



Year 9

APCS Curriculum and Assessment Booklet - 2024



Alexandria Park Community School is on Cadigal Land

APCS Curriculum and Assessment Booklet - 2024 - Year 9

This booklet provides information to students and parents about the Year 9 teaching, learning and assessment programs at APCS.

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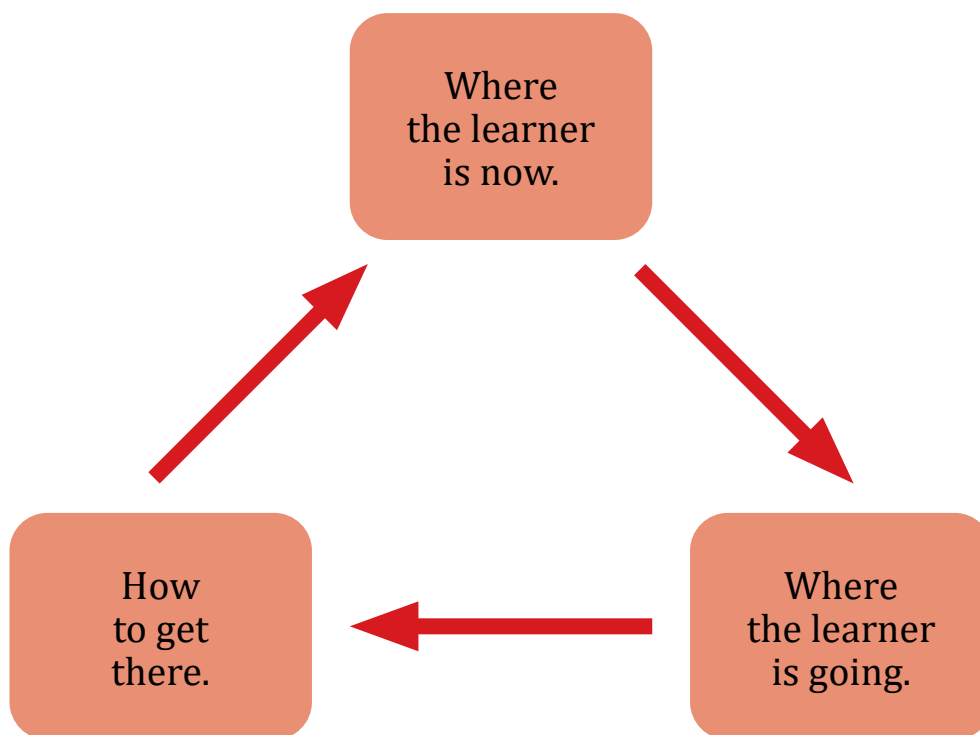
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What is Assessment?

Teachers at Alexandria Community School use a range of informal and formal assessment to measure student achievement of course outcomes; to allow students to demonstrate what they know and can do; to clarify student understanding of concepts and promote deeper understanding; and to provide evidence that informs the ongoing teaching and learning cycle.

As such, it is important that students make the most of the array of opportunities afforded to them through class work and assessment to provide teachers with a holistic picture of their ability and achievement for the purpose of programming and reporting.

The policies and procedures at APCS follow those advised by NESA.



School Based Assessment Tasks

- A.** You will be given at least two weeks written notice for a formal assessment task. You will sign for this notification which will explain a. the type of task (e.g. in-class, submitted, performance, practical)
- The timing of the task or the time and date due.
 - The weighting of the task (e.g. 20%).
 - The outcomes being assessed.
 - The assessment criteria.
 - Instructions for submission.
- B.** In school examinations, you must follow the same procedures as outlined by the requirements of NESA for all examinations.

How Can Parents/Carers Help at Home?

- Provide an uncluttered, quiet study area free from distractions.
- Designate structured weekly study times, including time for preparation of study notes.
- Plan for rest and relaxation time, including 8 hours of undisturbed sleep each night.
- Provide reliable internet access in a public space.
- Provide a personal assessment and homework diary.
- Make a family calendar to record task schedules and study time.

Awarding Grades

All assessment activity that a student completes provides information about a student's progress, so when a teacher determines a student's grade, they may take into account both formal assessment tasks and informal assessment for learning activities. This occurs in the Stage 4, Stage 5 and Preliminary Stage 6 (Year 11) courses.

Teachers award grades according to the relevant NSW Educational Standards Authority (NESA) Syllabus Course Performance Descriptors and Common Grade Scale. Classroom teachers will use their professional judgment to make a final determination of the student's grade.

1.1.1 ASSESSMENT SCHEDULES

An assessment schedule for each subject is provided to students in the Assessment Booklet, containing an outline of all assessment tasks for that year, the weightings of tasks, assessed outcomes and estimated timing within the school calendar.

Students should expect between 2 and 4 formal assessment tasks for each subject. The tasks will form the basis for the reports issued at the end of each semester and therefore they will be designed to assess a range of syllabus outcomes and course content that has been taught in class.

Assessment tasks are compulsory for all students, excluding those completing Life Skill courses (see 1.7). All tasks are important and regardless of the weighting for an individual task, students should do their best to meet the criteria of the task rather than allocate effort based on the weighting.



1.1.2 WRITTEN NOTIFICATION OF ASSESSMENT TASKS

A written notification will be issued for each assessment task (including exams) typically at least two weeks prior to the submission date. Exam notifications will include the topics being assessed, components of the exam, mark range and weighting. It is the student's responsibility to seek the assessment task notification if they are absent when the notification is issued as the assessment task schedule booklet is deemed the first notification.

1.1.3 SUBMISSION OF ASSESSMENT TASKS

Assessment task submission is to occur before 9am on the due date (excluding in class tasks), this includes all material for speeches and oral presentations. Students should ensure that their name is on each page or item of the submitted task. If a student cannot attend school on the day a task is due, then it is acceptable that a friend or relative submit the task on their behalf to the front office before 9:00 am.

Major works and practical assessment submission times will be at the discretion of the Head Teacher and will be printed on the assessment task notification along with details of submission.

Each faculty is responsible for coordinating the process of collecting tasks to ensure accurate recording/ receipting of the time and date that the student submits the task. Students must complete all tasks to the best of their ability or may be subject to the N-determination process.



Electronic/digital submission will be coordinated by the Head Teacher of the subject. Requirements for digital submission will be clearly stated on the assessment task notification sheet. Ideally, digital submission should be in an appropriate format as directed on the assessment notification.

1.1.4 FORMAL EXAMINATIONS AND IN CLASS TASKS



All in class assessment tasks and formal examinations will be completed on the designated day and time. Attendance in each lesson prior to the class task or formal examination is required on the day a task is due. Failure to do this will result in a penalty. In special circumstances where a student cannot attend all lessons on the day, special consideration may be requested by submitting a Missed/Late/Illness/Misadventure application (see 1.8). Examinations will NOT be rescheduled for unapproved leave such as vacations.

1.1.5 TECHNOLOGY AND ASSESSMENTS

Technology failure is not a valid reason for failure to submit an assessment task on time. Students should:

- Continually backup all work on the hard drive of your computer and on an external portable storage media (such as a USB drive).
- You might also consider emailing it to yourself.
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that data can be accessed at school.
- Check the compatibility of your home software with the school's technology.
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your student.fantastic@education.nsw.gov.au email account), as well as bringing it to school on external portable storage media.

A student presenting work produced via computer or submitting work online who experiences computer/technology difficulties or printer failure must follow these procedures by applying for misadventure on the date the task was due by:

- Completing a misadventure form (from the secondary Deputy Principal or Head Teacher of that course);
- Presenting it to the Head Teacher of that subject before school along with documentary evidence, such as a note from home;
- Submitting any saved work on a USB drive; and
- Submitting any hard copies of drafts, rough notes, USB.



If a student chooses or is required to prepare and produce work with the use of technology, it is their responsibility to ensure backups and hard copies are made well in advance of the due date of the assessment task. Program and software compatibility are also potential problems and need to be considered in advance. Malfunctions of computer technology, even theft, without evidence of 'work in progress' are NOT valid reasons for the late submission of an assessment task.

1.1.6 THE ASSESSMENT PROGRAM FOR LIFE SKILLS COURSES

Students studying Life Skills courses will follow a different assessment program. Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement and can occur in a range of situations or environments such as the school and wider community. Evidence of achievement can be based on:

- **1.6.1** - Assessment as learning (where students monitor and reflect on their own learning)
- **1.6.2** - Assessment for learning (such as observation during teaching and learning or work samples)
- **1.6.3** - Assessment of learning (assessment activities specifically designed to assess achievement at particular points).

1.1.7 EXTENSION/ILLNESS/LATE/MISSED/MISADVENTURE

In special circumstances where a student is unable to complete or submit the task by the due date then special consideration may be sought in writing from the Head Teacher using the Extension/Illness/Late/Missed/Misadventure application form.

This form must be lodged with the Head Teacher or relieving Head Teacher. If the task is submitted after the due date and time and a student has not submitted the appropriate documentation, then the appropriate penalty will apply.

Alexandria Park Community School	
Illness or Misadventure Application Form Name: _____ Task Due Date: _____ Task number: _____ KLA/Subject: _____ Class Teacher: _____ Weighting: _____%	
Task Description: <input type="checkbox"/> Hand in task <input type="checkbox"/> Examination <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Other _____	
Reason for Appeal: <input type="checkbox"/> Illness <input type="checkbox"/> Process <input type="checkbox"/> Misadventure <input type="checkbox"/> Other _____	
Were Disability Provisions provided for this assessment task? Yes/No If yes, what were they? _____ Details for appeal: (attach supporting documentation) _____	
<input type="checkbox"/> Confidential: Principal (or nominee) to contact. Provide phone number: Signatures: Student _____ Parent/Carer: _____ Date: _____	
Upheld <input type="checkbox"/> Estimate to be given, ranking to be maintained. <input type="checkbox"/> Alternative task to be set, rank to be maintained. <input type="checkbox"/> Alternative task to be completed, rank can improve. <input type="checkbox"/> Task to be completed. <input type="checkbox"/> Marks to be revisited. <input type="checkbox"/> Other: _____	Dismissed <input type="checkbox"/> Zero marks to be awarded to completed task. <input type="checkbox"/> Marks to count. <input type="checkbox"/> Marks to be deducted. <input type="checkbox"/> Task to be completed, ranking cannot improve. <input type="checkbox"/> Other: _____
Comment: _____ HT Signature: _____	
Complete the form to this point and submit form to the Deputy Principal. Date Received: _____ Sign: _____	
APPEALS COMMITTEE USE ONLY	
<input type="checkbox"/> Upheld Comment: _____ DP Signature: _____ Date: _____	<input type="checkbox"/> Dismissed Comment: _____ DP Signature: _____ Date: _____
Checklist: <input type="checkbox"/> Medical certificate and/or supporting documentation is attached. <input type="checkbox"/> Submission is within timeframes outlined in the Assessment Guidelines. <input type="checkbox"/> Communication of appeal and outcomes of appeal to HTs/teaching staff via email. <input type="checkbox"/> Communication of outcomes of appeal to student and parent. <input type="checkbox"/> Details of appeal and outcomes of appeal recorded in Seneca. <input type="checkbox"/> Committee discussed the appeal with HT/s.	

1.1.7A - Extension:

Extensions of time are generally only given in special circumstances. These include, but are not limited to, unexpected illness that extends for a significant period of time prior to the due date. If a student requires an extension for a relevant reason, they must complete the Extension/Illness/Late/Missed/Misadventure application form and submit before the due date (best practice is five days prior) to allow sufficient time for the application to be processed. The decision will be recorded in writing on the application form and communicated to the student.

- Unapproved leave such as family vacations are NOT considered approved reasons.
- DoE Accredited Elite Sports Programs include national and international sports organisations which run camps for athletes, and national sports squads in which students have been selected to participate are considered approved reasons.
- Talent identification programs run by the New South Wales Department of Sport and Recreation and DoE Elite Arts (defined as an opportunity for a student to participate in an event or program that is beyond the gifted and talented opportunities that DoE offers) are considered approved reasons.

If a student has prior knowledge of a circumstance that will impact on their ability to submit a task on the due date or attend an in-class task, test or examination, they must request an Extension Application Form from the Deputy Principal or Head Teacher or access it on the APCS website.

This form should be submitted to the faculty Head Teacher at least five school days BEFORE the assessment task is due.

1.7B - Illness or Injury:

If a student is ill and cannot attend on the day of the task or date a task is due, an Extension/Illness/Late/Missed/Misadventure application form should be completed with the appropriate parental/carer note. This must be submitted on the first day back after illness to the relevant classroom teacher. An extension of time may be granted, a mark may be awarded based on a substitute task or a rank equivalency may be used, at the discretion of the Head Teacher. If a student becomes ill immediately prior or during the assessment task, which significantly diminished their task performance they should inform the teacher and lodge a Misadventure form (found on website).

1.7C - Late:

Late or non-submission of an task without approved reason from the classroom teacher (via illness and misadventure form) in Years 7 and 8 will result in the following steps being taken. The expectation that all work is submitted on time and to the best of each student's ability is the basis for the scheduled due dates in the assessment booklet.

- If the student has failed to submit a task on the due date then a phone call home is made and a plan is discussed with Parents to submit the task within three (3) days.
- Students who fail to submit an assessment task beyond step 1 will attract a deduction of 10% of total task weighting each day until the task is submitted. Example: if a total weighting of a task is 20%, you attract a deduction of 10% from the total 20 each day until the task is submitted.
- If a student fails to submit a task beyond this point, a parent / career phone call is made notifying them that the student has failed to meet the assessment task outcomes and received a zero for the total weighting of the task.

All attempts at assessment tasks must reflect a genuine effort. Students may be asked to re-submit a task if the teacher deems it non-serious.

1.7D - Missed:

In Stages 5 and 6 courses, failure to complete assessment tasks will result in 'N' determination procedures being followed (See 14. 'N' Determination Procedures).

This will also result in a zero mark being recorded for the task.



Where an assessment task has not been submitted, classroom teachers notify Head Teachers who are responsible for generating a letter to be sent to the student's parents notifying them of the non-submission of the task, including an appropriate and reasonable period of time to rectify the matter and submit the task.

Students will be required to submit a missed task or complete an equivalent alternative task in order to meet the requirements for satisfactory completion of the course.

A zero mark will still be recorded but the N determination will be resolved and the task will be marked and feedback will be given to the student

1.7E - Misadventure:

Misadventure is when something out-of-the-ordinary (e.g. an accident) has happened which is beyond your control and you believe your performance in the task has been negatively affected.

Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date that a task was due, or an event which hinders the student's ability to complete the assessment task to the best of their ability. For example, a car accident or becoming ill during the assessment.

Where a student experiences misadventure for an in class task/exam, they undertake the task in the time remaining and submit an Extension/Illness/Late/Missed/Misadventure application form, along with evidence including their reasons for the misadventure.

If you are away on the day of an assessment task and for some reason your performance has been affected during a task or examination (misadventure) you should complete the illness/misadventure form (available online) and give to the Head Teacher for that subject.

1.7F - Malpractice:

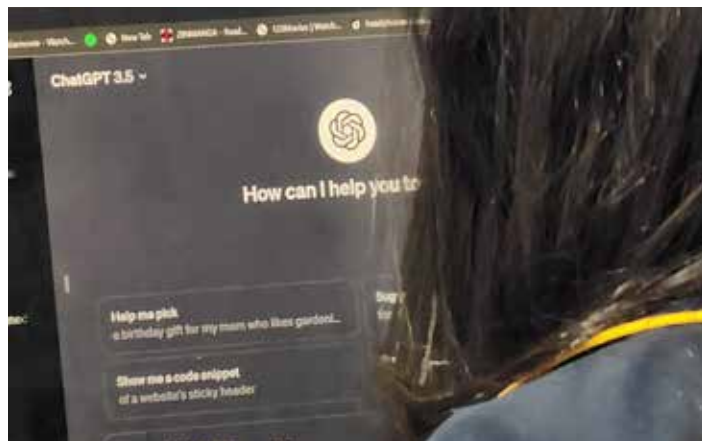
Malpractice can occur in several ways:

- Cheating in an examination;
- Plagiarism (making no change or insignificant changes to a copied sentence),
- Use of AI like Chat GPT,
- collusion (working with another student, including the sharing or distribution of work),
- Disrupting an examination, or
- A serious breach of the rules for an examination or task.

An assessment task must be the student's own work. Where malpractice has occurred a zero mark will be recorded for the task.

The Head Teacher of a subject will make the final determination to record a zero mark and for students in Stage 5 and 6 an 'N' determination warning letter will be sent to the parent(s)/guardian and procedures for an 'N' determination warning will be followed.

Where malpractice has occurred, the student will be required to re-attempt the task or complete an equivalent alternative task.



The teacher of the subject will determine in writing a reasonable time and the circumstances for this.

Note: 2024 Stage 5 Year 10 students ONLY are subject to 'N' Determination.

1.7G - 'N' Determination procedures for non-completion of course requirements:

Stage 5 and Stage 6 Years 11 & 12. **In 2024 this will NOT apply to Year 9 at APCS.**

Stage 5 and 6 students are bound by the expectations set out in NESA's 'N' Determination process for the RoSA and the HSC.

NESA states that satisfactory participation in and completion of a course requires a student to meet the following course completion criteria:

- Follow the course developed or endorsed by the NESA.
- Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- Achieved some or all the course outcomes.

In 2024 ONLY Year 10 ,11 and 12 will have to complete these requirements or will receive an 'N' Determination.

1.7H - Non-Serious attempt:

A non-serious attempt is considered as failing to submit a reasonable attempt at a task. This may include, but is not limited to, the following:

- Inappropriate written content submitted as part of a task.
- Inappropriate behaviour during an examination.
- Failure to complete significant sections of an assessment (e.g., only attempting the multiple choice and not attempting extended response questions).

The Head Teacher of a subject will determine whether a task is a non-serious attempt.

'N' Determination Flowchart

1 st event – CLASSROOM TEACHER	Student Concern		Intervention(s)	Teacher Actions
	Early intervention.		1. Student spoken to about concern. 2. Parents/carers contacted and notified that student is not meeting course requirements or submitting tasks.	Initial discussion with Student. Additional discussion with parent/carer.
	Classwork not completed. OR Assessment task not complete/submitted on time OR Non- serious attempt.	➡	1st N-warning letter through: <ul style="list-style-type: none">letter of concerntelephone call	Will involve: <ul style="list-style-type: none">Phone call home from teacher.Reissuing copies of Assessment tasks/ classwork/textbook work.Student acknowledgement of receiving task.If needed - providing alternative tasks.Discussing requirements of the task with student.Arrange an alternative time for completion of assessment.Although zero penalty will still apply.
Continual consultation to occur between teacher and HT.				
2 nd event – HEAD TEACHER	Student Concern		Intervention(s)	Support Provided for Student
	Classwork not completed. Non serious attempt. Assessment task not complete/submitted on time. 1st N-warning letter not actioned.	➡	2nd N-warning letter	Will involve: <ul style="list-style-type: none">Reissuing copies of tasks/classwork/textbook work. OR <ul style="list-style-type: none">Providing alternative tasks.Discussion with HT.Phone call home from HT. Also include: <ul style="list-style-type: none">Arranging time to work with student.Review of student progress by HT of year group.Discussing requirements of the task with student.Although zero penalty will still apply.
Referral & consultation with Deputy Principal to initiate joint monitoring process.				
3 rd and final event – DEPUTY PRINCIPAL	Student Concern		Intervention(s)	Support Provided for Student
	Classwork not completed. Assessment task not complete/submitted on time. Non serious attempt. Previous N-warning letter(s) not actioned.	➡	Immediate referral to DP and 3rd and final warning letter	Will involve: <ul style="list-style-type: none">Phone call home from Head Teacher/Deputy Principal/Principal.Discussion with Head Teacher/Deputy Principal/Principal.Reissuing copies of tasks/classwork/textbook work. May also include: <ul style="list-style-type: none">Arranging time to work with students.Providing alternative tasks.Discussing requirements of the task with student.Although zero penalty will still apply.
	OR			
Parent interview with Principal and Principal will proceed with N Determination process with NESA				

1.1.8 APPEALS PROCESS

Students have the right to ask their teacher to review a mark at the time a task is returned but cannot appeal against the teacher's judgement.

If a student believes there has been an issue with the assessment 'process', a formal appeal process should be commenced and a formal appeal form should be submitted to the Head Teacher, outlining the grounds for appeal. This appeal should focus on the process of assessment only.

If a student intends to lodge an appeal, they must advise their teacher immediately and they must not leave the classroom until the teacher has retained a copy of the completed assessment task.

The student will then have 48 hours from this notification to lodge an appeal with the Faculty Head Teacher, on the APCS Appeal Form (on website) and with the original assessment task attached.



The only areas to be considered in the review are:

- **1.9.1** - Does the assessment program conform to the NESA requirements in respect to components and weightings?
- **1.9.2** - Has the assessment task sheet been followed and in particular, has the stated values of the task been maintained?
- **1.9.3** - Have there been any computational errors?

If necessary, an appeals panel may be convened to review the assessment process and to decide whether or not there are justifiable grounds for appeal. The panel may require the student and the teacher to present their views in person before reaching a decision.

The school's Appeals Committee, comprising of the secondary Deputy Principal, the subject Head Teacher and another Head Teacher, will investigate the claim by reviewing and examining appropriate records and report its findings to the student.

The final decision rests with the principal.

Alexandria Park Community School 	
SCHOOL BASED APPEAL	
Student's Name:	
Year:	
Subject:	
Task:	
Due Date of Task:	
Teacher:	
Date:	
Submitted to the HT:	
Summary of Reason for Appeal	
Student Signature:	Date:
Outcome of Appeal	
Approved:	Declined:
Deputy Signature:	Date:
Head Teacher Signature:	Date:
Student Signature:	Date:
This form must be submitted to the Head Teacher of the Faculty within 24 hours of receiving your result.	
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1.1.9 REPORTING

A school report is issued each semester. Reports should reflect the extent to which students have met a range of the outcomes that have been assessed for each subject. Work habits as well as an overall grade will usually be included.

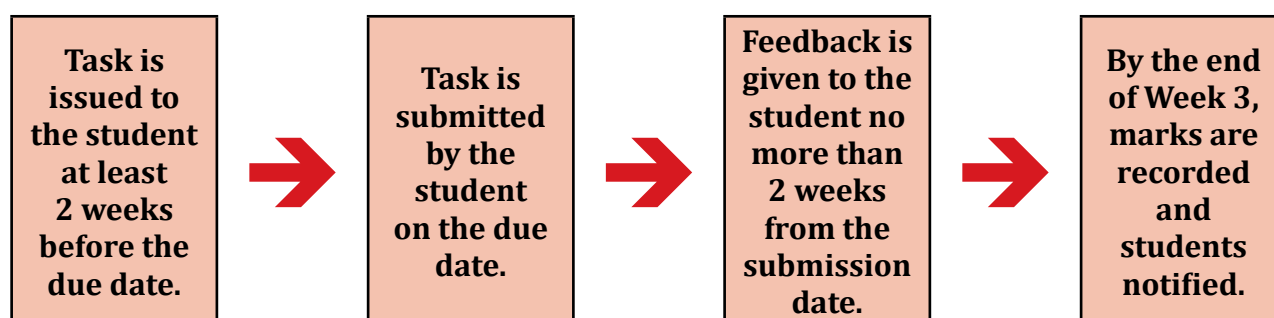
1.1.10 FEEDBACK TO STUDENTS

Following a formal assessment task, teachers will provide positive and constructive feedback to students that may identify strengths and weaknesses, corrects misunderstandings, states clearly how students can improve and allows students to take an active role in their learning. Tasks should be designed and feedback provided in a way that allows students to improve upon their performance in subsequent tasks.

It is recommended that feedback be given in one or more of the following ways:

- **1.12.1** - Oral discussion with class, groups or individual students.
- **1.12.2** - Written annotations on the submitted work.
- **1.12.3** - General comments to the class about those aspects of the activity or task in which students excelled and those aspects that still need addressing.
- **1.12.4** - Examples of good responses.
- **1.12.5** - Self-evaluation.

Drafts of assessment tasks are encouraged where appropriate. However, a teacher may refuse to provide feedback on a draft if it is received within 5 school days of the due date. One draft per student during any assessment period will exist. Refer to the Drafts Procedure (1.14).



PLEASE NOTE:

The Assessment Schedules printed in this booklet for all curriculum areas are intended as a guide. Changes to these may be made during the year as extenuating circumstances may occur. Students will receive advance warning of assessments via an assessment notification at least two weeks prior to the task.

Year 9 Curriculum Structure

course	periods per cycle	course	periods per cycle
English	6	Sport	4
EALD	6	PDHPE	4
Mathematics	7	Elective 1	5
Science	6	Elective 2	5
Geography	6	Elective 3	5

Students also participate in Sport on Wednesday afternoons for 2 periods each week. Sport is a compulsory requirement in Years 7 – 10.

Communicating With Our School

Alexandria Park Community School values parent communication and engagement with our school and recognises the importance of having an effective system in place to assist with this process. The link below to the school community charter outlines the responsibilities of parents, carers and school staff to ensure our learning environments are collaborative, supportive and cohesive.

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>

If you would like to contact the school, you can do so by:

- Phoning the school admin office on 9698 1967.
- In person – please report to the Administration Office.
- By email @alexparkcs-schools.nsw.edu.au, please write the name of teacher in the subject box.

Year 9 have a Google Classroom that all students will join and parents are also invited to join. There is a great place for the Year Adviser to communicate with the students.

Parents and students will be invited to join the APCS Sentral Portal. You will be issued with a code that allows you to access information such as school reports, the booking system for Parent Teacher Night, school newsletters and daily notices. A letter with more information will be sent out to all parents and students.

Who to Contact

Position at APCS	Matters they deal with:
Classroom Teachers	First contact for anything pertaining to that individual subject. This may include class work, homework, assignments or a specific incident that occurred in that classroom.
Head Teachers of each Subject Area	If a parent/carers has worked with their child's classroom teacher and feels that their needs should be further addressed. If a parent/carers would like to share some positive experiences that are happening in the classroom or at home in relation to that topic.
Learning and Support Teachers	If a parent/carers feels that their child needs some support in the classroom due to diverse learning needs.
Year Adviser	Can assist with matters that are occurring outside of the classroom and with wellbeing concerns. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child. Please email.
Head Teacher Wellbeing	Can assist with matters that are occurring outside the classroom and with wellbeing concerns that are serious in nature. Can also assist with serious ongoing medical condition notifications (diabetes, anaphylaxis). Please email.
Deputy Principal	To be notified directly with serious concerns that a parent/carers feels cannot be dealt with by other staff at the school. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child. Please email.
Principal	To be notified directly with serious concerns that a parent/carers feels cannot be dealt with by the Deputy Principal. If a parent/carers would like to share some positive experiences that are happening at school or at home in relation to their child.

NAPLAN National Assessment Program - Literacy and Numeracy



National Assessment Program

Year 9 students will sit for four external assessment tests as part of the National Assessment Program. The purpose of these tests is to assess the literacy and numeracy performance of Year 9 students. The results of these tests will be reported to schools, students and parents using a common reporting scale with performance bands in reading, writing, language, and numeracy.

NAPLAN 2024 online test

Students will complete the NAPLAN tests online for 2024. NAPLAN online is a tailored test that adapts to students' responses resulting in more precise results. The tests will be held **from March 13, 2024 to March 25, 2024**. All years will commence writing on **March 13, 2024**.

The tests will be taken in the following order: Reading, Writing, Conventions of Language and Numeracy.

Information regarding NAPLAN can be found at:

<https://www.nap.edu.au/naplan>

If a student misses a test a make-up test can only be rescheduled during the scheduled NAPLAN testing period. More information regarding NAPLAN online will be provided closer to the date.

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English

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

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					Weighting and Components		
Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Understanding Texts	Composing Texts	Total
1	Conflict & Adversity Imaginative Written Response	Term 2 Week 4	EN5-ECA-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01	ENLS-RVL-02 ENLS-URA-01 ENLS-URB-01 ENLS-ECA-02	10	25	35%
2	Moving Between Modes Persuasive Extended Written Response	Term 3 Week 5	EN5-RVL-01 EN5-URA-01 EN5-URC-01 EN5-ECA-01	ENLS-RVL-01 ENLS-URA-01 ENLS-URC-01 ENLS-ECA-02 ENLS-ECB-01	25	10	35%
3	News of the World In-Class Informative Written Response	Term 4 Week 3	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01	ENLS-RVL-01 ENLS-URA-01 ENLS-URB-01 ENLS-URC-01 ENLS-ECA-01 ENLS-ECB-01	15	15	30%
Component Weighting					50	50	100%

Mathematics - Path AE

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					Weighting and Components		
Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Working Mathematically	Knowledge, Understanding & Skills	Total
1	Financial Mathematics A & B - In Class Test	Term 1 Week 6	MA5-FIN-C-01 MA5-FIN-C-02 MAO-WM-01	MALS-FIN-01 MALS-FIN-02	15	10	25%
2	Financial Mathematics A & B; Indices A, B & Numbers of Any Magnitude; Algebraic Techniques A & B; Equations A & B - In Class Test	Term 2 Week 5	MA5-FIN-C-01 MA5-FIN-C-02 MA5-IND-C-01 MA5-IND-P-01 MA5-MAG-C-01 MA5-ALG-C-01 MA5-ALG-P-01 MA5-EQU-C-01 MA5-EQU-P-01 MAO-WM-01	MALS-FIN-01 MALS-FIN-02 MALS-PAT-01 MALS-ADS-01 MALS-MDI-01	10	15	25%
3	Linear Relationships A & B; Variation and Rates of Change A; Area & Surface Area A & B; Volume A & B; Properties of Geometrical Figures A & B - Investigation Task and Validation Test	Term 3 Week 9	MA5-LIN-C-01 MA5-LIN-C-02 MA5-RAT-P-01 MA5-ARE-C-01 MA5-ARE-P-01 MA5-VOL-C-01 MA5-VOL-P-01 MA5-GEO-C-01 MA5-GEO-P-01 MAO-WM-01	MALS-POS-01 MALS-ARE-01 MALS-VOL-01 MALS-GEO-01	15	10	25%
4	Linear Relationships A & B; Variation and Rates of Change A; Area & Surface Area A & B; Volume A & B; Properties of Geometrical Figures A & B; Trigonometry A & B - In Class Test	Term 4 Week 5	MA5-LIN-C-01 MA5-LIN-C-02 MA5-RAT-P-01 MA5-ARE-C-01 MA5-ARE-P-01 MA5-VOL-C-01 MA5-VOL-P-01 MA5-GEO-C-01 MA5-GEO-P-01 MA5-TRG-C-01 MA5-TRG-C-02 MAO-WM-01	MALS-POS-01 MALS-ARE-01 MALS-VOL-01 MALS-GEO-01	10	15	25%
Component Weighting					50	50	100%

Mathematics - Path SA

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					Weighting and Components		
Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Working Mathematically	Knowledge, Understanding & Skills	Total
1	Financial Mathematics A & B - In Class Test	Term 1 Week 6	MA5-FIN-C-01 MA5-FIN-C-02 MAO-WM-01	MALS-FIN-01 MALS-FIN-02	15	10	25%
2	Financial Mathematics A & B; Indices A & B; Algebraic Techniques A; Equations A - In Class Test	Term 2 Week 5	MA5-FIN-C-01 MA5-FIN-C-02 MA5-IND-C-01 MA5-IND-P-01 MA5-MAG-C-01 MA5-ALG-C-01 MA5-EQU-C-01 MAO-WM-01	MALS-FIN-01 MALS-FIN-02 MALS-PAT-01 MALS-ADS-01 MALS-MDI-01	10	15	25%
3	Linear Relationships A & B; Area & Surface Area A; Volume A; Properties of Geometrical Figures A - Investigation Task and Validation Test	Term 3 Week 9	MA5-LIN-C-01 MA5-LIN-C-02 MA5-ARE-C-01 MA5-VOL-C-01 MA5-GEO-C-01 MAO-WM-01	MALS-POS-01 MALS-ARE-01 MALS-VOL-01 MALS-GEO-01	15	10	25%
4	Linear Relationships A & B; Area & Surface Area A; Volume A; Properties of Geometrical Figures A; Trigonometry A - In Class Test	Term 4 Week 5	MA5-LIN-C-01 MA5-LIN-C-02 MA5-ARE-C-01 MA5-VOL-C-01 MA5-GEO-C-0 MA5-TRG-C-01 MAO-WM-01	MALS-POS-01 MALS-ARE-01 MALS-VOL-01 MALS-GEO-01	10	15	25%
Component Weighting					50	50	100%

Mathematics - Path NS

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					Weighting and Components		
Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Working Mathematically	Knowledge, Understanding & Skills	Total
1	Financial Mathematics A & B - In Class Test	Term 1 Week 6	MA5-FIN-C-01 MAO-WM-01	MALS-FIN-01 MALS-FIN-02	15	10	25%
2	Financial Mathematics A; Indices A; Algebraic Techniques A; Equations A - In Class Test	Term 2 Week 5	MA5-FIN-C-01 MA5-IND-C-01 MA5-MAG-C-01 MA5-ALG-C-01 MA5-EQU-C-01 MAO-WM-01	MALS-FIN-01 MALS-FIN-02 MALS-PAT-01 MALS-ADS-01 MALS-MDI-01	10	15	25%
3	Linear Relationships A; Area & Surface Area A; Volume A; Properties of Geometrical Figures A - Investigation Task and Validation Test	Term 3 Week 9	MA5-LIN-C-01 MA5-ARE-C-01 MA5-VOL-C-01 MA5-GEO-C-01 MAO-WM-01	MALS-POS-01 MALS-ARE-01 MALS-VOL-01 MALS-GEO-01	15	10	25%
4	Linear Relationships A; Area & Surface Area A; Volume A; Properties of Geometrical Figures A; Trigonometry A - In Class Test	Term 4 Week 5	MA5-LIN-C-01 MA5-ARE-C-01 MA5-VOL-C-01 MA5-GEO-C-01 MA5-TRG-C-01 MAO-WM-01	MALS-POS-01 MALS-ARE-01 MALS-VOL-01 MALS-GEO-01	10	15	25%
Component Weighting					50	50	100%

Topic	Outcome	Related Life Skills Outcomes
F17 S5 Financial Mathematics A	MA5-FIN-C-01 - solves financial problems involving simple interest, earning money and spending money.	MALS-FIN-01 MALS-FIN-02
F18 S5 Financial Mathematics B	MA5-FIN-C-02 - solves financial problems involving compound interest and depreciation.	MALS-FIN-01 MALS-FIN-02
F19 S5 Algebraic Techniques A	MA5-ALG-C-01 - simplifies algebraic fractions with numerical denominators and expands algebraic expressions.	MALS-PAT-01
F20 S5 Indices A	MA5-IND-C-01 - simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases.	
F21 S5 Equations A	MA5-EQU-C-01 - solves linear equations of up to 3 steps, limited to one algebraic fraction.	MALS-ADS-01 MALS-MDI-01
F22 S5 Linear Relationships A	MA5-LIN-C-01 - determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools.	MALS-POS-01
F23 S5 Linear Relationships B	MA5-LIN-C-02 - graphs and interprets linear relationships using the gradient/slope-intercept form.	MALS-POS-01
F24 S5 Non-Linear Relationships A	MA5-NLI-C-01 - identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts.	
F25 S5 Non-Linear Relationships B	MA5-NLI-C-02 - identifies and compares features of parabolas and exponential curves in various contexts.	
F26 S5 Numbers of Any Magnitude	MA5-MAG-C-01 - solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures.	
F27 S5 Trigonometry A	MA5-TRG-C-01 - applies trigonometric ratios to solve right-angled triangle problems.	
F28 S5 Trigonometry B	MA5-TRG-C-02 - applies trigonometry to solve problems, including bearings and angles of elevation and depression.	
F29 S5 Area and Surface Area A	MA5-ARE-C-01 - solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids.	MALS-ARE-01
F30 S5 Volume A	MA5-VOL-C-01 - solves problems involving the volume of composite solids consisting of right prisms and cylinders.	MALS-VOL-01
F31 S5 Properties of Geometrical Figures A	MA5-GEO-C-01 - identifies and applies the properties of similar figures and scale drawings to solve problems.	MALS-GEO-01
F32 S5 Data analysis A	MA5-DAT-C-01 - compares and analyses datasets using summary statistics and graphical representations.	MALS-DAT-02
F33 S5 Data analysis B	MA5-DAT-C-02 - displays and interprets datasets involving bivariate data.	MALS-DAT-02
F34 S5 Probability A	MA5-PRO-C-01 - solves problems involving probabilities in multistage chance experiments and simulations.	MALS-PRO-01
F35 S5 Variation and Rates of Change A (Path)	MA5-RAT-P-01 - identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv).	
F36 S5 Variation and Rates of Change B (Path)	MA5-RAT-P-02 - analyses and constructs graphs relating to rates of change (Path: Adv).	
F37 S5 Algebraic Techniques B (Path)	MA5-ALG-P-01 - simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv).	
F38 S5 Algebraic Techniques C (Path)	MA5-ALG-P-02 - selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv).	

F39 S5 Indices B (Path)	MA5-IND-P-01 - applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv).	
F40 S5 Indices C (Path)	MA5-IND-P-02 - describes and performs operations with surds and fractional indices (Path: Adv).	
F41 S5 Equations B (Path)	MA5-EQU-P-01 - solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3=k$ (Path: Adv).	
F42 S5 Equations C (Path)	MA5-EQU-P-02 - solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv).	
F43 S5 Linear Relationships C (Path)	MA5-LIN-P-01 - describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv).	
F44 S5 Non-Linear Relationships C (Path)	MA5-NLI-P-01 - interprets and compares non-linear relationships and their transformations, both algebraically and graphically (Path: Adv).	
F45 S5 Polynomials (Path)	MA5-POL-P-01 - defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext).	
F46 S5 Logarithms (Path)	MA5-LOG-P-01 - establishes and applies the laws of logarithms to solve problems (Path: Adv).	
F47 S5 Functions and Other Graphs (Path)	MA5-FNC-P-01 - uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (Path: Adv).	
F48 S5 Trigonometry C (Path)	MA5-TRG-P-01 - applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv).	
F49 S5 Trigonometry D (Path)	MA5-TRG-P-02 - establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv).	
F50 S5 Area and Surface Area B (Path)	MA5-ARE-P-01 - applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv).	MALS-ARE-01
F51 S5 Volume B (Path)	MA5-VOL-P-01 - applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv).	
F52 S5 Properties of Geometrical Figures B (Path: Ext)	MA5-GEO-P-01 - establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext).	
F53 S5 Properties of Geometrical Figures C (Path: Ext)	MA5-GEO-P-02 - constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext).	
F54 S5 Circle Geometry (Path: Ext)	MA5-CIR-P-01 - applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext).	
F55 S5 Introduction to Networks (Path: Std)	MA5-NET-P-01 - solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn).	
F56 S5 Data Analysis C (Path)	MA5-DAT-P-01 - plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv).	
F57 S5 Probability B (Path)	MA5-PRO-P-01 - solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv).	
Working Mathematically	MA0-WM-01 - develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.	

Science

Outcome	Description
SC5-1VA	Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them.
SC5-2VA	Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.
SC5-3VA	Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.
SC5-4WS	Develops questions or hypotheses to be investigated scientifically.
SC5-5WS	Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
SC5-6WS	Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
SC5-7WS	Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
SC5-8WS	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
SC5-9WS	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
SC5-10PW	Applies models, theories and laws to explain situations involving energy, force and motion.
SC5-11PW	Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
SC5-12ES	Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
SC5-13ES	Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issue.
SC5-14LW	Analyses interactions between components and processes within biological systems.
SC5-15LW	Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
SC5-16CW	Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.
SC5-17CW	Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

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Task No.	Topic & Type of Task	Due Date	Life Skills Outcomes	Working Scientifically Skills	Knowledge and Understanding	Total
1	Earth and Space Topic Test	Term 1 Week 10	SCLS-13ES SCLS-16ES	SC5-7WS SC5-8WS	SC5-12ES SC5-13ES	25%
2	Physical World Practical Exam	Term 2 Week 6	SCLS-11PW SCLS-12PW	SC5-6WS SC5-7WS	SC5-10PW SC5-11PW	20%
3	Chemical World Student Research Project	Term 3 Week 8	SCLS-22CW SCLS-23CW	SC5-4WS SC5-5WS SC5-8WS SC5-9WS	SC5-16CW SC5-17CW	25%
4	Living World Semester 2 Exam	Term 4 Week 6	SCLS-19LW SCLS-20LW SCLS-21LW SCLS-23CW SCLS-22CW	SC5-9WS	SC5-14LW SC5-15LW SC5-16CW SC5-17CW SC5-12ES SC5-13ES	30%
Component Weighting				50	50	100%

Geography

Outcome	Description
GE5-1	Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them.
GE5-2	Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.
GE5-3	Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.
GE5-4	Develops questions or hypotheses to be investigated scientifically.
GE5-5	Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
GE5-6	Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
GE5-7	Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
GE5-8	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.

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Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Total
1	Changing Places Exam	Term 1 Week 9	GE5-2 GE5-3 GE5-5 GE5-7 GE5-8	GELS-3	25%
2	Sustainable Biomes Report	Term 2 Week 5	GE5-1 GE5-2 GE5-3 GE5-5 GE5-7 GE5-8	GELS-1	25%
3	Environmental Change and Management Research Report & Presentation	Term 3 Week 8	GE5-1 GE5-3 GE5-5 GE5-7 GE5-8	GELS-4 GELS-5	25%
4	Human Wellbeing Exam	Term 4 Week 5	GE5-3 GE5-2 GE5-6 GE5-7 GE5-8	GELS-6	25%
Component Weighting					100%

PDHPE

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

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Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Skills	Knowledge, Understanding & Skills	Total
1	Celebrating Diversity: Harmony Day Stall Design and Implementation. Group Task	Term 1 Week 7	PD5-2 PD5-3 PD5-7 PD5-10	PDLS-4 PDLS-11	15	15	30%
2	Game Sense: Practical Assessment on Ultimate Vortex	Term 2 Weeks 3-7	PD5-4 PD5-5	PDLS-5 PDLS-12	15	10	25%
3	Game Sense: Practical Assessment on Racket Sports	Term 3 Weeks 5-9	PD5-4 PD5-11	PDLS-5 PDLS-6	10	10	20%
4	Digital Tattoo: Online Counsellor Written Responses. In-class task	Term 4 Week 5	PD5-9 PD5-10	PDLS-2 PDLS-3 PDLS-4	10	15	25%
Component Weighting					50	50	100%

Aboriginal Studies

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

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				Weighting and Components		
Task No.	Topic & Type of Task	Due Date	Life Skills Outcomes	Skills	Knowledge and Understanding	Total
1	Aboriginal Identity	Term 1 Week 8	ASTLS-1 ASTLS-2 ASTLS-3 ASTLS-4	10	15	25%
2	Aboriginal Enterprises and Organisations Presentation	Term 2 Week 5	ASTLS-1 ASTLS-2 ASTLS-3 ASTLS-4	10	15	20%
3	Aboriginal People in Film and Television Biography	Term 3 Week 8	ASTLS-1 ASTLS-2 ASTLS-3 ASTLS-4	10	15	25%
4	Aboriginal People in Sport	Term 4 Week 6	ASTLS-1 ASTLS-2 ASTLS-3 ASTLS-4	10	15	30%
Component Weighting				40	60	100%

Commerce

Outcome	Description
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.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				Weighting and Components		
Task No.	Topic & Type of Task	Due Date	Life Skills Outcomes	Skills	Knowledge and Understanding	Total
1	Consumer and Financial Decisions Report	Term 1 Week 6	COMLS5-7 COMLS5-9 COMLS5-11 COMLS5-12 COMLS5-13	10	15	25%
2	Our Economy Presentation and Report	Term 2 Week 5	COMLS5-5 COMLS5-11 COMLS5-12 COMLS5-13	10	15	20%
3	The Economic and Business Environment In Class Test	Term 3 Week 5	COMLS5-2 COMLS5-6 COMLS5-7	10	15	25%
4	Investing Report	Term 3 Week 5	COMLS5-2 COMLS5-7 COMLS5-11 COMLS5-12 COMLS5-13	10	15	30%
Component Weighting				40	60	100%

Elective History

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

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				Weighting and Components		
Task No.	Topic & Type of Task	Due Date	Life Skills Outcomes	Skills	Knowledge and Understanding	Total
1	What is a Civilization? Create Your Own Civilization Presentation	Term 1 Week 8	HTELS-2 HTELS-6 HTELS-7 HTELS-10 HTELS-13	10	15	25%
2	Crime and Punishment Night at the Museum Historical Investigation	Term 2 Week 5	HTELS-1 HTELS-3 HTELS-6 HTELS-8 HTELS-13	10	15	20%
3	Infographic	Term 3 Week 8	HTELS-4 HTELS-5 HTELS-6 HTELS-8 HTELS-13	10	15	25%
4	Who Shot JFK? Investigative Report	Term 4 Week 4	HTELS-2 HTELS-3 HTELS-6 HTELS-7 HTELS-13	15	10	30%
Component Weighting				45	55	100%

Food Technology

Outcome	Description
FT5-1	Demonstrates hygienic handling of food to ensure a safe and appealing product.
FT5-2	Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food.
FT5-3	Describes the physical and chemical properties of a variety of foods.
FT5-4	Accounts for changes to the properties of food which occur during food processing, preparation and storage.
FT5-5	Applies appropriate methods of food processing, preparation and storage.
FT5-6	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities.
FT5-7	Justifies food choices by analysing the factors that influence eating habits.
FT5-8	Collects, evaluates and applies information from a variety of sources.
FT5-9	Communicates ideas and information using a range of media and appropriate terminology.
FT5-10	Selects and employs appropriate techniques and equipment for a variety of food-specific purposes.
FT5-11	Plans, prepares, presents and evaluates food solutions for specific purposes.
FT5-12	Examines the relationship between food, technology and society.
FT5-13	Evaluates the impact of activities related to food on the individual, society and the environment.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					Weighting and Components			
Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Skills, Knowledge & Understanding	Researching, Evaluating & Communicating	Designing, Producing & Evaluating	Total
1	Food In Australia Investigate, Design and Produce	Term 1 Week 10	FT5-1 FT5-8 FT5-9 FT5-11 FT5-12	FTLS-1 FTLS-5 FTLS-6 FTLS-7 FTLS-8 FTLS 9 FTLS-10	5	10	10	25%
2	Food Equity Research, Design, Plan, Produce and Evaluate	Term 2 Week 9	FT5 2 FT5-5 FT5-6 FT5-11 FT5-13	FTLS-1 FTLS-2 FTLS-3 FTLS-10 FTLS-12	5	10	10	25%
3	Food Selection And Health Research, Design, Plan, Produce and Evaluate	Term 3 Week 9	FT5-3 FT5-7 FT5-8 FT5-11 FT5-12	FTLS 2 FTLS-4 FTLS-5 FTLS-9 FTLS-10 FTLS-11	5	10	10	25%
4	Food For Specific Needs Research, Design, Plan, Produce and Evaluate	Term 4 Week 7	FT5-1 FT5-5 FT5-6 FT5-8 FT5-13	FTLS-1 FTLS-2 FTLS-3 FTLS-5 FTLS- 12	5	10	10	25%
Component Weighting					20	40	40	100%

Graphics Technology

Outcome	Description
GT5-1	Communicates ideas graphically using freehand sketching and accurate drafting techniques.
GT5-2	Analyses the context of information and intended audience to select and develop appropriate presentations.
GT5-3	Designs and produces a range of graphical presentations.
GT5-4	Evaluates the effectiveness of different modes of graphical communications for a variety of purposes.
GT5-5	Identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications.
GT5-6	Manages the development of graphical presentations to meet project briefs and specifications.
GT5-7	Manipulates and produces images using digital drafting and presentation technologies.
GT5-8	Designs, produces and evaluates multimedia presentations.
GT5-9	Identifies, assesses and manages relevant WHS factors to minimise risks in the work environment.
GT5-10	Demonstrates responsible and safe work practices for self and others.
GT5-11	Demonstrates the application of graphics to a range of industrial, commercial and personal settings.
GT5-12	Evaluates the impact of graphics on society, industry and the environment.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				Weighting and Components	
Task No.	Topic & Type of Task	Due Date	Life Skills Outcomes	Outcomes	Total
1	Technical Drawing Orthogonal Drawing	Term 2 Week 5	GTLS-2 GTLS-3 GTLS-5 GTLS-8	GT5-2 GT5-3 GT5-5 GT5-6 GT5-11	25%
2	Simple Sketchup (CAD) Drawings 3D Modelling	Term 2 Week 5	GTLS-2 GTLS-3 GTLS-5 GTLS-8	GT5-2 GT5-3 GT5-5 GT5-6 GT5-11	25%
3	Cabinet & Furniture Drawing 3D Modelling & Portfolio	Term 3 Week 5	GTLS-1 GTLS-3 GTLS-4 GTLS-5	GT5-1 GT5-3 GT5-4 GT5-5	25%
4	Engineering Drawing 3D Modelling & Portfolio	Term 4 Week 5	GTLS-2 GTLS-3 GTLS-7 GTLS-8	GT5-2 GT5-3 GT5-10 GT5-11 GT5-12	25%
Component Weighting					100%

Computing Technology

Outcome	Description
CT5-SAF-01	Selects and applies safe, secure and responsible practices in the ethical use of data and computing technology.
CT5-DPM-01	Applies iterative processes to define problems and plan, design, develop and evaluate computing solutions.
CT5-COL-01	Manages, documents and explains individual and collaborative work practices.
CT5-EVL-01	Understands how innovation, enterprise and automation have inspired the evolution of computing technology.
CT5-DAT-01	Explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts.
CT5-COM-01	Communicates ideas, processes and solutions using appropriate media.
CT5-OPL-01	Designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language.
CT5-THI-01	Applies computational, design and systems thinking to the development of computing solutions.
CT5-DAT-02	Acquires, represents, analyses and visualises simple and structured data.
CT5-DES-01	Designs and creates user interfaces and the user experience.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.			Weighting and Components	
Task No.	Topic & Type of Task	Due Date	Outcomes	Total
1	Creating Games and Simulations: Topic Test	Term 1 Week 9	CT5-THI-01 CT5-DPM-01	20%
2	Creating Games and Simulations: Game Design Presentation	Term 2 Week 5	CT5-DES-01 CT5-OPL-01 CT5-COM-01	30%
3	Building Mechatronic and Automated Systems: Robotics Report	Term 3 Week 5	CT5-EVL-01 CT5-COM-01	20%
4	Building Mechatronic and Automated Systems: Automated System Portfolio	Term 4 Week 4	CT5-COL-01 CT5-DPM-01 CT5-THI-01	30%
Component Weighting				100%

Music

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

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					Weighting and Components			
Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Performance	Composition	Listening	Total
1	Popular Music 1 Aural-Duration	Term 1 Week 7	5.7 5.8 5.9	N/A			10	10%
2	Popular Music 2 Aural-Pitch Performance	Term 2 Week 5	5.1 5.2 5.3	N/A	30			30%
3	Baroque to Rock Composition	Term 3 Week 5	5.4 5.5 5.6	N/A		30		30%
4	Video Game Music Aural/Performance	Term 4 Week 6	5.1 5.2 5.3 5.7 5.8 5.9	N/A	15		15	30%
Component Weighting					45	30	25	100%

Physical Activity and Sports Studies

Outcome	Description
PASS5-1	Discusses factors that limit and enhance the capacity to move and perform.
PASS5-2	Analyses the benefits of participation and performance in physical activity and sport.
PASS5-3	Discusses the nature and impact of historical and contemporary issues in physical activity and sport.
PASS5-4	Analyses physical activity and sport from personal, social and cultural perspectives.
PASS5-5	Demonstrates actions and strategies that contribute to active participation and skilful performance.
PASS5-6	Evaluates the characteristics of participation and quality performance in physical activity and sport.
PASS5-7	Works collaboratively with others to enhance participation, enjoyment and performance.
PASS5-8	Displays management and planning skills to achieve personal and group goals.
PASS5-9	Performs movement skills with increasing proficiency.
PASS5-10	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					Weighting and Components		
Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Skills	Knowledge & Understanding	Total
1	Module 1: Physical Fitness Instructional Video on a Fitness Test	Term 1 Week 9	PASS5-7 PASS5-8 PASS5-9	PASSLS-2 PASSLS-6	15	10	25%
2	Module 2: Body & Energy Systems In-class Examination	Term 2 Week 6	PASS5-1 PASS5-2	PASSLS-6	10	15	25%
3	Module 3: Nutrition Recipe Design and Meal Preparation	Term 3 Week 8	PASS5-1 PASS5-2 PASS5-8 PASS5-10	PASSLS-1	15	10	25%
4	Module 4: Australia's Sporting Identity Athlete Profile Analysis	Term 4 Week 6	PASS5-1 PASS5-2 PASS5-4	PASSLS-3	10	15	25%
Component Weighting					50	50	100%

Photographic and Digital Media

Outcome	Description
5.1	Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital work.
5.2	Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience.
5.3	Makes photographic and digital works informed by an understanding of how the frames affect meaning.
5.4	Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works.
5.5	Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works.
5.6	Selects appropriate procedures and techniques to make and refine photographic and digital works.
5.7	Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works.
5.8	Uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works.
5.9	Uses the frames to make different interpretations of photographic and digital works.
5.10	Constructs different critical and historical accounts of photographic and digital works.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					Weighting and Components		
Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Art History & Criticism - Art Making	Art Making	Total
1	Introduction to Photography	Term 1 Week 9	5.1 5.2 5.4 5.8 5.10	LS.1	15	20	35%
2	Light Photography	Term 2 Week 9	5.1 5.2 5.3 5.5 5.6 5.7	LS.2		20	20%
3	Landscape Photography	Term 3 Week 9	5.1 5.2 5.3 5.4 5.5 5.7 5.9	LS.8	15	20	35%
4	Portraiture Photography	Term 4 Week 4	5.1 5.2 5.3 5.4 5.5 5.8 5.9	LS.6	10		10%
Component Weighting					40	60	100%

Visual Arts

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

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					Weighting and Components		
Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Critical and Historical Studies	Art Making	Total
1	Judgement and the Uncanny Body of Work and Visual Arts Process Diary	Term 1 Week 9	5.1 5.2 5.5	LS.2 Explores a variety of materials, techniques & processes.		30	30%
2	Guardians: Teaching and Learning Virtual Exhibition	Term 2 Week 9	5.8 5.10	LS.3 Explores the function of a variety of artists and audiences.	20		20%
3	Persistence and Identity Ceramic Sculpture	Term 3 Week 10	5.3 5.4 5.6	LS.7 Explores how ideas and interests in the world can be represented in their artmaking.		30	30%
4	Storytelling and Abstraction Critical Response Task	Term 4 Week 5	5.7 5.9	LS.5 Recognises that various interpretations of artworks are possible.	20		20%
Component Weighting					40	60	100%



Illness or Misadventure Application Form

Name: _____ Task Due Date: _____ Task number: _____

KLA/Subject: _____ Class Teacher: _____ Weighting: _____ %

Task Description:

- ☐ Hand in task
 ☐ Examination
☐ Oral Presentation
 ☐ Other _____

Reason for Appeal:

- ☐ Illness
 ☐ Process
☐ Misadventure
 ☐ Other _____

Were Disability Provisions provided for this assessment task? Yes/ No

If yes, what were they? _____

Details for appeal: (Attach supporting documentation)

☐ Confidential: Principal (or nominee) to contact. Provide phone number. _____

Signatures: Student _____ Parent/Carer: _____ Date: _____

Upheld	Dismissed
<input type="checkbox"/> Estimate to be given, ranking to be maintained. <input type="checkbox"/> Alternative task to be set, rank to be maintained. <input type="checkbox"/> Alternate task to be completed, rank can improve. <input type="checkbox"/> Task to be completed. <input type="checkbox"/> Marks to be revisited. <input type="checkbox"/> Other _____	<input type="checkbox"/> Zero marks to be awarded to completed task. <input type="checkbox"/> Marks to count. <input type="checkbox"/> Marks to be deducted. <input type="checkbox"/> Task to be completed, ranking cannot improve. <input type="checkbox"/> Other _____
<p>Comment: _____</p> <p>HT Signature: _____</p>	

Complete the form to this point and submit form to the Deputy Principal: Date Received _____ Sign _____

APPEALS COMMITTEE USE ONLY

<input type="checkbox"/> Upheld	<input type="checkbox"/> Dismissed
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Comment: _____

DP Signature: _____ Date: _____

Checklist:

- ☐ Medical certificate and/or supporting documentation is attached.
☐ Submission is within timeframes outlined in the Assessment Guidelines.
☐ Communication of appeal and outcomes of appeal to HTs /teaching staff via email.
☐ Communication of outcomes of appeal to student and parent.
☐ Details of appeal and outcomes of appeal recorded in Sentral.
☐ Committee discussed the appeal with HT/s.



Application for Extension of Assessment Task

Name: _____ Task Due Date: _____ Task number: _____

KLA/Subject: _____ Class Teacher: _____ Weighting: _____ %

Task Description:

- ☐ Hand in task ☐ Examination
☐ Oral Presentation ☐ Other _____

Reason for Extension:

- ☐ Illness ☐ Process
☐ Misadventure ☐ Other _____

Supporting details: (Attach supporting documentation)

☐ Confidential: Principal (or nominee) to contact. Provide phone number. _____

Signatures: Student _____ Parent/Carer: _____ Date: _____

Class teacher: I do / do not support this application. Signature: _____

OFFICE USE ONLY

☐ Upheld

☐ Dismissed

Reason for approval/dismissal: _____

New submission date: _____

HT Signature: _____ Date: _____

Checklist:

- ☐ Medical certificate and/or supporting documentation is attached.
☐ Submission is within timeframes outlined in the Assessment Guidelines.
☐ Communication of appeal and outcomes of appeal to HTs /teaching staff via email.
☐ Communication of outcomes of appeal to student and parent.
☐ Details of appeal and outcomes of appeal recorded in Sentral.



SCHOOL BASED APPEAL

Student's Name:

Year:

Subject:

Task:

Due Date of Task:

Teacher:

Date:

Submitted to the HT:

Summary of Reason for Appeal

Student Signature:

Date:

Outcome of Appeal

Approved:

Declined:

Deputy Signature:

Date:

Head Teacher Signature:

Date:

Student Signature:

Date:

This form must be submitted to the Head Teacher of the Faculty within 24 hours of receiving your result.

Semester 1	
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PERSONAL ASSESSMENT PLANNER

SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4



Alexandria Park Community School is on Cadigal Land