

PARKES HIGH SCHOOL



YEAR 9 ASSESSMENT POLICY 2023

- Safe - Respectful - Responsible -

Parkes High School Mission Statement

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

Parkes High School Stage 5 – Year 9 ASSESSMENT GUIDELINES 2023

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Parkes High School

Year 9 Assessment Policy 2023

Introduction

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

LIST OF CONTACTS

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

Principal	Mrs S Carter
Deputy Principal	Mrs D Slack-Smith
Deputy Principal	Mrs L Tolley
Deputy Principal	Mrs C Coates
Year Advisor	Mr J Dumas
School Counsellors	Ms Emily Kelly
Careers Advisor	Mrs J Morrissey

Head Teachers

English	Ms H Back
Mathematics	Mr A Rogers
Science	Mr A Pigram
HSIE	Mr P Luck
PDHPE	Mr J Spicer
Technical & Applied Studies	Mrs S Hinks
Creative & Performing Arts	Mrs R Mills
Special Education	Mrs C Quigg

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

Parkes High School

Year 9 Assessment Policy 2023

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

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

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

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

Part 1: General Information

The Record of School Achievement (RoSA)

- The Record of School Achievement (RoSA) is the credential for all students to recognise school achievement before receiving their Higher School Certificate (HSC);
- It is a cumulative credential which recognises all student academic achievements. The RoSA will show a student's Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If a student commences a course but leaves school before completing it, the RoSA will show evidence of enrolment;
- The RoSA will also show results of any VET or Life Skills courses which students complete in Year 10 and/or Year 11;
- The RoSA will be awarded to all eligible students when they leave school. Students are able to request a RoSA through their school when they talk to the Principal about leaving (at any time after completing Year 10);
- Life Skills students will receive their Profile of Student Achievement at the same time as they receive their RoSA;
- While there will be no external tests at the end of Year 10 or Year 11, schools will still need to provide grades for each course at the end of the year. (At the end of Year 10 and again at the end of Year 11);
- Students entering Year 9 in 2023 will be eligible for the credential once they have completed Stage 5 (2024);
- Students who are planning to leave school will be able to sit optional online Literacy and Numeracy tests;
- Teachers will use Subject Specific Course Performance Descriptors to determine grades for all Board Developed courses. The Common Grade Scale will be used to evaluate performance in all Board Endorsed Courses. The grade descriptions are derived from the knowledge, skills and understandings developed in Stage 5 syllabuses and provide a general description of typical performance at each grade level, A to E.

Eligibility Requirements for the 2024 RoSA

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

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

Mandatory curriculum requirements for the award of the RoSA

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

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

Satisfactory Completion of a Course

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

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

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

Students can best meet these requirements if they:

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

Awarding Grades

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

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

- Devise and administer assessment tasks that address the outcomes of the syllabus;
- Observe and record assessment judgements (marks, comments and grades);
- Use all available assessment information to make a summative judgement of each student's overall level of achievement at the end of the course;
- Refer to the Course Performance Descriptors or Common Grade Scale to award a grade that most appropriately describes a student's achievement; and
- Follow a process of moderation to ensure that grades awarded are consistent with published standards.

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

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

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

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

Life Skills

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

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

N Awards

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

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

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

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

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

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

Part 2: Parkes High School Assessment Policies and Procedures

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

Fairness

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

Student Organisation

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

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

Assessment Program

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

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

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

Assessment Schedules

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

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

Adjustments for students with special education needs

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

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

- Adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or writer or specific technology;
- Adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions;

- Alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded responses, short objective questions or multimedia presentations.

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

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

Formal Assessment Notification

For each formal assessment task students will be provided with:

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

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

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

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

Notice of Due Dates

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

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

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

How to submit Assessment Tasks

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

Penalty for Late Work

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

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

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

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

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

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

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

Attendance on the Day a Task is Due

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

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

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

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

Illness/Misadventure

Please note the following:

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

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

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

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

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

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

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

Absence from school on the due date for the submission of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** and only after approval from the Principal).

Valid Reason

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

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

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

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

Technology and Assessment Tasks

Most students now use some form of technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time.

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

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

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

Malpractice

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

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

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

- Copying someone else's work in part or in whole, and presenting it as your own, including using material directly from books, journals, CDs or the internet without reference to the source;
- Building on the ideas of another person without reference to the source;
- Buying, stealing or borrowing another person's work and presenting it as your own;
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- Paying someone to write or prepare material;
- Breaching school examination rules or using non-approved aides during an assessment task;
- Contriving false explanations to explain work not handed in by the due date; or
- Assisting another student to engage in malpractice

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

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

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

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

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

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

Non-Completion of a Task

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

Zero Marks Awarded

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

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

Notification to Parents

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

Appeals

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

Enquiries

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

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

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

Students from another school in NSW

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

- Providing the student with an alternative task that measures the same outcomes;
- Providing an estimated mark for a missed task that maintains the student's overall rank order and relative difference between them and the student below and above them in the course.

Grades will be awarded by Parkes High School by following the same process as is used to award grades to all other students. (See earlier section).

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

Students from interstate or overseas

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

Procedures for dealing with the assessment of accelerants and accumulants

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

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

Examination and Assessment Task Rules and Procedures

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

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

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

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

You must not:

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

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

Procedures for reviewing the policy

The policy is reviewed annually to ensure:

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

The review includes:

- Assessment policy
- Assessment schedules
- Assessment practices

Parkes High School Year 9 Assessment Calendar 2021

PARKES HIGH SCHOOL CALENDAR		TERM 1	2023
A – Week 1	27 January		
B - Week 2	30 January		
A - Week 3	6 February		
B - Week 4	13 February		
A – Week 5	20 February		
B - Week 6	27 February		
Electives- Agriculture 200hr, Child Studies			
A - Week 7	6 March		
B - Week 8	13 March		
History PDHPE Electives- Food Technology 200hr, Industrial Technology- Metal, Agriculture 100 hr, Careers portfolio			
A - Week 9	20 March		
Mathematics Science Electives- Languages Dance Drama Music Photographic and Digital Media Careers Portfolio			
B - Week 10	27 March		
English Electives- Agriculture 100 hr Design and Technology, Industrial Technology- Timber, Food Technology 100 hr			
A Week 11	3 April		
Electives- Food Technology 100hr			
PARKES HIGH SCHOOL CALENDAR		TERM 2	2023
A - Week 1	24 April		
B - Week 2	1 May		
A - Week 3	8 May		
B - Week 4	15 May		
Electives- Commerce PASS History			
A - Week 5	22 May		
Mathematics Electives- Photographic and Digital Media			
B - Week 6	29 May		
PDHPE			
A - Week 7	5 June		
Science Electives- Languages Dance Drama Music			
B - Week 8	12 June		
English Electives- Agriculture 200 hour Food Technology 200hr			
A - Week 9	19 June		
B – Week 10	26 June		
Electives- Agriculture 100 hour Child Studies Food Technology 100hr, Industrial Technology- Metal, Industrial Technology- Timber			

PARKES HIGH SCHOOL CALENDAR		TERM 3	2023
A - Week 1	17 July		
B - Week 2	24 July		
Electives- Design and Technology			
A - Week 3	31 July		
B - Week 4	7 August		
Electives- PASS			
A - Week 5	14 August		
B - Week 6	21 August		
Electives- Agriculture 200 hour, Industrial Technology- Timber			
A - Week 7	28 August		
Mathematics			
Science			
Electives- Dance Drama Music			
B - Week 8	4 September		
English			
Geography			
Electives- Child Studies Food Technology 200hr			
A -Week 9	11 September		
Electives- Languages Photographic and Digital Media, Careers Portfolio			
B -Week 10	18 September		
PDHPE			
Electives- Agriculture 100 hour Food Technology 100hr, Industrial Technology- Metal, Careers Portfolio			

PARKES HIGH SCHOOL CALENDAR		TERM 4	2023
A - Week 1	9 October		
Electives- Music, Careers			
B - Week 2	16 October		
Electives- Commerce Design and Technology, Careers			
A - Week 3	23 October		
Mathematics			
Science			
Electives- Dance Drama Industrial Technology- Metal			
B - Week 4	30 October		
Examination Week			
English			
Geography			
PDHPE			
Electives- PASS Agriculture 100 hour Child Studies Food Technology 200hr			
A - Week 5	6 November		
Electives- Photographic and Digital Media			
B - Week 6	13 November		
Electives- Agriculture 200 hour Food Technology 100hr, Industrial Technology- Timber			
A - Week 7	20 November		
Electives- Languages			
B - Week 8	27 November		
A -Week 9	4 December		
B -Week 10	11 December		
A - Week 11	18 December		



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

Name: _____ Date: _____

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

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

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

<input type="checkbox"/> Stage 4	<input type="checkbox"/> RoSA	<input type="checkbox"/> Preliminary	<input type="checkbox"/> HSC
Assessment Task: Scheduled Date:		Teacher:	
Outline of Reason/s for misadventure/illness:			
Request and date for proposed completion (if applicable)			
Extension with Penalty <input type="checkbox"/>		Extension without Penalty <input type="checkbox"/>	

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

Independent evidence of illness/misadventure:

- Doctor's Certificate supplied: Yes/No
- Statutory Declaration by parent/guardian supplied: Yes/No

Statutory Declaration must include date of illness/incident, nature of incident (e.g. death of family member, car accident, etc); all relevant details of the incident; and contact details of parent/guardian.

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

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

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

<u>Recommendation and Decision</u>	
<input type="checkbox"/> Extension granted – new date _____ <input type="checkbox"/> Penalty applied <input type="checkbox"/> No penalty	
Signatures: _____ <div style="display: flex; justify-content: space-around; font-size: small;"> Head Teacher Class Teacher </div>	
Principal's Signature: _____	
Head Teacher Informs student of Decision Date _____	
Signatures: _____ <div style="display: flex; justify-content: space-around; font-size: small;"> Head Teacher Student </div>	
<input type="checkbox"/> Photocopy given to student	



Parkes High School Assessment Mark/Grade Appeal Form

Name: _____ Date: _____

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

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

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

Course Name: _____

Task Number: _____ Task Description: _____

Details of your appeal:

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

Office Use Only

Outcome of Appeal

Declined /
Upheld

Reasons:

Name: _____ Signed: _____

Date: _____

SUBJECT OUTLINES

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

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

English

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Imaginative Response	Analytical Response	Speech	Yearly Examination
		DUE: Term 1, Week 10	DUE: Term 2, Week 8	DUE: Term 3, Weeks 8	DUE: Term 4, As per Junior Examination Timetable
Outcomes:		EN5-4B EN5-8D EN5-9E	EN5-5C EN5-6C EN5-7D	EN5-1A EN5-2A EN5-3B	EN5-1A EN5-3B EN5-5C
Character	25%	25%			
Shared Experiences	25%		25%		
Literary Value: <i>Romeo and Juliet</i>	25%			25%	
Director Study: Tim Burton	25%				25%
Total	100%	25%	25%	25%	25%

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

HPGE English

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Imaginative Response	Analytical Response	Speech	Yearly Examination
		DUE: Term 1, Week 10	DUE: Term 2, Week 8	DUE: Term 3, Weeks 8	DUE: Term 4, As per Junior Examination Timetable
Outcomes:		EN5-4B EN5-8D EN5-9E	EN5-5C EN5-6C EN5-7D	EN5-1A EN5-2A EN5-3B	EN5-1A EN5-3B EN5-5C
Character: Reimagined Texts	25%	25%			
Shared Experiences: The Power of Rhetoric	25%		25%		
Literary Value: <i>Romeo and Juliet</i>	25%			25%	
Creative Influences	25%				25%
Total	100%	25%	25%	25%	25%

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

Mathematics 5.1

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Skills Assessment	Skills Assessment	Investigation	Skills Assessment
		DUE: Term 1, Week 9	DUE: Term 2, Week 5	DUE: Term 3, Week 7	DUE: Term 4, Week 3
Outcomes		MA4-5NA, MA4-6NA, MA4-1WM, MA4-2WM	MA4-8NA, MA4-10NA, MA4-1WM, MA4-2WM	MA4-12MG, MA4-13MG, MA4-14MG, MA4-1WM, MA4-3WM	MA4-19SP, MA4-20SP, MA4-21SP, MA4-1WM, MA4-2WM
Mathematical Knowledge	50%	15%	15%	5%	15%
Working Mathematically	50%	10%	10%	20%	10%
Total	100%	25%	25%	25%	25%

Outcomes:

MA4-5NA Operates with fractions, decimals and percentages.

MA4-6NA Solves financial problems involving purchasing goods.

MA4-7NA Operates with ratios and rates, and explores their graphical representation.

MA4-8NA Generalises number properties to operate with algebraic expressions.

MA4-9NA Operates with positive-integer and zero indices of numerical bases.

MA4-10NA Uses algebraic techniques to solve simple linear and quadratic equations.

MA4-13MG Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area.

MA4-14MG Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume.

MA4-16MG Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems.

MA4-17MG Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles.

MA4-18MG Identifies and uses angle relationships, including those related to transversals on sets of parallel lines.

MA4-19SP Collects, represents and interprets single sets of data, using appropriate statistical displays.

MA4-20SP Analyses single sets of data using measures of location, and range.

MA4-21SP Represents probabilities of simple and compound events.

MA4-1WM Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols.

MA4-2WM Applies appropriate mathematical techniques to solve problems.

MA4-3WM Recognises and explains mathematical relationships using reasoning.

Mathematics 5.2

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Skills Assessment	Skills Assessment	Investigation	Skills Assessment
		DUE: Term 1, Week 9	DUE: Term 2, Week 5	DUE: Term 3, Week 7	DUE: Term 4, Week 3
Outcomes		MA4-7NA, MA5.1-4NA, MA5.1-1WM, MA5.1-2WM	MA5.1-5NA, MA5.2-6NA, MA5.2-8NA, MA5.1-1WM, MA5.1-2WM	MA5.1-10MG, MA5.1-8MG, MA5.1-1WM, MA5.1-3WM	MA5.1-12SP, MA5.1-13SP, MA5.1-1WM, MA5.1-2WM
Mathematical Knowledge	50%	15%	15%	5%	15%
Working Mathematically	50%	10%	10%	20%	10%
Total	100%	25%	25%	25%	25%

Outcomes:

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.

MA5.2-6NA Simplifies algebraic fractions, and expands and factorises quadratic expressions.

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

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.

MA5.1-1WM 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.

Mathematics 5.3

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Skills Assessment	Skills Assessment	Investigation	Skills Assessment
		DUE: Term 1, Week 9	DUE: Term 2, Week 5	DUE: Term 3, Week 7	DUE: Term 4, Week 3
Outcomes		MA4-5NA, MA4-7NA, MA5.2-4NA, MA5.2-1WM, MA5.2-2WM	MA5.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.2-1WM, MA5.2-2WM	MA5.211MG, MA5.2-12MG, MA5.2-1WM, MA5.2-3WM	MA5.215SP, MA5.2-16SP, MA5.2-17SP, MA5.2-1WM, MA5.2-2WM
Mathematical Knowledge	50%	15%	15%	5%	15%
Working Mathematically	50%	10%	10%	20%	10%
Total	100%	25%	25%	25%	25%

Outcomes:

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.

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.

Science

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Waves Theory and Practical Task	Farming Knowledge and Skills In Class Assessment	North Parkes Mining Research Task	Maintaining Parks & Gardens, Ecosystems and Chemical Balance Knowledge And skills Test
Outcomes		Term 1, Week 9	Term 2, Week 7	Term 3, Week 7	Term 4 Week 3
		SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-11PW	SC5-7WS SC5-9WS SC5-10PW SC5-11PW SC5-12ES SC5-13ES SC5-14LW SC5-15LW SC5-16CW SC5-17CW	SC5-4WS SC5-5WS SC5-7WS SC5-8WS SC5-9WS SC5-12ES SC5-13ES SC5-14LW SC5-15LW SC5-16CW SC5-17CW	SC5-6WS SC5-7WS SC5-14LW SC5-17CW
Knowing and understanding	25	5	10	5	5
Questioning and predicting	10	5		5	
Planning and conducting investigations	10	5		5	
Processing and analysing data and information	20	5	5	5	5
Problem-solving	20	5	5	5	5
Communicating	15	5	5	5	
Total	100%	30%	25%	30%	15%

Outcomes

- SC5-4WS **A student** develops questions or hypotheses to be investigated scientifically
- SC5-5WS **A student** produces a plan to investigate identified question, hypotheses or problems, individually and collaboratively
- SC5-6WS **A student** undertakes first-hand investigation to collect valid and reliable data and information, individually and collaboratively
- SC5-7WS **A student** processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- SC5-8WS **A student** applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- SC5-9WS **A student** presents science ideas and evidence for a particular purpose and to a specific language, conventions and representations
- SC5-10PW **A student** applies models, theories and laws to explain situations involving energy, force and motion
- SC5-11PW **A student** explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- SC5-12ES **A student** 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 **A student** 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 **A student** analyses interactions between components and processes within biological systems
- SC5-15LW **A student** explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
- SC5-16CW **A student** explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
- SC5-17CW **A student** discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

HSIE – History and Geography

Areas for Assessment	Weighting	SEMESTER 1- History		SEMESTER 2- Geography	
		Task 1	Task 2	Task 3	Task 4
		Source-based responses: Making of Modern World	In-class test: Making of Modern World and Australians at War	Stimulus-based responses: Sustainable Biomes	In-class test: Sustainable Biomes and Changing Places
		Due: Week 8 Term 1	Due: Week 4 Term 2	Due: Week 8 Term 3	Due: Week 4 Term 4
Outcomes. HT5-1, HT5-4, HT5-5, HT5-6, HT5-9	Outcomes. HT5-1, HT5.2, HT5.4, HT5.9	Outcomes. GE5-2, GE5-3, GE5-7, GE5-8	Outcomes. GE5-1, GE5-2, GE5-5, GE5-8		
Knowledge and Understanding of Course content	40%	10%	10%	10%	10%
Source Interpretation and Analysis/ Skills	20%	5%	5%	5%	5%
Inquiry and Research	20%	5%	5%	5%	5%
Communication of Ideas	20%	5%	5%	5%	5%
TOTAL	100%	25%	25%	25%	25%

Geography Outcomes

GE5.1 Explains the diverse features and characteristics of a range of places and environments
 GE5.2 Explains processes and influences that form and transform places and environments
 GE5.3 Analyses the effects of interactions and connections between people, places, and environments
 GE5.4 Accounts for perspectives of people and organisations on a range of geographical issues
 GE5.5 Assesses management strategies for places and environments for their sustainability
 GE5.6 Analyses differences in human wellbeing and ways to improve human wellbeing
 GE5.8 Communicates geographical information to a range of audiences using a variety of strategies

History Outcomes

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

Commerce- 100 hours

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

Outcomes

COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

COM5-3 examines the role of law in society

COM5-4 analyses key factors affecting decisions

COM5-5 evaluates options for solving problems and issues

COM5-6 develops and implements plans designed to achieve goals

COM5-7 researches and assesses information using a variety of sources

COM5-8 explains information using a variety of forms

COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes

Music 200 Hours

Component:	Weighting %	Task 1	Task 2	Task 3	Task 4
Nature of Task:		Composition Task	Aural Task	Performance Task	Final Performance Task
Due:		Term 1, Week 9	Term 2, Week 7	Term 3, Week 7	Term 4, Week 1
Outcomes Assessed:		5.4, 5.5, 5.6, 5.10	5.7, 5.8, 5.9, 5.11	5.1, 5.2, 5.3	5.1, 5.2, 5.3, 5.12
Aural	30%		30%		
Composition	30%	30%			
Performance	40%			15%	25%
% Total:	100	30%	30%	15%	25%

Outcomes

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

Drama

Component:	Weighting %	Task 1	Task 2	Task 3	Task 4
Nature of Task:		Finish the Script, Improvisation performance and Logbook	Research Task – Style of Theatre Performance in style and Logbook	Group Performance and Logbook	Scripted Performance, character analysis and Logbook
Due:		Term 1, Week 9	Term 2, Week 7	Term 3, Week 7	Term 4, Week 3
Outcomes Assessed:		5.1.4, 5.2.1, 5.2.3, 5.3.1	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.1, 5.3.3
Making	30	10		10	10
Performing	40	10	5	15	10
Appreciating	30	5	15	5	5
% Total:	100	25	20	30	25

Outcomes

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

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

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

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

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

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

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

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

5.3.2 analyses the contemporary and historical contexts of drama

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

Photographic and Digital Media

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Critical and Historical Task Case Study 1	Photographic and Digital Media journal, portfolio of photographs Project 1	Critical and Historical Task Case Study 2	Photographic and Digital Medial Journal. Practical Task Project 2
		DUE: Term 1, Week 9	DUE: Term 2, Week 5	DUE: Term 3, Week 9	DUE: Term 4, Week 5
Making / Practice	60%		30%		30%
Critical and historical interpretations	40%	20%		20%	
Total	100%	20%	30%	20%	30%

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

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

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

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

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

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

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

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

5.10 A student constructs different critical and historical accounts of photographic and digitalwork

Dance

Component:	Weighting %	Task 1	Task 2	Task 3	Task 4
Nature of Task:		Composition: Space and Shape Appreciation: Dance Artist Research & Logbook	Performance: Class Routine Appreciation: Safe Dance research	Composition: Dance with a prop Logbook Video Analysis	Performance: Performance of a Musical scene Performance: Class routine Appreciation: Research of a Musical
Due:		Term 1, Week 9	Term 2, Week 7	Term 3, Week 7	Term 4, Week 3
Outcomes Assessed:		5.2.1. 5.3.1.	5.1.1. 5.1.2.	5.2.1. 5.2.2. 5.3.3	5.1.1. 5.1.2. 5.1.3. 5.3.2
Appreciation	25	5	10	5	5
Composition	25	10		15	
Performance	50		25		25
% Total:	100	15	35	20	30

Outcomes

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

Language 100 Hours

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Language Portfolio 1	Language Portfolio 2	Language Portfolio 3	Language Portfolio 4
		DUE: Term 1 , Week 9	DUE: Term 2, Week 7	DUE: Term 3, Week 9	DUE: Term 4, Week 7
Outcomes		L5-1C, L5-3C, L5-5U, L5-7U	L5-1C, L5-3C, L5-5U, L5-7U	L5-2C, L5-4C, L5-7U, L5-8U	L5-2C, L5-4C, L5-7U, L5-8U
Communicating	60%	15%	15%	15%	15%
Understanding	40%	10%	10%	10%	10%
Total	100%	25%	25%	25%	25%

Outcomes

LXX5-1CA student manipulates [Language] in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LXX5-2CA student identifies and interprets information in a range of texts

LXX5 -3CA student evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LXX5 –4CA student experiments with linguistic patterns and structures to compose texts in [Language], using a range of formats for a variety of contexts, purposes and audiences

LXX5-5UA student demonstrates how [Language] pronunciation and intonation are used to convey meaning

LXX5 –6UA student demonstrates understanding of how [Language] writing conventions are used to convey meaning

LXX5 -7UA student analyses the function of complex [Language] grammatical structures to extend meaning

LXX5 –8UA student analyses linguistic, structural and cultural features in a range of texts

LXX5 –9UA student explains and reflects on the interrelationship between language, culture and identity

PDHPE

Strand for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Sexual Health Task	Best Version of Me task	Striking and Fielding	Practical Assessment	Yearly Examination
		DUE: Term 1, Week 8	DUE: Term 2, Week 6	DUE: Term 3, Week 10	DUE: Terms 1-4, Weeks 1-10	DUE: Term 4, Week 4
	Outcomes	PD5-10		PD5-5, PD5-11	PD5-4, PD5-5, PD5-8, PD5-11	
Health, Wellbeing and Relationships	25%	10%				15%
Healthy, Safe and Active Lifestyles	25%		10%			15%
Movement Skills and Performance	50%			10%	40%	
Total	100%	10%	10%	10%	40%	30%

Outcomes

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

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

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

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

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

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

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

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

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

PD5-10 A student critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of group of contexts

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

Physical Activity and Sports Studies

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Nutrition Task	Issues in Sport Task	Practical Assessment	Yearly Examination
		DUE: Term 2, Week 4	DUE: Term 3, Week 4	DUE: Terms 1-4 Weeks 1-10	DUE: Term 4, Exam Week
Foundations of physical activity	40%	20%		10%	10%
Physical activity and sport in society	30%		20%		10%
Enhancing participation and performance	30%			20%	10%
Total	100%	20%	20%	30%	30%

Outcomes

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

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

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

PASS5-4 A student analyses physical activity and sport from personal, social and cultural perspectives

PASS5-5 A student demonstrates actions and strategies that contribute to active participation and skilful performance

PASS5-6 A student evaluates the characteristics of participation and quality performance in physical activity and sport

PASS5-7 A student works collaboratively with others to enhance participation, enjoyment and performance

PASS5-8 A student displays management and planning skills to achieve personal and group goals

PASS5-9 A student performs movement skills with increasing proficiency

PASS5-10 A student analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Year 9 Agricultural Technology 200 hours

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Research Task	Practical Task	Experiment	Final Examination
		DUE: Term 1, Week 6	DUE: Term 2, Week 8	DUE: Term 3, Week 6	DUE: Term 4, Week 6
Outcomes		AG5-3, AG5-12	AG5-6, AG5-11, AG5-12	AG5-2, AG5-4, AG5-11	AG5-13, AG5-9, AG5-8, AG5-6
Agricultural Enterprises and Systems	20%	5	5		10
Interaction of Agriculture and Society	15%	5			10
Production and Marketing	15%	5		5	5
Safe, Ethical and Sustainable Practices	25%		10	5	10
Problem-Solving and communicating	25%	5	5	10	5
Total	100%	20%	20%	20%	40%

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

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

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

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

AG5-5 A student investigates and applies responsible marketing principles and processes

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

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

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

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

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

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

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

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

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

Year 9 Agricultural Technology 100 hours

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Research Task	Animal Health Diary	Plant Research Task	Final Task - Exam
		DUE: Term 1, Week 8	DUE: Term 2, Week 10	DUE: Term 3, Week 10	DUE: Term 4, Week 4
		AG5-2, AG5-3, AG5-4,	AG5-5, AG5-9, AG5-10, AG5-12	AG5-8, AG5-9, AG5-12, AG5-14	AG5-1, AG5-8, AG5-9, AG5-12
Introduction to Agriculture	25	10	5	5	10
Plant Production 1	35	5	5	20	5
Animal Production 1	40	5	20	5	5
Total	100%	20	30	30	20

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

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

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

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

AG5-5 A student investigates and applies responsible marketing principles and processes

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

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

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

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

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

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

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

Child Studies

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Research Task	Newborn Care Task	Play Task	Food and Nutrition
		DUE: Term 1, Week 6	DUE: Term 2, Week 10	DUE: Term 3, Week 8	DUE: Term 4, Week 4
Outcomes		CS5-9, CS5-8	CS5-1, CS5-2, CS5-5, CS5-10	CS5-4, CS5-9, CS5-8	CS5-2, CS5-11, CS5-12
Preparing for Parenthood	25%	25%			
Newborn Care, Growth and Development	25%		25%		
Play and the Developing Child	25%			25%	
Food and Nutrition in Childhood	25%				25%
Total	100%	25%	25%	25%	25%

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

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

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

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

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

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

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

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

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

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

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

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

Design and Technology 100 Hours

Areas for Assessment	Weighting	Task 1	Task 2	Task 3
		Practical Assessment PROJECT 1	Practical Assessment PROJECT 2	Practical Assessment PROJECT 3
		DUE: Term 1, Week 10	DUE: Term 3, Week 2	DUE: Term 4, Week 2
Outcomes		DT5-2, DT5-6, DT5-7 DT5-10	DT5-8, DT5-9, DT5-4 DT5-1	DT5-3, DT5-2, DT5-6
Design concepts and processes	20%	10%		10%
Managing complex design processes	15%	10%		5%
Impact of technology on individuals, society and the environment	15%		10%	5%
Factors affecting the work and responsibilities of designers	20%	5%	5%	10%
Evaluating design ideas and solutions	15%	5%	5%	5%
Communication of design ideas and solutions	15%		10%	5%
Total	100%	30%	30%	40%

DT5-1 A student analyses and applies a range of design concepts and processes

DT5-2 A student applies and justifies an appropriate process of design when developing design ideas and solutions

DT5-3 A student evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments

DT5-4 A student analyses the work and responsibilities of designers and the factors affecting their work

DT5-5 A student evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design

DT5-6 A student develops and evaluates creative, innovative and enterprising design ideas and solutions

DT5-7 A student uses appropriate techniques when communicating design ideas and solutions to a range of audiences

DT5-8 A student selects and applies management strategies when developing design solutions

DT5-9 A student applies risk management practices and works safely in developing quality design solutions

DT5-10 A student selects and uses a range of technologies competently in the development and management of quality design solutions

Food Technology 200 Hours

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		DUE: Term 1, Week 8	DUE: Term 2, Week 8	DUE: Term 3, Week 8	DUE: Term 4, Week 4
Outcomes		FT5-1, FT5-2, FT5-4, FT5-6, FT5-7, FT5-10	FT5-1, FT5-2, FT5-4, FT5-9, FT5-11	FT5-1, FT5-2, FT5-3, FT5-10, FT5-11	FT5-1, FT5-2, FT5-8, FT5-13
Food Selection and Health	25%	25%			
Food Product Development	25%		25%		
Food for Special Needs	25%			25%	
Food in Australia	25%				25%
Total	100%	25%	25%	25%	25%

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

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

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

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

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

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

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

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

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

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

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

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

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

Food Technology 100 Hours

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Research Task	Practical and Portfolio	New Food Product Portfolio and Practical	Food Trends Practical and Portfolio
		DUE: Term 1, Week 10	DUE: Term 2,Week 10	DUE: Term 3,Week 10	Due Term 4 Week 6
Outcomes		FT5-6, FT5-7, FT5-8 FT5-9, FT5-11 FT5-13	FT5-1, FT5-9, FT5-10, FT5-11	FT5-1, FT5-2, FT5-5, FT5-10	FT5-1, FT5-9 ,FT5-12
Food Selection and Health	25	25			
Food For Special Occasions	25		25		
Food Product Development	25			25	
Food Trends	25				25
Total	100%	25%	25%	25%	25%

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

Industrial Technology – Metal

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Safety Task Assessment PROJECT 1	Practical / Folio Assessment PROJECT 2	Practical / Folio Assessment PROJECT 3	Yearly Examination
		DUE: Term 1, Week 8	DUE: Term 2, Week 10	DUE: Term 3, Week 10	Term 4 Week 3 Per Exam timetable
		IND5-1, IND5-2, IND5-3, IND5-7	IND5-2, IND5-5, IND5-6, IND5-9	IND5-3, IND5-5, IND5-7, IND5-9	IND5-3, IND5-5, IND5-7, IND5-10
Traditional, current, new and emerging technologies	10%				10%
Social, cultural and environmental impacts of technology	5%				5%
Producing projects of excellent quality	30%	10%	10%	10%	
Assessing and managing risks and applying safe work practices	20%	5%	5%	5%	5%
Suitability of materials	15%	5%	5%	5%	
Communicating production processes	10%		5%		5%
Designing and modifying projects	10%	5%		5%	
Total	100%	25%	25%	25%	25%

IND5-1 A student 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 A student applies design principles in the modification, development and production of projects

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

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

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

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

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

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

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

Industrial Technology – Timber

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Practical / Folio Assessment PROJECT 1	Practical / Folio Assessment PROJECT 2	Practical / Folio Assessment PROJECT 3	Practical/Folio Assessment PROJECT 4
		DUE: Term 1, Week 10	DUE: Term 2, Week 10	DUE: Term 3, Week 6	DUE: Term 4, Week 6
Outcomes		IND5-1, IND5-3 ND5-4, IND5-7 IND5-8, IND5-9	IND5-1, IND5-3 IND5-8	IND5-1, IND5-2 IND5-3, IND5-4	IND5-1, IND5-3 IND5-4, IND5-5 IND5-8
Traditional, current, new and emerging technologies	5%			5%	
Social, cultural and environmental impacts of technology	5%				5%
Producing projects of excellent quality	40%	10%	10%	10%	10%
Assessing and managing risks and applying safe work practices	15%	5%		5%	5%
Suitability of materials	15%	5%	5%	5%	
Communicating production processes	15%	5%	5%		5%
Designing and modifying projects	5%			5%	
Total	100%	25%	20%	30%	25%

IND5-1 A student 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 A student applies design principles in the modification, development and production of projects

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

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

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

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

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

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

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

Careers

Components	Weighting	Task 1	Task 2	Task 3
		Portfolio Submission 1	Career Research Task	Portfolio Submission 2
		DUE: Term 1 Week 9/10	DUE: Term 3 Week 9/10	DUE: Term 4 Week 1/2
Total	100%	25%	50%	25%