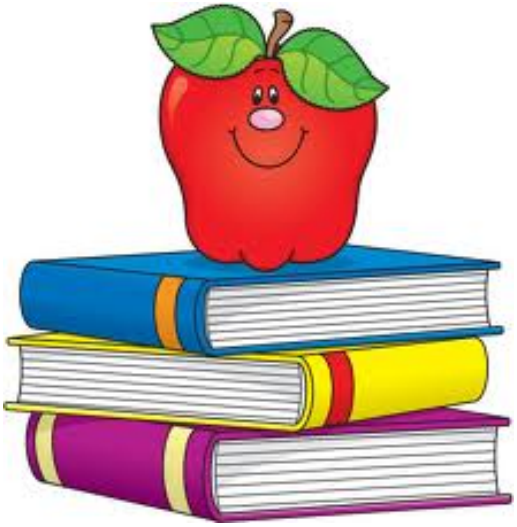
Warialda High School

Stage 5 Assessment Booklet 2021



Name: _____

The subjects I am undertaking in 2021:

Subject	Teacher
English	
Maths	
Science	
History	
Geography	
PD/H/PE	
Work Education	
X:	
Y:	
Z:	

School Contact Details:

Warialda High School

Apollo Avenue

Warialda NSW 2402

P. 6729 1000

E. warialda-h.school@det.nsw.edu.au

Year 9 Advisor – Mrs Kendall Moxey

Year 10 Advisor – Mr Alex Butler

Contents

INTRODUCTION

This booklet outlines:

- the requirements for satisfactory completion of Stage 5 courses
- what assessment is
- the assessment process
- assessment task procedures
- specific information for vocational courses

It provides:

- the 2021 Stage 5 Assessment Schedule
- individual course assessment information and schedules
- a copy of the Assessment Variation Form

STAGE 5 COURSE REQUIREMENTS

To complete Stage 5, students must satisfactorily complete the Board of Studies (BOS) requirements for all mandatory courses. To be eligible for a grade in an elective course, students must satisfactorily complete the BOS requirements for that course. For satisfactory completion of a course, a student must:

- follow the course developed or endorsed by the Board of Studies
- apply themselves with diligence and sustained effort to the tasks and experiences provided by the school
- achieve some or all of the course outcomes

A student at risk of failing to satisfactorily complete a course will be warned by means of official N Determination warning letters. The school is obliged to provide at least two such warning letters in time for the student to redeem their situation. Warning letters will identify the cause of the risk and will provide advice as to how the student can rectify the issue.

AWARDING OF GRADES FOR STAGE 5

1. Grades for all courses

Grades for all Stage 5 courses are awarded a grade from A to E. The Board of Studies has developed a set of General Performance Descriptors to describe these five levels of achievement.

2. Course Performance Descriptors

For each course, a set of Course Performance Descriptors has been developed based on the General Performance Descriptors. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course. Students should discuss these with their teachers so that they are familiar with them. The following table gives an indication of how these levels help to assess the student's performance.

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

3. The Grading system

Teachers will collect assessment information about student achievements in a course and relate this to the Course Performance Descriptors.

The information will assist the teachers in making the final decision about the student's grades that are awarded at the end of Year 10.

WHAT IS ASSESSMENT?

Assessment is an essential part of any Stage 5 Course. It allows students to demonstrate their achievements throughout the whole year rather than at a single, final exam.

The purpose of the assessment process is to:

- assist student learning
- assess student achievement
- provide evidence of satisfactorily completion of a course

The assessment process lessens the pressure on students, during the senior years of schooling, by providing several forms of measurement of performance over a period of time. It does not rely upon interest, attitudes or conduct of a student; however these factors invariably will affect a student's performance.

ASSESSMENT TASK PROCEDURES

a) Notification of Tasks

Teachers provide at least two weeks written notice of each assessment task. The task outline will include:

- the course outcomes that are to be assessed
- date due and weighting of the task
- an explicit explanation of the task
- the criteria that will be used to mark the task
- the marking scheme that will be used

Following any absence, it is the student's responsibility to check with the teacher for information regarding any assessment task that may have been issued during the absence.

b) Submission of Tasks

The time of submission of a task is 8:45am unless otherwise stated in the written notification.

It is the student's responsibility to ensure that any electronic copies of tasks are easily accessible. (Files that can be opened with the programs on the current image of DER laptops will be the only ones deemed easily accessible; submission of tasks for websites such as Glogster, Animoto etc should be negotiated with the class teacher.)

Submission of tasks can be done in two ways

1. By handing to the class teacher. If for any reason the teacher is unavailable, submit the task to the appropriate head teacher, the deputy principal or principal.

   Do not leave a task on a teacher's desk.

2. By email. However, this option should only be used in consultation with the class room teacher and it is the responsibility of the students to ensure that the email has been received by requesting a receipt for the email.

Administration staff are not responsible for accepting assessment tasks.

c) Late Submissions of Tasks

Failure to submit a task on the set due date will be recorded as a "non-completion" of the task

When a task is more than five days late and there has been no successful appeal, the teacher in conjunction with the head teacher will send home an official N Determination warning letter.

The student will receive a reduced grade for the purpose of assessment, but will still be required to make a serious attempt at the task and to the best of their ability.

The "N determination" will stand until the task is submitted. Once submitted, the task will then be marked with feedback given, the result will be recorded and the "N determination" will be redeemed. Students will also be placed on the "No Go" list which excludes them from participating in extracurricular events until the task is competed and submitted.

Should a student wish to appeal such a penalty, an Assessment Appeal Form (available at the office) is to be completed. Successful appeals may require the student to complete the task or an alternative as soon as practicable.

Acceptable grounds for appeal include illness, bereavement and unavoidable appointments.

Unacceptable grounds may include work or other course commitments.

Failure of technology (eg. Unable to print, file cannot be opened by programs on school computers, email not received) is also not an acceptable ground for appeal.

d) Planned absence on the day that a task is due or that an in-class task is scheduled

For a take-home task, every reasonable effort must be made to submit the task early or have it submitted on your behalf.

Application for a variation in the assessment schedule by means of an Assessment Variation Form **must be done prior** to the absence.

e) Absence due to illness or misadventure on the day that an in-class assessment task is scheduled

If a student misses an assessment task due to illness or misadventure they need to contact their class teacher as soon as possible and complete an *Assessment Variation Form.* This form is to be submitted, with relevant documentation, to the principal for consideration as soon as practicable. Examples of illness or misadventure are:

- Serious illness (letter from parent / carer, (doctor's certificate)
- An accident preventing attendance (police report, letter from parent / carer)
- Death in the family (letter from parent / carer)

The task, or an alternative, must be completed as soon as practicable (as negotiated). Failure to do so will incur the awarding of unsatisfactory for the task.

In the case that unforeseen circumstances such as, but not limited to, fire, flood or death of a staff member, students may be required to re-sit or re-submit tasks. It is therefore recommended that students retain copies of completed assessments in the unlikely event that students are asked to re-submit a task due to a school misadventure.

When a task is more than five days late and there has been no successful appeal, the teacher in conjunction with the head teacher may send home an official N Determination warning letter.

The student will receive a grade of unsatisfactory for the purpose of assessment, but will still be required to make a serious attempt at the task and to the best of their ability. This will ensure the requirements of the course outcomes are being met by the student for the Board of Studies. Two warning letters in a subject that have not been redeemed will mean the course requirements have not been met by the student and a "N determination" will appear on the RoSA

The "N determination" will stand until the task is submitted. Once submitted, the task will then be marked with the result recorded and the "N determination" will be redeemed. Students will also be placed on the "No Go" list which excludes them from participating in extracurricular events until the task is competed and submitted.

f) Malpractice

A student found to have committed malpractice will be awarded zero marks for that task and their parents will be notified. Malpractice includes:

- cheating (or an attempt to cheat)
- claiming another's work as your own (this includes unacknowledged material from internet sites)
- allowing other students to copy your work
- truancy or absence from classes for the purpose of completing tasks or studying for a task
- misuse of electronic devices under exam conditions eg. phones, MP3 players
- deliberately disrupting an assessment task

A non-serious attempt at an assessment task may result in an unsatisfactory grade for that task. Completing only the multiple choice section of an exam is not considered a serious attempt at an exam.

g) Variation to an Assessment Schedule instigated by the teacher

Should there be any variation to the published Assessment Schedule students should be given two weeks written notice.

h) Appealing the assessment mark awarded

If a student considers that he / she has been unfairly disadvantaged by an assessment decision, they must:

- discuss the matter with the course teacher and head teacher
- if dissatisfied with the decision at this level, lodge an appeal on the **Assessment Appeal Form** (available at the office) to the Principal. An appeal must contain all of the evidence in support of the claim.

RECORD OF STUDENT ACHIEVEMENT (ROSA)

Information from Board of Studies NSW
http://www.boardofstudies.nsw.edu.au/rosa/students.html

The Record of School Achievement (RoSA) is a new credential for all students, beginning with Year 10 in 2012, to recognise school achievement before receiving their Higher School Certificate (HSC).

This page has been designed to give students in all NSW schools the latest information about the RoSA.

A cumulative credential – recognising all your academic achievements
Instead of just showing what your results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

- The RoSA will show your Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If you start a course but leave school before completing it, your RoSA will show evidence of your enrolment.
- Your RoSA will also show results of any VET or Life Skills courses you complete in Year 10 and/or Year 11.

A credential for school leavers
The RoSA will be awarded to all eligible students when they leave school.

- If you transfer from one school to another at the end of Year 10 you will not receive a formal RoSA credential at that time.
- To receive a RoSA you will need to meet your school's attendance requirements.
- You will be able to request a RoSA through your school when you talk to your teachers or principal about leaving.
- If you have completed any Life Skills courses you will receive your Life Skills Profile of Student Achievement at the same time as your RoSA.

Fair grades for everyone

Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement.

- Grades for all your courses in Years 10 and 11 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school.
- The RoSA credential will report on your achievements in Stage 5 courses, using A to E grades
- Teachers are very experienced already in determining grades based on your assessments. As part of introducing the RoSA, the Board will provide further support and resources to make sure grades are given fairly and consistently from school to school.

Minimum Standards tests

If you are in Year 10 this year minimum standards tests will be available throughout Term 3, 2021.

- The tests are online and will be taken at your school under the supervision of a teacher. The tests are a useful option if you are looking for jobs where the employer wants to see evidence of a level of literacy and numeracy.
- Each test will be of 60 minutes duration, and the two tests will be completed in one sitting.
- These will not be pass/fail tests – they will be designed to show levels of achievement that are reasonable to expect from students leaving school after the end of Year 10.
- The literacy and numeracy test results will be reported separately from the RoSA credential.
- More information on the Literacy and Numeracy tests will be available in 2021

Life Skills

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA.

- If you are undertaking one or more courses based on Life Skills outcomes and content you will be eligible to receive a Profile of Student Achievement which will outline the Life Skills outcomes you achieve in each course.
- From 2012, the Profile of Student Achievement will be printed and issued by the Board of Studies to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can also access a record of outcomes achieved via Students Online.
- If you want to access your Profile of Student Achievement before leaving school you will be able to download an electronic record of it from Students Online. To access Students Online you will need a PIN number and school email address.
- Life Skills outcomes will be shown on the profile as:
    - Achieved – for outcomes that have been achieved independently
    - Achieved with support – for outcomes that have been achieved with additional support.

Recording extracurricular achievements

The Board has developed a new online package *up2now* that will allow students to collect evidence of their extracurricular achievements such as first-aid qualifications or volunteer work.

WHAT DOES THE ROSA LOOK LIKE?

BOARD OF STUDIES
NEW SOUTH WALES

RECORD OF SCHOOL ACHIEVEMENT

This is to certify that
Sample Student Name
of
Sample High School
has met the requirements for the Record of School Achievement
and has received the results shown below.

STAGE 5 COURSES

Year	Course	Result
Board Developed Courses		
2012	English (200)	A
	Mathematics (200)	C5
	Science (200)	B
	Australian Geography (100)	D
	Australian History (100)	C
	History (100)	B
	Industrial Technology – Electronics (200)	C
	Personal Development, Health and P.E. (100)	A
Board Endorsed Courses		
2012	Physical Activity and Sports Studies (100)	A
	Religion, Catholic Studies (100)	D
Years 7 to 10 Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and Its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

(see reverse)

Student Number: 230299553

Issued without alteration or erasure on 10th December 2012
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President

ASSESSMENT TASK SUMMARY TABLE

** Be aware - throughout the year students will undertake a range of class tasks that are "ONGOING" during lessons to allow students to develop and express their ability to meet the Stage 5 outcomes over time.*

ELECTIVE LINES: Elective Line X: PASS, STEM, IT Wood
Elective Line Y: Agriculture, Food Tech, Music, Wood
Elective Line Z: Agriculture, Commerce, IT Metal, Art

Term 1	Week	Commencing Date	Course
TERM 1 2021	1	27th Jan	**School Holidays – Western Region**
	2	1st Feb	
	3	8th Feb	
	4	15th Feb	
	5	22nd Feb	
	6	1st Mar	Science (due Monday week 9)
	7	8th Mar	
	8	15th Mar	IT Timber (200 hours): Assessment 1 Mathematics
	9	22nd Mar	Geography IT Metal: Assessment 1 IT Timber (100 hours): Assessment 1
	10	29th Mar	English, Commerce, Visual Arts, STEM

Term	Week	Commencing Date	Course
TERM 2 2021	1	19th Apr	IT Timber (200 hours): Assessment 2
	2	26th Apr	
	3	3rd May	Line Y: Food Technology Agriculture,
	4	10th May	Mathematics
	5	17th May	Line Z: IT Metal, Line X: IT Timber Commerce
	6	24th May	Geography IT Metal: Assessment 1 IT Timber (100 hours): Assessment 1
	7	31st May	Science
	8	7th June	Line Z: Visual Arts,
	9	14th June	Line Y: Music, IT Timber (200 hours): Assessment 3 English, Science
	10	21st June	**YEAR 10 WORK EXPERIENCE** TVET Work Placement

Term	Week	Commencing Date	Course
TERM 3 2021	1	12th July	
	2	19th July	IT Timber (200 hours): Assessment 4
	3	26th July	Line Y: Food Technology
	4	2nd Aug	
	5	9th Aug	
	6	16th Aug	Science part 1
	7	23rd Aug	Mathematics, History Science part 2
	8	30th Aug	Line Z: Visual Arts, Geography, Science part 3 STEM: Assessment 1 IT Timber (200 hours): Assessment 5
	9	6th Sep	Line Y: Music, Agriculture
	10	13th Sep	Minimum Standards - Numeracy & Literacy Tests(online)

Term	Week	Commencing Date	Course
TERM 4 2021	1	4th Oct	
	2	11th Oct	Line Y:
	3	18th Oct	Line Z: Visual Arts
	4	25th Oct	**STAGE 5 YEARLY EXAMINATIONS:** STEM, Food Technology, Mathematics, Visual Arts **Performance:** Music
	5	1st Nov	**Major Project:** IT Metal, IT Timber (100 & 200 hours)
	6	8th Nov	
	7	15rd Nov	
	8	22th Nov	
	9	29th Nov	Year 10 Work Experience (TBC)
	10	6th Dec	
	11	13th Dec	

INDIVIDUAL SUBJECT ASSESSMENT SCHEDULES

Note: Assessment requirements for TVET subjects (such as Automotive, Hairdressing, Tourism etc) are not included as part of this Assessment Booklet. Students should discuss the assessment requirements and deadlines for these courses with their TAFE teachers.

AGRICULTURE (Elective Line Y and Z)

Areas for assessment

1. Knowledge and understanding of
   - **a.** Principles of animal and plant production systems
   - **b.** Historical and socio-economic importance of Agriculture
   - **c.** Environmental significance
   - **d.** Principles of experimentation

2. Skills and techniques in:
   - **a.** Husbandry of plants and animals.
   - **b.** Designing and performing experiments
   - **c.** Observing, analysing and interpreting data
   - **d.** Communicating
   - **e.** Management techniques

The grade (A-E) awarded to each student will be based on student performance in the following assessment tasks:

Task	Outcomes	Date
Practical Skills Task	5.6.1, 5.6.2	Term 2, Week 3
Research Project	5.3.1, 5.3.2, 5.5.1, 5.5.2	Term 3, Week 9
Yearly Examination	5.3.3, 5.3.4, 5.4.3	Term 4, Exam Week

COMMERCE (Elective Line X)

Course Outline:

Commerce provides for a range of learning experiences. It emphasises the potential and use of information and communications technology. Students develop greater competence in problem-solving and decision-making by evaluating a range of consumer, financial, economic, business, legal, political and employment strategies. In examining these, students have the opportunity to develop values and attitudes that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.

Course Outcomes:

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

The assessment tasks will be used to allocate grades (A-E) which reflect the student's level of achievement in relation to the Course Performance Descriptors.

Task	Outcomes	Date
Core 1 Consumer and financial Decisions,	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	Term 1, Week 10
Core 2 The Economic and Business Environment – Analysis Task	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	Term 2 Week 5
Written Examination	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	Term 4, Exam Week
Classwork	All outcomes where appropriate	Ongoing in class

ENGLISH

Stage 5 English builds upon the skills and knowledge from the Stage 4 course. Core skills of writing imaginatively and critically are further developed, as well as reading or viewing a diverse range of texts. Students' understanding of the world around them is challenged through a variety of texts, and they gain a more specialist understanding of language techniques. By the end of the course Students are prepared to engage in Stage 6 study or be effective communicators in the workplace.

Course Outcomes:
A Student:
EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-6C investigates the relationships between and among texts
EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

TASK	OUTCOMES	DATE
Graphic Novel Memoir	EN5-4B, EN5-5C, EN5-7D	Term 1, Week 10
In Class Essay	EN5-1A, EN5-3B, EN5-8D	Term 2, Week 9
Written Examination	EN5-3B, EN5-6C, EN5-8D	Term 4, Exam Week
Classwork	All outcomes where appropriate	Ongoing in class

FOOD TECHNOLOGY

Knowledge, understanding and skills

Students develop:

- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food
- knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health
- skills in researching, evaluating and communicating issues in relation to food
- skills in designing, producing and evaluating solutions for specific food purposes
- knowledge and understanding of the significant role of food in society.

The assessment tasks will be used to allocate grades (A-E) which reflect the student's level of achievement in relation to the Course Performance Descriptors.

Task	Objective	Outcomes	Date
Unit 1: Food Selection and Health Research Task	Food hygiene and safety Food properties, processing and preparation Nutrition and food consumption Research and communication Food Nutrition and society	**FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-12, FT5-13**	Term 2 Week 3
Unit 2: Food Equity Research Task	Food hygiene and safety Nutrition and food consumption Research and communication Designing, producing and evaluating Food Nutrition and society	**FT5-1, FT5-2, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13**	Term 3 Week 3
Unit 3: Practical tasks: Food Service and Catering	Food hygiene and safety Food properties, processing and preparation Nutrition and food consumption Designing, producing and evaluating	**FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11,**	Ongoing Throughout Term 3 & 4
Theory/Practical Exam			Term 4 Exam Week

GEOGRAPHY

The aim of Geography is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

Topics covered this year:

- Sustainable Biomes
- Human Wellbeing

Outcomes:

GE5-1 explains the diverse features and characteristics of a range of places and environments

GE5-2 explains processes and influences that form and transform places and environments

GE5-3 analyses the 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

TASK DESCRIPTION	TOPIC	OUTCOMES	TIMING
Assessment 1: Research Presentation	Sustainable Biomes	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	Term 1, Week 9
Assessment 2: In-Class Extended Response	Human Wellbeing	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	Term 2, Week 6

HISTORY

History is the discipline in which students explore the shaping of our modern world, with the depth studies focusing on key movements and events of the 20th century. Students explore the struggle of populations for inalienable rights and freedoms, including the rights to life, peace and universal suffrage. Students analyse how events in this era have shaped global and Australian society, and the development of popular culture. During their study, students continue to analyse sources for their historical usefulness and assess the impact of these events on the modern world.

Topics covered this year:

- Depth Study 4: Rights and Freedoms- USA Civil Rights
- Depth Study 5: Globalising World- Popular Culture
- Depth Study 6: Genocide

Course Outcomes

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

TASK DESCRIPTION	TOPIC	OUTCOMES	TIMING
Assessment Task 1: Research Project	Rights and Freedoms	HT5-1, HT5-2, HT5-8	Term 3, Week 7
Assessment Task 2: Written Examination	Genocide	HT5-4, HT5-5, HT5-7, HT5-9, HT5-10	Term 4, Examination Week

INDUSTRIAL TECHNOLOGY – METAL (Elective Line Z)

Summary of Course Objectives:

Work Health Safety and Risk Management	1	knowledge of and competence in applying Work Health and Safety (WHS) risk management procedures and practices
Producing Quality Projects	2	knowledge, skills and an appreciation of quality in the design and production of practical projects
Properties and Application of Materials	3	knowledge and understanding of the relationship between the properties of materials and their applications
Designing, Communicating and Evaluating	4	skills in communicating ideas, processes and technical information with a range of audiences
	6	the ability to critically evaluate manufactured products in order to become a discriminating consumer
Industrial Technology and Society	5	an appreciation of the relationship between technology, leisure and lifestyle activities and further learning
	7	knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment

	Metal Tasks	**Outcomes**	**Date**
1	Semester 1 project & portfolio submission	IND5-1, IND5-2, IND5-3 IND5-4, IND5-5, IND5-7	Term 1, Week 9
2	Drawing Project	IND5-2, IND5-3 IND5-4, IND5-5, IND5-7	Term 2, Week 6
3	Major Project and Portfolio	IND5-1, IND5-2, IND5-3 IND5-4, IND5-5, IND5-7	Term 4, Week 5

INDUSTRIAL TECHNOLOGY –TIMBER (ONE LINE)
(Core Year 9 and Specialised Year 10)

Students taking IT Timber on one line complete one project over the course of the year.

Summary of Course Objectives:

Work Health Safety and Risk Management	1	knowledge of and competence in applying Work Health and Safety (WHS) risk management procedures and practices
Producing Quality Projects	2	knowledge, skills and an appreciation of quality in the design and production of practical projects
Properties and Application of Materials	3	knowledge and understanding of the relationship between the properties of materials and their applications
Designing, Communicating and Evaluating	4	skills in communicating ideas, processes and technical information with a range of audiences
	6	the ability to critically evaluate manufactured products in order to become a discriminating consumer
Industrial Technology and Society	5	an appreciation of the relationship between technology, leisure and lifestyle activities and further learning
	7	knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment

	Timber Tasks	**Outcomes**	**Date**
1	Semester 1 project & portfolio submission	IND5-1, IND5-2, IND5-3 IND5-4, IND5-5, IND5-7	Term 1, Week 9
2	Drawing Project	IND5-2, IND5-3 IND5-4, IND5-5, IND5-7	Term 2, Week 6
3	Major Project and Portfolio	IND5-1, IND5-2, IND5-3 IND5-4, IND5-5, IND5-7	Term 4, Week 5

INDUSTRIAL TECHNOLOGY – TIMBER (TWO LINES)
(Core and Specialised Year 9)

Students taking IT Timber on two lines complete two projects over the course of the year

Summary of Course Objectives:

Work Health Safety and Risk Management	1	knowledge of and competence in applying Work Health and Safety (WHS) risk management procedures and practices
Producing Quality Projects	2	knowledge, skills and an appreciation of quality in the design and production of practical projects
Properties and Application of Materials	3	knowledge and understanding of the relationship between the properties of materials and their applications
Designing, Communicating and Evaluating	4	skills in communicating ideas, processes and technical information with a range of audiences
	6	the ability to critically evaluate manufactured products in order to become a discriminating consumer
Industrial Technology and Society	5	an appreciation of the relationship between technology, leisure and lifestyle activities and further learning
	7	knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment

	Timber Tasks	**Outcomes**	**Date**
1	Semester 1 project & portfolio submission	IND5-1, IND5-2, IND5-3 IND5-4, IND5-5, IND5-7	Term 1, Week 8
2	Drawing Project	IND5-2, IND5-3 IND5-4, IND5-5, IND5-7	Term 2, Week 1
3	Major Project and Portfolio	IND5-1, IND5-2, IND5-3 IND5-4, IND5-5, IND5-7	Term 2 Week 9
4	Semester 2 project & portfolio submission	IND5-1, IND5-2, IND5-3 IND5-4, IND5-5, IND5-7	Term 3, Week 2
5	Drawing Project	IND5-2, IND5-3 IND5-4, IND5-5, IND5-7	Term 3, Week 8
6	Major Project and Portfolio	IND5-1, IND5-2, IND5-3 IND5-4, IND5-5, IND5-7	Term 4, Week 5

MATHEMATICS 4/5.1

Mathematics in Stage 5 is structured in 4 strands, which contain the knowledge, skills and understanding for the study of Mathematics:

1. Working Mathematically
2. Numbers and Algebra
3. Measurement and Geometry
4. Statistics and Data

Students in this class will spend time revising Stage 4 concepts to enable them to better engage and be successful with Stage 5.1 concepts.

The assessment tasks as well as in-class work will be used to allocate ROSA grades (A10-E2) which reflect the student's level of achievement in relation to the Course Performance Descriptors., as well as report grades. Not all topics will be formally assessed. In class work includes in-class tests, quizzes, classwork, hands-on activities and any other tasks your teacher may set.

Task	**Outcomes**		**Date**
Test Indices and Algebra	MA4-8NA MA4-9NA	MA5.1-5NA MA5.2-7NA	Term 1 Week 8
Test Interest and Percentages	MA4-5NA	MA5.1-4NA MA5.2-4NA	Term 2 Week 4
Assignment Geometrical Figures	MA4-18MG	MA5.1-11MG	Term 3 Week 7
Yearly Exam	All topics to date		Term 4 Exam Week
Homework, Topic Tests, Class Quizzes	All topics		Throughout year

Outcomes:

MA4-5NA	operates with fractions, decimals and percentages
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-9NA	operates with positive-integer and zero indices of numerical bases
MA4-18MG	identifies and uses angle relationships, including those related to transversals on sets of parallel lines
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
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-14 MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar

MATHEMATICS 5.1/5.2 & 5.2/5.3

Mathematics in Stage 5 is structured in 4 strands, which contain the knowledge, skills and understanding for the study of Mathematics:

1. Working Mathematically
2. Numbers and Algebra
3. Measurement and Geometry
4. Statistics and Data

The assessment tasks as well as in-class work will be used to allocate ROSA grades (A10-E2) which reflect the student's level of achievement in relation to the Course Performance Descriptors., as well as report grades. Some assessments will include a calculator and a non-calculator component. Not all topics will be formally assessed. In class work includes in-class tests, quizzes, classwork, hands-on activities and any other tasks your teacher may set.

Task	**Outcomes**		**Date**
	5.1/5.2 Class Mrs Phillips	**5.2/5.3 Class Ms Sievers**	
Test Measurement, Area and Volume	MA5.1-9MG MA5.1-8MG MA5.2-11MG MA5.2-12 MG	MA5.1-9MG MA5.1-8MG MA5.2-11MG MA5.2-12 MG	Term 1 Week 8
Test Data and Similarity	MA5.1-12SP MA5.2-15SP MA5.1-15MG	MA5.1-12SP MA5.2-15SP MA5.1-15MG MA5.2-14MG	Term 2 Week 4
Assignment Trigonometry and Proportion	MA5.1-10MG MA5.2-5NA	MA5.1-10MG MA5.2-5NA MA5.3-4NA	Term 3 Week 7
Yearly Exam	All topics to date		Term 4 Exam Week

Outcomes:

MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-8MG	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
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-5NA	recognises direct and indirect proportion and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.3-4NA	draws, interprets and analyses graphs of physical phenomena
§ 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
MA5.3-14MG	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

MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals

MUSIC (Elective Line Y)

This course aims to provide students with experience in performing, composing and listening. This is done by providing students with the opportunity to experiment with sound, become familiar with compositional techniques, develop their aural awareness, perform for others and to compose and arrange their own compositions.

The grade (A-E) will be awarded to each student based on student performance in the following assessment tasks:

Task	Outcomes	Date
Literacy Activity and Practical Task – Performance or Composition	5.1, 5.2, 5.3, 5.7	Term 2, Week 9
Practical Task (and Portfolio for Year 10)	5.4, 5.5, 5.6	Term 3, Week 9
Literacy activity and Practical Task – Performance or Composition	5.1, 5.2, 5.3, 5.7	Term 4, Exam Week

Outcomes assessed:

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

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PD/H/PE)

Outcomes being assessed:
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

Task	**Outcomes**	**Due**
PDHPE Class Tasks Technology, Oral task, Health promotion	PD5-1 PD5-2 PD5-3 PD5-6 PD5-7 PD5-8 PD5-9 PD5-10	Ongoing
Movement / Performance Tasks All Practical units	PD5-4 PD5-5 PD5-7 PD5-8 PD5-9 PD5-10 PD5-11	Ongoing
Yearly Exam	PD5-1 PD5-2 PD5-3 PD5-6 PD5-7 PD5-8 PD5-9 PD5-10	Term 4, Exam Week

PHYSICAL ACTIVITY AND SPORT STUDIES (PASS) (Elective Line Y)

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

Task	Outcomes	Due
Movement / Performance Analysis Topics – The Body in action / Physical activity for health and fitness	1.1, 4.4, 1.1, 1.2, 4.2,	Ongoing
PASS Class tasks Topics - Event management – Swimming Carnival / The Body in action / Physical activity for health and fitness / Physical activity and sport in Australia / Issues in sport / Coaching	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4	Ongoing
Yearly Exam	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4	Exam Week

SCIENCE

Science Topics:
Term 1 – Health/Disease and Evolution
Term 2 – Atomic Structure and Periodic Table
Term 3 – Chemical Reactions
Term 4 – Waves and energy conservation

Outcomes
WS4 - develops questions or hypotheses to be investigated scientifically
WS5 - produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
WS6 - undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
WS7 - processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
WS8 - applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
WS9 - presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
CW16 – explains how models theories and laws about matter have been refined as new scientific evidence becomes available.
CW17 – discuss the importance of chemical reactions in the production of a range of substances, and the influence of society of the development of new materials
PW1 - energy transfer through different mediums can be explained using waves and particle models
PW4 – energy conservation in a system can be explained bty describing energy transfers and transformations
LW14 - analyses interactions between components and processes within biological systems
LW15 - explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

Task	**Outcomes**	**Timing**
Research Task	LW17, LW18, LW19, WS4, WS5, WS7, , WS, WS9	T1W6-9
Practical Task	CW17, 7WS, 9WS, 6WS	T2W8
Experimental Project	4WS, 5WS, 6WS, 7WS, 8WS, 9WS	T3W6-8
Yearly Examination – Theory/Practical	7WS, 8WS, 9WS, 4WS, 10PW, 11PW, 11PW, 12PW, 17LW, 18LW, 19LW	Exam Week

STEM

Course Outline:

The STEM course provides for students to develop knowledge, understanding and skills in relation to Science, Technology, Engineering and Mathematics and how these subjects are related to a range of associated industries, career and education pathways. Modules have been developed to link knowledge and skills and the use of materials, tools and techniques in a holistic way, relating the four core areas of STEM.

Course Outcomes:

- MA5.2-1WM - Selects appropriate notations and conventions to communicate mathematical ideas and solutions
- MA5.2-3WM- Constructs arguments to prove and justify results
- MA5.2-2WM - Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
- 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
- IND5-10- Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally
- SC5-5WS - Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
- SC5-8WS - Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- SC5-11PW - Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- SC5-13ES - Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
- SC5-14LW- Analyses interactions between components and processes within biological systems

The assessment tasks will be used to allocate grades (A-E) which reflect the student's level of achievement in relation to the Course Performance Descriptors.

Task	Outcomes	Date
Process Diary	MA5.2-1WM, MA5.2-3WM, IND5-4, IND5-5, IND5-10, SC5-5WS, SC5-8WS, SC5-14LW.	Term 1, Week 10
Model and Presentation	MA5.2-2WM, IND5-4, IND5-5, SC5-5WS, SC5-8WS, SC5-11PW.	Term 3, Week 8
Written Examination	All outcomes where appropriate	Term 4, Exam Week

VISUAL ARTS (Elective Line Z)

Summary of course objectives:

a. Develop visual expression and communication by making art works

b. Develop sensory awareness and imagination by looking and seeing

c. Develop ability to think and act creatively

d. Develop an undersanding and appreciation of art works, past and present.

Task	Outcomes	Date
Practical Task 1	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Term 1, Week 10
Practical Task 2	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Term 2, Week 8
Practical Task 3	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Term 3, Week 8
VAPD: ongoing record of work and classroom participation	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Ongoing (Final Marking Term 4, Week 3)
Yearly Exam	5.4, 5.7, 5.8, 5.9, 5.10	Term 4, Exam Week

Appendix 1 – Assessment Variation/Appeal Form

A copy of this can be obtained from the front office and should be filled out well before the intended Variation of Routine

Assessment Variation/Appeal Form – Warialda High School

STUDENT'S NAME: _____ DATE SUBMITTED:_____

SUBJECT: _____ TEACHER: _____

ASSESSMENT TASK NUMBER: _____ DUE DATE: _____

Reason For Variation (Please Tick)

PART A **Non – completion/submission of Assessment Task on specified date (before the task)**		**PART B** **Appeal (after the task)**
❑ Illness	OR	❑ Appeal I wish to appeal on the following grounds _____ _____ _____ _____
❑ Misadventure		
❑ Other Approved Commitment		
DETAILED EXPLANATION AND DOCUMENTATION		
❑ Medical Certificate ❑ Other documentation: _____ Explanation_____ _____ _____		If appeal is for appealing assessment procedure- staple any documentary evidence to this form, including Assessment Task Cover Sheet, your submitted task, marking guidelines If appeal is for illness and misadventure complete documentation section on the left.

SIGNATURE of STUDENT:_____ DATE:_____

SIGNATURE of PARENT/GUARDIAN: _____ DATE: _____

Hand this form in to the front office for a decision to be made about the assessment variation or appeal

✂----------

Decision

For change of assessment date	Appeal Process
DECISION BY HEAD TEACHER OR EXAM COORDINATOR: Has this been discussed with the class teacher? YES / NO Variation: Approved ❑ Denied ❑ Alternate Date and Time of Task:_____ SIGNATURE OF HEAD TEACHER OR EXAM COORDINATOR: _____ Date:_____	Appeal Committee Findings _____ _____ _____ _____ SIGNATURE OF PRINCIPAL/DP: _____ Date: _____

Student notified of decision ❑ Signed:_____ Date _____

Appendix 2 - My Assessment Record

Record your assessments and marks n this record sheet to keep track of what you have done and what you still have to do.

Subject Task No	Date Due	Description	Completed/ Grade
Eg. Maths Task 2 Trigonometry	12/4/20	Class Test, allowed one handwritten sheet of notes	✓ B

Subject Task No	Date Due	Description	Completed/ Grade

Appendix 3 - Assessment Notification

Each assessment (other than Yearly Exams) should be notified by a form using the following features:

Warialda High School

Assessment Notification

Subject:_____

Year: ___

Assessment Task __ of __.

Weighting:	___%
Due Date (or Task Date):	___/___/___
This assessment will be in the form of:	e.g. Test, report, digital portfolio
Description of Task	

Outcomes to be assessed:

Marking Criteria: (either attached or state here)

❑ attached.

Or

Marks will be awarded for the following skills:

▪
▪

I acknowledge that:

- I am aware of the above assessment task and the rules regarding assessment tasks, including the necessity of a doctor's certificate or other documentation if a task is not attended or handed in on time.
- I am in receipt of the assessment outcomes and marking criteria for this task.