



Prairiewood High School



Year 9 Assessment Schedule 2022

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RULES AND PROCEDURES

STUDENT RESPONSIBILITIES

It is the responsibility of each student to ensure that:

- all submitted tasks are his/her own work
- all tasks are completed/submitted on time
- all work is submitted in an appropriate form and according to an acceptable standard
- all set tasks are completed and not only those set for ROSA Assessment
- they do not interfere with the progress of other students (e.g. in group work or in the use of resources)
- they know which tasks are to be assessed, and the due date for each task.

GENERAL INFORMATION FOR STUDENTS, PARENTS AND TEACHERS

The award of a RoSA is dependent upon:

- Pattern of Courses: Students must undertake a program of studies determined by NESAs. The curriculum pattern of courses at Prairiewood High School meets these requirements.
- Satisfactory Attendance: Students whose attendance falls below a certain level (usually 85% of a school's programmed lesson time for a course) may be deemed as not having satisfactorily met course completion criteria, which may result in the student being ineligible for the award of the Record of School Achievement (RoSA). The Principal will review those students whose attendance is causing concern. Students must attend up until the specified last day in Year 10.
- Satisfactory Completion and Application: Students must be satisfactory in ALL SUBJECTS and must apply themselves with diligence and sustained effort to the set tasks and experiences provided in each course by the school (A.C.E. Manual 5.3). Students whose overall application is unsatisfactory will not receive a ROSA.

It is the student's responsibility to adequately cover Year 10 course work. In some cases, the Principal will judge that a student has not satisfactorily completed the course and will submit an 'N' recommendation for that course. This will result in the deletion of the course from the student's Record of School Achievement. It may also mean that the student is not eligible for the award of the ROSA.

In an effort to clarify for all students the school policy on satisfactory application, PART II will contain statements from each faculty indicating the assessment strategies used to measure students' achievements in Year 10. Students must clearly understand that completion and achievement in assessment tasks are essential and effort in class will be considered by the Principal in determining whether to apply the 'N' recommendation. Students should be aware that once they are over seventeen years of age they are subject to the provisions set down in the ***Procedures for the Suspension and Expulsion of School Students (May, 2011)***.

This relates to non-serious students of post-compulsory age (attendance, performance, discipline).

THE GRADING SYSTEM

All courses will be reported by using five grades, A to E. In addition, the N award will be used for cases of “non-satisfactory completion”.

- **Other NESAs Courses:** General performance descriptors (page 46) will be based on the school’s assessment of a student’s performance against specific performance descriptors in each particular course.
- **School Courses:** School courses, which are those courses developed by individual schools and approved by NESAs, will be reported with grades as for NESAs Courses. The general performance descriptors will be used by schools as a basis for determination by the schools of specific performance descriptors for their school courses.

NON-AWARD OF THE RECORD OF SCHOOL ACHIEVEMENT (RoSA)

In the following cases, a Record of School Achievement (RoSA) will not be awarded if:

- the student has not satisfactorily completed the minimum pattern of courses in all Key Learning Areas
- the student has not satisfactorily completed the requisite pattern of courses
- the student has been unsatisfactory in overall attendance, thus not meeting the requirements of the course criteria
- the student left school before the last day of Year 10 without exemption or approved leave
- the student has been unsatisfactory in overall application
- the student did not comply with other NESAs requirements.
- Students who do not qualify for the award of the Record of School Achievement (RoSA) may be issued with a ROSA on which will be shown subjects which were satisfactorily completed.

SCHOOL PROCEDURES FOR STUDENT APPEALS

- **Appeals against Non-Awards (‘N’):** Current procedures related to ‘N’ awards will continue to apply (See A.C.E. Manual 8.3).
- **Appeals against Grades Awarded:** Students must ensure that any questions they have about the marks awarded for a task are resolved at the time the work is handed back. Students may appeal only on the grounds that the grade awarded was not consistent with the progressive reporting relative to the areas for assessment received from the school (See school misadventure appeal form on page 49). The marks or grades awarded for individual tasks will not be subject to review as part of this appeal process. An appeals committee, consisting of the Deputy Principal and Head Teacher Secondary Studies, will attempt to resolve the appeal as simply and informally as possible. A discussion with the Principal may be held. Where the appeal cannot be resolved, the student can appeal to NESAs (See ACE Manual 8.4).

RECORD OF SCHOOL ACHIEVEMENT (RoSA) ASSESSMENT POLICY

The Record of School Achievement (ROSA) - Assessment Policy is consistent with the guidelines provided by NESA. This policy is designed to measure the achievements of each student in the various Key Learning Areas. A variety of compulsory assessment tasks will be completed in each Key Learning Area and the results will be used to determine the grades for the awarding of the RoSA.

SNAPSHOT OF THE RoSA

- The RoSA is a credential for NSW school students.
- The RoSA records grades or participation in courses right up until a student leaves school, giving them a more comprehensive and meaningful record of their academic achievements. Those grades are allocated by teachers, and monitored by NESA, to ensure students receive fair and consistent recognition for their work.
- For those students who leave school prior to receiving their HSC, the RoSA will become the school credential they will use when applying for employment or further education or training.
- The RoSA testamur (the formal documentation provided to students who leave school before completing their HSC) is one part of the RoSA package available to students.
- Other RoSA components include:
 - access for all students from Year 10 onwards to a transcript of all current grades through the NESA Students Online website
 - a record of all grades achieved in senior secondary school years for all students, including those who receive their HSC
 - access to online literacy and numeracy tests for those students who leave school before receiving their HSC
 - access to an online service allowing all students to consolidate a record of their extra-curricular achievements

HOW TO REQUEST RoSA CREDENTIALS

RoSA (Record of School Achievement) credentials will be sent to eligible Year 10 school leavers at the end of the year.

To be eligible a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy the curriculum and assessment requirements for the RoSA
- completed Year 10

ONLINE RESULTS

Students will be able to access, print or download results on NESA site > Students Online.

Students can use their school-provided email address to activate their Students Online account.

For more information: Student Records Team – records@nesa.nsw.edu.au or call (02) 9367 8001

COMPLETION OF WORK

Where a student's application is unsatisfactory, the Head Teacher will send home a letter to parents listing the areas of concern. Parents may wish to contact the Head Teacher to discuss the situation and an interview may be required. Where application is unsatisfactory in a number of areas, the Review Committee will consider the progress of the student. If the student's application continues to be unsatisfactory, an 'N' determination may apply.

If the students' progress and application further continues to be unsatisfactory at seventeen years old or beyond, the Principal will issue a 'Warning of Unsatisfactory Participation in Learning By A Post Age Compulsory Student' letter, which will be followed by 'Expulsion' if no improvement occurs.

PENALTIES FOR THE LATE SUBMISSION OF WORK

Students may lose 10% of the total marks of the task for every school day their assessment task is late. Students can submit their late work electronically to their teacher or in person.

Students must complete and submit all assessment tasks and examination papers, even if late, or they will be issued an 'N' determination.

If you have a legitimate reason for not submitting your work on time, you can apply for an extension (see attached).

All applications for extension must go to the relevant Head Teacher, who will process requests and communicate with you about permission, etc.

NATIONAL ASSESSMENT PROGRAM

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

Students will sit four tests:

- Conventions of Language – 45 minutes
- Writing – 42 minutes
- Reading – 65 minutes
- Numeracy – 65 minutes

In 2022, the NAPLAN tests will be online and carried out at school between **10-20th May**.
Specific dates within this window will be published in 2022.

MANDATORY SUBJECTS

ENGLISH

YEAR 9	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 5	Term 2 Week 4	Term 3 Week 6	Term 4 Week 4
Task Type	Reading	Writing	Multimodal	Reading/Reflection
Name of Unit	Imagined Futures	Close study of text	Close study of text	Distinctively Visual
Unit Overview	Students will develop an understanding of the factors that can determine our collective future and how this is shaped by individual expectations.	Students will study a novel or Shakespearean text. They will analyse how the composer has shaped meaning.	Students will study a novel or Shakespearean text. They will analyse how the composer has shaped meaning.	Students will study poetry within the concept of Distinctively Visual.
Total Weighting	20%	25%	25%	30%
Outcomes Assessed	EN5: 1A, 5B, 5C	EN5: 1A, 5B, 5C	EN5: 2A, 3B, 4B	EN5: 1A, 6C, 7D

GEOGRAPHY

YEAR 9	Task 1	Task 2
Due Date	Term 2 Week 3	Term 4 Week 5/6
Task Type	ICT Research Based Presentation	Yearly Examination
Name of Unit	Changing Places	Sustainable Biomes & Skills
Unit Overview	Students examine the patterns and trends in population movements and the increasing urbanisation of countries.	Students examine the physical characteristics and productivity of biomes through the application of a range of geographical skills.
Total Weighting	25%	25%
Outcomes Assessed	5.2, 5.3, 5.5, 5.7	5.1, 5.4, 5.6, 5.8

Note: This course will run over two years.

HISTORY

YEAR 9	Task 1	Task 2
Due Date	Term 2 Week 3	Yearly Examination period
Task Type	Presentation	Yearly Examination
Name of Unit	Australians at War	Australians at War + School-developed topic
Unit Overview	Students learn about World Wars I and II, and their impact on the modern world.	Students learn about World Wars I and II, and their impact on the modern world.
Total Weighting	20%	25%
Outcomes Assessed	HT5-3, HT5-4, HT5-7, HT5-10	HT5-2, HT5- 3, HT5- 4, HT5- 9, HT5-10

Note: This course will run over two years.

MATHEMATICS STAGE 5.3

YEAR 9 (5.3)		Task 1	Task 2	Task 3	Task 4
Due Date		Term 1 Week 7	Term 2 Week 2	Term 3 Week 4	Term 4 Week 3
Task Type		In Class Test	In Class Test	Assignment / Investigation	Semester 2 Examination
Name of Unit		Numbers of Any Magnitude, Algebraic Techniques, Probability	Area, Surface Area and Volume, Indices	Financial Mathematics – Earning Money	Linear Equations, Quadratic Equations, Linear and Non-Linear Relationships, Properties of Geometric Figures, Simultaneous Equations, Trigonometry
Unit Overview		<p>Students will:</p> <ul style="list-style-type: none"> Interpret very small and very large units of measurement, use scientific notation, and round to significant figures Apply appropriate algebraic techniques to operate with algebraic expressions. Describe and calculate probabilities of simple and compound events. 	<p>Students will:</p> <ul style="list-style-type: none"> Apply formulas to calculate the areas of composite shapes Apply formulas to calculate surface area and volumes of solids Explore and apply index laws to perform operations with indices. Use appropriate strategies to solve complex linear and simple quadratic equations. 	<p>Students will complete an assignment where they can apply the following skills:</p> <ul style="list-style-type: none"> Solve financial problems involving earning and spending money <p>They will investigate real-life situations, problem solve, provide mathematical reasoning and use technology as part of the task.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Solve complex linear and simple quadratic equations Select and apply appropriate algebraic techniques to operate with algebraic expressions Use formulas to find midpoint, gradient and distance on the Cartesian plane, and apply standard forms of the equation of a straight line Connect algebraic and graphical representations of simple non-linear relationships Prove congruent and similar figures. Explore and apply different techniques to solve simultaneous equations. Determine unknown sides and angles in a right-angled triangle using trigonometry.
Knowledge, Skills and Understanding	50%	12.5%	12.5%	10%	15%
Working Mathematically	50%	12.5%	12.5%	10%	15%
Total Weighting		25%	25%	20%	30%
Outcomes Assessed		MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.1-9MG, MA5.2-6NA, MA5.3-5NA, MA5.2-17SP, MA5.1-13SP	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.2-12MG, MA5.1-8MG, MA5.1-5NA, MA5.2-7NA, MA5.3-6NA	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.1-4NA	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-7NA, MA5.2-8NA, MA5.3-5NA, MA5.2-10NA, MA5.2-9NA, MA5.1-7NA, MA5.1-6NA, MA5.2-14MG, MA5.1-11, MA5.2-8NA, MA5.3-15MG, MA5.2-13MG, MA5.1-10MG

MATHEMATICS STAGE 5.2

YEAR 9 (5.2)		Task 1	Task 2	Task 3	Task 4
Due Date		Term 1 Week 7	Term 2 Week 2	Term 3 Week 4	Term 4 Week 3
Task Type		In Class Test	In Class Test	Assignment / Investigation	Semester 2 Examination
Name of Unit		Numbers of Any Magnitude Algebraic Techniques	Probability, Length, Area & Surface Area	Financial Mathematics – Earning Money	Indices, Linear Equations & Inequalities, Linear & Non-Linear Relationships, Similarity, Formulae, Trigonometry
Unit Overview		Students will: <ul style="list-style-type: none"> Explore measurements as approximations. Represent large and small numbers using indices. Develop strategies to recognise patterns and describe relationships. Simplify algebraic fractions, and expand and factorise quadratic expressions. 	Students will: <ul style="list-style-type: none"> Describe and make calculations of probabilities of chance experiments Calculate the areas of composite shapes, and the surface areas of right prisms, cylinders and related composite solids Apply formulas to calculate the volumes of composite solids composed of right prisms and cylinders. 	Students will complete an assignment where they can apply the following skills: <ul style="list-style-type: none"> Solve financial problems involving earning and spending money They will investigate real-life situations, problem solve, provide mathematical reasoning and use technology as part of the task.	Students will: <ul style="list-style-type: none"> Apply index laws to operate with algebraic expressions involving integer indices Solve linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques Determine the midpoint, gradient and length of an interval, gradient-intercept form. Graph linear relationships and simple non-linear relationships Prove similar figures. Use equations to solve problems. Determine unknown sides and angles in a right-angled triangle using trigonometry.
Knowledge, Skills and Understanding	50%	12.5%	12.5%	10%	15%
Working Mathematically	50%	12.5%	12.5%	10%	15%
Total Weighting		25%	25%	20%	30%
Outcomes Assessed		MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-9MG, MA5.2-6NA	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-13SP, MA5.2-17SP MA5.1-8MG, MA5.2-11MG, MA5.2-12MG,	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-4NA	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-5NA, MA5.2-7NA, MA5.2-8NA, MA5.2-9NA, MA5.1-7NA, MA5.1-6NA, MA5.1-11MG, MA5.2-14MG, MA5.1-10MG, MA5.2-13MG

MATHEMATICS STAGE 5.1

YEAR 9 (5.1)		Task 1	Task 2	Task 3	Task 4
Due Date		Term 1 Week 7	Term 2 Week 2	Term 3 Week 4	Term 4 Week 3
Task Type		In Class Test	In Class Test	Assignment / Investigation	Semester 2 Examination
Name of Unit		Numbers of Any Magnitude Algebraic Techniques	Probability, Length, Area & Surface Area	Financial Mathematics – Earning Money	Indices, Linear Equations & Simple Quadratic Equations, Linear & Non-Linear Relationships, Similar Figures, Right-Angled Trigonometry
Unit Overview		Students will: <ul style="list-style-type: none"> Explore measurements as approximations. Represent large and small numbers using indices. Develop strategies to recognise patterns and describe relationships. Simplify algebraic fractions, and expand and factorise quadratic expressions. 	Students will: <ul style="list-style-type: none"> Describe and make calculations of probabilities of chance experiments Calculate the areas of composite shapes, and the surface areas of right prisms, cylinders and related composite solids Apply formulas to calculate the volumes of composite solids composed of right prisms and cylinders. 	Students will complete an assignment where they can apply the following skills: <ul style="list-style-type: none"> Solve financial problems involving earning and spending money They will investigate real-life situations, problem solve, provide mathematical reasoning and use technology as part of the task.	Students will: <ul style="list-style-type: none"> Apply index laws to operate with algebraic expressions involving integer indices Solve linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques Determine the midpoint, gradient and length of an interval, gradient-intercept form. Graph linear relationships and simple non-linear relationships Prove similar figures. Use equations to solve problems. Determine unknown sides and angles in a right-angled triangle using trigonometry.
Knowledge, Skills and Understanding	50%	12.5%	12.5%	10%	15%
Working Mathematically	50%	12.5%	12.5%	10%	15%
Total Weighting		25%	25%	20%	30%
Outcomes Assessed		MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-9MG, MA4-8NA	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-13SP, MA4-12MG, MA5.1-8MG,	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-5NA, MA4-10NA, MA5.1-6NA, MA5.1-7NA, MA5.1-11MG, MA5.1-10MG

MATHEMATICS STAGE 5.3 (ACCELERATED)

YEAR 10 (5.3)		Task 1	Task 2	Task 3	Task 4
Due Date		Term 1 Week 7	Term 2 Week 2	Term 3 Week 5	Term 4 Week 2
Task Type		In Class Test	In Class Test	Assignment / Investigation	Semester 2 Examination
Name of Unit		Properties of Geometrical Figures, Probability	Surface Area & Volume, Surds	Financial Mathematics – Investing Money	Quadratic Equations, Linear & Non-Linear Relationships, Properties of Similar Figures, Cubic & Quadratic Equations, Trigonometry & Pythagoras’ Theorem
Unit Overview		Students will: <ul style="list-style-type: none"> Use formal geometrical reasoning to establish properties of triangles and quadrilaterals. Calculate the angle sum of any polygon and use minimum conditions to prove triangles are congruent. Describe and calculate probabilities in multi-step chance experiments. 	Students will: <ul style="list-style-type: none"> Apply formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids. Apply formulas to find the volumes of right pyramids, right cones, spheres and related composite solids Perform operations with surds. 	Students will complete an assignment where they can apply the following skills: <ul style="list-style-type: none"> Solve financial problems involving investing money They will investigate real-life situations, problem solve, provide mathematical reasoning and use technology as part of the task.	Students will: <ul style="list-style-type: none"> Use formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line Sketch and interpret a variety of non-linear relationships Prove triangles are similar, and use formal geometric reasoning to establish properties of triangles and quadrilaterals Solve complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations Apply Pythagoras’ theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions.
Knowledge, Skills, and Understanding	50%	12.5%	12.5%	10%	15%
Working Mathematically	50%	12.5%	12.5%	10%	15%
Total Weighting		25%	25%	20%	30%
Outcomes Assessed		MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-16MG, MA5.2-14MG, MA5.2-17SP	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-13MG, MA5.3-14MG, MA5.3-6NA	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.2-4NA, MA5.1-4NA	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-7NA, MA5.2-8NA, MA5.3-8NA, MA5.3-9NA, MA5.2-9NA, MA5.3-16MG, MA5.3-7NA, MA5.3-15MG

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

YEAR 9	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 7	Term 2 Week 3	Term 2 Week 6	Term 3 Week 9
Task Type	Multimedia Task	Practical Task	Theory Task	Practical Task
Name of Unit	Improving My Mental Health Topic: Smiling Minds	Movement Sequence Topic: Ultimate Frisbee	Protecting Us Topic: Sex Unzipped	Movement Sequence Topic: Super Coach
Unit Overview	Developing coping skills to manage stress levels.	Movement Sequence to develop skills and techniques in offense and defence.	Protective factors to reduce risk involved in sexual activity.	Role of the coach in player participation and performance.
Total Weighting	25%	25%	25%	25%
Outcomes Assessed	Main: 5.2 Contributing: 5.1, 5.6 Skills: 5.9	Main: 5.4 Contributing: 5.7 Skills: 5.3, 5.11	Main: 5.6 Contributing: 5.7 Skills: 5.10	Main: 5.6, 5.8 Contributing: 5.7 Skills: 5.3

SCIENCE

YEAR 9	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 9	Term 2 Week 4	Term 3 Week 7	Term 4 Week 3/4
Task Type	Skills Assessment	In Class Knowledge Test	Internet Research Task	Yearly Examination
Name of Unit	Inside the atom and the Periodic Table	Inside the atom and the Periodic Table, Ecosystems	Body Systems and Responses	Body Systems and Responses, Energy on the move
Unit Overview	Atoms, Compounds and their interactions.	Understanding the Periodic Table and the relationships between living things in Ecosystems.	A study of human body systems and diseases that can affect them as well as how the body responds to pathogens.	A study of human body systems and diseases that can affect them as well as how the body responds to pathogens. Energy and its interactions with society.
Total Weighting	20%	20%	30%	30%
Outcomes Assessed	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-1VA	SC5-16CW, SC5-14LW, SC5-9WS	SC5-7WS, SC5-8WS, SC5-9WS, SC5-3VA,	SC5-10PW, SC5-11PW, SC5-14LW, SC5-15LW, SC5-5WS, SC5-7WS, SC5-9WS

ELECTIVES

AGRICULTURE TECHNOLOGY

STAGE 5	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	Term 4 Week 5
Task Type	Data collection, Analysis and Research	Practical	Investigation	Practical
Name of Unit	Animal Production 1	Animal Production 1	Plant Production 1	Plant Production 1
Unit Overview	Provides students with opportunities to develop an understanding of animal production in the context of animal-based enterprises. This includes the environmental sustainability, financial viability, marketing, available technologies and ethical considerations of Animal enterprises.	Students are provided with opportunities to gain firsthand practical experiences in raising and managing livestock in the context of animal enterprises.	Provides students with opportunities to develop an understanding of plant production in the context of plant-based enterprises. This includes the environmental sustainability, financial viability, marketing, available technologies and ethical considerations of plant enterprises.	Students are provided with opportunities to gain firsthand practical experiences in raising and managing livestock in the context of plant enterprises.
Total Weighting	25%	25%	25%	25%
Outcomes Assessed	AG5-4, AG5-5, AG5-7, AG5-12	AG5-7, AG5-9, AG5-10, Ag5-13, AG5-14	AG5-2, AG5-6, AG5-8	AG5- 6, AG5-9, AG5-12, AG5-13, AG5-14

ASTRONOMY

STAGE 5	Task 1	Task 2	Task 3
Due Date	Term 1 Week 8	Term 2 Week 9	Term 4 Week 5
Task Type	Holiday in the Solar System	Be an Astronomer	PBL Students carry out either a first-hand or secondary source investigation
Name of Unit	The Solar System	Tools of the Astronomer	Students choose from any unit they have studied this year Examples: The Solar System, Professional Astronomer and Tools of the Astronomer
Unit Overview	Students study the different components of the solar system (Planets, Moons, Asteroids and Comets).	Students learn about telescopes and the instruments used in the study of the Universe.	Solar system objects and space travel, measuring the universe using the tools of an Astronomer.
Total Weighting	30%	30%	40%
Outcomes Assessed	AS2, AS3, AS5, AS6, AS10, AS11, AS12	AS2, AS3, AS4, AS5, AS6, AS7, AS9, AS12	AS1, AS2, AS3, AS4, AS5, AS6, AS7, AS8

CHILD STUDIES

STAGE 5	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	Term 4 Week 5
Task Type	Unit Exam	Practical Task	Written task	Technology Project 1
Name of Unit	Preparing for Parenthood	Preparing for Parenthood	The Diverse Needs of Children	Newborn care
Unit Overview	Students develop their understanding of factors that influence an individual or couple's decision to become a parent and planning considerations that may take place.	Students develop their understanding of factors that influence an individual or couple's decision to become a parent and planning considerations that may take place.	Students develop an understanding of the diverse needs of children and identify support and resources available to optimise health and wellbeing.	Students identify the physical characteristics of a newborn, along with the tests and special care options available to the child immediately after birth.
Total Weighting	25%	25%	25%	25%
Outcomes Assessed	CS5-5, CS5-7	CS5-9	CS5-4, CS5-8	CS5-1, CS5-2

COMMERCE

STAGE 5	Task 1	Task 2	Task 3
Due Date	Term 1 Week 8	Term 2 Week 7	Term 4 Week 2/3
Task Type	Individual analysis task	Research-based group presentation	Yearly Examination
Name of Unit	Consumer & Financial Decisions	Employment & Work Futures	N/A
Unit Overview	Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions.	Students investigate the contribution of work to the individual and society and the changing nature of work.	N/A
Total Weighting	30%	40%	30%
Outcomes Assessed	COM5-1, COM5-2, COM5-4, COM5-9	COM5-5, COM5-6, COM5-7, COM5-8	COM5-1, COM5-2, COM5-4

DESIGN AND TECHNOLOGY

STAGE 5	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 9
Task Type	Project and Portfolio	Project and Portfolio	Project and Portfolio	Project and Portfolio
Name of Unit	Laser Cut Lamp Unit (Materials Technologies)	3D Printing Toy Unit (Materials Technologies)	Timing Mechanism Group challenge (Engineered Systems)	Creating photo-realistic images from CAD models (information and Communication Technologies)
Unit Overview	Students explores the process of design and production of a consumer product using industry laser technology.	This unit explores the tools and techniques of creating 3D models and using 3D printing technology.	Students will learn about design management, concept development and professional practice.	Students will learn to develop creative and innovative design concepts. They will further develop design presentation skills.
Total Weighting	25%	25%	30%	20%
Outcomes Assessed	DT5-1, DT5-2, DT5-4, DT5-7, DT5-9, DT5-10	DT5-1, DT5-2, DT5-4, DT5-8, DT5-9, DT5-10	DT5-3, DT5-5, DT5-6, DT5-7, DT5-8	DT5-5, DT5-8, DT5-9, DT5-10

EXTENSION ENGLISH

STAGE 5	Task 1	Task 2	Task 3
Due Date	Term 2 Week 2	Term 3 Week 9	Term 4 Week 2
Task Type	Reading and Writing	Multimodal	Portfolio of Work
Name of Unit	Representation and Style	Context and Authority	Literary Value
Unit Overview	Students will learn that style in literature refers to the characteristic ways in which composers choose to express ideas in a variety of modes. It is born from the confluence of individual freedom and social direction. Style is one of the ways of distinguishing the work of an individual composer, a genre or a context of composition.	Students will learn to understand the significance of context. They will consider the world in which a text is produced and the worlds of its reception and acknowledge the role of the responder, who brings his or her own ideas.	<i>A culmination of work completed over the course.</i> Students will learn to understand that texts may be valued for different reasons: their aesthetic value; the significance of their message; their historical value, the ways in which they innovate with technology or the way in which they exemplify important aspects of or movements in literature.
Total Weighting	25%	25%	50%
Outcomes Assessed	EN5-1A, EN5-3B, EN5-6C, EN5-8D	EN5-2A, EN5-4B, EN5-6C, EN5-8D	EN5-1A, EN5-2A, EN5-3B, EN5-6C, EN5-8D, EN5- 9E

FOOD TECHNOLOGY

STAGE 5	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 9	Term 2 Week 9	Term 4 Week 4	Term 1 Week 9
Task Type	Aussie Food	Half Yearly Exam	Product Development	Aussie Food
Name of Unit	Food in Australia	Examination	Food Product Development	Food in Australia
Unit Overview	Students examine the history of food in Australia and prepare and plan safe foods.	Half Yearly examination.	Students examine food products and their impact of food innovation in Australia. They develop, produce and evaluate a food product.	Students examine the history of food in Australia and prepare and plan safe foods.
Total Weighting	20%	25%	35%	20%
Outcomes Assessed	FT5-8, FT5-9, FT5-10, FT5-11	FT5-2, FT5-6, FT5-13	FT5-1, FT5-3, FT5-4, FT5-5, FT5-7, FT5-12	FT5-8, FT5-9, FT5-10, FT5-11

FRENCH

STAGE 5	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 10	Term 2 Week 3	Term 3 Week 9	Term 4 Week 3
Task Type	Accessing & Responding: (Listening) Interacting: (Speaking)	Accessing & Responding: (Reading) Composing: (Writing)	Accessing & Responding: (Listening) Interacting: (Speaking)	Accessing & Responding: (Reading) Composing: (Writing)
Name of Unit	Revision & All about me	Les Passe-temps	Chez moi	La mode
Unit Overview	Students will be assessed on topics relating to themselves & friends.	Students will be assessed on topics relating to sports, pastimes & hobbies & weekend activities.	Students will be assessed on topics relating to weather, house & home.	Students will be assessed on topics relating to clothes & fashion.
Interacting (Speaking)	10%		10%	
Composing (Writing)		10%		10%
Accessing & Responding (Reading)		15%		15%
Accessing & Responding (Listening)	15%		15%	
Total Weighting	25%	25%	25%	25%
Outcomes Assessed	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-5U, LFR5-6U, LFR5-7U	LFR5-2C, LFR5-3C, LFR5-4C, LFR5-6U, LFR5-7U	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-5U, LFR5-6U, LFR5-7U	LFR5-2C, LFR5-3C, LFR5-4C, LFR5-6U, LFR5-7U

HISTORY'S MYSTERIES

STAGE 5	Task 1	Task 2	Task 3
Due Date	Term 1 Week 7	Term 2 Week 10	Term 4 Week 2
Task Type	Skills and Writing Task	Portfolio of Work	Presentation
Name of Unit	History, Heritage & Archaeology	Society Study	Thematic Study
Unit Overview	This topic focuses on the development of students' understanding of the nature of history and the ways in which different perspectives and interpretations of the past are reflected in a variety of historical constructions.	This topic provides an opportunity for in-depth study of the major features of ancient, medieval or modern societies. Students examine causation and factors contributing to continuity and change.	This topic provides the opportunity to enjoy the study of history for its intrinsic interest and to develop an understanding of the thematic approach to the study of history. Students apply their understanding of the nature of history and the methods of historical inquiry in this topic.
Total Weighting	30%	40%	30%
Outcomes Assessed	HTE5-1, HTE5-8, HTE5-9	HTE5-2, HTE5-3, HTE5-4, HTE5-5	HTE5-1, HTE5-6, HTE5-7, HTE5-10

INDUSTRIAL TECHNOLOGY - ELECTRONICS

STAGE 5	Task 1	Task 2	Task 3	Task 4
Due Date	Practical	Practical	Research Task	Practical
Task Type	Circuit 1	Circuit 2	Alternative Energy Sources	PCB Circuit
Name of Unit	Introduction to Electronics	Project 2	Energy Sources	Project 3
Unit Overview	Students complete an introductory circuit to learn electronic components and functions.	Students will complete a light alarm circuit and design a switch for the circuit to operate.	Students complete research and present their findings on an alternative energy source.	Students will complete a printed circuit board kit as well as design and laser cut housing to support the function of the circuit.
Total Weighting	25%	25%	25%	25%
Outcomes Assessed	IND5-1, IND5-2, IND 5-3, IND 5-4, IND 5-5, IND 5-6	IND5-1, IND5-2, IND 5-3, IND 5-4, IND 5-5, IND 5-6, IND 5-7, IND 5-8	IND 5-9, IND5-10	IND5-1, IND5-2, IND 5-3, IND 5-4, IND 5-5, IND 5-6, IND 5-7, IND 5-8

INDUSTRIAL TECHNOLOGY - ENGINEERING

STAGE 5	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 8	Term 2 Week 8	Term 3 Week 7	Term 4 Week 7
Task Type	Project 1	Project 2	Project 3	Project 4
Name of Unit	Structures	Structures	Mechanisms	Mechanisms
Unit Overview	Students learn how to design stable and efficient structures using beams and columns.	Students expand upon their knowledge and skills gained in task 1 to further develop their skills in building stable and useful structures.	Students learn engineering skills, materials properties and mechanisms.	Students work in a team to investigate mechanisms by means of team- based project.
Total Weighting	25%	25%	25%	25%
Outcomes Assessed	IND5-1, IND5-2, IND5-3, IND5-6	IND5-4, IND5-5, IND5-8	IND5-7, IND5-9	IND5-1, IND5-2, IND5-3, IND5-6, IND5-10

INDUSTRIAL TECHNOLOGY - TIMBER

STAGE 5	Task 1	Task 2	Task 3	Task 4
Due Date	Term 2 Week 5	Term 2 Week 9	Term 4 Week 3	Term 4 Week 5
Task Type	Project 1	Sustainability in Timber	Project 2	Project 3
Name of Unit	Project 1	Sustainability in the industry	Project 2	Project 3
Unit Overview	Students will construct a project as an introduction to the practical skills required through the use of timber based materials, tools and machinery.	Students will complete a research task report investigating sustainable practice used in the construction industry.	Students will further develop the practical skills required through the construction of a second timber project that incorporates epoxy resin and other mixed materials.	Students will refine their practical skills in a final project. This will also include the production of a portfolio where students will be required to modify a project's design.
Total Weighting	25%	25%	25%	25%
Outcomes Assessed	IND5-1, IND5-2, IND5-3, IND5-6	IND5-4, IND5-5, IND5-8	IND5-7, IND5-9	IND5-1, IND5-2, IND5-3, IND5-6

INFORMATION & SOFTWARE TECHNOLOGY

STAGE 5	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	Term 4 Week 10
Task Type	Database Design Practical and in class test	Research and create Digital Media products Practical	Website Development Practical	Robotics Programming Practical
Name of Unit	Database design and People	Digital Media and Software	The internet and website development and Data Handling	Robotics and automation
Unit Overview	Students learn to design and produce a database for a given purpose.	Examine and analyse different digital media products and their uses. Students create their own digital media products.	Students use software to design, produce and evaluate a website for a given purpose.	Students will design and produce a range of projects based around automated control.
Total Weighting	30%	30%	25%	15%
Outcomes Assessed	5.2.1, 5.2.2, 5.2.3, 5.5.3	5.1.1, 5.2.1, 5.2.2, 5.2.3	5.1.1, 5.2.2, 5.2.3, 5.3.2, 5.5.3	5.2.1, ,5.2.2, 5.3.1, 5.5.1

INTENSIVE ENGLISH

STAGE 5	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 10	Term 2 Week 4/5	Term 3 Week 7	Term 4 Week 4/5
Task Type	Viewing and Responding Task	Writing Task	Listening Task	Research and Presentation Task
Name of Unit	Description	Narrative	Persuasive Texts: Exposition & Discussion	Informative Texts: Personal Interest Project
Unit Overview	In this unit, students will develop their skills in oral and written description, taking an in depth look at the language features that are used to create effective description, with a focus on places and visual texts.	In this unit, students will read and deconstruct a variety of narrative texts, and learn how to utilise the structural and language features of the text type in their own writing.	In this unit, students will engage with a range of persuasive texts and develop their skills in responding to and writing exposition and discussion text types.	In this unit, students will pursue a area of personal interest and develop skills in research and critical thinking, and will produce and present an informative presentation.
Total Weighting	25%	25%	25%	25%
Outcomes Assessed	5. 1, 5.6, 5.9	5.8, 5.10, 5.11	5.5, 5.7, 5.12	5.2, 5.3, 5.4, 5.6

I STEM – FORMULA 1

STAGE 5	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 6	Term 2 Week 2	Term 3 Week 8	Term 4 Week 6
Task Type	Practical Task 1: Fastest Car	Practical Task 2: F1 in Schools Car modelling	Practical Task 3: Progressive improvement	Research Task: Using data to improve performance.
Name of Unit	Module 1: Stem Fundamentals (1)	Module 2: Stem Fundamentals (2)	Aerodynamics	Mechatronics
Unit Overview	Students race their own free-form or F1 in schools-compliant car to compete in PHS: Fastest Car Competition.	Students work in teams to prepare or improve an F1 in Schools car for racing according to F1 in Schools rules with accompanying Enterprise and Engineering Folios. The top four teams compete in the Western Sydney Regional Finals.	Students apply principles of thermodynamics, Pascal's principle, fluid dynamics, static and dynamic mechanics to analyse and improve the performance of their F1 in School Car design.	Extension activity: Students model, test and improve the performance of a 3D printed car using an attached Adafruit feather data logger and a 3-axis accelerometer and/or CFD software/wind tunnel.
Total Weighting	25%	30%	25%	20%
Outcomes Assessed	5.1.1, 5.2.1, 5.2.2, 5.7.1	5.3.1, 5.3.2, 5.4.2, 5.6.1	5.4.1, 5.5.1, 5.5.2, 5.6.2, 5.8.1	5.1.1, 5.1.2, 5.6.1

JAPANESE

STAGE 5	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 8	Term 2 Week 7	Term 3 Week 6	Term 4 Week 3
Task Type	Multimedia Presentation	Group Role Play and Menu	Creating a Website	Yearly Examination
Name of Unit	Introduction to Japanese/Consolidation of previously learnt content	Eating & Drinking	Fashion & Shopping	All topics + Daily Activities
Unit Overview	<p><u>100 hours:</u> Beginning students are introduced to the hiragana script and will learn how to introduce themselves in Japanese including their name, age and birthday.</p> <p><u>200 hours:</u> Students are introduced to the katakana script and will learn how to say their birth date, where they live and where they come from.</p> <p><u>300 hours:</u> Students take on the role of assistants and teach the 200 hour students the katakana script while consolidating their knowledge.</p>	Students learn to discuss their likes and dislikes to do with food and drinks as well as their eating habits and routines. Students also learn to compare and contrast the Traditional Japanese eating culture to that of their own.	Students learn to use adjectives to describe the outfits of themselves and others. They learn about different types of shops and how shopping habits and culture differs in Japan and Australia.	Using the knowledge they have acquired throughout the first three terms, students will sit a formal written examination to demonstrate their Japanese language ability.
Total Weighting	25%	25%	25%	25%
Outcomes Assessed	L JA5 – 1C, L JA5 – 4C L JA5 – 5U, L JA5 – 6U	L JA5 – 1C, L JA5 – 4C, L JA5 – 5U, L JA5 – 6U	L JA5 – 1C, L JA5 – 2C, L JA5 – 4C, L JA5 – 6U, L JA5 – 9U	L JA5 – 2C, L JA5 – 3C, L JA5 – 4C, L JA5 – 6U, L JA5 – 7U, L JA5 – 8U, L JA5 – 9U

MUSIC

STAGE 5	Task 1	Task 2	Task 3	Task 4	Task 5
Due Date	Term 1 Week 10	Term 2 Week 2	Term 3 Week 6	Term 4 Week 3	Term 4 Week 5
Task Type	Research Task & Viva Voce	Performance Task 1	Composition Task	Aural/Theory Exam	Performance Task 2
Name of Unit	Instruments of the Orchestra – Classical Focus	Australian Music	Music and Technology	Music of 20 th and 21 st Century	
Unit Overview	Students will explore the instruments of the orchestra, instrument families and musical “phones”. There will be a focus of classical music from Medieval to 21 st century art music.	Students will study music by Australian musicians and composers. This will focus on traditional and contemporary indigenous music, folk music, classical and contemporary music.	Students are introduced to different types of technology used in music, and different forms of media, with a specific focus on film and multimedia. Students will create a piece of music using technology.	Students will explore music created from 1900 to present, with a focus on popular music. Students will complete and examination testing their theoretical knowledge as well as their listening skills. Students will also perform a piece of music that represents the topic. This may be in groups or individually.	
Total Weighting	20%	20%	20%	20%	20%
Outcomes Assessed	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3	5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3

PHILOSOPHY

STAGE 5	Task 1	Task 2	Task 3
Due Date	Term 1 Week 7	Term 2 Week 8	Term 4 Week 3
Task Type	Philosophical Technique Task	Metaphysics Task	Epistemology Task
Name of Unit	Logic & Reasoning	Metaphysics	Epistemology
Unit Overview	Students will consider the relationship between argument and reasoning with focus on the construction and evaluation of arguments.	Students will consider theories of reality with focus on the mind, thoughts and consciousness and their relationship to actions, responsibility, reward and punishment.	Students will consider a contemporary issue in society and demonstrate an understanding of the sources of knowledge, how knowledge is attained and the exhibition of knowledge.
Total Weighting	30 %	30 %	40 %
Outcomes Assessed	O3KK1, O3KK2, O3KK3, O3KS1, O3KS3, O3KS4	O1KK2, O1KK3, O1KK6, O1KS5, O1KS6, O1KS7	O2KK5, O1KK6, O2KK8, O2KS5, O2KS7, O2KS8

PHOTOGRAPHIC AND DIGITAL MEDIA

STAGE 5	Task 1	Task 2	Task 3	Task 4
Due Date	Term 2 Week 2	Term 3 Week 4	Term 4 Week 6	Term 4 Week 2
Task Type	Task 1 Darkroom Task	Practical Task 2 Digital Photography	Practical Task 3 Digital Photography	Yearly Examination and Submission of PPD
Name of Unit	<u>PHOTOGRAMS</u> 'Wet Photography'	<u>PORTRAITURE</u> 'Appropriated Portraits'	<u>URBAN LANDSCAPE</u> 'City Photography'	<u>CRITICAL / HISTORICAL COMPONENT</u> 'In-Class Formal Written Examination + Submission of Photographic Process Diary'
Unit Overview	Students will be introduced to the principles of wet/darkroom photography and darkroom safety guidelines. Students will learn about the functions of an enlarger and learn basic photographic printing techniques. Students will gain specific skills and knowledge on the use of photographic chemicals and the process of making and printing from a photogram negative. Students learn about WHS practices and a safe working environment in the darkroom. In this unit students will study the History of Photography and specifically the Photogram.	Students will be introduced to portraiture as subject matter, and learn different approaches to portrait photography techniques, lighting, and the postmodern technique of appropriation. Students to consider composition, backdrop, lighting, props, make-up and pose of subject. Students will be provided with the opportunity to use an SLR digital camera and experiment with the Adobe Photoshop program to manipulate their digital portrait images. Students will participate in critical/historical studies of past and present portrait photographers.	Students will be provided with the opportunity to participate in an excursion involving a field trip to the city in which they will photograph the Urban Landscape for an assessment task. Students will continue to consolidate their understanding of the Principles of Photographic Composition. Students will learn different approaches to Landscape photography techniques. Students will be engage with the Adobe Photoshop program to edit and manipulate their urban landscape images and develop a 'Body of Work' that includes 10 of their strongest images for marking.	90-minute exam comprising multiple choice, fill in the blanks, short answer and extended responses to assess knowledge of theoretical content explored throughout the year. PPD to be submitted for marking.
Making	20%	20%	20%	
PPD – Theory and Making				10%
Critical / Historical – (Theoretical) Component				30%
Total Weighting	20%	20%	20%	40%
Outcomes Assessed	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10

PHYSICAL ACTIVITY & SPORT STUDIES (PASS)

STAGE 5	Task 1	Task 2	Task 3
Due Date	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9
Task Type	Theory task and Practical task	Theory task	Practical task
Name of Unit	Coaching	Nutrition	Lifestyle, leisure and recreation
Unit Overview	Investigate qualities of effective coaching skills to become more effective coaches.	Knowledge of nutritional planning for various physical activities.	Understand the role of technology in coaching and physical activity.
Total Weighting	40%	30%	30%
Outcomes Assessed	P5.5, P5.6, P5.7, P5.8	P5.1, P5.2, P5.8, P5.10	P5.3, P5.4, P5.5, 5.7, 5.9, 5.10

TEXTILES TECHNOLOGY

STAGE 5	Task 1	Task 2	Task 3
Due Date	Term 2 Week 4	Term 3 Week 8	Term 4 Week 10
Task Type	Design Project 1 - Cultural Patchwork	Design Project 2 - Apparel	Design Project 3 - Costume
Name of Unit	Textiles and Society	Properties and Performance of Textiles	Design Portfolio
Unit Overview	Students learn how to bring together aspects of historical, cultural and contemporary perspectives to make their designs relevant.	Students explore the unique properties of a range of textiles and the ways in which they perform.	By investigating textile designers, students learn to model the work of designers.
Total Weighting	40%	40%	20%
Outcomes Assessed	TEX5-6, TEX5-7 TEX5-8, TEX5-9, TEX - 10, TEX5-11, TEX5-12	TEX5-1, TEX5-2, TEX5-8, TEX5-9, TEX - 10, TEX5-11, TEX5-12	TEX5-3, TEX5-4, TEX5-5, TEX5-8, TEX5-9, TEX -10, TEX5-11, TEX5-12

VISUAL ARTS

STAGE 5	Task 1	Task 2	Task 3	Task 4
Due Date	Term 2 Week 2	Term 3 Week 4	Term 4 Week 6	Term 4 Week 2
Task Type	Practical Task 1 Intensive Drawing Task	Practical Task 2 3D Sculptural Task	Practical Task 3 Intensive Painting Task	Yearly Examination and Submission of VAPD
Name of Unit	<u>FANTASY / SURREALISM</u>	<u>MEDIEVAL ARCHITECTURE</u> <u>(Fantasy Clay Castles)</u>	<u>SUBURBIA AND THE EVERYDAY</u>	<u>CRITICAL / HISTORICAL</u> <u>COMPONENT</u> 'In-Class Formal Written Examination + Submission of Visual Arts Process Diary'
Unit Overview	At the completion of a series of heavily scaffolded drawing activities, students will create an A3 sized 'Fantasy' drawing, with a focus on the surreal. Case Studies will focus on artists that will inspire and guide them to better understand the practical requirements of this task. Students will use lead and coloured pencils for this exercise.	Students will further explore the 'Fantasy' program through the making of 3D Medieval clay castles with an element of fantasy. Students will investigate aspects of clay building techniques to construct their ceramic sculpture.	At the completion of a series of heavily scaffolded painting activities, students will create an A4 or A3 sized canvas painting based on 'Suburban and Mundane Concepts' that progresses from the previous architectural unit on Medieval architecture (fantasy castles). This unit allows students to explore both interior and exterior suburban concepts. Students will use acrylic paint and canvas for this activity.	90-minute exam comprising multiple choice, fill in the blanks, short answer and extended responses to assess knowledge of theoretical content explored throughout the year. VAPD to be submitted for marking.
BOW – Art Making	20%	20%	20%	
VAPD – Theory and Art Making				10%
Critical / Historical – (Theoretical) Component				30%
Total Weighting	20%	20%	20%	40%
Outcomes Assessed	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10

VISUAL DESIGN

STAGE 5	Task 1	Task 2	Task 3	Task 4
Due Date	Term 2 Week 2	Term 3 Week 4	Term 4 Week 6	Term 4 Week 2
Task Type	Practical – Print	Practical – Object	Practical – Space/Time	Yearly Examination and Submission of VJD
Name of Unit	Module 1 Print	Module 2 Object	Module 3 Space-Time	Yearly Examination Submission of VJD
Unit Overview	After being introduced to the Elements of Design, students will design a series of characters destined for gaming, animation or comic book purposes. Students will submit a character board of each character designed focusing on their appearance/costuming, posing and gestures of their designed character. Case Studies will focus on the Elements of Design and designers that will inspire and guide students to better understand the practical requirements of this task. Students will use lead and coloured pencils for this task and document their process in their VDJ.	Students will explore a range of mixed media materials and design processes to design their final wearable item. Case Studies will focus on various designers who create statement wearables. In addition, Case Studies will centre around current socio/political discussions that will help guide students gain a better understanding for designing objects for a particular purpose. Students will use a range of mixed media materials for this task and document their process in their VDJ.	Students will be introduced to and will be exploring the conventions of Architecture and Interior Design. Students will design an accurate, to scale 2D floor plan of their dream bedroom. Following this, students will create a 3D model (to scale) of their dream bedroom floor plan. Critical and historical studies will focus on architecture and Interior Design. Students will use lead pencil and mixed media materials for this task and document their process in their VDJ.	90-minute exam comprising multiple choice, fill in the blanks, short answer and extended responses to assess knowledge of theoretical content explored throughout the year. VJD to be submitted for marking.
Making - Practical	20%	20%	20%	
VDJ – Visual Design Journal				10%
Critical and Historical Studies - Theory				30%
Total Weighting	20%	20%	20%	40%
Outcomes Assessed	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10

ULTIMO RTO90072

VET COURSE ASSESSMENT SCHEDULES

2022 Stage 5 VET Board Endorsed Courses

Vocational Education and Training (VET) courses are offered as part of the Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Students in Years 9 and 10 (Stage 5) may access VET courses through two curriculum pathways:

- Stage 5 VET Board Endorsed courses (included in this booklet) – are all classified by NESA as Board Endorsed Courses and contribute 100 hours to the student's pattern of study. Work placement is not compulsory for these courses.
- Early commencement of Stage 6 VET courses - Students completing Early Commencement of Stage 6 courses in Year 10 will need to complete course requirements in addition to addressing all requirements for the RoSA, including 400 hours of elective study. The principles of *HSC: All My Own Work* apply to all Stage 6 VET courses, including early commencement in Stage 5. (NB Early commencement of Stage 6 is recommended for Year 10 students only, please refer to the Preliminary and HSC Assessment booklets for additional information.)

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.



Education

**Public Schools NSW Ultimo 90072
Hospitality Assessment Schedule**

Stage 5 Board Endorsed Course - 2022

QUALIFICATION: SIT10216 Certificate I in Hospitality

Training Package: SIT Tourism, Travel and Hospitality (version 1.2)

NESA Course Code:
89486

LMBR UI CODE:
[Insert 09 OR 10] then:
SIT10216189486B

Term	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	NESA STATUS	INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	Record of School Achievement (ROSA) Requirements
1	SITXFSA001 SITXWHS001	Use hygienic practices for food safety Participate in safe work practices	E C	E C	10 15	Cluster A: Getting Ready For Work Role play, written questioning, direct observation of practical work	Stage 5 Board Endorsed Course 100 hrs x 1 Year No mandatory work placement School may choose to insert examination weighting/s
2-3	BSBWOR203 SITHCCC003 TLIE1005	Work effectively with others Prepare and present sandwiches Carry out basic workplace calculations	C E E	C E E	15 10 20	Cluster B: The Sandwich Shop Scenario, written questioning, direct observation of practical work	
3-4	SITXCCS001 SITHFAB005	Provide customer information and assistance Prepare and serve espresso coffee*	C E	C E	15 15	Cluster C: The Coffee Shop Café simulation - role play or service period, written questioning, direct observation of practical work *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	
* Unit of Competency TBC, pending confirmation from ESIS to access deep fryer			Total Hours		100	NOTE: person with THREE years' Industry Experience must be involved in assessment.	



PHS Assessment / Examination Applications

Due to Illness or Misadventure

SECTION I (STUDENT TO COMPLETE)

Student Name: _____ Roll Class: _____
Subject: _____ Subject Teacher: _____
Task Number: _____ Task Type: _____
Original Due Date: _____ Appeal Submission Date: _____

1. Reason for your application (Please tick):

- Absent on the day of an assessment task
- Illness during an assessment task
- Absent the day before an assessment task
- Other (Please specify): _____

2. Describe how your illness/misadventure prevented you from completing/submitting the task.

3. Have you attached a medical certificate or other evidence? YES / NO

4. Have you completed/submitted the task? (Please circle and complete)

- YES** Date of completed/submission: ___ / ___ / ____
- NO** Date this task will be completed/submitted: ___ / ___ / ____

Please submit the completed form to Head Teacher Secondary Studies

HT Secondary Studies Signature: _____ **Date:** _____

SECTION II (HEAD TEACHER TO COMPLETE)

- 1. Did the student speak to you upon their first day of returning to school to arrange a time to complete the task? YES / NO

- 2. Do you support this appeal? YES / NO

Mark for this task:		Mark for similar task:	
Rank for this task:		Rank for similar task:	
Professional Judgement mark:		Professional Judgement rank:	
Comment on the student performance in this task: _____ _____ _____ _____			
Head Teacher Proposed Recommendation: _____ _____ _____			

HT Signature: _____ Date: _____

SECTION III (PANEL TO COMPLETE)

Panel Decision:

DP Signature: _____ Date: _____

NESA

Stage 5 General Performance Descriptors

GRADE	GENERAL PERFORMANCE DESCRIPTORS
A	A grade indicating excellent achievement in the course. 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	A grade indicating a high level of achievement in the course. The student has a thorough knowledge of the understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most new situations.
C	A grade indicating substantial achievement in the course. 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	A grade indicating satisfactory achievement in the course. 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	A grade indicating elementary achievement in the course. 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.
N	<p>Where A to E grade appears opposite a course, the student has satisfactorily completed the course by meeting the following requirements:</p> <ul style="list-style-type: none"> a) attendance – meeting the required number of hours b) participation in the required learning experiences and assessment tasks c) meeting requirements in terms of diligent and sustained effort and achievement d) achieving some or all of the course outcomes. <p>Where 'N' appears in place of an A to E grade this indicates the student has failed to meet one or more of the above requirements.</p>

Prairiewood High School

Prairie Vale Road, Wetherill Park. NSW Principal: Mrs B. Giudice
Postal Address: Locked Bag 46, Wetherill Park BC NSW 2164 ABN: 94313031254
Telephone: (02) 9725 5444 Fax: (02) 9604 6127 email: info@prairiewoodhigh.com.au



Date

Dear (Parent/Guardian)

Re: Official Warning – Non Completion of a Record of School Achievement (ROSA) Course

I am writing to advise that your son/daughter (name) is in danger of not meeting the Course Completion Criteria for the ROSA in (course). The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

Please regard this letter as the (1st, 4th) **official warning** we have issued concerning (course).

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. Students who receive an 'N' determination in a mandatory course are not eligible for the award of the ROSA.

(course) is a mandatory course is not a mandatory course

To date, (student name) has not satisfactorily met (a, b, c) of the Course Completion Criteria*.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.

In order for (student name) to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed.

Task Name/Course Requirement/s	Date/s Task/s Course Requirement/s Initially Due (if applicable)	Action Required by Student	Date to be completed by(if applicable)

Please discuss this matter with (student name) and contact the school if further information or clarification is needed.

Yours sincerely,

Class Teacher/Head Teacher

Principal

✂ ✂ ✂ ✂ ✂ ✂
please detach this section and return to the school

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A ROSA COURSE

I have received the letter dated _____ indicating that _____ is in danger of not having satisfactorily completed _____ (course name).

I am aware that this course may appear on his/her Record of School Achievement Part A with 'Not Complete' indicated.

I am also aware that the 'N' determination may make him/her ineligible for the award of the ROSA.

Parent/Guardian Signature: _____

Date: _____

Student's Signature: _____

Date: _____



PRAIRIEWOOD HIGH SCHOOL

Years 7 – 10 APPLICATION FOR ASSESSMENT TASK EXTENSION

Student's Name:	
Teacher's Name:	
Subject/Year Group:	
Head Teacher's Name:	
Assessment Piece/Type:	
Reason for Extension: (attach parent letter or supporting evidence if appropriate)	
Original Due Date:	
Date of Application:	
HT Approved:	Yes <input type="checkbox"/> No: <input type="checkbox"/> (If NO provide brief statement in comment section below)
Negotiated New Date:	
Comments/ Notes/Instructions to Classroom Teacher:	

Head Teacher Signature: _____

Date: ____ / ____ / ____

Important Note:

Your Application for Assessment Task Extension is no guarantee that it will be approved.