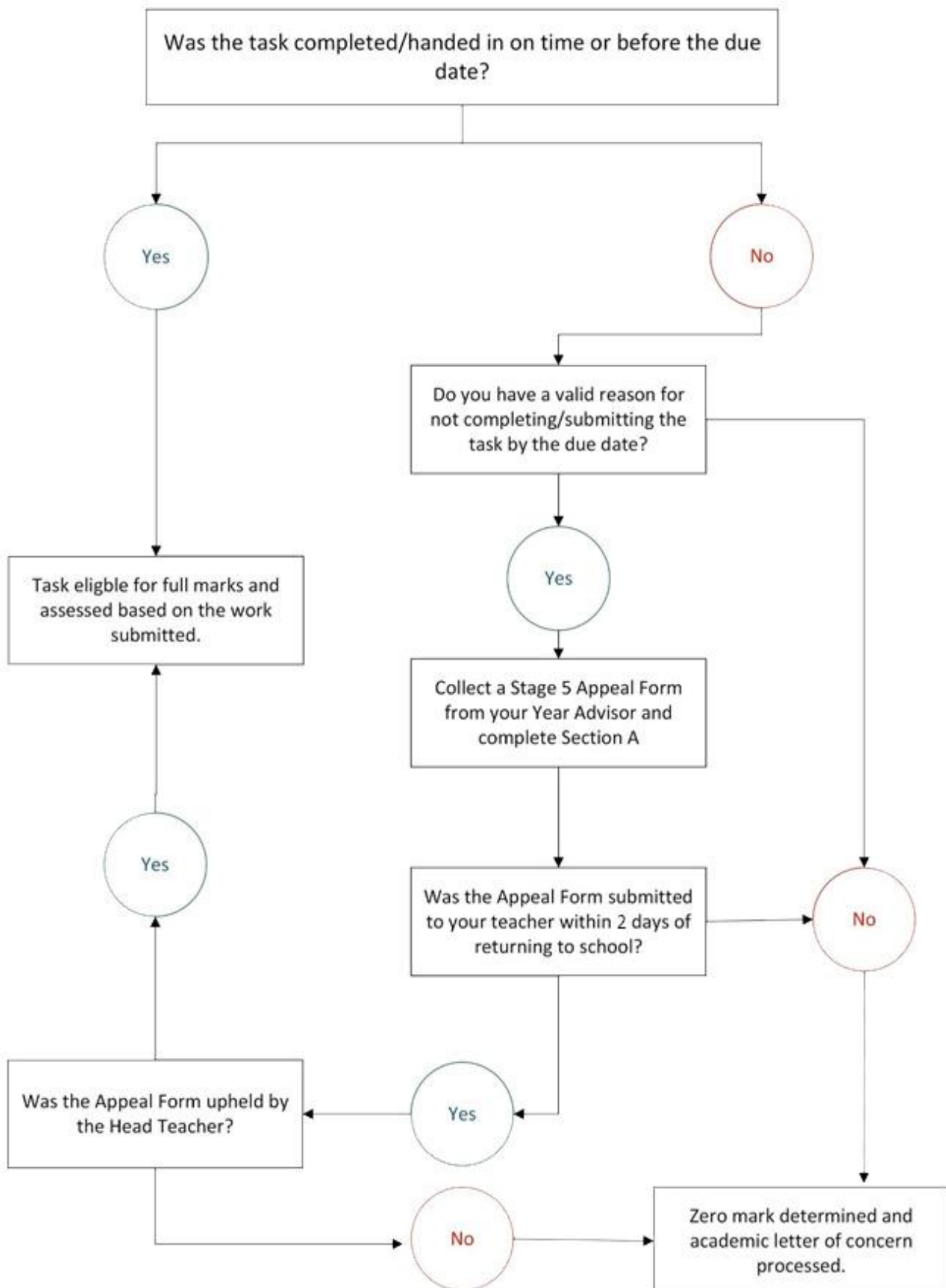
ASSESSMENT TASK TEMPLATE

Newcastle High School Stage 5 (<i>insert year level</i>) Assessment Task Notification COURSE: (<i>insert course name</i>) TEACHER: (<i>insert names</i>)	
Task Number: (<i>number</i>) Task Type: (<i>'in-class task' or 'submitted'</i>) Weighting: (<i>weighting</i>) Due Date: (<i>day, date, week, term, year</i>) Time: (<i>time or period and location</i>) Submit: (<i>method of submission and location, e.g. Upload to Canvas, hard copy, in-class task etc.</i>)	
Outcomes to be Assessed: (<i>From NESA documents</i>)	
Task Description: (<i>Brief description about the nature of the task</i>)	
Resources / Reference suggestions: To prepare for this task, you may wish to refer to: (<i>Insert resources and references to be used</i>)	
Assessment Criteria (<i>Explanation about how the task will be assessed. for example: Break down of marks; marking rubric; grade descriptions</i>)	
If you are experiencing difficulty completing or preparing for the task: <ul style="list-style-type: none"> Discuss with your teacher <u>before</u> the due date Utilise the Learning Hub Submit an Appeal Form to the HT Faculty, requesting an extension of time/reschedule of task 	
To Avoid a Zero Mark: In-class task <ul style="list-style-type: none"> Submit an Appeal Form <u>prior to the due date</u> if you know in advance that you will not be able to attend on that date. Contact the school <u>on the day</u> of the task if you are unable to attend. Collect an Appeal Form from YA or DP, on the <u>first day</u> you attend following the task due date. Submitted task <ul style="list-style-type: none"> If you are unable to attend on the due date of submission, hand it in prior to the date, or arrange for someone else to submit the task on your behalf. If the task is not submitted on the due date, collect an Appeal Form from YA or DP, on the <u>first day</u> you attend following the task due date. 	
HT signed:	Date:

NEWCASTLE HIGH SCHOOL - STAGE 5 APPEAL FORM

PART A – to be completed by STUDENT, then given to the Head Teacher			
STUDENT NAME			YEAR
SUBJECT		TEACHER	
TASK DETAILS (title)		DUE DATE	
<p>Did you contact the school on/before the due date notifying of your inability to submit/complete? YES/NO</p> <p>Explain why you can't submit/didn't complete this task on the due date and time:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>What form of documentation are you providing to substantiate your appeal?</p> <p>.....</p> <p>.....</p> <p>Is there anything else we should take into consideration regarding this Appeal?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Student signature: Parent/carer signature:</p> <p>Date: Date:</p> <p>If you have already submitted/completed this task, list the date and time this occurred:</p> <p>Date: Time:</p> <p>Teacher confirmation:.....</p>			
PART B – to be completed by TEACHER, then returned to the FACULTY HEAD TEACHER			
<p>Comment:</p> 		<p>Recommendation:</p> <p><input type="checkbox"/> Task rescheduled to:</p> <p><input type="checkbox"/> Late task accepted without penalty</p> <p><input type="checkbox"/> ZERO Mark to be upheld</p> <p><input type="checkbox"/> other</p>	
<p>CRT signature: Date</p> <p>HT signature: Date.....</p>			

SUBMITTING ASSESSMENTS AT NEWCASTLE HIGH SCHOOL – STAGE 5



YEAR 10 ASSESSMENT CALENDAR – 2022

	TERM 1	TERM 2	TERM 3	TERM 4
1	PE (weeks 1-5)	FOOD TECH 1 FOOD TECH 2 VISUAL ARTS	PE (weeks 1-2)	FOOD TECH 1 TEXTILES
2		VISUAL ARTS HORRIBLE HISTORIES	SCIENCE	VISUAL ARTS VISUAL DESIGN
3		VISUAL DESIGN PHOTOGRAPHY SCIENCE MUSIC iSTEM	iSTEM	CHILD STUDIES FOOD TECH 2 HISTORY MUSIC PHOTOGRAPHY iSTEM TEXTILES
4	IT-ELECTRONICS	IT-ELECTRONICS MATHEMATICS		ABORIGINAL STUDIES COMMERCE ENGLISH HORRIBLE HISTORIES IT-METAL IT-TIMBER
5	PASS (weeks 5-10) TEXTILES	ABORIGINAL STUDIES COMMERCE GEOGRAPHY HORRIBLE HISTORIES IT-ELECTRONICS IT-METAL IT-TIMBER TEXTILES	COMMERCE IT-ELECTRONICS MATHEMATICS TEXTILES	IT-ELECTRONICS MATHEMATICS PASS (ongoing T4) TEXTILES
6	IT-ELECTRONICS		ABORIGINAL STUDIES PASS	
7	FOOD TECH 1 FOOD TECH 2 iSTEM MUSIC	FOOD TECH 1	FOOD TECH 1 MUSIC SCIENCE (weeks 7-8) VISUAL DESIGN	
8	MATHEMATICS PDHPE TEXTILES	FOOD TECH 2	FOOD TECH 2 HISTORY HORRIBLE HISTORIES IT-ELECTRONICS IT-METAL IT-TIMBER PDHPE PHOTOGRAPHY	
9	ENGLISH CHILD STUDIES FOOD TECH 1 FOOD TECH 2	ENGLISH	CHILD STUDIES ENGLISH IT-TIMBER VISUAL ARTS	
10	CHILD STUDIES COMMERCE GEOGRAPHY PASS (ongoing T1) PHOTOGRAPHY TEXTILES VISUAL DESIGN	PASS (ongoing T2)	PASS (ongoing T3)	
11	ABORIGINAL STUDIES			

MANDATORY SUBJECT ASSESSMENTS

ENGLISH

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	9	It's all in the Execution Creative writing portfolio (Submit)	25%
2	9	Voices of a Generation Written response (Submit)	25%
3	9	Living Outside the Box Multimodal + written response (Submit)	25%
4	4	All the World's a Stage Visual representation and reflection (Submit)	25%
		TOTAL	100%

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

HSIE – GEOGRAPHY

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	10	Environmental Change & Management Topic Test (In class)	50%
2	5	Human Wellbeing Topic Test (In class)	50%
		TOTAL	100%

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

HSIE – HISTORY

DATE		TASK	WEIGHTINGS
TERM	WEEK		
3	8	Rights and Freedoms Indigenous Personality Research Task (Submit)	50%
4	3	Vietnam War Knowledge and Skills Source-Based Test (In class)	50%
		TOTAL	100%

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

MATHEMATICS

The NESA Stage 5 Mathematics course is organised into three levels – 5.1, 5.2, 5.3.

At Newcastle High School, we will be operating two courses – Standard 5.1 / 5.2 and Advanced 5.3.

Both courses cover all the mandatory requirements for the Stage 5 ROSA in mathematics, as well as the numeracy needs for life beyond school.

The [Standard 5.1/5.2](#) course will focus on the content necessary to prepare students for the Year 11 Standard Mathematics course.

The [Advanced 5.3](#) course will cover the content necessary to prepare students for the Year 11 Advanced Mathematics course.

Students have been organised into the two courses based on their Year 9 results. Please contact Mr Surace regarding class placement.

MATHEMATICS – 5.1

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	8	Topic Test (In class)	25%
2	4	Half-Yearly Examination	25%
3	5	Alternate Task (Submit)	20%
4	5	Yearly Examination (In class)	30%
		TOTAL	100%

OUTCOMES

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
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
MA5.1-7NA	graphs simple non-linear relationships
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events

MATHEMATICS – 5.2

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	8	Topic Test (In class)	25%
2	4	Half-Yearly Examination (In class)	25%
3	5	Alternate Task (Submit)	20%
4	5	Yearly Examination (In class)	30%
		TOTAL	100%

OUTCOMES

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

MATHEMATICS – 5.3

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	8	Topic Test (In class)	25%
2	4	Half-Yearly Examination (In class)	25%
3	5	Alternate Task (Submit)	20%
4	5	Yearly Examination (In class)	30%
		TOTAL	100%

OUTCOMES

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
MA5.3-4NA	draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	performs operations with surds and indices
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-9NA	sketches and interprets a variety of non-linear relationships
MA5.3-10NA	recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA	uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA	uses function notation to describe and sketch functions
MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG	applies deductive reasoning to prove circle theorems and to solve related problems
MA5.3-18SP	uses standard deviation to analyse data
MA5.3-19SP	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

DATE		TASK	WEIGHTINGS
TERM	WEEK	THEORY (PDH)	
1	8	Risk & Responsibility Topic Test (In class) Task 2	25%
3	8	The Next Chapter Research Task (Submit) Task 4	25%
TERM	WEEK	PRACTICAL (PE)	
1	1-5	Court Games Practical Assessment Task 1	25%
3	1-2	Dance Practical Assessment Task 3	25%
		TOTAL	100%

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

DATE		TASK	WEIGHTINGS
TERM	WEEK		
On-going assessment		Working Scientifically- skills (30) Values and Attitudes (10) (In Class)	40%
2	3	Half-Yearly Examination (In class) Knowledge and understanding (10) Working scientifically-skills (5)	15%
3	2	Guided Practical Project (Submit) All working scientifically areas assessed	15%
3	7-8	Yearly Examination (VALID) (In Class) Knowledge and understanding (20) Working scientifically-skills (10)	30%
		TOTAL	100%

OUTCOMES

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

ELECTIVE SUBJECT ASSESSMENTS

ABORIGINAL STUDIES

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	11	Core: Aboriginal Identities Research Task (Submit)	25%
2	5	Option Topic Media Task (Submit)	25%
3	6	Option Topic Individual Research Project (Submit)	25%
4	4	Folio Presentation (Submit with an interview)	25%
		TOTAL	100%

OUTCOMES

AST5-1	describes the factors that contribute to an Aboriginal person's identity
AST5-2	explains ways in which Aboriginal Peoples maintain identity
AST5-3	describes the dynamic nature of Aboriginal cultures
AST5-4	explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
AST5-5	explains the importance of families and communities to Aboriginal Peoples
AST5-6	explains the importance of self-determination and autonomy to Aboriginal Peoples' participation nationally and internationally
AST5-7	assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
AST5-8	analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
AST5-9	analyses the factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures
AST5-10	identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
AST5-11	selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

CHILD STUDIES

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	10	Research Assignment/Oral Presentation (Submit)	15%
1	10	Growth and Development Unit Test (In class)	10%
1/2	1-20	Textiles/Food-Practical Application (In class)	25%
3	9	Research Task-Child Care Services (Submit)	10%
3/4	1-20	Textiles/Food-Practical Application (In class)	25%
4	3	Yearly Examination (In class)	15%
		TOTAL	100%

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

UNIT OF WORK		TASK	WEIGHTINGS
TERM	WEEK		
1	10	Running a Business Business Plan (Submit) and Shark Tank Pitch (Observation)	30%
2	5	Law, society and political involvement Persuasive extended response (Submit)	20%
3	5	Employment and Work Futures Research Task-short answer question (Submit)	30%
4	4	Our Economy Topic Test (In class)	20%
		TOTAL	100%

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

FOOD TECHNOLOGY

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	7	The Hunger Case -Research Assignment (Submit)	20%
2	1	Food Equity -Unit Test (In class)	15%
1 & 2	1 – 20	Practical Application (In class)	15%
3	7	Snack Founder -Design Brief (Submit)	20%
4	1	Food Product Development -Unit Test (In class)	15%
3 & 4	1 – 20	Practical Application (In class)	15%
Semester 2		TOTAL	100%

OUTCOMES

FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12	examines the relationship between food, technology and society
FT5-13	evaluates the impact of activities related to food on the individual, society and the environment

FOOD TECHNOLOGY – continuing

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	7	Food Service and Catering -Research Task (Submit)	20%
2	1	Food Service and Catering -Unit Test (In class)	15%
1 - 2	1 – 20	Practical Application (In class)	15%
2	8	Food for Special Needs -Research Assignment (Submit)	20%
4	3	Yearly Examination (In class)	15%
3 - 4	1 – 20	Practical Application (In class)	15%
		TOTAL	100%

OUTCOMES

FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12	examines the relationship between food, technology and society
FT5-13	evaluates the impact of activities related to food on the individual, society and the environment

HORRIBLE HISTORIES

DATE		TASK	WEIGHTINGS
TERM	WEEK		
2	2	Historical Investigation-Influential People Source scaffold and research task (Submit)	35%
2	5	Spies and Espionage in History Source analysis and writing task (In Class)	25%
3	8	Anastasia Source scaffold and research task (Submit)	20%
4	4	Terrorism Source analysis (In Class)	20%
		TOTAL	100%

OUTCOMES

HTE5-1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE5-2	examines the ways in which historical meanings can be constructed through a range of media
HTE5-3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTE5-4	explains the importance of key features of past societies or periods, including groups and personalities
HTE5-5	evaluates the contribution of cultural groups, sites and/or family to our shared heritage
HTE5-6	identifies and evaluates the usefulness of historical sources in an historical inquiry process
HTE5-7	explains different contexts, perspectives and interpretations of the past
HTE5-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE5-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTE5-10	selects and uses appropriate forms to communicate effectively about the past for different audiences

INDUSTRIAL TECHNOLOGY – ELECTRONICS

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	6	Safety Assessment (In class)	10%
2	4	Practical Applications (In class)	25%
2	5	Power Generation -Research Task(Submit)	15%
3	5	Practical Applications Portfolio (Submit)	15%
3	8	AM Transmission -Research Task (Submit)	10%
4	5	Practical Applications (In class)	25%
		TOTAL	100%

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 – METAL

DATE		TASK	WEIGHTINGS
TERM	WEEK		
2	5	Portfolio (Submit)	20%
2	5	Practical Project (In class)	30%
3	8	Examination (In class)	10%
4	4	Portfolio (Submit)	15%
4	4	Practical Project (In class)	25%
		TOTAL	100%

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

DATE		TASK	WEIGHTINGS
TERM	WEEK		
2	5	Portfolio (Submit)	20%
2	5	Practical Project and Safe Working Procedures (In class)	30%
3	8	Examination (In class)	10%
4	4	Portfolio (Submit)	15%
4	4	Practical Project (In class)	25%
		TOTAL	100%

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

MUSIC

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	7	Aural/Musicology (In Class)	25%
2	3	Elective 1 Performance/Composition/Musicology (In Class)	25%
3	7	Composition (Submit)	25%
4	3	Performance Portfolio (In Class)	25%
		TOTAL	100%

OUTCOMES

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

PHOTOGRAPHY AND DIGITAL MEDIA

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	10	Critical/Historical (In class)	20%
2	3	Practical Portfolio (Submit)	20%
3	8	Critical/Historical (In class)	20%
4	3	Practical Portfolio (Submit)	40%
		TOTAL	100%

OUTCOMES

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

PHYSICAL ACTIVITY AND SPORT STUDIES

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	5-10	Coaching Practical Assessment (In class)	25%
1-2	Continuous assessment	Practical Skill Competency Practical Assessment (In class)	25%
3	6	Technology-Participation & Performance Research Assessment Task (Submit)	25%
3-4	Continuous assessment	Practical Skill Competency Practical Assessment (In class)	25%
		TOTAL	100%

OUTCOMES

PASS5-1	discusses factors that limit and enhance the capacity to move and perform
PASS5-2	analyses the benefits of participation and performance in physical activity and sport
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	7	STEM Fundamentals Folio (Submit)	20%
2	3	Jiggler Challenge Folio (Submit)	30%
3	3	Aeronautical Engineering Folio (Completion in class)	25%
4	3	Robotics Folio (Completion in class)	25%
		TOTAL	100%

OUTCOMES

ST5-1	designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
ST5-2	demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
ST5-3	applies engineering design processes to address real-world STEM based problems
ST5-4	works independently and collaboratively to produce practical solutions to real-world scenarios
ST5-5	analyses a range of contexts and applies STEM principles and processes
ST5-6	selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
ST5-7	selects and applies project management strategies when developing and evaluating STEM-based design solutions
ST5-8	uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
ST5-9	collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
ST5-10	analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment

TEXTILES TECHNOLOGY

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	5	Cultural Case Study-Indigenous Felt Artist (Submit)	7.5%
1	10	Project Work Practical-Felt Smartphone Case (In class)	17.5%
2	5	Project Work Documentation-Beautiful Batik (Progress mark) (Submit)	7.5%
2	5	Project Work Practical-Beautiful Batik (Progress mark in class)	17.5%
3	5	Project Work Documentation- Beautiful Batik (In class)	5%
3	5	Project Work Practical-Beautiful Batik Completion (In class)	10%
4	1	Oral Presentation of Digital Storyboard (In class)	10%
4	5	Project Work Practical-Student negotiated textile item (Progress mark in class)	25%
		TOTAL	100%

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	evaluates textile items to determine quality in their design and construction

VISUAL ARTS

DATE		TASK	WEIGHTINGS
TERM	WEEK		
2	1	Critical/Historical (In class)	20%
2	2	Practical Portfolio (Submit)	20%
3	9	Critical/Historical (In class)	20%
4	2	Practical Portfolio (Submit)	40%
		TOTAL	100%

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

VISUAL DESIGN

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	10	Critical/Historical (In class)	20%
2	3	Design Portfolio (Submit)	20%
3	7	Critical/Historical (In class)	20%
4	2	Design Portfolio (Submit)	40%
		TOTAL	100%

OUTCOMES

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