



Stage 5 (Years 9/10)

School Monitoring and Assessment Procedures and Course Assessment Schedules

2018

ASSESSMENT PRINCIPLES

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. At Chifley College Dunheved Campus, monitoring and assessment of student learning is designed to support *every student improve every year*.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that 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 for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers 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 Chifley College Dunheved Campus, there is strong commitment to the goal that *every child is known, valued and cared for in our school*. Teachers consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning. Monitoring of student learning is an important tool for early intervention by school support staff for any student struggling to cope with the demands of school. Hence, the school's monitoring and assessment procedures run parallel to the school's wellbeing system of student support.

The following procedures and course assessment schedules offer guidance for all students - assisting them to effectively plan ahead and take responsibility for managing their own learning. I trust that this booklet will be a useful tool for students in Stage 4 at Chifley College Dunheved Campus.

Jennifer Ribeiro
Principal

NSW EDUCATION STANDARDS AUTHORITY

The NSW Education Standards Authority (NESA) works with schools to record your educational achievement throughout your senior high school years, and will provide you with the credential you have achieved.

THE RECORD OF SCHOOL ACHIEVEMENT (RoSA)

This RoSA credential will:

- report results of moderated, school-based assessment, not external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result of all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the option to take online literacy and numeracy tests
- be comprehensive and offer the ability to record a student's extra-curricular achievements

Eligibility for a RoSA

To be eligible for a RoSA, students must have:

- completed the mandatory curriculum requirements for years 7 to 10
- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy education standards' curriculum and assessment requirements for the RoSA
- complied with the requirements from the Education Act:
 - (a) participated, to the Authority's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the RoSA
 - (b) has been accepted by the Authority as having satisfactorily completed those courses of study
 - (c) who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment
 - (d) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority
 - (e) who have completed Year 10
 - (f) the requisite examinations or other assessments may be conducted on a school-basis, but are to be moderated on a statewide basis in the learning areas and in the manner determined by the Authority
 - (g) the Authority may refuse to grant a RoSA to a student whose attendance or application at school has been of such an unsatisfactory character that the granting of a RoSA would not, in the opinion of the Authority, be justified
 - (h) RoSA are to be granted in the manner determined by the Authority

Students Who Do not Qualify for a RoSA

Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10, and still do not meet RoSA requirements, they will be issued with a Transcript of Study. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

While formal RoSA credentials are for school leavers, all Years 11 and 12 students will be able to access their cumulative academic results, they are courses enrolled in and print an eRecord via their Students Online account.

Unsatisfactory Completion of a Course

If a student has not met the requirements for the completion of a course, this will possibly mean that the student will not graduate in that course from CCDC. This may possibly affect the student's:

- participation in the Year 10 graduation ceremony
- Half Yearly and Yearly reports in Years 9 and 10
- reference from the school
- progression into their next year of schooling (repeating Year 9 or 10 courses)

RoSA Reporting and Grades

This shows all Stage 5 (Years 9-10) courses completed. It includes where appropriate:

- the courses studied in Stage 5, the indicative duration of each course (100 hours or 200 hours), the grade (A-E) and descriptor awarded by the school. Where course requirements have not been met, the descriptor indicates 'Not Completed'
- the mandatory studies in Human Society and its Environment, Creative Arts, Technological and Applied Studies, Languages and Personal Development, Health and Physical Education. Mandatory studies are reported as 'Satisfactorily Completed' or where course requirements have not been met as 'Not Completed'

Grades are determined by relating each student's achievement to a set of Course Performance Descriptors Determined by the Board for each Board Developed Course. The Course Performance Descriptors are explained on page 6.

Where students have undertaken a special program of study, grades are awarded for any Board Developed or Board Endorsed courses satisfactorily completed.

No grades are awarded for Life Skills RoSA courses, but achievements are reported on a separate Student Profile.

Determining RoSA Grades

The process of determining RoSA grades requires teachers to:

- devise and administer assessment tasks that address the knowledge and skills and objectives and outcomes of the syllabus
- observe and record assessment judgments (e.g. marks, grades, comments, descriptions, work samples, portfolios, journals, etc)
- use assessment information to make a summative judgment of each student's overall level of achievement at the end of the course

Refer to the Course Performance Descriptors to award a grade that most appropriately describes a student's achievement. This is completed, according to demonstrated student performance, within the bounds of the syllabus at the end of Stage 5 studies.

All syllabus objectives and outcomes related to knowledge and skills will have been taken into account in the design of the teaching and learning program for each unit on offer at Dunheved Campus.

Principles Guiding the RoSA Grading System

- Assessment is based on the syllabus, objectives and outcomes, which specify what a student knows, understands and is able to do. In this sense, it is integral to teaching and learning.
- A variety of assessment tasks and contexts are provided so that students are given opportunities to demonstrate their achievement of outcomes in an authentic manner.
- Assessment tasks are sensitive to gender, disability, culture, background language, socio-economic status and geographical location.
- Students are informed of the criteria by which they will be assessed on particular tasks.
- While values and attitudes are an integral part of learning, their attainment is not assessed for RoSA grading purposes.

WHAT ARE COURSE PERFORMANCE DESCRIPTORS?

A set of Course Performance Descriptors is an assessment and reporting tool to assist teachers across the state, in making sound and consistent judgments about overall student achievement at the end of a course.

Course Performance Descriptors are a series of positive statements, which summarise observable and measurable features of student achievement and assist teachers to award Final (NESA) Grades to students based on descriptions of typical achievement from elementary to excellent.

Course Performance Descriptors describe the main features of a typical student's performances at the end of Stage 5 studies. The Areas of Assessment (at the top of the page on each set of performance descriptors) consist of the knowledge and skills objectives from the syllabus. In the RoSA context, attitudes and values are not assessed for grading purposes. They are nevertheless an important part of the teaching and learning and may be included separately in school reporting.

The five vertical columns in the descriptors on page 9 describe different levels of student performance. In using these descriptors, schools 'match' each of their students to the descriptor column which best fits the student's overall achievement in the course. The corresponding grade for that descriptor is then awarded to the student.

The NESA Course Performance Descriptors for Stage 5 describe levels of achievement that relate to the set of outcomes for this stage in each course. Schools must apply the same set of Course Performance Descriptors to both 100 hour and 200 hour courses.

Course Performance Descriptors are not stage outcomes for a course of study. Rather, they are a descriptive tool to assist teachers to form the best overall impression of a student's achievement for grading purposes. ***Final RoSA (Board of Studies) Grades will relate to the best overall description of a student's achievement.***

The General Performance Descriptors listed below are a generic set of descriptors indicating five levels of achievement. They were the basis upon which subject specialists developed their Course Performance Descriptors for each course.

NOTE: Copies of all Course Performance Descriptors are available from each KLA Head Teacher.

General Course Performance Descriptors

Grade	General Performance Descriptors
A	Indicates excellent achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	Indicates a high achievement in this course. The student has a thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply knowledge and skills to most new situations.
C	Indicates a substantial achievement in this course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	Indicates a satisfactory achievement in this course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	Indicates elementary achievement in this course. The student has an elementary knowledge and understanding of the course content, and has achieved limited competence in some of the processes and skills of the course.

Life Skills RoSA Courses

Some students in the school will be offered the opportunity to complete a Life Skills course in one, more or all of their courses. Recommendations and discussions, re student eligibility for these courses, are based on recommendations by the Support Head Teacher or the Learning Support Team. Parents are consulted and their approval sought. The final decision rests with the Principal.

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

- followed the program developed from the KLA Curriculum Frameworks for the Life Skills courses
- applied themselves with diligence and sustained effort to the set tasks and experiences of their individual program of study
- achieved some or all of the course outcomes in their individual program

There are no indicative hour's requirements for any individual program of study based upon the Curriculum Frameworks for the Life Skills courses in each KLA. Life Skills courses may be offered to those students who have, in conjunction with the relevant KLA Head Teacher, been assessed by the Support Teacher Learning Assistance (STLA) as in significant need. Parent liaison forms part of this process. A recommendation is made to the Learning Support Team which if endorsed is then sent to the school's executive for final approval.

NO grades will be awarded for Life Skills courses. These are reported through the achievement of outcomes listed on the Student Profile.

Those who undertake a Life Skills course in externally assessed subject(s) will not be required to sit for the external tests.

Assessment for Students Transferring into a Course of Study

Upon enrolment and subject placement, the new student's past school reports will indicate student progress to date. The past school may be phoned to verify information or obtain further documentation. The relevant enrolling Deputy Principal will oversee all mandatory requirements have been met and obtain grades where need be from the former school. Relevant academic information will be photocopied and distributed to staff to improve their understanding of that student's recent academic history. Year Advisers will support the Deputy in these processes.

A student's pattern of study is also established at this point and 'matched' with their new subjects as best as possible.

The student will be allocated results for any tasks missed through the professional judgment of the classroom teacher and faculty Head Teacher. This may also be influenced by progress made by the student since their arrival.

The final decision for RoSA eligibility in these circumstances is with the school Principal.

THE EXPECTATIONS FOR STUDENTS AND TEACHERS AT DUNHEVED CAMPUS

School Monitoring and Assessment Procedures Booklet

When Stage 5 students receive their School Monitoring and Assessment Procedures booklet for the RoSA, they will sign to indicate they have received it. This will be the responsibility of the NESA Liaison Head Teacher.

This booklet will contain a schedule of assessment tasks with outcomes for each course. It will also contain the RoSA Assessment Policy. The schedule will also brief task description, weighting for each task, and anticipated (approximate) due dates.

Record Keeping/Administration for Grading Advice

KLA mark books will be kept by all staff (electronic or hard copy), and a central KLA Mark book will be maintained on SENTRAL Markbook.

A KLA attendance register for all lessons will also be maintained by individual staff in a central location on SENTRAL PxP. Classroom attendance, as distinct from school attendance, is monitored by the classroom teacher and the Head Teacher. Such attendance concerns are the responsibility of subject areas and warning letters can be sent home expressing this concern.

Grade submission and checking of grades sent to the Board of Studies is initially the responsibility of each faculty Head Teacher.

It is the responsibility of each subject area to maintain all documentation regarding progress towards a RoSA. Official NESA warning letters need to have been sent to relevant students, and a copy retained in the student's file and within the faculty's records. Parent notification must occur.

Any telephone or other correspondence (fax, e-mail, etc) should be recorded and retained as evidence that a student has or has not satisfactorily met the Course Completion Criteria.

ADMINISTRATION OF ASSESSMENT TASKS

Notice of an Assessment Task

Teachers of all courses are responsible for outlining the assessment process at the start of the course. Students are made aware of how semester grades for semester reports are determined. KLA Head Teachers determine the nature of tasks and the breadth of assessment for semester grades and reports in consultation with their staff.

The Assessment Schedule is included in this booklet. If this varies, students will be notified in writing of any amendment.

Submitting an Assessment Task

Students submit or complete tasks on the due day at the start of the lesson of the subject, unless otherwise notified in the instructions for the task. Any student absence (lateness or full day) which prevents a student from completing or submitting a task at the start of the lesson on the due date is subject to the appeal process outlined later in this document.

Malpractice in Tasks

Any instances of cheating, gross disruption, disobedience, copying or submitting work other than one's own (in the class teacher and Head Teacher's view), will receive ZERO (0) marks. An appeal can then be lodged if necessary.

If the appeal is rejected the ZERO (0) score remains. If the appeal is upheld, the task will receive the marks it earns from being marked as usual.

Extensions for an Assessment Task

The Head Teacher, in consultation with the Deputy Principal responsible for the *School Assessment Policy*, may grant an extension of time to complete an assessment task. An application for extension can be made utilising the Appeal form included later in this document. No teacher is to grant an extension as this is unfair to the greater number of students.

Student Behaviour

Chifley College Dunheved Campus will demand high standards of behaviour from all students including students of post-compulsory age. Any breach of these standards will be dealt with firmly, fairly and thoroughly utilising the Department of Education procedures concerning *Suspension and Expulsion of school students*. Such suspension may impact on a student's ability to complete the requirements of the RoSA. In this regard, completion of assessment tasks remains the responsibility of the student.

Appeal Process: School Assessment Policy

If a student misses a task, is late for the task or does not hand it in:

- the student completes the task upon arrival/ on the day they return from illness – or they hand the task in
- Appeal Form is obtained from the Head Teacher of the course in that subject area
- The RoSA Assessment Appeal Form is to be completed by the student and signed by parents with comments. The relevant Head Teacher will make his/her decision
- If the appeal is declined, the form MUST be forwarded to the NESA Liaison Head Teacher overseeing the *School Assessment Policy*

All students in this situation receive ZERO (0) marks until their appeal is considered. If the appeal is rejected, the ZERO (0) score remains. If the appeal is upheld, the task will receive the marks it earns from being marked as usual.

The NESA Liaison Head Teacher overseeing *Assessment and Reporting* determines the success or failure of the appeal based on the available evidence.

In the event of an unsuccessful appeal, the Head Teacher will contact the parent – in writing - informing them of this result. A copy of the *RoSA Assessment Appeal Form* is available from all Head Teachers and Deputy Principals.

Monitoring Attendance and Progress

All students in Years 9 and 10 will be monitored for satisfactory progress, application, achievement of outcomes, and attendance.

At Chifley College Dunheved Campus, the Principal's determination for appropriate attendance in any course for the achievement of Course outcomes is:

- 70% of all lessons which make up the course
- 70% of the school days whilst studying the RoSA

Any student who is absent for more than 30% of lessons or days for whatever reason will need to demonstrate to the Principal why his or her current enrolment should be continued. If the student is below post-compulsory age then the student could be advised to repeat the year.

Faculties will have established their own systems for the monitoring of attendance and progress in specific subject areas. These systems will include:

- the maintenance of accurate records by teachers of class attendance
- faculty 'N' Determination letters
- records of all parent, caregiver or student contact both written and oral.

A course may not be withheld based on overall unsatisfactory attendance. The Principal's determination to issue an 'N' Determination on the grounds of attendance must establish the effect of the student's absence on his/her ability to meet the course completion criteria. Warning letters should include the tasks, requirements or outcomes not yet achieved.

Informing Parents of Unsatisfactory Student Performance, 'N' Determinations

If a student has not submitted work, or submitted work below the level of performance expected at Stage 5, parents/caregivers will be notified as soon as possible via the school 'N' Determination process. This will provide students with sufficient time to address the concerns.

A Warning Letter (1), along with the assessment task, will be sent as early in the unit as possible by the course Head Teacher, so that action can be taken by the student and his/her parents/caregivers to overcome the situation. If work is not submitted as required, another warning letter with the task will be sent again so that the parents know the student is not completing the work that has been set. Parents must be contacted by Teachers and Head Teachers to discuss the warning letters and documentation kept of the contacts.

Follow-up warning letters will be issued by the course Head Teacher as soon as it becomes apparent that the problem outlined has not been rectified. Warnings will be given throughout the course if a student is in danger of receiving an 'N' Determination. If there is no rectification of outcome completion from the Warning Letter (1) and teacher parent communication, a follow up Warning Letter (2), and subsequent parent teacher/Head teacher interview, will occur within 2 weeks.

Parents will be informed of student progress via semester reports, and they will have the opportunity to discuss their child's progress at two Parent-Teacher Nights during the year, or by individual arrangement with the Head Teacher of the respective subject area.

HEAD TEACHER, DEPUTY AND PRINCIPAL PROCEDURES FOR OFFICIAL 'N' DETERMINATIONS

During Term 1, a Deputy Principal will use previous SENTRAL reports and SENTRAL Welfare to determine Year 10 students who have received 'N' grades in their reports and 'N' Determination warning letters and therefore are failing to meet the requirements of any course leading to the award of a RoSA. The Deputy Principal will collect 'N' Determination documentation from the relevant Head Teachers in each circumstance. These students will then be referred to the Academic Review Committee by the Deputy Principal and have failed completely to respond to support. The school Deputy Principal will interview these students, where possible, in the presence of the student's parent or caregiver.

The purpose of this interview will be to:

- review the evidence and documentation presented by the committee
- if appropriate, issue a Principal's formal warning of a 'N' Award
- establish the conditions (implemented and monitored by Year Advisers and Head Teachers) upon which the 'N' Determination can be remedied

At a date, two weeks prior to the due date for 'N' Determinations to be sent to the NESA, a Principal interview will be held to:

- review the evidence and documentation presented by the Head Teacher and Deputy Principal
- if appropriate, inform the student and parent/caregiver, that formal notification of an 'N' Determination will be sent to the NESA
- inform the parents of procedures regarding appeals

If a student has been given an 'N' Determination in a mandatory course, they will not be eligible for a RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' Determination was given. The words 'Not Completed' will appear next to each 'N' determined course. The following words will appear at the bottom of the Transcript of Study – *Not eligible for the RoSA*. If a student is given an 'N' Determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

All students should sit for the RoSA tests irrespective of the principal's recommendation for an 'N' Determination, as eligibility for a result in the test is independent of the satisfactory completion of the course. Furthermore, if an appeal is successful the student will still have needed to sit for the examination to be eligible for a RoSA.

CONCLUDING COMMENTS

Student responsibilities:

- you are expected to complete all assessment tasks by the due dates and times specified
- where assessment tasks involve attendance at excursions, field studies etc, attendance is compulsory
- all work submitted must be your own work
- it is your responsibility to be aware of assessment task dates for all your courses and to organise your schedule accordingly

Essential Organisation:

- be positive and optimistic
- take responsibility for managing your assessment schedule and meeting deadlines.
- ensure you are familiar with all relevant sections of this assessment booklet
- keep a record of tasks completed for each subject so, at any given time, you know exactly what proportion of your course assessment has been completed and how much remains
- seek feedback from teachers about what you need to do to improve and make further progress

If there are any further questions about the RoSA requirements, please contact the relevant Head Teacher, Year Adviser, Careers Adviser or Deputy Principal.

Jennifer Ribeiro
Principal

'N' DETERMINATION PROCESS AND COVER SHEET

Subject: _____ **Year:** _____

The following steps / procedures are to be undertaken in gathering the necessary paperwork in presenting a case to 'N' determine a student in a course. As always the desired aim is for the student to fulfil their obligations and submit the required work.

Student _____ Class _____

Teacher _____

Task Description _____

Assessment Task not presented/completed by/on due date.

- ☐ Assessment Task not presented/completed when given further opportunities by Teacher and Appeals process not completed/ineffective or not applicable.
- ☐ Teacher/Head Teacher interview with student
(1. Record of interview on back in this bundle)
- ☐ Program of support put in place
- ☐ SENTRAL 'N' Determination entry Date _____
- ☐ Student 'N' Determination file created
- ☐ 'N' Determination Warning Letter (1) sent home with revised completion date and assessment task
(1 for file) Date _____
- ☐ Teacher/Head Teacher conversation with parent/guardian
(2. Record of conversation in this bundle)
Date _____

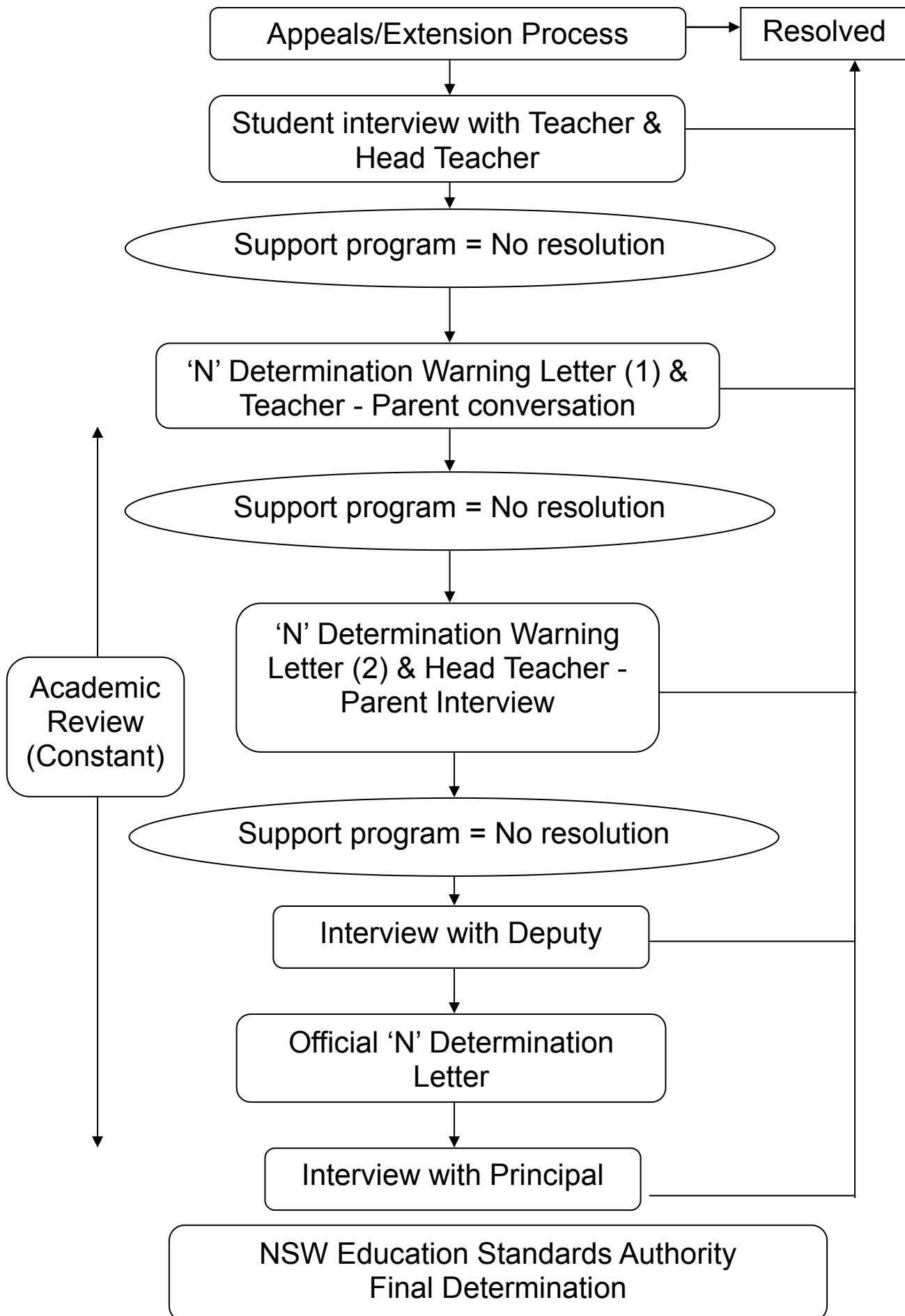
Task still incomplete after second due date and all above steps completed

- ☐ Referral to HT Date _____
- ☐ SENTRAL 'N' Determination entry Date _____
- ☐ 'N' Determination Warning Letter (2) sent home with revised completion date and assessment task
(1 for file) Date _____
- ☐ HT parent interview to discuss Warning Letter (2)
(3. Record of interview on back of this sheet)
- ☐ Program of support put in place

Task still incomplete

- Prepare 'N' Determination portfolio for academic review/Deputy Principal. Include all above documentation and a copy of the assessment task.

'N' DETERMINATION PROCESS





ASSESSMENT TASK MISSED DUE TO ILLNESS/MISADVENTURE

Student Name:
Course Name:
Class Teacher:

Task Details

Task Number:	Title:
Weighting:	Due Date:

Details of Illness/Misadventure/Absence

Date/s of Absences: to
Reason for Absence:
Doctor's Certificate Attached. Yes / No

Student Signature: Date:

.....

Reply to Request to hand in/perform missed task

Teacher Recommendation:

Head Teacher Recommendation: Granted [] New Date:

Refused* [] Reason for refusal:

.....

Head Teacher Signature: Date:

Head Teacher Name:

Senior Executive Recommendation:

* = Head Teacher refusal may lead to an appeal to the Senior Executive



APPLICATION FOR EXTENSION

Student Name:
Course Name:
Class Teacher:

Task Details

Task Number:	Title:
Weighting:	Due Date:

Reason for Application for Extension

Reason for Application:
.....
.....
Doctor's Certificate Attached. Yes / No

Student Signature: Date:

Parent Signature: Date:

✂.....✂.....✂

Reply to Request to hand in/perform missed task

Head Teacher Recommendation: Granted [] New Date:

Refused* [] Reason for refusal:

.....

Head Teacher Signature: Date:

Head Teacher Name:

'N' DETERMINATION DOCUMENTATION

1. Before 'N' DETERMINATION Warnings Student/Teacher/Head Teacher Record of Interview

Task:

Date Given:

Date Due:

Student reminded of task: ☐ No ☐ Yes Date: _____

Misadventure form
handed in by student: ☐ No ☐ Yes Date: _____

New date negotiated: ☐ No ☐ Yes Date: _____

Replacement copy of
task given to student ☐ No ☐ Yes Date: _____

Additional comment on support provided:

Student Signature (confirmation of meeting): _____

Teacher Name: _____ Signature: _____

Head Teacher Name: _____ Signature: _____

'N' DETERMINATION DOCUMENTATION

2. Before 'N' DETERMINATION 1st Warning Parent/Teacher/Head Teacher Record of Interview

Parent/Guardian Name:

Contact Details:

Date of interview:

N Determination

1st warning letter

explained to parent:

☐ No

☐ Yes

Parent informed of

Misadventure form

☐ No

☐ Yes

Parent informed of

new date negotiated:

☐ No

☐ Yes

New Date: _____

Parent informed of

replacement

task given to student

☐ No

☐ Yes

Additional comment on support provided:

Parent Signature (confirmation of meeting if held):

Teacher Name:

Signature:

Head Teacher Name:

Signature:

'N' DETERMINATION DOCUMENTATION

3. Before 'N' DETERMINATION 2nd Warning Parent/Head Teacher Record of Interview

Parent/Guardian Name:

Contact Details:

Date of interview:

N Determination

2nd warning letter

explained to parent:

☐ No ☐ Yes

Parent informed of

Misadventure form

☐ No ☐ Yes

Parent informed of

new date negotiated:

☐ No ☐ Yes

New Date: _____

Parent given

replacement

task given

☐ No ☐ Yes

Additional comment on support provided:

Parent Signature (confirmation of meeting):

Teacher Name: _____

Signature: _____

Head Teacher Name: _____

Signature: _____

COURSE ASSESSMENT SCHEDULES STAGE 5

MANDATORY COURSES

English
Mathematics
Science
Geography
History
Personal Development, Health and Physical Education

ELECTIVE COURSES

Agricultural Technology
Child Studies
Commerce
Dance
Drama
Food Technology
Industrial Technology –Wood & Metal Technics
Industrial Technology –Electronics
Information and Software Technology
Music
Photographic and Digital Media
Physical Activity & Sports Science (PASS)
Visual Arts
Career Education

ENGLISH

A student:

- 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

ENGLISH - Year 9				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	EN5-2A, EN5-3B	Project Based Assessment	25%	Term 1, Week 8
2	EN5-1A, EN5-4B, EN5-5C	Common Assessment	25%	Term 2, Week 5
3	EN5- 7D, EN5-8D, EN5-9E	Project Based Assessment	25%	Term 3, Week 8
4	EN5-1A, EN5-6C	Common Assessment	25%	Term 4, Week 5

ENGLISH - Year 10, 9/10 PITT & 9/10 IRWIN				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	EN5-4B, EN5-8D	Project Based Assessment	25%	Term 1, Week 8
2	EN5-1A, EN5-3B	Common Assessment	25%	Term 2, Week 5
3	EN5-2A, EN5-5C, EN5-9E	Project Based Assessment	25%	Term 3, Week 8
4	EN5-1A, EN5-6C, EN5-7D	Common Assessment	25%	Term 4, Week 5

MATHEMATICS

A student:

- 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
- 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

Students intending to study HSC Mathematics / Extension 1 and Extension 2 in Stage 6 will complete 5.3 equivalent outcomes.

In 2018, the Board of Studies will be implementing certain changes to the NSW Syllabus (Stage 6) for students beginning Year 11 for all Mathematics levels. To ensure that students can access their preferred Mathematics course in Stage 6, they need to ensure that they achieve the relevant outcomes by the end of year 10.

A large variety of 'endpoints' is possible in Stage 5. Students are encouraged to have an idea of what intended Stage 6 Board Developed Course they are working towards and discuss this with their classroom teacher at the commencement of 2017.

Read more about the new syllabus and Stronger HSC Standards reforms on the BOSTES website.

<http://www.boardofstudies.nsw.edu.au/policy-research/stronger-hsc-standards/>

MATHEMATICS – YEAR 9 & 9/10 IRWIN				
Task	Course Outcomes	Task	Weight	Due Week Beginning
1	MA5-1WM, MA5-2WM MA5-3WM, MA5.1-4NA	Project Based Assessment	25%	Term1 Week 5
2	MA5-1WM, MA5-2WM MA5-3WM, MA5.1-5NA MA5.1-9NA, MA5.2-7NA MA5.2-8NA	Common Assessment	25%	Term 2 Week 5
3	MA5-1WM, MA5-2WM MA5-3WM, MA5.1-6NA, MA5.2-5NA, MA5.2-9NA, MA5.1-12SP,	Project Based Assessment	25%	Term 3 Week 5
4	MA5-1WM, MA5-2WM MA5-3WM, MA5.1-13SP, MA5.2-17SP, MA5.1-10MG, MA5.1-11MG, MA5.2-14MG	Common Assessment	25%	Term 4 Week 5

MATHEMATICS - YEAR 10 & 9/10 PITT				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	MA5.1-1WM, MA5.2-2WM MA5.1-3WM, MA5.1-4NA MA5.1-2-4NA	Project Based Assessment	25%	Term1 Week 5
2	MA5-1WM, MA5-2WM MA5-3WM, MA5-1-5NA MA5-2-7NA, MA5.2-6NA MA5.2-8NA	Common Assessment	25%	Term 2 Week 5
3	MA5-1WM, MA5-2WM MA5-3WM, MA5.1-6NA MA5.2-5NA, MA5.2-9NA, MA5.1-12SP, MA5.2-15SP, MA5.2-16SP	Project Based Assessment	25%	Term 3 Week 5
4	MA5-1WM, MA5-2WM MA5-3WM, MA5.1-13SP, MA5.2-17SP, MA5.1-10MG, MA5.1-11MG, MA5.2-13MG, MA5.2-14MG	Common Assessment	25%	Term 4 Week 5

Please note that the Mathematics K-10 Syllabus describes a continuum of mathematics learning and some students may be operating at different stages for different strands, therefore teachers will sometimes make adjustments to the schedule.

SCIENCE

A student:

- 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 are 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 material

SCIENCE – YEAR 9 & 9/10 IRWIN				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	SC5-4WS, SC5-6WS, SC5-10PW, SC5-11PW	Skills Task	20%	Term 1 Week 9
2	SC5-11PW, SC5-12ES, SC5-9WS	Half Yearly Examination	25%	Term 2, Week 5
3	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-16CW, SC5-17CW	Collaborative SRP Individual project report	30%	Term 3, Week 9
4	SC5-14LW, SC5-16CW, SC5-17CW, SC5-13ES, SC5-9WS	Yearly Examination	25%	Term 4, Week 5

SCIENCE – YEAR 10 & 9/10 PITT				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Independent SRP	35%	Term 1, Week 10
2	SC5-10PW, SC5-11PW, SC5-12ES, SC5-9WS	Half Yearly Examination	20%	Term 2, Week 5
3	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS SC5- 16CW, SC5-17CW	Product Design Project	25%	Term 3, Week 7
4	SC5-12ES, SC5-16CW, SC5-17CW, SC5-15LW, SC5-9WS	Yearly Examination	20%	Term 4, Week 5

GEOGRAPHY

A student:

- 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

MANDATORY AUSTRALIAN GEOGRAPHY – YEAR 9				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	G5-1, G5-2, G5-3	Research Task	20%	Term 3, Week 4
2	G5-5, G5-7, G5-8	Food Report	20%	Term 3, Week 10
3	GE5-3, GE5-4, GE5-5, GE5-6	Case Study	20%	Term 4, Week 3
4	GE5-1, GE5-2, GE5-7	Yearly Examination	40%	Term 4, Week 5

MANDATORY AUSTRALIAN GEOGRAPHY – YEAR 10, 9/10 PITT & 9/10 IRWIN				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	Research Task	20%	Term 3, Week 5
2	GE5-2, GE5-3, GE5-5, GE5-8	Field Work	20%	Term 3, Week 9
3	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	Case Study	20%	Term 4, Week 5
4	GE 5-1, GE 5-2, GE5-8	Yearly Examination	40%	Term 4, Week 6

HISTORY

A student:

- 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 enquiry 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
- HT5-9 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

MANDATORY AUSTRALIAN HISTORY – YEAR 9

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	HT5.2, HT5.3, HT5.4, HT5.7, HT5.9, HT5.10	Depth Study 2: Australia and Asia. Making a Nation - Essay	20%	Term 3, Week 5
2	HT5.1, HT5.2, HT5.4, HT5.5,	Core Study – Depth Study 3: Australia at War. World War I – Research Task	20%	Term 3, Week 9
3	HT5.1, HT5.2, HT5.4, HT5.5	Core Study – Depth Study 3: Australia at War. World War I - Presentation	20%	Term 4, Week 5
4	HT5.1, HT5.5, HT5.6, HT5.9	Yearly Examination	40%	Term 4, Week 6

MANDATORY AUSTRALIAN HISTORY – YEAR 10, 9/10 PITT & 9/10 IRWIN

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	HT5-4, HT5-5, HT5-7, HT5-9,	Core Study - Depth Study 3. Australia at War. World War II Site Study	20%	Term 1, Week 5
2	HT5-2, HT5-3, HT5-6, HT5-9,	Core Study – Depth Study 4. Rights and Freedoms Topic Test	20%	Term 1, Week 9
3	HT5-2, HT5-3, HT5-4, HT5-10	Yearly Examination	20%	Term 2, Week 5
4	HT5-3, HT5-9, HT5-5	Depth study 6: Australia in the Vietnam War Era Source Analysis	40%	Term 2, Week 6

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

A student:

- 5.1 analyses how they can support their own and other's sense of self
- 5.2 evaluates their capacity to reflect on and respond positively to challenges
- 5.3 analyses factors that contribute to positive, inclusive and satisfying relationships
- 5.4 adapts, transfers and improvises movement skills and concepts to improve performance
- 5.5 composes, performs and appraises movement in a variety of challenging contexts
- 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people
- 5.7 analyses influences on health decision making and develops strategies to promote health and safe behaviours
- 5.8 critically analyses health information, products and services to promote health
- 5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity
- 5.10 adopts roles to enhance their own and others' enjoyment of physical activity

**Note: Not all outcomes need to be covered each year.
All outcomes will be covered across each stage.**

PDHPE - YEAR 9				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.1, 5.6	Half Yearly Examination	20%	Term 2, Week 5
2	5.3	In Class – Affirming Diversity	15%	Term 3, Week 6
3	5.2, 5.3	Yearly Examination	15%	Term 4, Week 5
4	5.4, 5.5	Ongoing Practical Assessment	50%	All year

PDHPE - YEAR 10				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.6, 5.7, 5.11	Half Yearly Examination	20%	Term 2, Week 5
2	5.9, 5.10	Roles in Sport – in class	15%	Ongoing throughout Term 3
3	5.7, 5.8, 5.9, 5.10	Yearly Examination	15%	Term 4, Week 5
4	5.4, 5.5	Ongoing Practical Assessment	50%	All year

AGRICULTURAL TECHNOLOGY

A student:

- 5.1.1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
- 5.1.2 explains the interactions within and between agricultural enterprises and systems
- 5.2.1 explains the interactions within and between the agricultural sector and Australia's economy, culture and society
- 5.3.1 investigates and implements responsible production systems for plant and animal enterprises
- 5.3.2 investigates and applies responsible marketing principles and processes
- 5.3.3 explains and evaluates the impact of management decisions on plant production enterprises
- 5.3.4 explains and evaluates the impact of management decisions on animal production enterprises
- 5.4.1 evaluates the impact of past and current agricultural practices on agricultural sustainability
- 5.4.2 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
- 5.4.3 implements and justifies the application of animal welfare guidelines to agriculture practices
- 5.5.1 designs, undertakes, analyses and evaluates experiments and investigates problems in agriculture contexts
- 5.5.2 collects and analyses agriculture data and communicates results in a range of technologies
- 5.6.1 applies Occupational Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
- 5.6.2 performs plant and animal management practices safely and in cooperation with others

AGRICULTURAL TECHNOLOGY – CYCLE 1 2019

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.1.2, 5.3.1, 5.4.3, 5.5.2, 5.6.1, 5.6.2	Ongoing Practical	20%	Every Topic
2	5.5.1, 5.5.2, 5.6.1, 5.3.2, 5.3.1, 5.3.3	Garden Business Project	25%	Commences Term 1 Report Term 2
3	5.3.4, 5.3.1, 5.1.2	Half Yearly Exam	15%	Term 2, Week 5
4	5.4.2, 5.4.3, 5.6.2, 5.2.1, 5.1.1, 5.3.1, 5.3.4	Dairy or Beef Industry Project	20%	Term 3, Week 10
5	5.3.2, 5.2.1, 5.1.1, 5.3.1	Yearly Exam	20%	Term 4, Week 5

AGRICULTURAL TECHNOLOGY – CYCLE 2 2018

Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.1.2, 5.3.1, 5.4.3, 5.5.2, 5.6.1, 5.6.2	Ongoing Practical	20%	Every Topic
2	5.1.1, 5.1.2, 5.3.1, 5.3.3, 5.5.1, 5.5.2, 5.6.1, 5.6.2	Asexual Plant Propagation: Project and Presentation	15%	Term 2, Week 1
3	5.3.4, 5.3.1, 5.1.2	Half Yearly Exam	15%	Term 2, Week 5
4	5.1.1, 5.3.4	Student Project - Poultry	30%	Term 3, Week 6
5	5.3.2, 5.2.1, 5.1.1, 5.3.1	Yearly Exam	20%	Term 4, Week 5

CHILD STUDIES

A student:

- 1.1 identifies the characteristics of a child at each stage of growth and development
- 1.2 describes the factors that affect the health and wellbeing of the child
- 1.3 analyses the evolution of childhood experiences and parenting roles over time
- 2.1 plans and implements engaging activities when educating and caring for young children within a safe environment
- 2.2 evaluates strategies that promote the growth and development of children
- 2.3 describes a range of appropriate parenting practices for optimal growth and development
- 3.1 discusses the importance of positive relationships on the growth and development of children
- 3.2 evaluates the role of community resources that promote and support the wellbeing of children and families
- 3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- 4.1 demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts
- 4.2 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 4.3 applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

**Note: Not all outcomes need to be covered each year.
All outcomes will be covered across each stage.**

CHILD STUDIES – Cycle 1 2019				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	1.1, 2.2, 4.1, 3.2	Child development- Real life baby report	30%	Term 1, Weeks 4-10
2	1.2, 2.2, 3.3	Half Yearly Examination	30%	Term 2, Week 5
3	4.2, 4.3	Persuasive Text	20%	Term 2, Week 10
4	1.1, 4.3, 2.1	Design project	20%	Term 3, Week 9

CHILD STUDIES – Cycle 2 2018				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	3.1, 4.3	Persuasive Text	10%	Term 1, Week 10
2	1.1, 1.2, 2.2	Half Yearly Examination	25%	Term 2, Week 5
3	2.2, 4.3	Design Project	20%	Term 2, Week 8
4	1.3, 2.3, 4.1	Parenting styles Real life baby report	20%	Term 3, Weeks 1-10
5	1.1, 1.2, 2.2, 3.2, 3.3	Yearly Examination	25%	Term 4, Week 5

COMMERCE

A student:

- 5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- 5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
- 5.3 examines the role of law in society
- 5.4 analyses key factors affecting commercial and legal decisions
- 5.5 evaluates options for solving commercial and legal problems and issues
- 5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
- 5.7 researches and assesses commercial and legal information using a variety of sources
- 5.8 explains commercial and legal information using a variety of forms
- 5.9 works independently and collaboratively to meet individual and collective goals within specified timelines

COMMERCE – CYCLE 1 2019				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.1, 5.2, 5.4, 5.7	Consumer Choice	15%	Term 1, Week 5
2	5.1, 5.7, 5.9	Personal Finance	15%	Term 2, Week 4
3	5.1, 5.2, 5.5, 5.6, 5.8, 5.9	Investing	15%	Term 3, Week 2
4	5.2, 5.4, 5.5, 5.6, 5.7, 5.8	Promotion & Selling	15%	Term 3, Week 9
5	5.3, 5.5, 5.6, 5.8	Yearly Examination	40%	Term 4, Week 6

COMMERCE – CYCLE 2 2018				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.1, 5.3, 5.4, 5.5	Employment Issues Poster/Report	25%	Term 1, Week 6
2	5.1, 5.2, 5.3, 5.6, 5.7	Law & society Topic Test	25%	Term 2, Week 5
3	5.5, 5.6, 5.8, 5.9	Towards Independence Research Task	25%	Term 3, Week 5
4	5.2, 5.4, 5.5, 5.8,	Travel Portfolio	25%	Term 4, Week 5

DANCE

A student:

- 5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
- 5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance
- 5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance
- 5.2.1 explores the elements of dance as the basis of the communication of ideas
- 5.2.2 composes and structures dance movement that communicates an idea
- 5.3.1 describes and analyses dance as the communication of ideas within a context
- 5.3.2 identifies and analyses the link between their performances and compositions and dance works of art
- 5.3.3 applies understandings and experiences drawn from their own work and dance works of art

**Note: Not all outcomes need to be covered each year.
All outcomes will be covered across each stage.**

DANCE – CYCLE 1 2019				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.2.1, 5.3.1	Half Yearly Examination	20%	Term 2, Week 6
2	5.1.3, 5.1.3, 5.2.1	Dance Analysis	20%	Term 3, Week 5
3	5.1.1, 5.3.1, 5.3.2, 5.3.3	Yearly Examination	10%	Term 4, Week 5
4	5.1.2, 5.1.3	Ongoing practical Assessment	50%	Ongoing

DANCE - CYCLE 2 2018				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.1.1, 5.2.1	Half Yearly Examination	20%	Term 2, Week 5
2	5.1.2, 5.1.3, 5.2.1, 5.3.3	Dance Composition	20%	Term 3, Week 5
3	5.1.1, 5.3.1, 5.3.2, 5.3.3	Yearly Examination	20%	Term 4, Week 5
4	5.1.2, 5.1.3	Ongoing practical Assessment	40%	Ongoing

DRAMA

A student:

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

DRAMA – Cycle 1 2019				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.1.1, 5.2.1, 5.3.1	Monologue Performance	10%	Term 1, Week 8
2	5.1.3, 5.3.1, 5.3.3	Script Analysis - Scripted Performance (48 Shades of Brown)	35%	Term 2, Week 8
3	5.1.2, 5.1.4, 5.2.3, 5.3.1	Social Issues - Group Devised Performance	25%	Term 3, Week 8
4	5.2.2, 5.3.1, 5.3.2	Shakespeare Showcase	20%	Term 4, Week 5

DRAMA – Cycle 2 2018				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.1.1, 5.2.1, 5.3.1	Monologue Performance	10%	Term 1, Week 8
2	5.1.3, 5.3.1, 5.3.3	Small Screen - Scripted Performance	35%	Term 2, Week 8
3	5.1.2, 5.1.4, 5.2.3, 5.3.1	Commedia Dell'Arte - Group Devised Performance	35%	Term 3, Week 8
4	5.2.2, 5.3.1, 5.3.2	Theatre Production, Class Piece - Scripted Drama	20%	Term 4, Week 5

FOOD TECHNOLOGY

A student:

- 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
- 5.1.2 identifies, assesses and manages the risks of injury and OHS issues associated with the handling of food
- 5.2.1 describes the physical and chemical properties of a variety of foods
- 5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
- 5.2.3 applies appropriate methods of food processing, preparation and storage
- 5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- 5.3.2 justifies food choices by analysing the factors that influence eating habits
- 5.4.1 collects, evaluates and applies information from a variety of sources
- 5.4.2 communicates ideas and information using a range of media and appropriate terminology
- 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes
- 5.6.1 examines the relationship between food, technology and society
- 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment

**Note: Not all outcomes need to be covered each year.
All outcomes will be covered across each stage.**

FOOD TECHNOLOGY – Cycle 1 2019				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.3.2, 5.4.1	Persuasive Text	10%	Term 1, Week 10
2	5.3.2, 5.6.1, 5.2.1, 5.2.2	Half Yearly Examination	20%	Term 2, Week 5
3	5.5.1, 5.5.2	Recipe Modification	20%	Term 3, Week 5
4	5.1.1, 5.1.2, 5.5.1, 5.2.3	Practical – ongoing assessment (T1-T3)	20%	Term 3, Week 10
5	5.1.1, 5.1.2, 5.2.3, 5.4.2	Menu Planning - Special Occasion	30%	Term 4, Week 2

FOOD TECHNOLOGY – Cycle 2 2018				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.3.2, 5.4.1	Persuasive Text	10%	Term 1, Week 10
2	5.3.1, 5.3.2	Half Yearly examination	20%	Term 2, Week 5
3	5.3.1, 5.4.1, 5.6.2	Food in Australia- Research Task	20%	Term 3, Week 5
4	5.1.1, 5.1.2, 5.5.1, 5.2.3	Practical – ongoing assessment (T1-T3)	30%	Term 3, Week 10
5	5.4.1, 5.4.2, 5.5.2, 5.5.1	Food - Research Task	20%	Term 4, Week 2

INDUSTRIAL TECHNOLOGY

Wood Technics, Metal Technics & Electronics

A student:

- 5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
- 5.2.1 applies OHS practices to hand tools, machine tools, equipment and processes
- 5.2.2 applies design principles in the modification, development and production of projects
- 5.2.3 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- 5.3.1 justifies the use of a range of relevant and associated materials
- 5.3.2 selects and uses appropriate materials for specific applications
- 5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- 5.4.2 works cooperatively with others in the achievement of common goals
- 5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts
- 5.6.1 evaluates products in terms of functional, aesthetic and environmental qualities and quality of construction
- 5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- 5.7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues

**Note: Not all outcomes need to be covered each year.
All outcomes will be covered across each stage.**

INDUSTRIAL TECHNOLOGY (Wood Technics, Metal Technics & Electronics) – Cycle 1 2019				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.1.1, 5.4.1, 5.4.2	Persuasive Text	10%	Term1, Week10
2	5.3.1, 5.4.1, 5.5.1	Half Yearly Examination	15%	Term 2, Week 6
3	5.1.1, 5.1.2, 5.2.1, 5.2.2	Minor projects in Metal, Wood & Electronics	60%	Term 3, Week10
4	5.3.1, 5.4.1, 5.5.1	Yearly Examination	15%	Term 4, Week 5

INDUSTRIAL TECHNOLOGY (Wood Technics, Metal Technics & Electronics) – Cycle 2 2018				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.1.1, 5.4.1, 5.4.2	Persuasive Text	5%	Term 1, Week10
2	5.3.1, 5.4.1, 5.5.1	Half Yearly Examination	10%	Term 2, Week7
4	5.3.1, 5.3.2, 5.4.1, 5.6.1	Design Projects/ Portfolio ongoing each term	75%	Term 4, Week 3
5	5.3.1, 5.4.1, 5.5.1, 5.6.1	Yearly Examination	10%	Term 4, Week 5

INFORMATION AND SOFTWARE TECHNOLOGY

A student:

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

**Note: Not all outcomes need to be covered each year.
All outcomes will be covered across each stage.**

INFORMATION AND SOFTWARE TECHNOLOGY – Cycle 1 2019				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.5.2	Understanding Software and Hardware	20%	Term 1, Week 9
2	5.2.1, 5.2.3	Artificial Intelligence, Simulation, Modelling	20%	Term 2, Week 5
3	5.1.1, 5.4.1	Databases and Data Handling	20%	Term 3, Week 9
4	5.5.3	Careers in IST	20%	Term 4, Week 6
5	5.1.1, 5.2.1, 5.2.3, 5.4.1, 5.5.2, 5.5.3	Open Book Assessment	20%	Term 4, Week 5

INFORMATION AND SOFTWARE TECHNOLOGY – Cycle 2 2018				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.3.2, 5.2.2	Website Development	20%	Term 1, Week 9
2	5.1.2, 5.4.1	Digital Imaging Project	20%	Term 2, Week 5
3	5.2.2, 5.3.1	Exploring Digital Audio/Visual Media	20%	Term 3, Week 9
4	5.3.2, 5.4.1, 5.3.1	Open Book Assessment	20%	Term 4, Week 5
5	5.5.1, 5.5.2	Information Graphic Posters	20%	Term 4, Week 5

MUSIC

A student:

- 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 develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts
- 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 art form
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

**Note: Not all outcomes need to be covered each year.
All outcomes will be covered across each stage.**

MUSIC – Cycle 1 2019				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.1, 5.2, 5.3	Performance Assessment Task - Australian Music	25%	Term 1, Week 8
2	5.8, 5.9, 5.12	Half Yearly/Aural Examination Jazz Music	25%	Term 2, Week 6
3	5.4, 5.8, 5.9	Musicology Assessment Musicals	25%	Term 3, Week 8
4	5.5, 5.6, 5.10	Composition Assessment – Music of a Culture	25%	Term 4, Week 5

MUSIC – Cycle 2 2018				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.7, 5.9	Musicology Assessment Viva Voce – History of Music	25%	Term 1, Week 8
2	5.7, 5.8, 5.9	Half Yearly Examination	25%	Term 2, Week 5
3	5.5, 5.6, 5.8	Composition Assessment - Music for Film and TV	25%	Term 3, Week 8
4	5.1, 5.2, 5.3, 5.11	Performance Assessment – Rock Music	25%	Term 4, Week 5

PHOTOGRAPHIC AND DIGITAL MEDIA

A student:

- 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 historic
- 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

**Note: Not all outcomes need to be covered each year.
All outcomes will be covered across each stage.**

PHOTOGRAPHY - Cycle 1 2019				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.7, 5.10	History of Photography	20%	Term 1, Week 10
2	5.3, 5.8	Portraiture	20%	Term 2 ,Week 5
3	5.4, 5.9	Landscapes and The Built Environment	20%	Term 3,Week 9
4	5.1, 5.2, 5.5, 5.6	Body Of Work – Portfolio/ Photography Book	40%	Term 4, Week 5

PHOTOGRAPHY - Cycle 2 2018				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.8, 5.10	Careers in Photography	20%	Term1,Week 9
2	5.2, 5.6	Video and Animation	20%	Term 2, Week 5
3	5.3, 5.4	Digital Photography and Photoshop	20%	Term 3, Week 9
4	5.1, 5.5, 5.7, 5.9	Photography as an Artform. Portfolio/ Photography Book	40%	Term 4, Week 5

PHYSICAL ACTIVITY & SPORTS SCIENCE (PASS)

A student:

- 1.1 discusses factors that limit and enhance the capacity to move and perform
- 1.2 analyses the benefits of participation and performance in physical activity and sport
- 2.1 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- 2.2 analyses physical activity and sport from personal, social and cultural perspectives
- 3.1 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
- 3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
- 4.1 works collaboratively with others to enhance participation, enjoyment and performance
- 4.2 displays management and planning skills to achieve personal and group goals
- 4.3 performs movement skills with increasing proficiency
- 4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

**Note: Not all outcomes need to be covered each year.
All outcomes will be covered across each stage.**

PHYSICAL ACTIVITY & SPORTS SCIENCE (PASS) Cycle 1 2017				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	1.1, 4.4	Nutrition Task – Diet Analysis	20%	Term 1, Week 9
2	1.1, 4.4	Half Yearly Examination	15%	Term 2, Week 5
3	3.1, 3.2, 4.2	Coaching Task	20%	Term 3, Week 5 onwards
4	4.2	Injury Management	15%	Term 4, Week 4
5	4.1, 4.3	Ongoing Practical Assessment	30%	Ongoing

PHYSICAL ACTIVITY & SPORTS SCIENCE (PASS) Cycle 2 2018				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	1.1, 1.2	Body Systems	20%	Term 1, Week 9
2	4.4, 4.2	Half Yearly Examination – Body Systems & Physical Activity for Health	20%	Term 2, Week 5
3	4.1, 2.1, 2.2	Opportunities and Pathways Beginning Coaches	20%	Term 3, Week 5 onwards
4	4.1, 4.3	Ongoing Practical Assessment	40%	Ongoing

VISUAL ARTS

A student:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 make artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience
- 5.3 make 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 demonstrate developing technical accomplishment and refinement in making artworks.
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function of and relationship between artist – artwork – world – audience 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.

**Note: Not all outcomes need to be covered each year.
All outcomes will be covered across each stage.**

VISUAL ARTS – Cycle 2 2018				
Task	Course Outcomes	Task Description	Weight	Due Week Beginning
1	5.6, 5.9	Understanding Artworks through the Frames - Visual Arts Excursion	20%	Term 1, Week 5
2	5.2, 5.10	Australia's Art Competitions	20%	Term 2, Week 9
3	5.5, 5.8	Mixed Media	20%	Term 3, Week 9
4	5.3, 5.7	Audio and Video - Film Production	20%	Term 4, Week 5
5	5.5, 5.6	Body Of Work - Visual Arts Diary	20%	Ongoing

CAREER EDUCATION

Career Education at Chifley College Dunheved Campus involves a combination of strategies including the integration of aspects of Career Education across the curriculum while maintaining its separate identity. This two-pronged approach best suits the needs of the students, ensuring that all students are able to achieve essential Career Education outcomes.

The Year 9 & 10 Career Education Programs aim to assist students to develop the knowledge, skills, values and attitudes necessary to make informed decisions about school and post-school options and enable active participation in working life.

Outcomes

Through ongoing and recurring learning in Career Education, students when they leave school can:

- critically evaluate personal qualities and physical attributes as they apply to career choice and the requirements of the workplace.
- analyse the key factors influencing the career values, aspirations and achievements of individuals and groups.
- analyse the place and meaning of work in the life of individuals and communities.
- describe cultural and structural features of the world of work.
- describe features of the labour market including emerging trends and the impact of change.
- identify occupational pathways and their related educational, training and skill requirements.
- recognise the ongoing nature of career-path planning.
- use appropriate strategies for career decision-making and career planning.
- locate and use a range of career-planning support materials and services.
- demonstrate the application and interview skills required for entry into employment and post-secondary education and training courses.
- discuss the lifestyle changes and personal adjustments involved in the transition from school to post-school employment and further education.
- students attend one careers lesson per cycle where they learn about careers preparation; being employed, dress, grooming & attitude, resilience, application forms, preparing for a job; student pathways survey, written/spoken communication, application letter, resume writing, cover letters, work portfolio and employability skills. Assessment for Learning in Career Education is informal and at the end of each lesson which include teacher feedback, self-assessment and peer-assessment.

Students also have the opportunity to attend and participate in the following Career Development programs:

- Work Experience Program
- Try a Skill Expo
- Career & Job Market
- Uni Open Days
- Apprenticeship & Traineeship Expo
- Guest Speakers