

Hawkesbury High School



Year 10 Assessment Procedures and Course Assessments

2024

Caring, Learning, Connecting

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Introduction

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- Enables students to demonstrate what they know and can do.
- Clarifies student understanding of concepts and promotes deeper understanding.
- Provides evidence that current understanding is a suitable basis for future learning.

Hawkesbury High promotes an integrated approach to teaching, learning and assessment. *Assessment for learning*, *assessment as learning* and *assessment of learning* are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

These approaches include:

- Self-assessment and peer assessment.
- Strategies for students to actively monitor and evaluate their own learning.
- Feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning.

A key to better assessment information is the re-thinking of assessment as the process of establishing *where* learners are in their learning at the time of assessment. This process can be undertaken at various levels of diagnostic detail to identify starting points for action and to monitor learning progress over time.

This Assessment Schedule is a useful guide for all students – it can assist them to effectively plan ahead and take responsibility for managing their own learning. I trust that this Assessment Schedule will be a useful tool for all students at Hawkesbury High School.

Mr I Maric

Principal

2024

Assessment Policy and Procedures

What is the purpose of assessment?

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- Enables students to demonstrate what they know and can do.
- Clarifies student understanding of concepts and promotes deeper understanding.
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Course Completion Criteria

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

- a) followed the course developed or endorsed by NESAs; and
- b) applied him or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes

Unsatisfactory Progress and Attendance

Poor attendance and unsatisfactory progress are closely linked. Students' attendance in each course needs to meet satisfactory levels in order to complete sufficient course outcomes. Where attendance and/or course outcomes completion are of concern, the student will be notified in writing and letters will be sent home. Continued unsatisfactory progress could result in the student being given an "N" determination of unsatisfactory participation in the course.

Assessment Programs

Each school has to develop an Assessment Program for each course. In practical terms, this means that the school is required to:

- Inform students of the requirement in each course.
- Set tasks that will measure student performance in each specified component of the course and focus on outcomes.
- Keep records of each student's performance on each task.
- Provide students with feedback on their progress.

Students with Special Needs

Assessment Tasks may need to be modified or altered for students with special needs. This process will be done in consultation with the Learning Support Team.

Notification of Assessment Tasks

You will be notified in writing of the outcomes that will be assessed in each course. Assessment information will be given to you on our Assessment Notification Sheet. The teacher's register must be

signed by the student on receipt of the task and on submission of the task.

Absence When Task is Notified or Due

Whenever a student is absent from school, it is *their responsibility* to ensure that they know what work has been missed and to catch up on that work. The same conditions apply if they are absent when an Assessment Task is notified or due for submission or completion. In the event of absences students need to consult with their teacher or Head Teacher of the subject.

Feedback to students

Teachers will provide timely and meaningful feedback to students to allow for monitoring and improvement in learning.

Malpractice

Malpractice when completing assessment may include the following:

- a) Copying and Non-Original Work (plagiarism) – where there is evidence of copying, or where outside sources are used and not acknowledged, marks will be deducted in proportion to the extent of non-original or unacknowledged work.
- b) Cheating – if a student is found to be cheating (or assisting others to cheat) in any assessment task, they will score **zero** for the task, parents/guardians will be informed and the Principal or Head Teacher may take further action as appropriate.

Frequently Asked Questions

How can I best manage my assessment tasks?

- Be aware of due dates. Keep an up-to-date diary of all assessment tasks and other commitments.
- Use a wall calendar or small whiteboard in an area such as your family room or your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save and back up any work completed on a computer. The failure of technology is generally not an acceptable excuse for submitting your work late.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

What are my rights and responsibilities as a student?

Every student has rights and responsibilities when it comes to assessment. All students have the following rights:

- To be informed of the assessment policies of the school and NESAs.
- To receive clear guidelines relating to requirements of each assessment task.

- To be informed in advance of the due date for each assessment task.
- To receive feedback that assists them to review their work.
- To query the mark for an individual task at the time it is returned to them. All students have the following responsibilities:
To become familiar with and follow the school's assessment policies
- To complete all set tasks on time, or talk to their teachers about what to do if they cannot meet a deadline.
- Not to engage in behaviour which could be considered malpractice, cheating, or plagiarism, and ensure that all assessment work is their own or acknowledge the contribution of others.
- To follow up any concerns with tasks at the time they are marked and returned.

What is Plagiarism?

Plagiarism is when you claim that you have written, created or developed a piece of work that someone else originated. Plagiarism is a form of cheating, it is dishonest and it will negatively impact on your HSC results.

Q: Is it plagiarism if I copy someone else's work exactly and claim it as my own?

YES.

Q: Is it plagiarism if I change some of the words or sentences in the passage I am copying?

YES – using someone else's thoughts and words without acknowledgement.

Q: Is it plagiarism if I memorise a story or essay written by someone else, and then produce all or parts of it in my exam?

YES.

Q: Is it plagiarism if someone else proofreads my work and changes my final draft?

NO – it is not plagiarism if someone corrects your spelling or grammar. **However**, if someone makes major changes to the wording of the draft, the final version is no longer your own work.

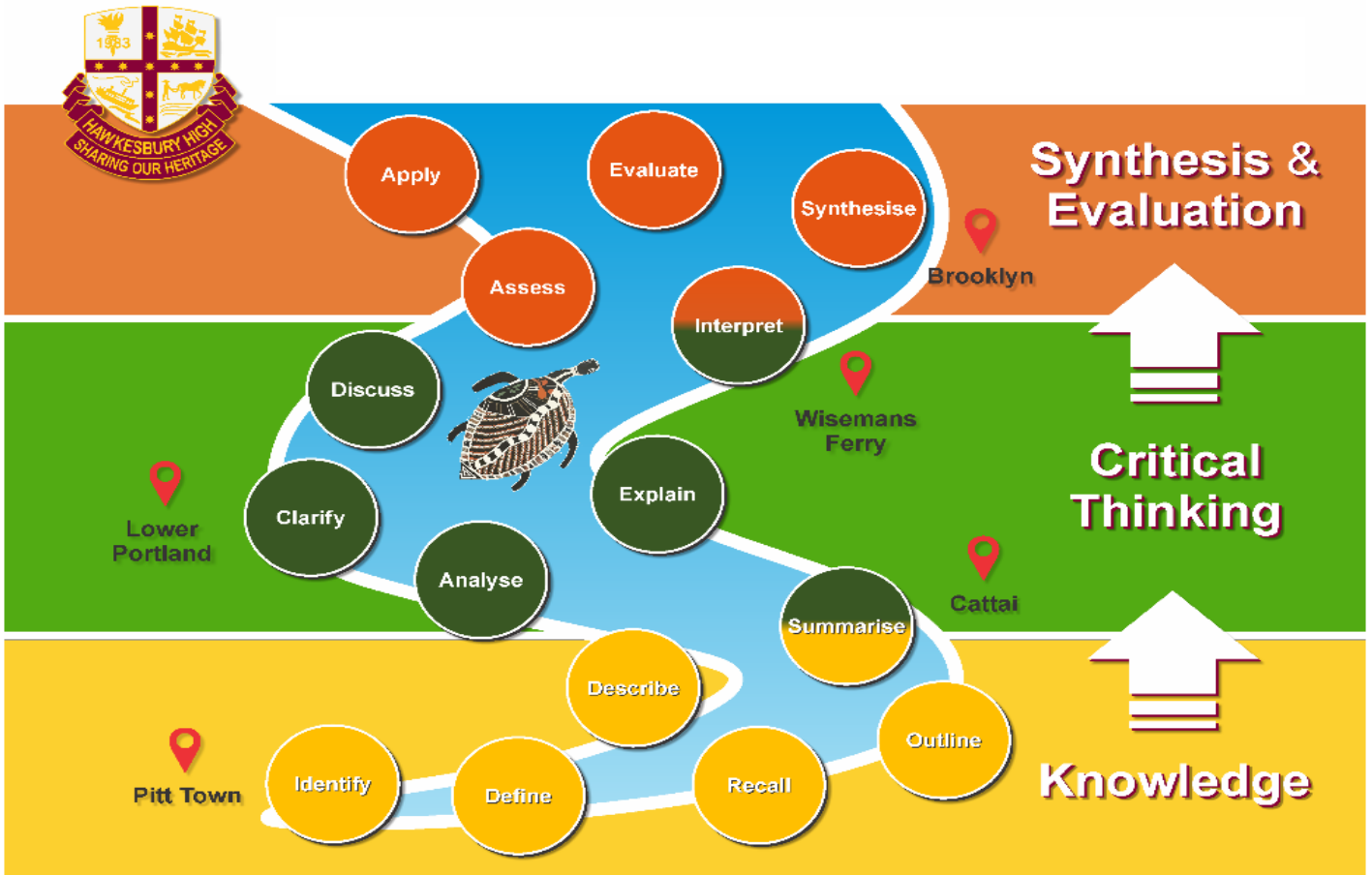
Q: Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source when I hand my work in?

NO – it is legitimate to build on others' ideas provided you don't claim them as your own.

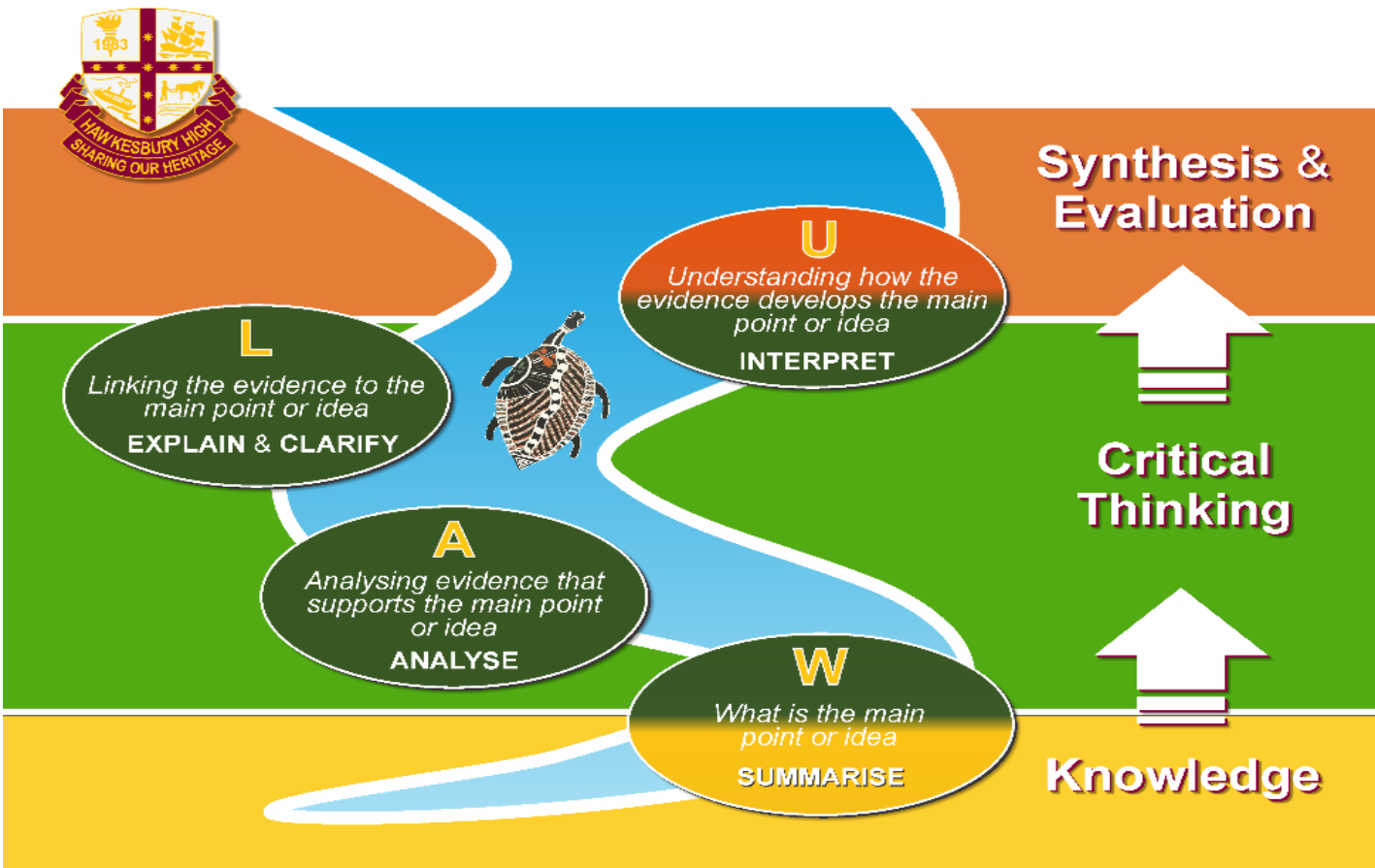
Q: Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes and then acknowledge the source in my text and / or bibliography?

NO – you have acknowledged you are presenting someone else's ideas.

The Hawkesbury Learning Journey



W.A.L.U – Critical Thinking Writing Scaffold





WALU Paragraph Writing Scaffold

W

Summarise

What is the main point or idea?

A

Analyse

Analyse evidence that supports the main point or idea

L

Explain

Link the evidence to the main point or idea

U

Interpret

Understanding how the evidence develops the main point or idea



Essay Writing Scaffold

Identify

Define

Describe

Introduction

Summarise

Analyse

Explain

Interpret

Summarise

Analyse

Explain

Interpret

Summarise

Analyse

Explain

Interpret

Body

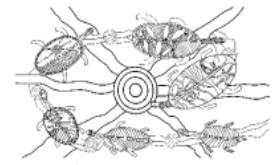
Synthesise

Evaluate

Conclusion



MURU – The Path to Reading Comprehension



U

Synthesis and Evaluation

U

Understand and interpret
Interpret
Evaluate
Synthesise

Make predictions

Make inferences

Make connections

R

Critical Thinking

R

Reflect and Think Deeper
Analyse
Explain
Discuss

Use background knowledge

Visualise

Recognise cause and effect

U

Unpack the main point or idea
Summarise
Clarify
Extrapolate

Re-read for clarity

Summarise

Ask questions

M

Knowledge

M

Main point or idea
Identify
Define
Describe

Identify the main point or idea

Find facts and details linked to the main idea

Identify the author's purpose

Getting Organised



- The first step towards success at school is to be organised. Know where you keep your books and equipment and know when school work is due.
- Check your timetable each evening before going to bed and pack your school bag. If you have a system like this, you will never forget your books or equipment.
- Use a calendar to record when classwork is due.
- Use a weekly planner to help you plan your time by allowing you to calculate, at a glance, how much time you have left before something is due. Update it every week.
- Always have separate exercise books for all subjects. You should use headings and subheadings for things you write, and you should always date your work so it's easier to sequence.

Prioritising Your Time and Work

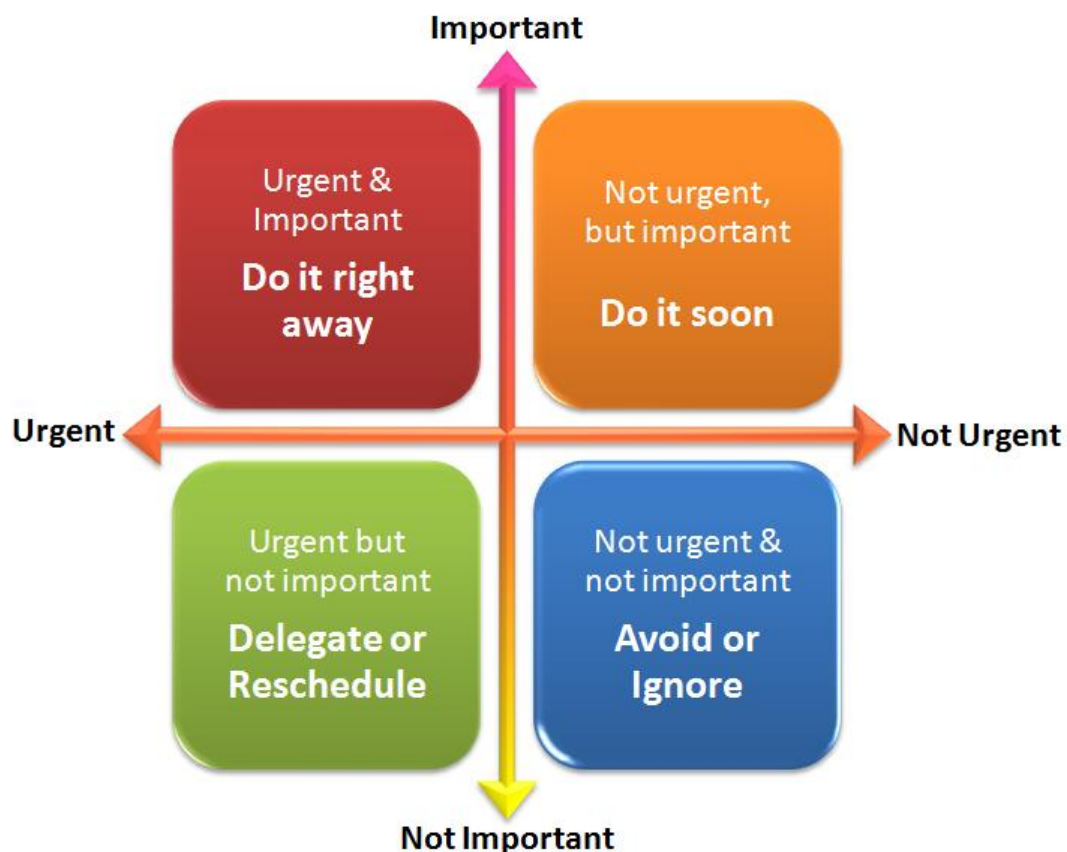
- To prioritise means to make a decision on what is important and what needs to be done first.
- Being organised, knowing when work is due, and knowing how much time you have to do it, will help you set priorities and find time to do things that are urgent and important.
- Make a “To Do” list of the most urgent / important things you have to do.



- It should not be too long – no more than 5 items at a time.
 - Always complete the item at the top of the list first.
 - It will help you to feel in control and give you a sense of achievement.
 - Important things are not always urgent, but they have to be done. You must find the time to do them.
- Having clear and manageable learning goals, helps you prioritise.
 - Learning goals should be realistic and manageable.
 - Set a long term goal – but also set the small steps that will allow you to get there.
 - Plan on doing the small steps first, and then gradually build up.
 - Knowing where you want to go makes getting there a lot easier.
- School work is very important, but so are the other things you do after school.
 - Find a balance between school and outside interests. It reduces stress and helps keep you on task.
 - Use your weekly planner to help you in this process.

Getting Things Done

- Getting things done can be time-consuming and challenging, but if you are organised and you have your priorities right, it will make your workload easier.
- Bigger tasks should be broken down into smaller parts.
 - Each task should be broken down into smaller, manageable components, and then time should be allocated to each component in your weekly planner.
 - This makes big jobs easier to do and it reduces stress.
 - Make sure that you understand all the steps that have to be completed, and then work on the first step until it is done. Only when you have completed the first step should you move on to the next step.
 - Your study schedule should help you work out how much time you have to complete each step.
- Go over your class notes at home during the time set aside to do homework. Even if your teacher does not set this activity explicitly for homework, you should be doing this regularly at home.
- Making study notes is the process of linking what you have learnt in class to key skills and processes. Once you have your study notes you will find it is much easier to do assessment tasks and prepare for examinations as these always ask you to link knowledge to key skills.
- Ask your teacher for feedback on your progress to see that you are doing the right thing and are on the right track. Give yourself enough time to complete your work so you have time to show your teacher a fairly complete draft several days before the work is due. This will give your teacher time to get back to you and give you time to act on the feedback you get.



A Glossary of Key Words

- Using the glossary will help you understand what is expected in answers to tasks and activities.

Key Word	Definition – What you have to do
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analyse/evaluation
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details

Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole



Course Name: Agriculture

Course outcomes: A student...

- AG5-1** Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets.
- AG5-2** Explains the interactions within and between agricultural enterprises and systems.
- AG5-3** Explains the interactions within and between the agricultural sector and Australia's economy, culture and society.
- AG5-4** Investigates and implements responsible production systems for plant and animal enterprises.
- AG5-5** Investigates and applies responsible marketing principles and processes.
- AG5-6** Explains and evaluates the impact of management decisions on plant production enterprises.
- AG5-7** Explains and evaluates the impact of management decisions on animal production enterprises.
- AG5-8** Evaluates the impact of past and current agricultural practices on agricultural sustainability.
- AG5-9** Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics.
- AG5-10** Implements and justifies the application of animal welfare guidelines to agricultural practices.
- AG5-11** Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts.
- AG5-12** Collects and analyses agricultural data and communicates results using a range of technologies.
- AG5-13** Applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery.
- AG5-14** Demonstrates plant and/or animal management practices safely and in collaboration with others.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
First-hand Investigations Weighting: 30%	Ongoing	Performs safe investigations, with guidance. Describes trends, patterns, and draws some conclusions.	Plans and performs safe agricultural investigations, with minimal guidance. Explains trends, patterns, and relationships to draw conclusions.	Synthesises agricultural investigations without guidance. Critically evaluates trends, patterns, and relationships to draw evidence-based conclusions.
Literacy Tasks Weighting: 40%	Ongoing	Ideas identify one simplistic perspective. Identifies everyday observations to support an idea or argument.	Ideas are summarised from at least two perspectives. Analyses secondary sourced information to communicate sound evidence or examples.	Ideas are assessed from three or more perspectives. Effectively gathers, selects, organises and processes secondary sourced information to communicate comprehensive evidence-based examples.
Practical Learning Activities Weighting: 30%	Ongoing	Completes simple tasks with guidance.	Demonstrates problem solving capability when completing tasks with minimal guidance.	Manages and perseveres with difficult tasks and safely works in collaboration with others.



Course Name: Child Studies

Course outcomes: A student...

- CS5-1** Identifies the characteristics of a child at each stage of growth and development.
- CS5-2** Describes the factors that affect the health and wellbeing of the child.
- CS5-3** Analyses the evolution of childhood experiences and parenting roles over time.
- CS5-4** Plans and implements engaging activities when educating and caring for young children within a safe environment.
- CS5-5** Evaluates strategies that promote the growth and development of children.
- CS5-6** Describes a range of parenting practices for optimal growth and development.
- CS5-7** Discusses the importance of positive relationships for the growth and development of children.
- CS5-8** Evaluates the role of community resources that promote and support the wellbeing of children and families.
- CS5-9** Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing.
- CS5-10** Demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts.
- CS5-11** Analyses and compares information from a variety of sources to develop an understanding of child growth and development.
- CS5-12** Applies evaluation techniques when creating, discussing and assessing information related to child growth and development.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
I am Diverse Weighting: 30%	Term 1	Identifies a range of Aboriginal pedagogies which create a safe learning environment. Outlines Aboriginal Cultural Connections which promote and support wellbeing.	Discusses a range of Aboriginal pedagogies and the 8 ways of learning. Explains the role of Aboriginal Kinship Ties which promote and support wellbeing.	Evaluates engaging educational activities which promote Aboriginal pedagogies and the 8 ways of learning. Assesses the role of resources that promote and support the wellbeing of Aboriginal peoples.
Play Time Weighting: 40%	Term 2	Identifies a range of commercial toys and regulations which affect health and wellbeing of children. Describes a range of toys which enhance and support optimum safety and wellbeing in children.	Analyses laws for commercial toys which regulate health and wellbeing of children. Analyses existing commercial toys which support optimum safety and wellbeing in children.	Assesses laws and regulations associated with a commercial toy and highlight the effects health and wellbeing. Applies knowledge of safety and wellbeing to design a toy which complies.

<p>Work, work, work</p> <p>Weighting: 30%</p>	<p>Term 3</p>	<p>Identifies a range of advertisements for careers in childcare and outline strategies that promote the growth and development of children.</p> <p>Outlines interview skills which demonstrate the capacity to care for children in a positive manner in a variety of settings and contexts.</p>	<p>Analyses advertisements in childcare and develop strategies to promote growth and development of children.</p> <p>Recalls interview skills which demonstrate the capacity to care for children in a positive manner in a variety of settings.</p>	<p>Evaluates strategies when applying for positions in childcare.</p> <p>Evaluates interview skills which demonstrate the capacity to care for children in a positive manner in a variety of settings.</p>
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Course Name: Commerce

Course outcomes: A student...

- 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.

		Knowledge and Skills		
Evidence of Learning	Outcomes	Knowledge	Critical Thinking	Judgement and Evaluation
Law Society and Political Involvement, Law in Action Part A Weighting: 25% Part B Weighting: 25%	Part A – Term 1 Week 8 Part B – Term 2 Week 4	Identifies rights and responsibilities of individuals in a legal context. Describes key factors affecting legal and political decisions.	Examines the role of law in society. Discusses implications and consequences of coming into contact with law as a young person.	Synthesises information from a variety of sources to indicate how individuals and groups participate in the democratic process. Interprets legislation and legal statutes to determine legal rights and responsibilities of individuals in society.
Running a business Part A Weighting: 30% Part B Weighting: 20%	Part A – Term 3 Week 10 Part B – Term 4 Week 3	Outlines key factors affecting consumer and business decisions.	Analyses options for solving problems encountered throughout the business development process.	Applies a developed plan designed to achieve goals specific to business.



Course Name: English

Course outcomes: A student...

- 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.

Evidence of Learning	When?	Knowledge and Skills		
		Knowledge	Critical Thinking	Judgement and Evaluation
Shakespeare our contemporary Weighting: 25% Task: Structured Essay	Term 1 Week 8	Identifies and describes how literary and dramatic devices are used to engage the audience and create meaning. Describes how these features affect the meaning of a text	Analyse how texts create deeper meaning in relation to our current world. Links ideas from a between a Shakespearean play and a contemporary text	Writes a comparative essay demonstrating sustained texts for understanding, interpretation & critical analysis
Gothic Poetry Weighting: 30% Task: Portfolio: Multimodal Creative Composition & Annotation	Term 2 Week 7	Demonstrate character, setting and theme in horror genre	Analyse language techniques and explain their meaning within Gothic Horror texts	Apply language techniques to create meaning within an imaginative text
Journey Weighting: 30% Task: Essay Response	Term 3 Week 8	Describe how aspects of texts can evoke a range of responses	Analyse how texts create meaning through literary devices.	Evaluate composers context, language and features to appeal to an audience/purpose about 'journeys' Makes meaning clear and succinct through effective use of language, form and structure in an essay format.

<p>Let's sing about it (Musical)</p> <p>Weighting: 15%</p> <p>Task: Portfolio of classwork</p>	<p>Term 4</p> <p>Week 8</p>	<p>Describes the purpose, audience and context of texts</p> <p>Describes how these features affect the meaning of a text</p>	<p>Justifies opinion by citing evidence from a text</p> <p>Analyses language, form and structure and explains the effect of creating meaning in musical theatre.</p>	<p>Evaluate composer's context, language and features to appeal to an audience/purpose.</p> <p>Evaluates how this text reflects the values and thinking of the context of composition.</p> <p>Makes meaning clear and succinct through effective use of language</p>
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Course Name: Food Technology

Course outcomes: A student...

- 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.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Food Trends Weighting: 25%	Term 1	Identifies the role of the media in promoting food styling and photography. Plans and prepares contemporary foods that reflect food trends.	Discusses the role of the media in promoting food styling and photography. Plans, prepares and presents appealing contemporary foods that reflect food trends.	Assesses the role of the media in promoting food styling and photography. Designs, plans, prepares and presents appealing contemporary foods that reflect food trends.
Food Service and Catering Weighting: 25%	Term 2	Identifies a variety of menus from a range of food service and catering operations. Lists menu-planning considerations. Prepares appealing food items appropriate for catering for small or large-scale functions.	Explains a variety of menus from a range of food service and catering operations. Discusses menu-planning considerations. Designs, plans and prepares appealing food items appropriate for catering for small or large-scale	Evaluates a variety of menus from a range of food service and catering operations. Evaluates menu-planning considerations. Designs, plans and prepares appealing food items appropriate for catering for small or large-scale functions, applying the principles of food

			functions, explaining the principles of food preservation and storage.	preservation and storage.
Food for specific needs Weighting: 25%	Term 3	Identifies Recommended Dietary Intake for various life stages. Outlines the impact of food allergies and intolerances on an individual's food choices.	Explains Recommended Dietary Intake (RDI) for various life stages and design and prepare meals to meet specific groups. Discusses the impact of food allergies and intolerances on an individual's food choices.	Applies Recommended Dietary Intake (RDI) for various life stages and design and prepare meals to meet specific groups. Assesses the impact of food allergies and intolerances on an individual's food choices.
Food for Special Occasions Weighting: 25%	Term 4	Lists factors to consider when menu-planning for special occasions. Outlines the importance of food presentation and service for special occasions. Identifies a workflow plan to be used when conducting a practical activity.	Clarifies factors to consider when menu-planning for special occasions. Explains the importance of food presentation and service for special occasions. Devises a workflow plan to be used when conducting a practical activity.	Applies factors to consider when menu-planning for special occasions. Applies the importance of food presentation and service for special occasions. Applies a workflow plan to be used when conducting a practical activity.



Course Name: Geography

Course outcomes: A student...

- GE5-1** Explains the diverse features and characteristics of a range of places and environments.
- GE5-2** Explains processes and influences that form and transform places and environments.
- GE5-3** Analyses the effect of interactions and connections between people, places and environments.
- GE5-4** Accounts for perspectives of people and organisations on a range of geographical issues.
- GE5-5** Assesses management strategies for places and environments for their sustainability.
- GE5-6** Analyses differences in human wellbeing and ways to improve human wellbeing.
- GE5-7** Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry.
- GE5-8** Communicates geographical information to a range of audiences using a variety of strategies.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Sustainable Biomes Weighting: 60%	Term 3	Outlines environmental issues and human impacts on environments.	Analyses opportunities for environmental protection and sustainability.	Evaluates environmental issues and recommends management strategies to achieve sustainability.
	Week 6 & 9	Undertakes geographical inquiry and summarises information. Describes geographic issues and phenomena through various communication strategies.	Applies geographical inquiry tools and discusses geographical research. Describes geographic issues and phenomena through various well-structured communication strategies.	Analyses and synthesises geographical inquiry research findings. Assesses geographic issues and phenomena through various cohesive and well-structured communication strategies.
Changing Places Weighting: 40%	Term 4 Week 4	Describes and designs sustainable places and spaces. Outlines social, environmental challenges in urban places.	Discusses develops sustainable urban design ideas and concepts. Investigates social, environmental and economic challenges in urban places and presents findings.	Justifies sustainable design features and functions of urban places and spaces. Proposes actions or solutions in response to social, environmental and economic challenges in urban places.



Course Name: History

Course outcomes: A student...

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

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Rights and Freedoms Historical Vlog Weighting: 30%	Term 1 Week 7	Identifies key historical characters. Outlines features and characteristics of a historical society in the modern world.	Explains the motives and actions of key historical characters. Analyses the role of key historical characters in shaping the past. Analyses historical sources for evidence to support a historical interpretation.	Assesses the significance of key historical characters in shaping the modern world. Applies historical terms and concepts to communicate about the past.
Rights and Freedoms Museum Curation Weighting: 40%	Term 1 Week 11	Identifies the usefulness of a historical source. Outlines the nature of a historical source.	Explains the causes and effects of historical ideologies pertaining to power and oppression. Accounts for the perspective in historical sources.	Evaluates the usefulness of historical sources. Evaluates the effects of key ideologies on historical characters. Applies historical terms and concepts to communicate about the past.

			Analyses historical sources for evidence to support a historical investigation.	
Depth Study End of Semester Examination Weighting: 30%	Term 2 Week 4	Identifies key historical characters. Outlines features and characteristics of a historical society in the modern world.	Explains the motives and actions of key historical characters. Analyses the role of key historical characters in shaping the past. Analyses historical sources for evidence to support a historical interpretation.	Evaluates the significance of key historical characters in shaping the past. Applies historical terms and concepts to communicate about the past.



Course Name: Industrial Technology Metal

Course outcomes: A student...

- IND5-1** Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
- IND5-2** Applies design principles in the modification, development and production of projects.
- IND5-3** Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
- IND5-4** Selects, justifies and uses a range of relevant and associated materials for specific applications.
- IND5-5** Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
- IND5-6** Identifies and participates in collaborative work practices in the learning environment.
- IND5-7** Applies and transfers skills, processes and materials to a variety of contexts and projects.
- IND5-8** Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
- IND5-9** Describes, analyses and uses a range of current, new and emerging technologies and their various applications.
- IND5-10** Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Project and Portfolio 1 Weighting: 25%	Term 2	Outlines relevant research. Identifies management skills in the development of a practical problems.	Conducts and describes a range of relevant research. Applies appropriate management strategies to the development of a practical problems.	Conducts, explains and evaluates a wide range of relevant research. Applies design processes to strategically organise and develop solutions to practical problems.
Research Report Weighting: 35%	Term 3	Identifies Technical, environmental and structural factors within the metal industry.	Analyses Technical, environmental and structural factors adopted by the metal industry.	Demonstrates a comprehensive knowledge of the technological, environmental, and structural factors.
Project and Portfolio 2 Weighting: 40%	Term 4	Outlines relevant research. Identifies management skills in the development of a practical problems.	Conducts and describes a range of relevant research. Applies appropriate management strategies to the development of a practical problems.	Conducts, explains and evaluates a wide range of relevant research. Applies design processes to strategically organise and develop solutions to practical problems.

Course Name: Industrial Technology Timber

Course outcomes: A student...

- IND5-1** Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
- IND5-2** Applies design principles in the modification, development and production of projects.
- IND5-3** Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
- IND5-4** Selects, justifies and uses a range of relevant and associated materials for specific applications.
- IND5-5** Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
- IND5-6** Identifies and participates in collaborative work practices in the learning environment.
- IND5-7** Applies and transfers skills, processes and materials to a variety of contexts and projects.
- IND5-8** Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
- IND5-9** Describes, analyses and uses a range of current, new and emerging technologies and their various applications.
- IND5-10** Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Project and Portfolio 1 Weighting: 25%	Term 2	Outlines relevant research. Identifies management skills in the development of a practical problems.	Conducts and describes a range of relevant research. Applies appropriate management strategies to the development of a practical problems.	Conducts, explains and evaluates a wide range of relevant research. Applies design processes to strategically organise and develop solutions to practical problems.
Research Report Weighting: 35%	Term 3	Identifies Technical, environmental and structural factors within the timber industry.	Analyses Technical, environmental and structural factors adopted by the timber industry.	Demonstrates a comprehensive knowledge of the technological, environmental, and structural factors.
Project and Portfolio 2 Weighting: 40%	Term 4	Outlines relevant research. Identifies management skills in the development of a practical problems.	Conducts and describes a range of relevant research. Applies appropriate management strategies to the development of a practical problems.	Conducts, explains and evaluates a wide range of relevant research. Applies design processes to strategically organise and develop solutions to practical problems.



Course Name: Mathematics Standard

Course outcomes: A student...

- MA5.1-1WM** Uses appropriate terminology, diagrams and symbols in mathematical contexts.
- MA5.1-2WM** Selects and uses appropriate strategies to solve problems.
- MA5.1-3WM** Provides reasoning to support conclusions that are appropriate to the context.
- MA4-8NA** Generalises number properties to operate with algebraic expressions.
- MA4-10NA** Uses algebraic techniques to solve simple linear and quadratic equations.
- MA5.1-4NA** Solves financial problems involving earning, spending and investing money.
- MA5.1-5NA** Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases.
- MA5.1-7NA** Graphs simple non-linear relationships.
- MA5.1-8MG** Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms.
- MA5.1-10MG** Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression.
- MA5.1-11MG** Describes and applies the properties of similar figures and scale drawings.
- MA5.1-12SP** Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media.
- MA5.2-17SP** Describes and calculates probabilities in multi-step chance experiments.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
In class test - Algebraic Expressions	Term 1	Recalls rules to write, simplify and substitute into basic algebraic expressions with limited accuracy.	Analyses problems to choose the most efficient method of simplifying and substituting into algebraic expressions.	Evaluates and reflects on the use of algebraic expressions to solve complex problems.
Inquiry Based Learning project - Single Variable Statistics	Term 2	Describes and outlines components of statistical displays and claims made in the media.	Analyses statistical displays to compare sets of data and discuss statistical claims made in the media.	Interprets statistical displays to compare, and make judgments on, sets of data. Evaluates statistical claims made in the media.
Examination - Nonlinear Relationships and Similarity	Term 3	Identifies and graphs simple non-linear relations. Describes and identifies ratios as scale factors in similar figures.	Discusses and graphs simple non-linear relations. Analyses and solves problems using ratios as scale factors in similar figures.	Applies graphing techniques to evaluate simple non-linear relations. Evaluates problems using ratios as scale factors in similar figures, justifying with reasons.
In class learning task - Equations, Formulas, and Inequalities	Term 4	Substitutes numbers into simple algebraic formulas	Uses real life formulas in familiar situations.	Applies formulas in unfamiliar situations.



Course Name: Mathematics Advanced

Course outcomes: A student...

- MA5.3-1WM** Uses and interprets formal definitions and generalisations when explain solutions and or conjectures.
- MA5.3-2WM** Generalises mathematical ideas and techniques to analyse and solve problems efficiently.
- MA5.3-3WM** Uses deductive reasoning in presenting arguments and formal proofs.
- MA5.2-5NA** Recognises direct and indirect proportion and solves problems involving direct proportion.
- MA5.2-10NA** Connects algebraic and graphical representations of simple non-linear relationships.
- MA5.2-16SP** Investigates relationships between two statistical variables, including their relationship over time.
- MA5.2-17SP** Describes and calculates probabilities in multi-step chance experiments.
- MA5.3-4NA** Draws, interprets and analyses graphs of physical phenomena.
- MA5.3-5NA** Solves linear equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.
- MA5.3-6NA** Performs operations with surds and indices.
- MA5.3-7NA** Solves complex linear, quadratic, simple cubic and simultaneous equations and rearranges literal equations.
- MA5.3-8NA** Uses formulas to find midpoint, gradient and distance on the Cartesian plane and applies standard forms of the equation of a line.
- MA5.3-9NA** Sketches and interprets a variety of non-linear relationships.
- MA5.3-11NA** Use the definition of a logarithm to establish and apply the laws of logarithms.
- MA5.3-13MG** Applies formulas to find the surface area of right pyramids, right cones, spheres and related composite solids.
- MA5.3-14MG** Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids.
- MA5.3-15MG** Applies Pythagoras' Theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions.
- MA5.3-19SP** Investigates the relationship between numerical variables using line of best and explores how data is used to inform decision making processes.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Topic test Algebra	Term 1	Identifies and substitutes into basic formulas and solves single-step equations.	Interprets and substitutes into formulas, rearranges and solves multistep equations.	Assesses and applies the most efficient techniques to substitute, rearrange and solve multi-step equations in the most logical way.
Statistical Investigation Bivariate statistics	Term 2	Identifies differences in basic data sets.	Analyses and compares the measures of average and spread.	Applies the mean, mode, median, range, IQR and SD to make predictions and form opinions of problems requiring statistical processes.
Learning Portfolio & Quiz Trigonometry	Term 3	Identifies and applies trigonometric ratios, demonstrates some understanding and application of the sine cosine and area rule.	Interprets and solves trigonometry problems, including the sine, cosine and area rule, then forms opinions about their reasonableness using	Applies efficient techniques to accurately solve multi-step trigonometric problems, including the sine, cosine and area rule.

			some mathematical terminology.	
Topic test Quadratic expressions and equations	Term 4	Identifies methods to factorise and expand binomial products. - solves simple quadratic equations.	Interprets and solves real life situations using algebra.	Applies correct methods to factorise and expand binomial and trinomial expressions and quadratic equations. - Evaluates the reasonableness of a solution.



Course Name: Mysteries and Disasters

Course outcomes: A student...

- 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.

Evidence of Learning	When?	Knowledge and Skills		
		Knowledge	Critical Thinking	Judgement and Evaluation
Historical Mysteries Weighting: 60%	Term 1 Week 9	Describes the importance of key features of past societies or periods.	Explains historical perspectives and their impact on interpretations of the past.	Applies methods of historical inquiry to form an understanding of historical events and mysteries.
	Term 3 Week 10	Identifies historical figures including groups and personalities.	Analyses the contribution of scope and context to interpretations of historical mysteries.	
Human Disasters Weighting: 40%	Term 2 Week 8	Outlines major historical events to show continuity, change and causation.	Analyses the usefulness and reliability of sources as part of the historical inquiry process.	Applies a range of historical terms and concepts to communicate an understanding of the past.
		Describes the importance of key features of past societies or periods.	Explains the contribution of groups and individuals to features of past societies or periods.	



Course Name: Music

Course outcomes: A student...

- 5.1 Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
- 5.2 Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
- 5.3 Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
- 5.4 Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.
- 5.5 Notates own compositions, applying forms of notation appropriate to the music selected for study.
- 5.6 Uses different forms of technology in the composition process.
- 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.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Musicology	Term 1	<p>Outlines the influence and impact of technology in music.</p> <p>Identifies musical concepts.</p>	<p>Explains the influence and impact on technology on music.</p> <p>Compares how musical concepts have been used.</p>	<p>Evaluates the influence and impact of technology and music.</p> <p>Critically analyses and discriminates between ways in which musical concepts have been used and manipulated.</p>
Performance: Solo and Ensemble	Term 3	Performs repertoire.	Performs repertoires with some technical skills understanding of style.	Performs with application of technical skills and stylistic interpretation.
Aural: Concepts of Music and Notation	Term 2	Identifies characteristics of various styles and selects appropriate terminology.	Analyses scores and characteristics of repertoire studied.	Critical discussion of music.
Composition: Creating and Arranging	Term 4	Notates and performs own compositions.	Improvises and arranges music in various styles.	Applies the elements of composition appropriate to the music studied.



Course Name: Physical Activity & Sport Studies (PASS)

Course outcomes: A student...

- 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.

Evidence of Learning	When?	Knowledge and Skills		
		Knowledge	Critical Thinking	Judgement and Evaluation
Body in Action	Term 1	<p>Explore the structure of the skeletal and muscular systems by identifying types of bones, muscles and joints.</p> <p>Describe the role of the skeletal and muscular systems and how they interact to produce efficient movement.</p> <p>Outline the role of food as a fuel source for a range of physical activities by comparing energy input versus energy output.</p> <p>Identify various sources of hydration.</p>	<p>Participate in physical activities of varying intensity and duration and monitor varies body systems.</p> <p>Analyse the interrelationships between body systems to determine their contribution and importance during physical activity.</p>	<p>Investigate the role of the circulatory and respiratory systems by examining how they contribute to efficient movement.</p> <p>Assess how they manage fluid replacement and over-hydration.</p>
Practical Application – Rugby League	Ongoing Term 2	<p>Participate in a range of individual and group physical activities to practise and enhance movement skills.</p>	<p>Analyse the movement skills that are fundamental for successful participation in a range of physical activities.</p>	<p>Apply specialised movement skills that are fundamental for successful participation in a range of physical activities.</p>

Physical Fitness	Term 3	<p>Identify simple ways to be active in the home.</p> <p>Measure physical fitness levels.</p>	<p>Explain safety considerations to prevent injury when designing and implementing physical fitness programs for young people.</p> <p>Design strategies to achieve fitness goals in a specific physical activity context.</p>	<p>Critically analyse strategies and/or products that are marketed as rapid and effective in developing physical fitness.</p> <p>Critically analyse how fitness measurement and evaluation protocols are used and determine their effectiveness.</p>
Practical Application – Sport Around the World	Ongoing Term 4	Participate in a range of individual and group physical activities to practise and enhance movement skills.	Analyse the movement skills that are fundamental for successful participation in a range of physical activities.	Apply specialised movement skills that are fundamental for successful participation in a range of physical activities.



Course outcomes: A student...

- 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 sequence.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
On the Road	Term 1	<p>Identifies actions that enhance wellbeing and their capacity to respond positively to challenges.</p> <p>Identifies some appropriate strategies, information, products and services to promote health and safety.</p> <p>Constructs WALU paragraph that communicates a main point, using evidence recalled from health and wellbeing sources.</p>	<p>Explains the influences on and consequences of health decision-making and displays a clear understanding of the links between them.</p> <p>Constructs WALU paragraph that communicate a clear judgement, supported with relevant evidence that justifies the overarching idea.</p>	<p>Evaluates the influences on and consequences of health decision-making and displays an extensive understanding of the links between them.</p> <p>Constructs WALU paragraphs that communicate a clear and well-justified judgement, supported with a logical interpretation of evidence that enhances the complexity of the overarching thesis.</p>
Practical Application – Indigenous and International Games	Ongoing Term 2	<p>Demonstrates movement skills in a physical activity context.</p> <p>Describes solutions to movement challenges to enhance their health and participation.</p>	<p>Demonstrates movement with competence and creativity within and across various physical activity contexts.</p> <p>Explains solutions</p>	<p>Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.</p> <p>Applies and justifies sophisticated solutions to</p>

			to movement challenges to enhance their health and participation.	movement challenges to enhance their own and others health and participation in a lifetime of physical activity.
Fuelling the Body	Term 3	<p>Recognizes some of the various influences on health decision-making and outlines some consequences.</p> <p>Identifies some appropriate strategies, information, products and services to promote health and safety.</p>	<p>Explains the influences on and consequences of health decision-making and displays a clear understanding of the links between them.</p> <p>Explains appropriate strategies and accesses information, products and services to promote health and safety.</p>	<p>Applies and assesses strategies and skills to respond positively to challenges and effectively manage complex situations.</p> <p>Evaluates the influences on and consequences of health decision-making and displays an extensive understanding of the links between them.</p>
Practical Application – Outdoor Recreation	Ongoing Term 4	<p>Demonstrates movement skills in a physical activity context.</p> <p>Describes solutions to movement challenges to enhance their health and participation.</p>	<p>Demonstrates movement with competence and creativity within and across various physical activity contexts.</p> <p>Explains solutions to movement challenges to enhance their health and participation.</p>	<p>Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.</p> <p>Applies and justifies sophisticated solutions to movement challenges to enhance their own and others health and participation in a lifetime of physical activity.</p>



Course Name: Science

Course outcomes: A student...

- 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.
- 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 pattern of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
- SC5-14LW** Analyses interactions between components and processes within biological systems.
- SC5-15LW** Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
- SC5-16CW** Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.
- SC5-17CW** Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

Evidence of Learning	When?	Knowledge and Skills		
		Knowledge	Critical Thinking	Judgement and Evaluation
Linking Scientific Ideas to Evidence Weighting: 30%	Ongoing	Identifies everyday observations to support an idea or argument.	Explains sound scientific evidence or examples to support ideas or arguments.	Evaluates evidence-based examples to provide detailed support of ideas and arguments.
Depth Study Investigations Weighting: 40%	Term 1 and Term 3	Performs safe investigations, with guidance. Describes trends, patterns and draws some conclusions.	Plans and performs safe scientific investigations, with minimal guidance. Explains trends, patterns, and relationships to draw scientific conclusions.	Synthesises scientific investigations without guidance. Critically evaluates trends, patterns and relationships to draw evidence-based scientific conclusions.
Finding Plausible Solutions to Identified Problems Weighting: 30%	Ongoing	Recalls information to assist in the problem-solving process.	Analyses information to participate in the problem-solving process.	Critically evaluates information to inform creative solutions.



Course Name: Visual Arts

Course outcomes: A student...

- 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.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Portfolio 1 Weighting: 25%	Term 1 Week 10	Describes and outlines how Artistic Practice establishes modes of working.	Discusses modalities of practice that apply to individual creative endeavours.	Applies conventions and procedures used in the Visual Arts.
Portfolio 2 Weighting: 25%	Term 2 Week 6	Identifies aspects of the world which inform artmaking and critical analysis.	Analyses the relationship between the Audience and the Artwork in artmaking and criticism.	Synthesizes the role of the artist and evaluates the role of criticism in building meaning.
Portfolio 3 Weighting: 25%	Term 3 Week 10	Identifies a range of conventions and procedures in Artmaking, and outlines aspects of how the Frames define meaning.	Analyses the use of the Frames in artistic processes and explains how the Frames provide an understanding of significance in Visual Arts analysis.	Evaluates how significance can be interpreted through use of the Frames.
Portfolio 4 Weighting: 25%	Term 4 Week 6	Outlines processes through which artworks can be developed and refined.	Interprets conventions and procedures used in the Visual Arts.	Assesses artworks and applies intellectual mechanisms to create and communicate meaning.