



**ALEXANDRIA PARK
COMMUNITY SCHOOL**

**YEAR
9**

**CURRICULUM &
ASSESSMENT
BOOKLET**

2025

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SECTION 1

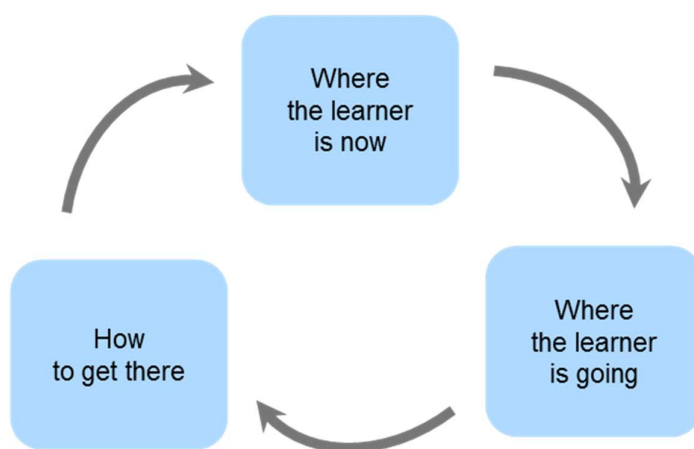
GENERAL INFORMATION ON ASSESSMENT PROCESSES AND PROCEDURES

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.

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 NESAs.



SCHOOL BASED ASSESSMENT TASKS

1. You will be given at least two weeks written notice for a formal assessment task. You will sign for this notification which will explain:
 - 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 and
 - the assessment criteria
 - instructions for submission.
2. In school examinations, you must follow the same procedures as outlined by the requirements of NESAs 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 consider both formal assessment tasks and informal assessment for learning activities. This occurs in the Stage 4 and Stage 5 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 judgement to make a final determination of the student's grade.

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. 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.



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. The assessment task schedule booklet is deemed the first notification.

SUBMISSION OF ASSESSMENT TASKS

Assessment tasks are to be submitted 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 9am.

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 of the time and date that the student submits the task. Students must complete all tasks to the best of their ability.

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.

FORMAL EXAMINATIONS AND IN CLASS TASKS

All 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. Examinations will NOT be rescheduled for unapproved leave such as vacations.

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:

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

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 (USB)
- 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.



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.

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 Head Teacher or access it on the school's website. This form should be submitted to the faculty Head Teacher BEFORE the assessment task is due.

Illness or injury – means you are too sick to attend school.

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 and at the back of this book under FORMS).

LATE AND NON-SUBMISSION OF ASSESSMENT TASKS

Late or non-submission of a task without approved reason from the classroom teacher (via illness and misadventure form) in years 7, 8 and 9 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.

Teacher discretion in the submission of assessment tasks:

A teacher may practise discretion with submission of tasks for students identified as requiring additional support. This will be discussed with the student and / or parents / carer in conjunction with student learning support plans.

In special circumstances where a student is unable to complete or submit the task by the due date and time, special consideration for extension or exemption from penalties may be sought in writing from the Head Teacher using the Extension/ Illness/ Late/ Missed/ Misadventure application form. Computer/printer problems are not considered to be an acceptable reason for late submission of an assessment task. When an assessment task is a class test or an examination, a student must attempt the task at the scheduled time. A task, which is an assignment, is late if it is handed in after the scheduled time.

Missed

In Stages 5 and Stage 6 courses, failure to complete assessment tasks will result in 'N' determination procedures being followed. Refer to the 'N' determination flowchart.

Misadventure

This 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. For example, a car accident or becoming ill during the assessment. Where a student experiences a misadventure, you should complete the illness/misadventure form in this booklet or on the website and give it to the Head Teacher for that subject.

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 and claiming it is your own work,
- Collusion (working with another student, including the sharing or distribution of work which is not your individual attempt at a task),
- 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, 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 to occur.



NON-SERIOUS ATTEMPTS

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)

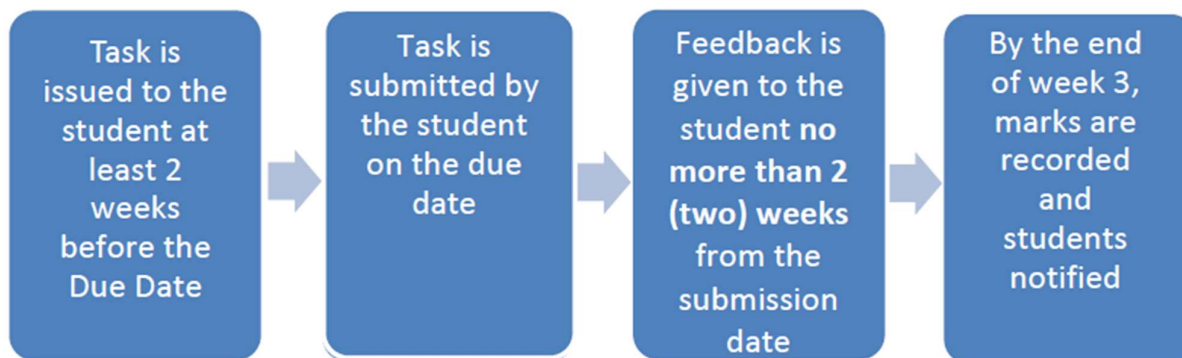
The Head Teacher of a subject will determine whether a task is a non-serious attempt. In the case of a non-serious attempt the 'N' determination procedures will be followed.

FEEDBACK TO STUDENTS

Following a formal assessment task, teachers will provide positive and constructive feedback to students that may identify strengths and weaknesses, correct misunderstandings, state clearly how students can improve and allow 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:

- oral discussion with class, groups or individual students
- written annotations on the submitted work
- general comments to the class about those aspects of the activity or task in which students excelled and those aspects that still need addressing
- examples of good responses
- self-evaluation



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 during that semester. Work habits as well as an overall grade will usually be included related to the semester.

APPEALS

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. The student will then have 24 hours to lodge an appeal with the Faculty Head Teacher, on the APCS FORM with the original assessment task attached. The only areas to be considered in the review are:

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

If necessary, an appeals panel may be convened to review the assessment process and to decide whether 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, composed 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.

'N' DETERMINATION

'N' Determination Procedures for non-completion of course requirements:

Stage 5 (Years 9 & 10) and Stage 6 (Years 11 & 12)

Stage 5 and 6 students are bound by the expectations set out in NESA's 'N' determination process for the Record of School Achievement (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 2025 at APCS Year 10, 11 and 12 will have to complete these requirements

‘N’ DETERMINATION FLOW CHART



This process is to be followed for each course.
 This flowchart is designed to assist students and parents/carers to understand the process.



1 st event – CLASSROOM TEACHER	Student concern Early intervention	Intervention(s) 1. Student spoken to about concern. 2. Parents / carers contacted and notified that student is not meeting course requirements or submitting tasks	Teacher Actions Initial discussion with Student Additional discussion with parent / carer
	Classwork not completed OR Assessment task not complete/submitted on time OR Non-serious attempt.	1 st N-warning letter through: <ul style="list-style-type: none"> • letter of concern • telephone call → 1 st N-warning letter	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 Classwork not completed Non serious attempt Assessment task not complete/submitted on time. 1 st N-warning letter not actioned	→ 2 nd 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 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 → 3 rd 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 and 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 NESAs			

SECTION 2

CURRICULUM AND COMMUNICATION

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 has a Google Classroom that all students will join, and parents are also invited to join. This 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/carer has worked with their child's classroom teacher and feels that their needs should be further addressed. If a parent/carer 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/carer 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.
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).
Deputy Principal	To be notified directly with serious concerns that a parent/carer 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.
Principal	To be notified directly with serious concerns that a parent/carer feels cannot be dealt with by the Deputy Principal. If a parent/carer would like to share some positive experiences that are happening at school or at home in relation to their child.

YEAR 9 CURRICULUM STRUCTURE

Course	Periods per cycle
English/EALD	7
Mathematics	7
Science	7
Geography	5
PDHPE	4

Course	Periods per cycle
SPORT	4
Elective 2	5
Elective 3	5

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

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 2025 online test

Students will complete the NAPLAN tests online for 2025. NAPLAN online is a tailored test that adapts to students' responses resulting in more precise results. The tests will be held **from March 12, 2025, to March 21, 2025**. All years will commence writing on **March 12, 2025**.

The tests will be taken in the following order:

1. Reading
2. Writing
3. Conventions of Language
4. 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.



SECTION 3

MANDATORY COURSES

- ENGLISH
- GEOGRAPHY
- MATHEMATICS
- PDHPE
- SCIENCE

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 occur.

Students will receive advance warning of assessments through an assessment notification at least two weeks prior to any task. Students will sign they have received any alterations to this published schedule.

SUBJECT	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

Outcome	Assessment Description						
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.							
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Weighting and components		
					Knowledge and understanding	Composing Texts	Total
1	The Pitch (Persuasive & Imaginative) - Multimodal	Term 1 Week 8	EN5-RVL-01 EN5-URB-01 EN5-ECA-01	ENLS-COM-01 ENLS-RVL-01 ENLS-URB-01 ENLS-ECA-01	15	15	30
2	Conflict and Adversity - Imaginative Response	Term 2 Week 6	EN5-URA-01 EN5-ECA-01 EN5-ECB-01	ENLS-URA-01 ENLS-ECA-02 ENLS-ECB-01	10	25	35
3	Moving between Modes – Persuasive Written Extended Response	Term 3 Week 10	EN5-RVL-01 EN5-URC-01 EN5-ECA-01 EN5-ECB-01	ENLS-RVL-02 ENLS-URC-01 ENLS-ECA-01 ENLS-ECB-01	25	10	35
					50	50	100

SUBJECT	GEOGRAPHY
Outcome	Description
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 environment
GE5-3	Analyses the effect of interactions and connections between people, places and environments
GE5-4	Accounts for perspectives of people and organisations on a range of geographical issues
GE5-5	Assesses management strategies for places and environments for their sustainability
GE5-6	Analyses differences in human wellbeing and ways to improve human wellbeing
GE5-7	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8	Communicates geographical information to a range of audiences using a variety of strategies

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and understanding of course content	Skills in responding to	Total
1	Changing Places – In class task	Term 1 Week 9	GE5-5 GE5- 7 GE5-58	15	15	30
2	Sustainable Biomes Report – Hand in task	Term 2 Week 5	GE5-1 GE5-2 GE5-3	15	15	30
3	Environmental Change and Management – In class task	Term 3 Week 10	GE5-5 GE5- 7 GE5-58	20	20	40
				50	50	100

SUBJECT	MATHEMATICS (STANDARD PATHWAYS)
Outcome	Description
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
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)
MAO-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

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Working Mathematically	Knowledge understanding and skills	Total
1	In class test: Financial Mathematics A & B	Term 1 Week 9	MA5-FIN-C-01, MA5-FIN-C-02, MAO-WM-01	10	15	25
2	In class test: Financial Mathematics A & B; Indices A, B & Numbers of Any Magnitude; Algebraic Techniques A; Equations A	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	15	10	25
3	Investigation Style 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	15	10	25
4	Yearly Examination	Term 4 Week 5	MA5-LIN-C-01, MA5-LIN-C-02, MA5-ARE-C-01, MA5-VOL-C-01, MA5-GEO-C-01, MA5-TRG-C-01, MAO-WM-01	10	15	25
				50	50	100

SUBJECT		MATHEMATICS (ADVANCED AND EXTENSION PATHWAYS)
Outcome	Description	
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money	
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation	
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions	
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)	
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids	
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)	
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction	
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3=k$ (Path: Adv)	
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems	
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)	
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases	
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)	
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools	
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form	
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures	
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)	
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems	
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression	
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders	
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)	
MAO-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	

Outcome		Assessment Description				
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Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Working Mathematically	Knowledge understanding and skills	Total
1	In class test: Financial Mathematics A & B	Term 1 Week 6	MA5-FIN-C-01, MA5-FIN-C-02, MAO-WM-01	10	15	25
2	In class test: Financial Mathematics A & B; Indices A, B & Numbers of Any Magnitude; Algebraic Techniques A & B; Equations A & B	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	15	10	25
3	Investigation Style 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	15	10	25
4	Yearly Examination	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	10	15	25
				50	50	100

SUBJECT		PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
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	

Outcome		Assessment Description					
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Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Weighting and components		
					Skills	Knowledge and understanding	Total
1	Celebrating Diversity: Harmony Day Stall Design and Implementation. Group Task	Term 1 Week 8	PD5-2 PD5-3 PD5-7 PD5-10	PDLS-4 PDLS-11	15	15	30
2	Game Sense: Practical Assessment on Ultimate Sports	Term 2 Weeks 3-7	PD5-4 PD5-5	PDLS-5 PDLS-12	15	10	25
3	Game Sense: Practical Assessment on Striking and Fielding Sports	Term 3 Weeks 5-9	PD5-4 PD5-11	PDLS-5 PDLS-6	10	10	20
4	Digital Tattoo: In-class Task Typed Responses to Scenarios	Term 4 Week 7	PD5-9 PD5-10	PDLS-2 PDLS-3 PDLS-4	10	15	25
					50	50	100

SUBJECT	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

Outcome	Assessment Description					
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Task Number	Topic & Type of Task	Due Date	Life Skills Outcomes	Weighting and components		
				Working Scientifically Skills	Knowledge understanding	Total
1	Earth and Space Topic Test	Term 1 Week 9	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	SC5-4WS, SC5-6WS SC5-7WS	SC5-11PW	20%
3	Chemical World Student Research Project	Term 3 Week 8	SCLS-22CW, SCLS-23CW	SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-16CW	25%
4	Living World Yearly Exam (all content covered throughout the year)	Term 4 Week 6	SCLS-19LW, SCLS-20LW, SCLS-21LW, SCLS-23CW SCLS-22CW	SC5-4WS SC5-7WS	SC5-12ES, SC5-13ES, SC5-10PW, SC5-11PW, SC5-16CW, SC5-14LW	30%
				60	40	100

SECTION 4

ELECTIVE COURSES

- ABORIGINAL STUDIES
- CHINESE
- COMMERCE
- COMPUTER TECHNOLOGY
- DRAMA
- FOOD TECHNOLOGY
- GRAPHICS TECHNOLOGY
- HISTORY ELECTIVE
- INDUSTRIAL TECHNOLOGY TIMBER
- iSTEM
- MUSIC
- PHOTOGRAPHY AND DIGITAL MEDIA
- PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)
- VISUAL ARTS

SUBJECT 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 nonAboriginal 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

Outcome		Assessment Description				
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Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and understanding of course content	Skills in responding to	Total
1	Core 1: Aboriginal Identities Aboriginal identity poster	Term 1 Week 8	AST5-1 AST5-2 AST5-3 AST5-4 AST5-5	15	10	25
2	Option 1 Aboriginal Enterprises & Organisations: SlideShow- Aboriginal Organisation in Redfern	Term 2 Week 8	AST5-2 AST5-9	15	10	25
3	Option 8: Aboriginal Peoples & Sport Topic test- aboriginal people and sport.	Term 3 Week 8	AST5-1 AST5-4 AST5-7	15	10	25
4	Report: Aboriginal film movie review and analysis	Term 4 Week 5	AST5-9 AST5-10 AST5-11	15	10	25
				60	40	100

SUBJECT	CHINESE
Outcome	Description
ML5-INT-01	exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
ML5-UND-01	analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
ML5-CRT-01	creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and understanding of course content	Skills in responding to	Total
1	Class task on “My personal profile”	Term 2 Week1- 3	ML5-INT-01, ML5-UND-01	Interacting & understanding	Speaking, Listening	30
2	Class task: Social events and Leisure activities	Term 3 Week 2-6	ML5-CRT-01, ML5-UND-01	Understanding, Creating texts	Writing, Reading	35
3	Multimodal presentation: Topics that are covered in Term 1 to Term3	Term 4 Week 1-3	ML5-INT-01, ML5-UND-01, ML5-CRT-01,	Interacting, Understanding texts, Creating texts	Speaking, Reading, Listening, Writing	35
						100

SUBJECT	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

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and understanding of course content	Skills in responding to	Total
1	Consumer and Financial Decisions	Term 1 Week 6	COM5-1 COM5-4 COM5-7 COM5-8	10	15	25
2	Report Our Economy	Term 2 Week 5	COM5-1 COM5-4 COM5-7 COM5-9	10	15	25
3	Presentation and Report The Economic and Business Environment In class test	Term 3 Week 5	COM5-1 COM5-4 COM5-8 COM5-9	10	15	25
4	Investing Report	Term 4 Week 4	COM5-4 COM5-6 COM5-7 COM5-9	10	15	25
				40	60	100

SUBJECT	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

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and understanding of course content	Skills in responding to	Total
1	Building mechatronic and automated systems (Portfolio / Presentation)	Term 1 Week 7	CT5-DPM-01 CT5-COL-01 CT5-EVL-01 CT5-COM-01	10	15	25
2	Creating games and simulations (Project Application)	Term 2 Week 4	CT5-SAF-01 CT5-OPL-01 CT5-THI-01 CT5-DES-01		25	25
3	Analysing data (Test)	Term 3 Week 7	CT5-DPM-01 CT5-DAT-01 CT5-DAT-02	25		25
4	Web Development and User Authentication (Website Development)	Term 4 Week 4	CT5-WEB-01 CT5-DES-01 CT5-COM-01		25	25
				35	65	100

SUBJECT	DRAMA
Outcome	Description
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.

Outcome	Assessment Description						
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Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components			
				Making	Performing	Appreciating	Total
1	Improvising and Playbuilding Collaborative Improvisation Drama Journal	Term 1 Week 9	5.1.1 5.1.2 5.2.1 5.3.3	5	15	5	25
2	History of Theatre A Set Box Design and Drama Journal	Term 2 Week 8	5.2.2 5.2.3 5.3.1 5.3.2	13	3	9	25
3	Pantomime and Commedia Dell'arte Rehearsed Performance and Drama Journal	Term 3 Week 9	5.1.1 5.1.3 5.1.4 5.2.1	5	15	5	25
4	Musical Theatre Theatre Review	Term 4 Week 7	5.2.2 5.3.1 5.3.2	10	-	15	25
				33	33	34	100

SUBJECT		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	

Outcome	Assessment Description					
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Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and understanding of course content	Skills in responding to	Total
1	Food In Australia (Investigate ,design and produce)	Term 1 Week 10	FT5-1 FT5-8 FT5-9 FT5-11 FT5-12	10	15	25
2	Food Equality (Research,design, plan, produce and evaluate)	Term 2 Week 9	FT5 2 FT5-5 FT5-6 FT5-1 FT5-13	10	15	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	10	15	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	10	15	25
				40	60	100

SUBJECT		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	

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and understanding of course content	Skills in responding to	Total
1	Technical Drawing (Orthogonal and Isometric)	Term 2 Week 5	GT5-2 GT5-3 GT5-5 GT5-6 GT5-11	10	15	25
2	Simple Sketchup (CAD) drawings (3D modelling)	Term 2 Week 5	GT5-2 GT5-3 GT5-5 GT5-6 GT5-11	10	15	25
3	Cabinet and Furniture Drawing (3D modelling and portfolio)	Term 3 Week 5	GT5-1 GT5-3 GT5-4 GT5-5	15	10	25
4	Engineering Drawing (3D modelling and portfolio)	Term 4 Week 4	GT5-2 GT5-3 GT5-10 GT5-11 GT5-12	15	10	25
				50	50	100

SUBJECT		HISTORY ELECTIVE
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,	
HTE5-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry	
HTE5-9	selects and analyses a range of historical sources to locate information relevant to an historical inquiry	
HTE5-10	selects and uses appropriate forms to communicate effectively about the past for different audiences	

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and understanding of course content	Skills in responding to	Total
1	History, heritage and archaeology	Term 1 Week 8	HTE5-1 HTE5-6 HTE5-8	15	15	30
2	Ancient medieval and modern societies	Term 2 Week 5	HTE5-3 HTE5-4 HTE5-10	15	15	30
3	Thematic Studies	Term 3 Week 9	HTE5-5 HTE5-8 HTE5-9	20	20	40
				50	50	100

SUBJECT	INDUSTRIAL TECHNOLOGY TIMBER
Outcome	Description
IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	applies design principles in the modification, development and production of projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and understanding of course content	Skills in responding to	Total
1	Bench Hook & WHS Competency (Practical and Safety test)	Term 1 Week 9	IND5-1 IND5-3	10	10	20
2	Finger Joint Box (Practical)	Term 2 Week 8	IND5-3 IND5- 1 IND5-2	10	10	20
3	Picnic Table (Portfolio and Practical)	Term 3 Week 6	IND5-4 IND5-6 IND5-3 IND5-5	5	15	20
4	Turned Item (Portfolio and Practical)	Term 4 Week 7	IND5-3 IND5-5 IND5-8	10	30	40
				25	75	100

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

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and understanding of course content	Skills in responding to	Total
1	STEM fundamentals (Portfolio)	Term 2 Week 4	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	15	10	25
2	Computeraided design (CAD)	Term 2 Week 4	ST5-1, ST5-2, ST5-4, ST5-5, ST5-6, ST5-8, ST5-10		25	25
3	Cyber security (Report and Practical)	Term 3 Week 4	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	10	15	25
4	Aeronautical engineering (Portfolio and Practical)	Term 4 Week 4	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	10	15	25
				35	65	100

SUBJECT	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

Outcome	Assessment Description						
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.							
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components			
				Performance	Composition	Listening/ Theory	Total
1	Popular Music 1 Aural-Duration	Term 1 Week 7	5.7 5.8 5.9			10	10
2	Popular Music 2 Aural-Pitch Performance	Term 2 Week 5	5.1 5.2 5.3 5.12	25		5	30
3	Baroque to Rock Composition	Term 3 Week 5	5.4 5.5 5.6 5.10 5.11		30		30
4	Video Game Music Aural/Performance	Term 4 Week 5	5.1 5.2 5.3 5.7 5.8 5.9	15		15	30
				40	30	30	100

SUBJECT PHOTOGRAPHY 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

Outcome	Assessment Description						
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.							
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Weighting and components		
					Art History and Criticism	Art Making	Total
1	Introduction to Photography	Term 1 Part A- Week 4 Part B - Week 10	5.1, 5.2, 5.4, 5.8, 5.10	LS.1	15	20	35
2	Light Photography	Term 2 Week 10	5.1, 5.2, 5.3, 5.5, 5.6 5.7	LS.2		20	20
3	Landscape Photography	Term 3 Week 10	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
					30	70	100

SUBJECT		PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)
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.	

Outcome	Assessment Description						
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.							
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Weighting and components		
					Skills	Knowledge and 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 7	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 Practical Observation Assessment	Term 4, Week 7	PASS5-1 PASS5-2 PASS5-4	PASSLS-3	15	10	25
					50	50	100

SUBJECT		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	

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Artmaking	Critical and Historical Studies	Total
1	Surrealism and the Uncanny: Body of Work	Term 1 Week 9	5.1, 5.2, 5.5 LS.2	30		30
2	Abstraction: Critical Response Task	Term 2 Week 6	5.7, 5.9 LS.5		20	20
3	Identity: Virtual Exhibition and Ceramic Sculpture	Term 4 Week 4	5.3, 5.4, 5.6 5.8, 5.10 LS.3, LS.7	30	20	50
				60	40	100

SECTION 5

FORMS AND PLANNER

ILLNESS/MISADVENTURE/EXTENSION APPLICATION FORM

ALEXANDRIA PARK COMMUNITY SCHOOL ILLNESS OR MISADVENTURE APPLICATION FORM



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

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

- Illness
 Misadventure
 Extension

Task Description:

- Hand in Task
 Oral Presentation
 Examination
 Other . _____

Supporting Documentation:

Desired outcome: *(Attach supporting documentation)*

Signatures:

Student: _____ Parent/Carer: _____ Date: _____

Head Teacher Recommendations:

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"/> Revised due date: _____ <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 _____
Comment: _____	Head Teacher Signature: _____

Checklist:

- Medical certificate and/or supporting documentation is attached
 Submission is within timeframes outlined in the Assessment Guidelines
 Communication of outcomes to student and parent by Head Teacher
 Details of outcomes recorded in Sentral by Deputy Principal

Complete the form and submit to the Deputy Principal for final decision:

Decision: _____

Deputy Principal signature: _____ Date: _____

MY PERSONAL ASSESSMENT PLANNER

SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4
English				
Mathematics				
Science				
Geography				
PDHPE				
Aboriginal Studies				
Chinese				
Commerce				
Computer Technology				
Drama				
Food Technology				
Graphics Technology				
History Elective				
Industrial Technology Timber				
iSTEM				
Music				
Photography & Digital Media				
PASS				
Visual Arts				

ALEXANDRIA PARK COMMUNITY SCHOOL



📍 Park Road, Alexandria, NSW, Australia, 2015

☎ 02 9869 9800

✉ alexparkcs-c.school@det.nsw.edu.au

🌐 alexparkcs-c.schools.nsw.gov.au

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Community Opportunity Success



Alexandria Park Community School is on Cadigal Land.