

Liverpool Girls High School



## Course and Assessment Information Stage 5 Courses, 2020



Education



## Principal's Message

### *A word from the Principal ...*

Welcome to the Stage 5 Course. The next two years will be a busy, most challenging and most rewarding two years during your time at school. This booklet is one of the most important tools for your Stage 5 course preparation as it outlines and guides your learning and assessment at Liverpool Girl's' High School which is based on expectations as set down by the NSW Education Standards Authority and the NSW Department of Education.

In the first part of the booklet, information about Stage 5 and what is required by NSW Education Standards Authority, the Department of Education and the school is outlined for you. Make sure that you read and familiarise yourself with these requirements, there is no excuse for not knowing.

You will also find a summary of each course outlining the requirements, the Stage 5 Course Outcomes you will be working toward the achievement of during the year and the evidence of learning / assessment task schedules for each course. The course outcomes form a foundation of your courses and the assessment program that your teachers have designed for you so you are able demonstrate your learning in a variety of different ways.

Your assessment tasks provide evidence of your learning throughout the course of study. You need to ensure that you are working hard at all times and do your very best with every task that you complete to maximise your grades that are submitted to the NSW Education Standards Authority at the end of the Year 10 year. You are expected to accept full responsibility for your personal organisation and the submission and completion of all tasks by the due dates.

Make sure that you make the most of the support that is offered to you. There are a lot of people, programs and activities that are designed to offer advice, support, help and guidance. Use the *school library*, the *Help Centre*, support services through well-being programs and make use of the extra help offered by your teachers at various times during the course. Do not leave your tasks until the last moment to complete. Rushed work usually is of inferior quality. Make sure, that if at any time, you are in doubt about anything ASK SOMEONE for assistance or advice. It is your learning and you are fully responsible in how you approach it.

You need to ensure that you read your booklet very carefully and map out the dates of assessment tasks so that you are aware of what is coming up and plan to utilise your time effectively. The time will fly past very quickly. Good luck for a most rewarding and successful year of high school.

David Hargrave  
**PRINCIPAL**

# ~ Contents ~

Principal's Message	2
Contents	3
Introduction	4
<i>Introduction to Stage 5</i>	4
<i>Information about Stage 5</i>	5
<i>Record of School Achievement (RoSA)</i>	6
<i>Course Requirements</i>	7
<i>Gradings that are used to report student progress</i>	8
<i>Assessment Procedures</i>	9
<i>Student Appeal / Misadventure Form</i>	17
<i>Meeting Requirements</i>	18
Course and Assessment Information	19
<i>Child Studies</i>	20
<i>Commerce</i>	24
<i>Dance</i>	27
<i>Drama</i>	29
<i>English</i>	32
<i>Food Technology</i>	35
<i>Geography</i>	39
<i>History</i>	43
<i>History Elective</i>	46
<i>Mathematics</i>	50
<i>Music</i>	57
<i>PDHPE</i>	60
<i>Photography and Digital Media</i>	63
<i>Physical Activity and Sports Studies</i>	66
<i>Science</i>	69
<i>Visual Arts</i>	73
Vocational Education and Training - RTO 90072	76
<i>VET Course information</i>	77
<i>Assessment Schedule</i>	78
Glossary of Key Words	80
My Personal Assessment Schedule	81

## ~ Introduction to Stage 5 ~

### Study Requirements

#### Core Courses:

English  
Mathematics  
History  
Geography  
Science  
PDHPE

#### Other Courses: *(offered at Liverpool Girls' High School)*

Students select two of the following courses;

Child Studies	Information and Software Technology
Commerce	Music
Design and Technology	Physical Activity and Sport Science
Drama	Photography and Digital Media
Food Technology	Spanish
Geography Elective	Textiles Technology
History Elective	Visual Arts
	VET - Business Studies / Retail

#### Attendance:

Coming to school every day is essential for students to be able to do well. When students are absent from school and class, they miss vital learning which not always can be caught up on. At Liverpool Girls' High School students must have an attendance of 85% or above. Continued absence will mean that students will not have covered course content and will have missed a great deal of study time and class time where instruction and engagement with learning activities occur.

Continued absence means that students have not studied with 'due diligence and sustained effort' and will not be able to demonstrate their completion of work tasks in class as part of the regular class program.

Absence from school jeopardises the satisfactory completion of Stage 5 and movement to the Stage 6 Course.

## Information about Stage 5

### **What is Stage 5?**

Stage 5 is generally completed by students after two years of study in Years 9 and 10.

In Years 7 to 10, students study a variety of courses. As well as taking the necessary combination of courses, they are also required to have satisfactory application in their studies.

The completion of Stage 5 is the usual requirement if you wish to go on and study for the Higher School Certificate (HSC). The Year 7-10 curriculum is designed to provide a basis for many of the courses of study offered for the Higher School Certificate.

### **General Requirements**

To compete Stage 5, you are required to

- (a) attend a government school or an accredited non-government school.
- (b) You must follow and complete the pattern of courses required by the NSW Education Standards Authority (NESA).
- (c) To complete a course of study for Stage 5, you must have a satisfactory record of application (effort).

## **The Record of School Achievement (RoSA)**

The Record of School Achievement (RoSA) is a new credential for all students, completing their schooling at any stage and is aimed to recognise school achievement before receiving their Higher School Certificate (HSC).

### **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 or completing Year 11 Preliminary 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**.

To qualify for the RoSA 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 Board's curriculum and assessment requirements for the RoSA

- complied with all requirements imposed by the Minister or the Board and
- completed Year 10.
- To receive a RoSA you will need to meet your school's attendance requirements.

Only students who leave school and who satisfy eligibility requirements for the RoSA will receive the formal credential.

### **'N' determinations**

'N' determinations are issued to students who do not complete the requirements for a course. Schools will continue to issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected. If a student has been given an 'N' determination in a mandatory course, they will not be eligible for a Record of School Achievement. If they leave school, they will receive a Transcript of Study, that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course. The following words will appear at the bottom of the Transcript of Study – *Not eligible for the Record of School Achievement*. If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

### **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 formative and summative assessment tasks you do throughout the year. The RoSA credential will report on your achievements using A to E grades

### **Literacy and numeracy tests – Minimum Standards**

If you are planning to leave school, you will have the choice to sit for literacy and numeracy tests. 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 tests will be offered in schools during a number of 'windows' each year. You will only be able to sit for the tests once during each window but, if you later decide to stay at school longer, you will be able to take the tests again. The literacy and numeracy test results will be reported separately from the RoSA credential.

### **Life Skills**

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements.

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.

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.

To have completed a course of study, a student should have:

- ✓ followed the course developed or endorsed by the NSW Education Standards Authority;
- ✓ applied themselves with diligence and sustained effort to the set tasks and experiences provided by the school ; and



- ✓ achieved some or all of the course outcomes.

## **Course Requirements – Department of Education**

Over the four years leading up to the completion of Year 10 you should have studied the following courses:

<b>English</b>	To be studied in each of Years 7-10 (500 hrs)
<b>Mathematics</b>	To be studied in each of Years 7-10 (500 hrs)
<b>Science</b>	To be studied in each of Years 7-10 (500 hrs)
<b>History</b>	To be studied in each of Years 7-10 (200 hrs)
<b>Geography</b>	To be studied in each of Years 7-10 (200 hrs)
<b>Creative Arts</b>	<i>Music:</i> at least 100 hours study in total from Years 7-10. <i>Visual Arts:</i> at least 100 hours in total from Years 7-10.
<b>Technological &amp; Applied Studies</b>	At least 200 hours study in total from Years 7-10.
<b>Languages</b>	At least 100 hours study completed in a 12 month period.
<b>Physical Education</b>	At least 300 hours of study
<b>Sport</b>	80 – 120 hours per week

## Gradings that are used to report on student progress and achievement

*Meanings of School-based Assessment Grades for all Subjects from NES A Grading Descriptions (2013).*

Grade	Performance Descriptors - (Meanings of Grades)
<b>A</b>	Indicates outstanding achievement in the course. The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	Indicates high level of achievement in the course. The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	Indicates sound achievement in the course. The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	Indicates basic achievement in the course. The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	Indicates elementary achievement in the course. The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

### ***The "N" Determination***

An 'N' determination means you have not satisfied requirements for the award of a subject. You will receive an N determination in a course if you do not meet the following requirements.

- a) follow the course developed or endorsed by the Board; and
- b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by your level of involvement, the completion of assessment tasks, homework, etc. completed and your level of achievement commensurate with your ability as well as satisfactory attendance.



# ASSESSMENT PROCEDURES FOR SCHOOL-BASED ASSESSMENT TASKS and COURSE COMPONENTS

## COURSE COMPLETION CRITERIA

The following course completion criteria refer to all NSW Education Standards Authority courses.

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

- **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.

## PRINCIPLES AND PRACTICES OF GOOD ACADEMIC CONDUCT ~

### What is meant by good scholarship?

Good scholarship means being honest and ethical about what is your own work and what isn't, and about where you got your information.

Research using different sources of information is an important part of assessment work. Being an ethical researcher and a good scholar means listing all your sources and correctly citing each source and using your own words to communicate what you have learnt.

Good scholarship means being an effective researcher and applying effective study habits.

## STUDENT RIGHTS

*Students have the right to ...*

- be informed of the assessment policies of the school and the NSW Education Standards Authority;
- receive clear guidelines and information relating to what is required of you for each assessment task;
- be told in advance of the due date and requirements for each assessment task;
- receive feedback that assists you to review your work and guide how you can improve your work;
- query the grade for an individual task at the time it is returned to you; and
- request from the Principal an appeal against any assessment and/or the RoSA grade(s) awarded.

## STUDENT RESPONSIBILITIES

*Students are expected to ...*

- become familiar with, follow and fulfil the assessment requirements of your study as set by the school;
- understand what is required of you;
- complete all set tasks on time, or follow correct procedures if you are unable to meet a deadline;
- record your task information and dates in your school diary;

- be fair and honest in all aspects of your work
- perform all tasks required and attend all tasks scheduled in assessment programs. Students should endeavour to complete each task to the best of their ability;
- not engage in behaviour which could be considered cheating or malpractice, including plagiarism;
- ensure that all assessment work is your own or acknowledge the contribution of others;
- respect the rights of and integrity of others; and
- follow up any concerns you have with tasks at the time they are marked and returned.

***It is the responsibility of absent students, including students on work placement, or extended leave to check whether an assessment task has been issued in their absence. Absence will not be accepted as a reason for assessment activities not completed on time.***

## SCHOOL RESPONSIBILITIES

*The school is responsible to ...*

- to set assessment tasks which will be used to measure student performance fairly in each component of a course;
- to realistically specify a mark / weighting for each assessment task;
- to inform students of the requirements of each assessment task;
- to give reasonable advance notice in writing (usually two weeks) of the exact date for completing or submitting the task;
- to keep records of each student's performance on each assessment task; and
- to provide students with information and feedback about their progress.

## ASSESSMENT PROCEDURES FOR SCHOOL-BASED ASSESSMENT

Assessment is the process of identifying, gathering and interpreting information about students' learning. The central purpose of assessment is to provide information and feedback on student achievement and progress and set the direction for ongoing teaching and learning. Assessment;

- provides opportunities for teachers to gather evidence and provide feedback about student achievement in relation to outcomes;
- enables students to demonstrate their learning - what they know and can or are able to do;
- clarifies student understanding of concepts and promotes deeper understanding; and
- provides evidence that current understanding is a suitable basis for future learning.

The school based assessment program provides a measure of a student's achievement in each course based on:

- a wider range of syllabus outcomes than can be measured by an external examination; and
- multiple measures and observations made throughout the course rather than a single assessment event such as a single paper and pen test.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final assessment event.

Each assessment task allows teachers to collect information and evidence about a student's learning and achievement in relation to course outcomes and provides the opportunity for constructive feedback about progress.

## TYPES OF TASKS

**In-class tasks** – require students to prepare for the task at home and in previous lessons in class. The task is completed in-class, as part of a timetabled lesson. These types of tasks may include: examinations, writing tasks, practical tasks, performances, speeches or presentations.

**Hand-in tasks** – these require students to satisfactorily complete and submit a task by a due date. These types of tasks may include: research assignments, design or representation tasks and portfolios.

**Group tasks:** some tasks will require group participation. When this is the case each member of the group will be responsible for their contribution and will be assessed individually.

## SUBMISSION OF ASSESSMENT TASKS

- All students will be given notification of what the requirements and expectations are for assessment in each subject area.
- All hand-in assessment tasks should be submitted according to the instructions on the notification sheet.
- A faculty coversheet must be completed and receipt retained. All assessment tasks must be signed in with a teacher.

## PENALTIES FOR LATE OR NON-SUBMISSION

- Failure to hand in assessment work will result in 'N' Course Warning letters being sent home and recorded as non-attempts for determining the Final Stage Grade.
- Failure to meet the deadlines will result in a non-attempt being recorded and a 'N' Course Warning letter being generated. (This includes students on **unapproved leave** who fail to meet deadlines).
- The task must be completed and submitted to a satisfactory standard to meet NSW Education Standards Authority requirements.
- 'N' Determinations will be made where the student has failed to demonstrate with evidence their progress in any course over time.

## FAILURE TO COMPLETE A TASK

- If a student fails to complete a task as specified in the assessment program and feel they have a valid reason they must complete a Misadventure Form and attach the supporting evidence and issue to Head Teacher of the course.
- The Head Teacher will determine, on the basis of this evidence, the validity of the claim and may grant an extension of time to be awarded a grade based on a substitute task.
- The inability to print assessment tasks by the due time is not an acceptable excuse for the late submission of a task. 'N' Course Warning letter will be generated.
- When there is no valid reason for not completing an assessment task, as determined by the Head Teacher, a non-attempt will be recorded and a 'N' Course Warning letter will be generated.
- Students at risk of not meeting LGHS internal assessment requirements will be given formal 'N' Course Warning letters which may lead to a 'N' Determination being made for the course.

## ABSENCES

If a student is absent on the day of an assessment task or the day a task is due they must follow the flow chart as outlined.

- The student or their parent/guardian **MUST ring the school** and inform the Head Teacher.
- The student **MUST report to the Head Teacher on the first day of return to school** with a valid medical certificate or supporting evidence. Failure to report with appropriate documentation within five days will result non-attempt being recorded.
- The student **MUST complete a *Misadventure Form*** issued by and returned to the Head Teacher within five days.
- To satisfy NSW Education Standards Authority requirements the task must be completed and submitted at the time determined by the Head Teacher. Failure to follow these procedures could lead to an 'N' Course Warning letter being generated.
- Absence from school when a task is distributed does not automatically entitle a student to extra time to complete the task.
- Any student who will be absent from school for an assessment task or for the submission of a task, because of their involvement in a conflicting school activity (e.g: debating, sport commitments etc) must inform the class teacher or Head Teacher who will arrange an alternative date for the task to be completed. Failure to inform your teacher will result in a non-attempt being recorded and an 'N' Warning letter being generated.
- For all absences greater than 4 weeks, an estimate will be provided or a substitute task given, only if the student has had their leave approved by the Principal.

## COMPUTER FAILURE

- A student presenting work produced via computer or submitting work on-line who experiences computer or printer failure **MUST follow these procedures:**
  - (a) present to the Head Teacher before school, documentary evidence eg : note from home;
  - (b) plus work saved on a USB key, using Office 2010 or a later version;
  - (c) or hard copy of drafts, rough notes etc.
- Only after these initial procedures have been completed on the due date, will the Head Teacher consider a student's request for misadventure.
- A Misadventure Form must be completed as normal and submitted.

## GROUP TASKS

- The same rules apply as for other tasks as outlined above.
- An individual student will be penalised for failure to meet group requirements.

## APPEALS PROCESS

- Students should ensure that any questions or problems they have, about the grades or teacher feedback for a piece of work, are resolved at the time the work is returned.
- Students have the right to appeal the result of a formal assessment, the marking process or the Head Teacher determination of a misadventure based on the following grounds:
  - *The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.*
  - *The students were not informed in advance of the conditions and method of assessment.*
  - *The process was discriminatory in some way.*
  - *The student was ill or suffered misadventure at the time of the assessment (must be supported by a valid medical certificate).*
- To begin the appeal process, collect an appeal form from the Deputy Principal and when all paper work is completed present these forms to the Principal for a final determination.

## ACADEMIC MISCONDUCT / MALPRACTICE

If any student participates in any form of academic misconduct they will be awarded a non-attempt, have an interview with the Head Teacher, be issued with a letter of caution and attend a parent interview, if deemed appropriate. The work will not be used as evidence to determine satisfying course requirements an 'N' Course Warning letter may be generated. The student may be required to re complete the task or an alternative.

### **Examples of academic misconduct include:**

- Plagiarism, that is,
  - (a) *copying someone else's work in part or whole and presenting it as your own;*
  - (b) *using large amounts of material directly from books, journals, CDs, DVDs or the internet without reference to the original source;*
  - (c) *downloading documents directly from the internet or site;*
  - (d) *buying, stealing or borrowing another person's work and presenting it as your own; and*
  - (e) *submitting work to which another person, such as a parent, coach or subject expert has contributed substantially.*

Plagiarism is dishonest. It is illegal, immoral. It is a scholarly requirement that you must acknowledge the ideas of others when you use them to build your own insights and understanding.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to the student:

- *providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas;*
- *answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills;*
- breaching school examination rules;
- paying someone to write material for you or attend an examination posing as you;

- using non-approved aids during an assessment task or examination;
- contributing false explanations to explain why work was not submitted by the due date;
- assisting another student to engage in malpractice;
- disrupting an assessment task or examination;
- after having been given permission to submit a task at a later date, you attempt to find out details of the task;
- deliberately not attending school for a day, or part of a day, before an assessment task is due, therefore gaining additional study time, will be questioned in the validity of the work with extra time; or

### Working on tasks during lessons of other courses

Students **must not** truant classes to work on assessment tasks or use time during lessons of other courses. Students **may** work on assessment tasks during designated study periods. Students who use time during lessons of other courses to work on assessment tasks will have gained an unfair advantage over other students and will consequently receive zero for this task.

Students who engage in malpractice, including plagiarism, in examinations and assessment tasks will receive a zero score, be asked to satisfactorily complete and submit an alternative task and will have their name recorded on the NSW Education Standards Authority malpractice register by their school. They may be awarded an 'N' Determination for that course that will not be counted towards the end result.

### A NOTE ON VALID MEDICAL CERTIFICATES

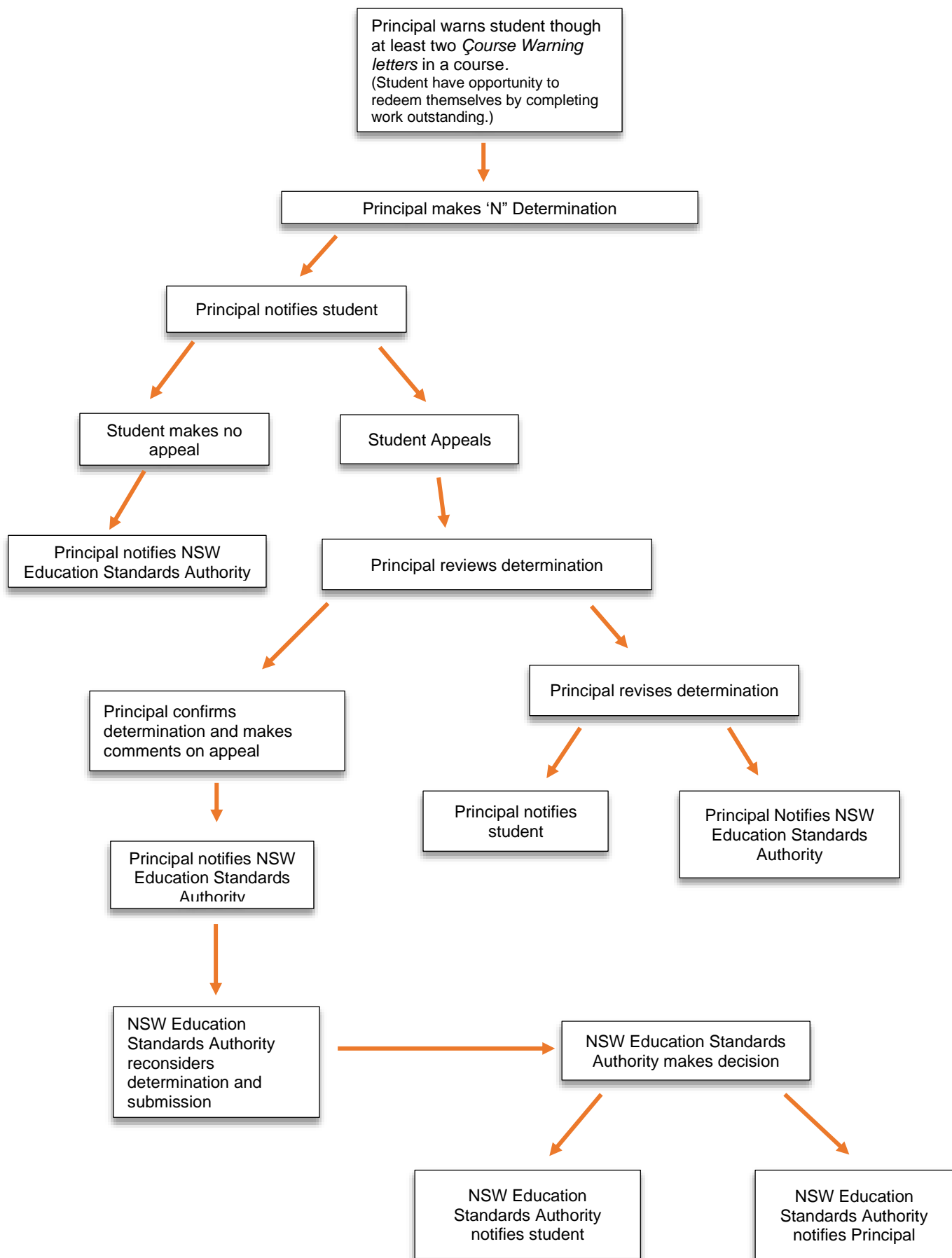
When providing a medical certificate as supporting evidence for an illness/misadventure application, it is important that the medical practitioner gives a **reason why you are unable to attend school or complete the examination or assessment task**. General reasons such as 'unfit for work' are not sufficient. A more detailed explanation allows the school to more fairly decide about illness and misadventure applications. A medical centre may be contacted to verify your attendance at the time indicated on the medical certificate.

### 'N' DETERMINATIONS

'N' determinations are issued for the non-completion of requirements in a course. This is issued after at least two 'N' Course Warning letters have been issued.

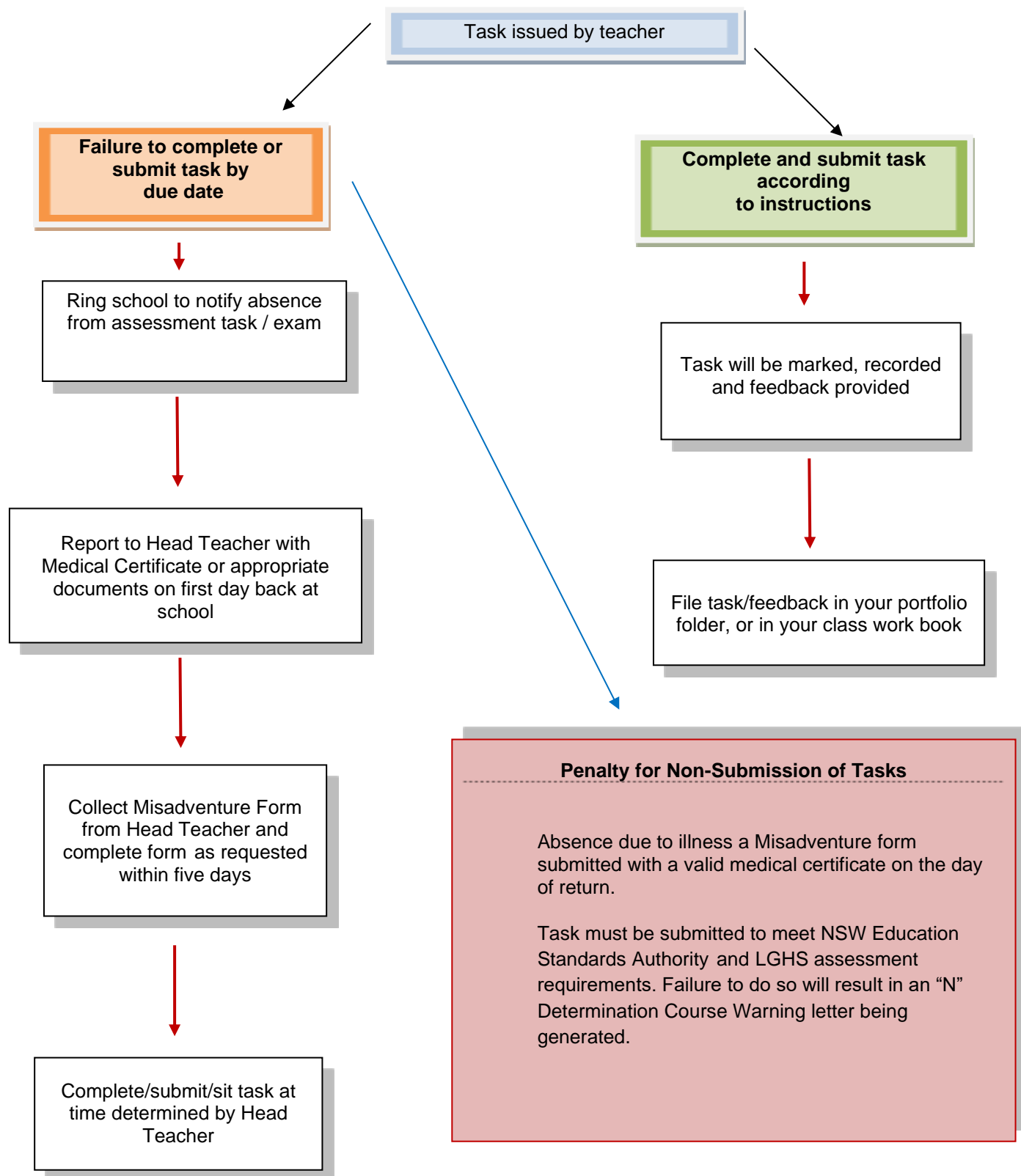
Students who have **not complied with the requirements for satisfactory completion** of a course cannot be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' determination. All students who are issued with an 'N' determination have the right to appeal against the Principal's determination.

The following chart indicates the procedures, which will be followed after the Principal makes an 'N' determination.





## ASSESSMENT TASK COMPLETION





## Student Appeal / Misadventure

This form is to be completed by a student who is unable to attend/submit an assessment task on the due date. Procedures in this assessment booklet must be followed in order for any consideration to be extended with regards to the task.

1. Complete and present this form to the appropriate Head Teacher. *(This should be done prior to the due date where applicable or on the first day of your return to school.)*
2. If approval is granted, this form together with any other relevant documents such as a doctor's certificate with a valid medical reason must be attached to the assessment task on submission

Failure to submit this form promptly may adversely affect the result of your request. It should not be assumed that an application using this form will be successful, as the reasons advanced will be assessed on their merits.

Student's Name: .....

Home Phone: .....

Year/Course/Class: .....

Teacher: .....

Assessment Task Missed: .....

Due Date: .....

### Student Statement in Support of the Appeal / Misadventure

You need to detail your reasons for the appeal. You may provide evidence to the contrary that supports your appeal. Supporting evidence attached ☐ YES ☐ NO Type: .....

*My appeal is based on the following grounds:*

.....

.....

.....

Student's Signature: .....

Parent's Signature: .....

### Recommendations / Action:

.....

.....

### Endorsement

Class Teacher: ☐ YES ☐ NO Signature: .....

Date: .....

Head Teacher: ☐ YES ☐ NO Signature: .....

Date: .....

New Submission Date: ..... (if granted)

Copy to : ☐ Head Teacher; ☐ HT Welfare, ☐ Student File, ☐ Student Copy ☐ Noted Sentral

# MEETING REQUIREMENTS FOR

## Course Completion

~ Course completion Criteria ~

**YOU need to Show evidence of ...**

- ✓ In each of your subjects.
- ✓ The syllabus details.
- ✓ The content or information of classwork.
- ✓ Completed all classwork and assessments.

(a) following the course developed by the NSW Education Standards Authority;

(b) applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

(c) achieving the course outcomes.

- ✓ Diligence means hard work and applying yourself to all of your work all of the time.
- ✓ Sustained effort means keeping working continuously.
- ✓ Set tasks = class work, activities and assessments.
- ✓ Experiences = excursions and all activities.
- ✓ Attending all classes

### ATTENDANCE - 85% or more

- ✓ 85% or more attendance rate.
- ✓ Full day absences = expectation of a parent note and doctor's certificate.
- ✓ Late to school = note from parent with a valid reason.
- ✓ Leaving school early = note from parents with a valid reason.

- ✓ Following the teachers' guidance in what is required in the course.
- ✓ Succeed in completing classwork.
- ✓ Completing assessments, tests and examinations successfully.
- ✓ Work is handed in ON TIME!

**Do you meet these requirements?**

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# Course and Assessment Information

for

all Stage 5 Subject Areas

**~ 2020 ~**

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# Child Studies

## Year 9 and 10 – 2020 - 2021

### COURSE AIM

The aim of the *Child Studies Content Endorsed Course Years 7–10 Syllabus* is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years (0–8 years) in a range of settings and contexts.

### COURSE OBJECTIVES AND OUTCOMES

*Students develop knowledge and understanding of child development from preconception to and including the early years. A student ...*

**CS5-1** identifies the characteristics of a child at each stage of growth and development

**CS5-2** describes the factors that affect the health and wellbeing of the child

**CS5-3** analyses the evolution of childhood experiences and parenting roles over time

*Students develop knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children. A student ...*

**CS5-4** plans and implements engaging activities when educating and caring for young children within a safe environment

**CS5-5** evaluates strategies that promote the growth and development of children

**CS5-6** describes a range of parenting practices for optimal growth and development

*Students develop knowledge and understanding of external factors that support the growth, development and wellbeing of children. A student ...*

**CS5-7** discusses the importance of positive relationships for the growth and development of children

**CS5-8** evaluates the role of community resources that promote and support the wellbeing of children and families

**CS5-9** analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

*Students develop skills in researching, communicating and evaluating issues related to child development. A student ...*

**CS5-10** demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts

**CS5-11** analyses and compares information from a variety of sources to develop an understanding of child growth and development

**CS5-12** applies evaluation techniques when creating, discussing and assessing information related to child growth and development

## **Stage 5 Child Studies – Year 9**

(New Course from 2020)

Students will study the following modules:

### **Year 9, 2020 - 2021**

#### **Term 1 – Conception to Birth**

Task due in Term 1, Week 9: Pamphlet

#### **Term 2 – New Born Care**

Task due in Term 3, Week 6: Stuffed Toys

#### **Term 3 – Growth and Development**

Task due in Term 4, Week 1: End of Course Quiz

#### **Term 4 – Play and the Developing Child**

Task due in Term 3, Week 9: Research Task



## YEAR 10 – 2019 – 2020

### (Continuing course from 2019)

#### COURSE AIM

The aim of the Child Studies Course is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

#### COURSE OBJECTIVES AND OUTCOMES

##### Knowledge, understanding and skills

1. *Students will develop knowledge and understanding of child development from preconception through to and including the early years*
  - 1.1 identifies the characteristics of a child at each stage of growth and development
  - 1.2 describes the factors that affect the health and wellbeing of the child
  - 1.3 analyses the evolution of childhood experiences and parenting roles over time
2. *Students will develop knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children*
  - 2.1 plans and implements engaging activities when educating and caring for young children within a safe environment
  - 2.2 evaluates strategies that promote the growth and development of children
  - 2.3 describes a range of appropriate parenting practices for optimal growth and development
3. *Students will develop knowledge and understanding of external factors that support the growth, development and wellbeing of children*
  - 3.1 discusses the importance of positive relationships on the growth and development of children
  - 3.2 evaluates the role of community resources that promote and support the wellbeing of children and families
  - 3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
4. *Students will develop skills in researching, communicating and evaluating issues related to child development*
  - 4.1 demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts
  - 4.2 analyses and compares information from a variety of sources to develop an understanding of child growth and development
  - 4.3 applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development
- V1 *Students will value and appreciate the role positive parenting and caring has on a child's sense of belonging and their health and wellbeing*
  - V1.1 A student appreciates the roles of caregivers in the growth and development of children
- V2 *Students will value and appreciate the positive effects significant others can have in the growth and development of children*
  - V2.1 A student appreciates the diverse beliefs, values, attitudes and family structures in our community



## Year 10

(Continuing course from 2019)

### Term 1 – Preparing for Parenthood

Task due in Term 1, Week 9: Budgeting for a New Born

### Term 2 – Health and Safety in Childhood

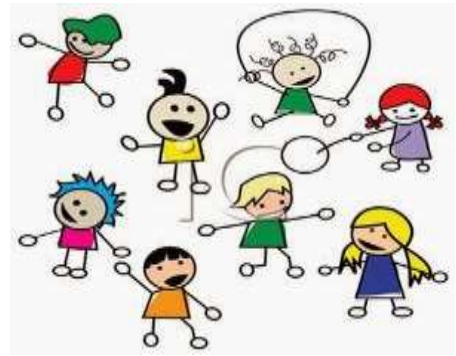
Task due in Term 2, Week 9: Research Task

### Term 3 – Media and Technology in Childhood

Task due in Term 3, Week 9: Children Educational Show

### Term 4 – Childcare Services and Career

Task due in Term 4, Week 1: End of Course Quiz



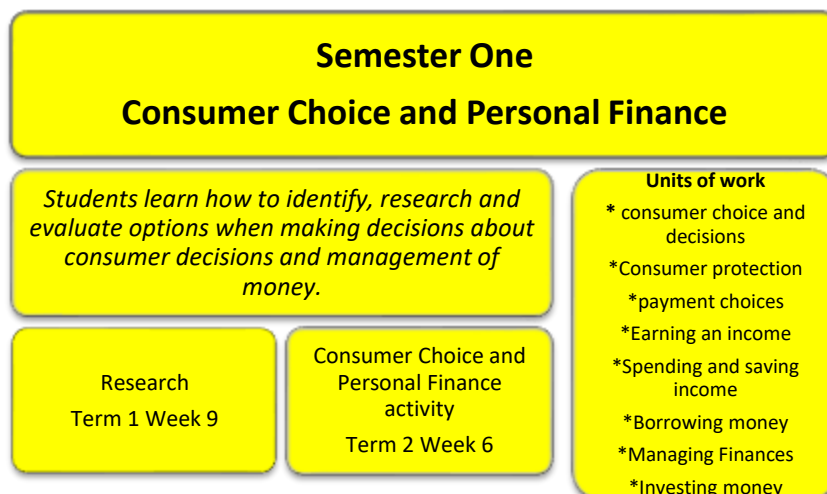
## INTRODUCTION TO COMMERCE

Commerce enables students to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

## COURSE OBJECTIVES AND OUTCOMES

1. *Students will develop knowledge and understanding of consumer, financial, business, legal and employment matters*
  - 5.1 applies consumer, financial, business, legal 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, business, legal and employment contexts
  - 5.3 examines the role of law in society
2. *Students will develop skills in decision-making and problem-solving in relation to consumer, financial, business, legal and employment issues*
  - 5.4 analyses key factors affecting commercial and legal decisions
  - 5.5 evaluates options for solving commercial and legal problems and issues
  - 5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
3. *Students will develop skills in effective research and communication*
  - 5.7 researches and assesses commercial and legal information using a variety of sources
  - 5.8 explains commercial and legal information using a variety of forms
4. *Students will develop skills in working independently and collaboratively*
  - 5.9 works independently and collaboratively to meet individual and collective goals within specified timelines

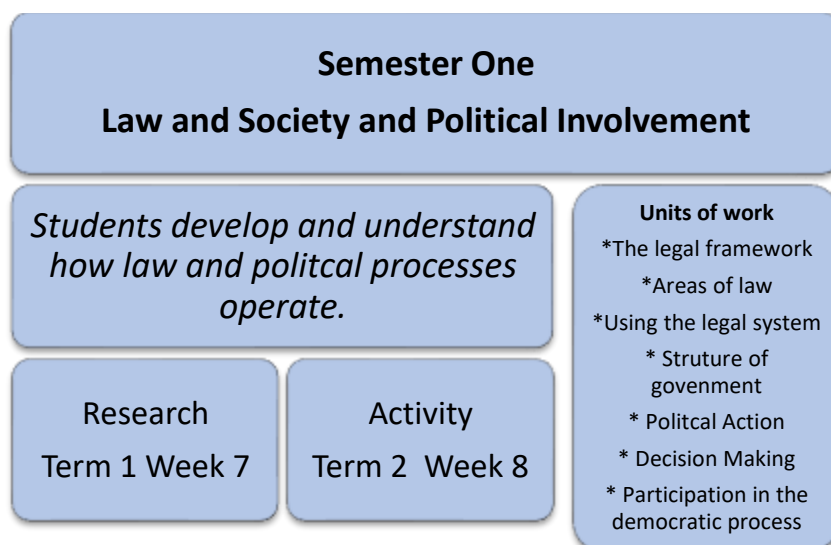
## Stage 5 Commerce – Year 9



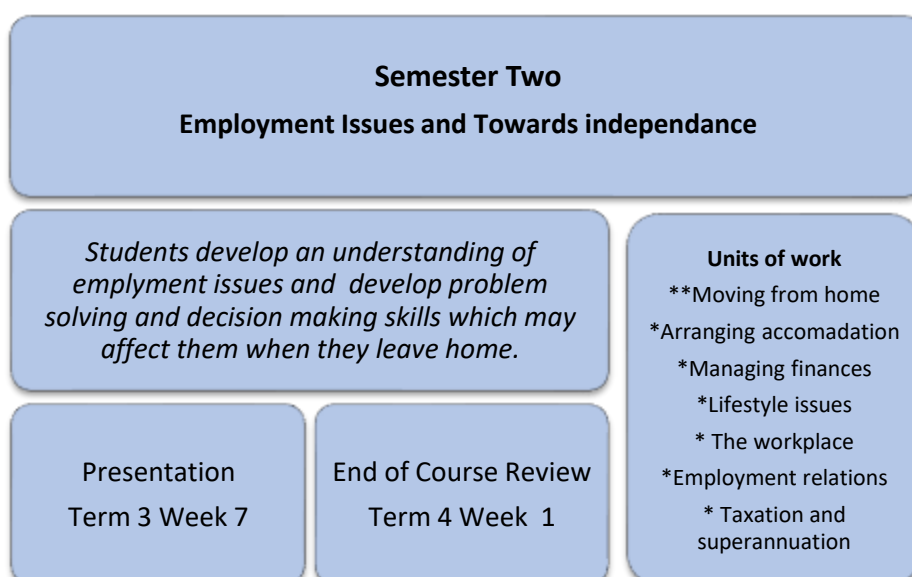
Self-assessment, Peer-assessment, Teacher observation and criteria-based



Evidence of Learning- formal assessment and informal assessment (Bookwork and class discussions)



**Self assessment, Peer assessment, Teacher observation and Criteria based**



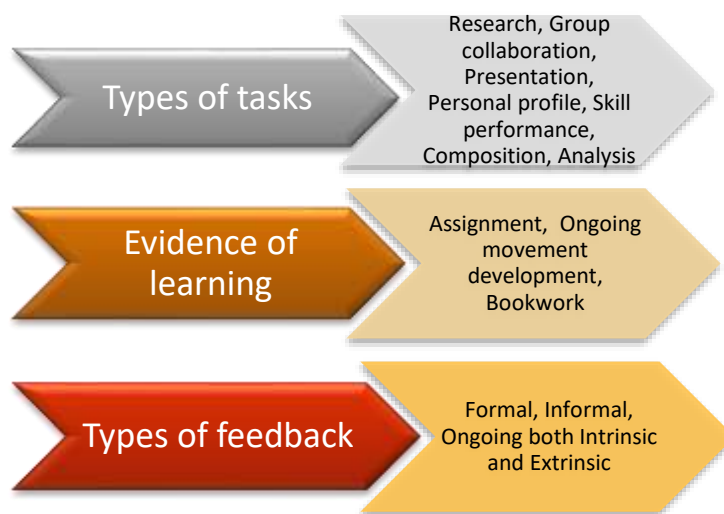
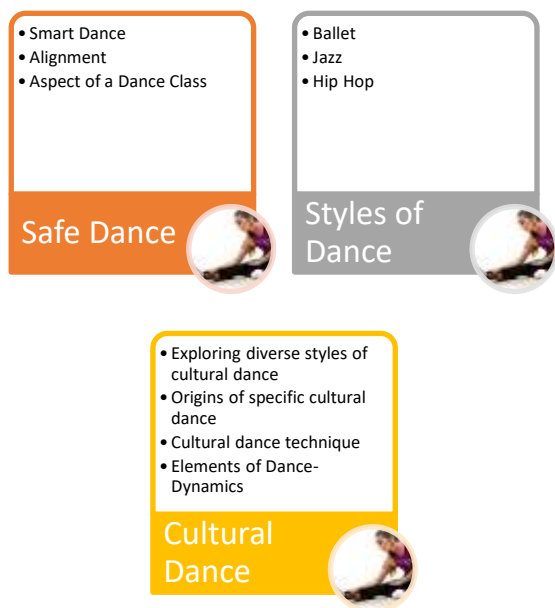
# Dance

## INTRODUCTION TO DANCE

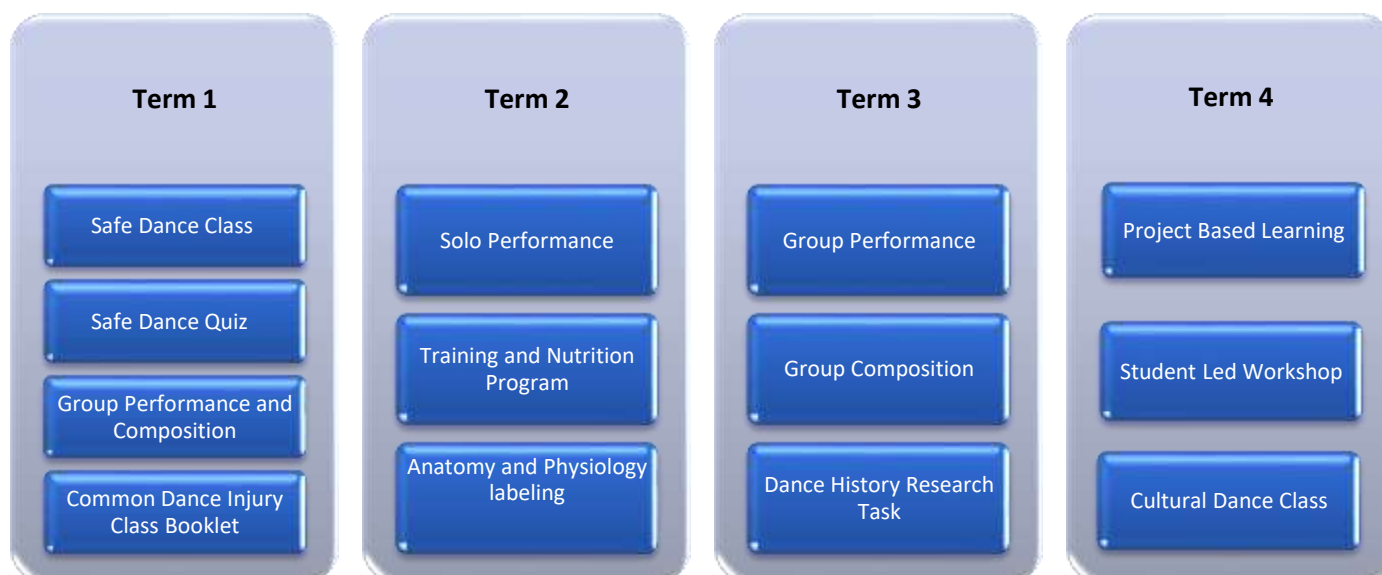
### COURSE OBJECTIVES AND OUTCOMES

1. *Students will develop knowledge, understanding and skills about dance as an artform through **dance performance** as a means of developing dance technique and performance quality to communicate ideas*
  - 5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
  - 5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance
  - 5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance
2. *Students will develop knowledge, understanding and skills about dance as an artform through **dance composition** as a means of creating and structuring movement to express and communicate ideas*
  - 5.2.1 explores the elements of dance as the basis of the communication of ideas
  - 5.2.2 composes and structures dance movement that communicates an idea
3. *Students will develop knowledge, understanding and skills about dance as an artform through **dance appreciation** as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context*
  - 5.3.1 describes and analyses dance as the communication of ideas within a context
  - 5.3.2 identifies and analyses the link between their performances and compositions and dance works of art
  - 5.3.3 applies understandings and experiences drawn from their own work and dance works of art
4. *Students value and appreciate their engagement in the study of dance as an artform*
  - 5.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning

## Stage 5 Dance – Year 9



**Evidence of Learning: Ongoing throughout the semester;**



**Evidence of learning – formal assessment and informal assessment**

# Drama

## INTRODUCTION TO DRAMA

By participating in drama lessons, students will improve their knowledge, skills and understanding about the processes involved in making, appreciating and performing drama in a variety of styles and historical contexts.

## COURSE OBJECTIVES AND OUTCOMES

1. *Students will develop knowledge, understanding and skills, individually and collaboratively, through **making** drama that explores a range of imagined and created situations in a collaborative drama and theatre environment*
  - 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
  - 5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding
  - 5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text
  - 5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
2. *Students will develop knowledge, understanding and skills, individually and collaboratively, through **performing** devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience*
  - 5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
  - 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
  - 5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
3. *Students will develop knowledge, understanding and skills, individually and collaboratively, through **appreciating** the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience*
  - 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
  - 5.3.2 analyses the contemporary and historical contexts of drama
  - 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology





By participating in Drama lessons, students will improve their knowledge, skills and understanding about the processes involved in making, appreciating and performing drama in a variety of styles and historical contexts.

Term 1	Term2	Term 3	Term 4
<b>Mime</b> 5.1.1: A student manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action.  <b>Task 1: Mime Group Performance and Individual Mime performance</b>	<b>Greek Drama</b> 5.2.1: A student applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning. 5.3.2: A student analyses the contemporary and historical contexts of drama.  <b>Task 2: Greek Drama Performance and Rationale</b>	<b>Playbuilding</b> 5.1.2: A student contributes, selects, develops and structures ideas in improvisation and playbuilding.  <b>Task 3: Developing a Performance Playbuilding</b>	<b>Improvisation and Theatre Sports</b> 5.3.1 Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
<b>Mime</b> 5.3.2: A student analyses the contemporary and historical contexts of drama.  <b>Research Task: History of Theatre</b>	<b>Greek Drama</b> 5. 1.4: A student explores, structures and refines ideas using dramatic forms, styles, techniques, conventions.  <b>Topic Test</b>	<b>Playbuilding</b> 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action  <b>Post performance reflection</b>	<b>Improvisation</b> 5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
Criteria based	Teacher observation	<b>Feedback</b> Self Assessment/Reflection	Peer Assessment



## Year 10 Drama – Assessment Schedule 2020

By participating in Drama lessons, students will improve their knowledge, skills and understanding about the processes involved in making, appreciating and performing drama in a variety of styles and historical contexts.

Term 1	Term2	Term 3	Term 4
<b>Lights, Camera, Action! Scripted Drama</b> 5.3.1 Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions 5.2.2: A student selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience.  <b>Task 5: Design Project</b>	<b>Realism: Monologues</b> 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action  <b>Task 2: Individual Performance</b>	<b>Montage Playbuilding</b> 5.1.2: A student contributes, selects, develops and structures ideas in improvisation and playbuilding. 5.3.1 Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions  <b>Task 3: Self devised Playbuilding performance</b>	<b>Drama Queens</b> 5.2.3: A student employs a variety of forms, styles, techniques, conventions to create dramatic meaning.  <b>Task 1: Melodrama Performance</b>
<b>Lights, Camera, Action! Scripted Drama</b> 5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies. <b>Scripted Drama Performance</b>	<b>Realism: Monologues</b> 5.1.3: A student devises, interprets and enacts drama using scripted and unscripted material or text.  <b>Script Analysis: Stanislavski's Method Acting</b>	<b>Montage Playbuilding</b> 5.3.3: analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.  <b>Post-Performance Evaluation</b>	<b>Drama Queens</b> 5.3.2: A student analyses the contemporary and historical contexts of drama.  <b>Research Task: History of Melodrama</b>
Criteria based	Teacher observation	Feedback Self Assessment/Reflection	Peer Assessment

## INTRODUCTION TO ENGLISH

By participating in English lessons, students will improve their knowledge, skills and understanding about language by responding to and composing texts including visual and multimedia texts. They will develop clear and precise control of language by reading, viewing, writing, representing, listening and speaking for an increasingly wide range of social purposes.

## COURSE OBJECTIVES AND OUTCOMES

*A Student ...*

*A. Communicate through speaking, listening, reading, writing, viewing and representing;*

- 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 indifferent media and technologies.

*B. Use language to shape and make meaning according to purpose, audience and context.*

- 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.

*C. Think in ways that are imaginative, creative, interpretive and critical.*

- 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.

*D. Express themselves and their relationships with others and their world.*

- EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds;
- EN5-8D challenges and evaluates cultural assumptions in texts and their effects on meaning.

*E. Learn and reflect on their learning through their study of English.*

- EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.



## Year 9 English – Assessment Schedule 2020

By participating in English lessons, students will improve their knowledge, skills and understanding about language by responding to and composing texts including visual and multimedia texts. They will develop clear and precise control of language by reading, viewing, writing, representing, listening and speaking for an increasingly wide range of social purposes.

### Term 1:

#### Common Module: Change

EN5-6C: Investigates relationships between and among texts.

**Summative Task:** Extended Response (prescribed text and related text)

### Term 2:

#### Write Now! The Artistry of Writing

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;

#### Formative Tasks

### Term 3:

#### Representations of Love

EN5-1A: Responds to and composes increasingly difficult and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**Summative Task: Multimodal Task** on Romeo and Juliet (voice over/PPT)

### Term 4:

#### Distinctively Visual

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.

#### Formative Tasks

#### Class Task Options

EN5-3B: Selects and uses language forms and features and structures of texts appropriate to a range of purposes and contexts, describing their effects on meaning.

#### Formative Tasks

- Figurative language analysis

#### Class Task Options

EN5-7D: Evaluates the diverse ways texts can represent personal and public worlds.

#### Formative Tasks

- Creative writing (focus)**
- Imaginative, Creative, Discursive, Persuasive, Informative texts

#### Class Task Options

EN5 – 4B: Thinks imaginatively and critically about complex ideas to compose texts in a range of contexts.

#### Formative Tasks

- Romeo and Juliet Analysis
- Related Justice Poetry Analysis and composition

#### Class Task Options

EN4-5C: Thinks imaginatively and critically about complex ideas to compose texts in a range of contexts.

#### Formative Tasks

- Visual literacy (focus)**
- Deconstructing cartoons, images, film, poems, short stories,

### Feedback

Criteria Based

Teacher Observation

Self- Assessment / Reflection

Peer Assessment



## Year 10 English – Assessment Schedule 2020

By participating in English lessons, students will improve their knowledge, skills and understanding about language by responding to and composing texts including visual and multimedia texts. They will develop clear and precise control of language by reading, viewing, writing, representing, listening and speaking for an increasingly wide range of social purposes.

### Term 1:

#### Common Module: Belonging

EN5-3B: Selects and uses language forms and features and structures of texts appropriate to a range of purposes and contexts, describing their effects on meaning.

**Summative Task:** Extended Response (prescribed text and related text)

### Term 2:

#### GENRE STUDY Gothic/Crime/Sci-Fi/Historical

EN5-1A: Responds to and composes increasingly difficult and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**Summative Task:** Creative Writing

### Term 3:

#### Shakespeare – Macbeth

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

**Summative Task:** Multimodal Task

### Term 4:

#### Striking Stories

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;

**Formative Tasks**

#### Class Task Options

EN5-6C: Investigates relationships between and among texts.

##### Formative Tasks

- Deconstruction of related texts – poems, film, prose fiction, images
- Prescribed text analysis: character profiles, themes, context

#### Genre Class Task Options

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.

##### Formative Tasks

- Context of text
- Conventions of genre, purpose, themes, characterisation

#### Class Task Options

EN5 – 4B: Thinks imaginatively and critically about complex ideas to compose texts in a range of contexts.

##### Formative Tasks

- Trial / debate of Macbeth / Lady Macbeth
- Key scene analysis

#### Class Task Options

EN4-4B: Effectively transfers knowledge of language concepts into new and different contexts.

##### Formative Tasks

- **Narrative analysis/composition of creative pieces (focus)**
- Imaginative recreation

#### Feedback

Criteria Based

Teacher Observation

Self- Assessment / Reflection

Peer Assessment

# Food Technology

## INTRODUCTION TO FOOD TECHNOLOGY – Year 9, 2020 - 2021 New Syllabus

The aim of the *Food Technology Years 7–10 Syllabus* is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students develop confidence and proficiency in their practical interactions with and decisions regarding food.

### COURSE OBJECTIVES AND OUTCOMES

*Students develop knowledge, understanding and skills related to food hygiene, safety and the provision of quality food. A student ...*

**FT5-1** demonstrates hygienic handling of food to ensure a safe and appealing product

**FT5-2** identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

*Students develop knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food. A student ...*

**FT5-3** describes the physical and chemical properties of a variety of foods

**FT5-4** accounts for changes to the properties of food which occur during food processing, preparation and storage

**FT5-5** applies appropriate methods of food processing, preparation and storage

*Students develop knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health. A student ...*

**FT5-6** describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

**FT5-7** justifies food choices by analysing the factors that influence eating habits

*Students develop skills in researching, evaluating and communicating issues in relation to food. A student ...*

**FT5-8** collects, evaluates and applies information from a variety of sources

**FT5-9** communicates ideas and information using a range of media and appropriate terminology

*Students develop skills in designing, producing and evaluating solutions for specific food purposes. A student ...*

**FT5-10** selects and employs appropriate techniques and equipment for a variety of food-specific purposes

**FT5-11** plans, prepares, presents and evaluates food solutions for specific purposes

*Students develop knowledge and understanding of the significant role of food in society. A student ...*

**FT5-12** examines the relationship between food, technology and society

**FT5-13** evaluates the impact of activities related to food on the individual, society and the environment



## **STAGE 5 – FOOD TECHNOLOGY**

**YEAR 9 (2020 – 2021)**

### **Unit 1 – Term 1**

#### **Food in Australia**

Task: “My Aussie Kitchen”

Preparation of an Aussie Dish - (Tm 1, Week 9)



### **Unit 2 – Term 2**

#### **Food selection and Health / Food for special needs**

Task: Eating Plan for a Chosen  
Group of people (Tm 2 – Week 9)

### **Unit 3 – Term 3 and 4**

#### **Food Service and Catering**

Research and presentation task – (Tm 3  
Week 9)





## INTRODUCTION TO FOOD TECHNOLOGY – Year 10 2019-2020 Old Syllabus

The aim of the *Food Technology Years 7–10 Syllabus* is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

### COURSE OBJECTIVES AND OUTCOMES

1. *Students will develop knowledge, understanding and skills related to food hygiene, safety and the provision of quality food*
  - 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
  - 5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
2. *Students will develop knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food*
  - 5.2.1 describes the physical and chemical properties of a variety of foods
  - 5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
  - 5.2.3 applies appropriate methods of food processing, preparation and storage
3. *Students will develop knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health*
  - 5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
  - 5.3.2 justifies food choices by analysing the factors that influence eating habits
4. *Students will develop skills in researching, evaluating and communicating issues in relation to food*
  - 5.4.1 collects, evaluates and applies information from a variety of sources
  - 5.4.2 communicates ideas and information using a range of media and appropriate terminology
5. *Students will develop skills in designing, producing and evaluating solutions for specific food purposes*
  - 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
  - 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes
6. *Students will develop knowledge, understanding and appreciation of the significant role of food in society*
  - 5.6.1 examines the relationship between food, technology and society
  - 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment

## **STAGE 5 – FOOD TECHNOLOGY**

**YEAR 10 (2019 – 2020)**

### Unit 1 – Term 1

#### **Food Trends**

Article for a Food Magazine (Tm 1, Wk 9)



### Unit 2 – Term 2

#### **Food for Special Occasions**

Food Around the World – Research Project (Tm 2, Wk 9)



### Unit 3 – Term 4

#### **Food Product Development**

“Try Me” – Multimodal presentation (Tm 4, Week 2)



## Stage 5 Geography – Year 9

### ***Sustainable Biomes***

Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.

### ***Key inquiry questions***

- What are the main characteristics that differentiate the world's biomes?
- How do people use and alter biomes for food production?
- Can the world's biomes sustainably feed the world's population?
- What strategies can be used to increase global food security?

### ***Changing Places***

Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.

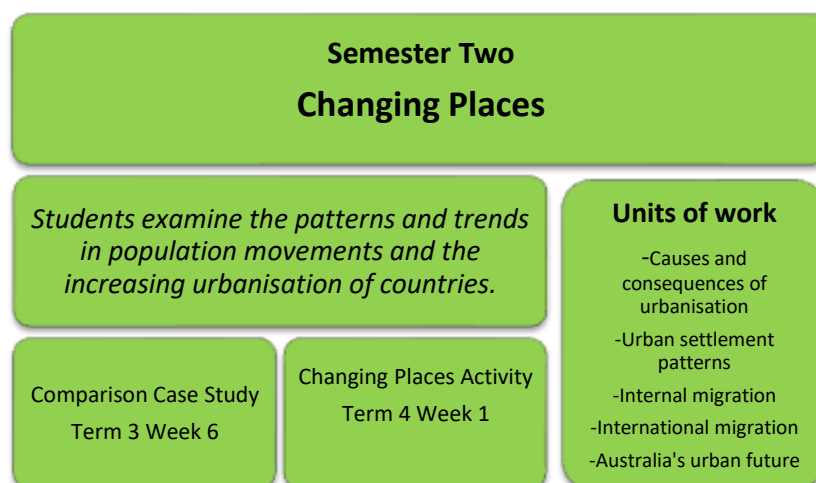
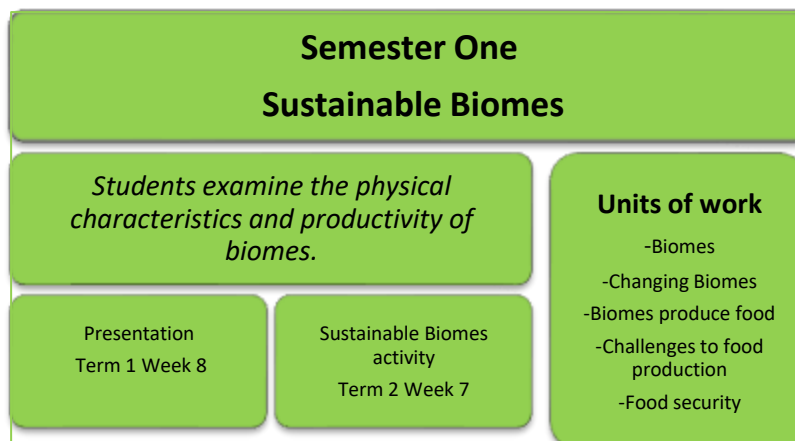
### ***Key inquiry questions***

- Why has the world become more urbanised?
- How does migration impact on the concentration of people into urban places?
- How does urbanisation change environments and places?
- What strategies are used to manage environmental change in urban places to enhance sustainability?

*A student:*

- GE5-1 explains the diverse features and characteristics of a range of places and environments
- GE5-2 explains processes and influences that form and transform places and environments
- GE5-3 analyses the effect of interactions and connections between people, places and environments
- GE5-4 accounts for perspectives of people and organisations on a range of geographical issues
- GE5-5 assesses management strategies for places and environments for their sustainability
- GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing
- GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry; and
- GE5-8 communicates geographical information to a range of audiences using a variety of strategies

## Stage 5 Geography – Year 9



Evidence of Learning- formal assessment and informal assessment (Bookwork, class discussions and skills)

## Stage 5 Geography – Year 10

### *Environmental Change and Management*

Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.

#### *Key inquiry questions*

- How do environments function?
- How do people's worldviews affect their attitudes to and use of environments?
- What are the causes and consequences of change in environments and how can this change be managed?
- Why is an understanding of environmental processes and interconnections essential for sustainable management of environments?

### *Human Wellbeing*

Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.

#### *Key inquiry questions*

- What makes human wellbeing a geographical issue?
- How can the spatial variations in human wellbeing and development be measured and explained?
- What are the economic, social and environmental impacts of variations in development and human wellbeing?
- How do governments, groups and individuals respond to inequalities in development and human wellbeing for a sustainable future?

A student:

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

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

GE5-3 analyses the effect of interactions and connections between people, places and environments

GE5-4 accounts for perspectives of people and organisations on a range of geographical issues

GE5-5 assesses management strategies for places and environments for their sustainability

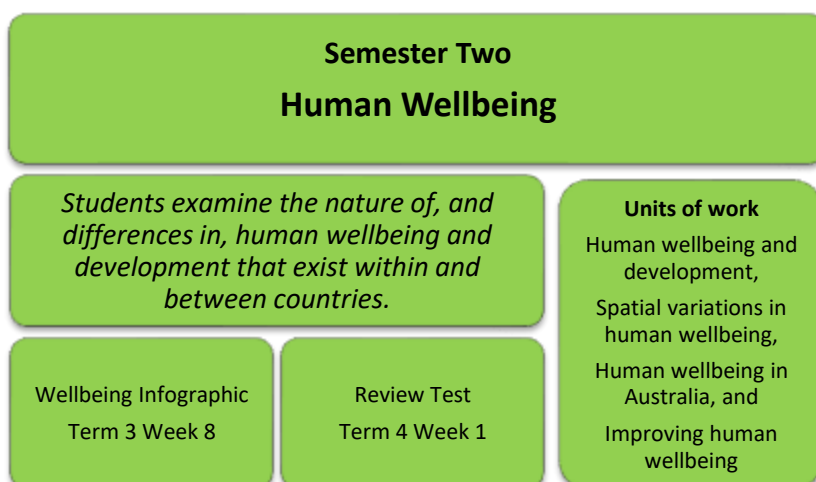
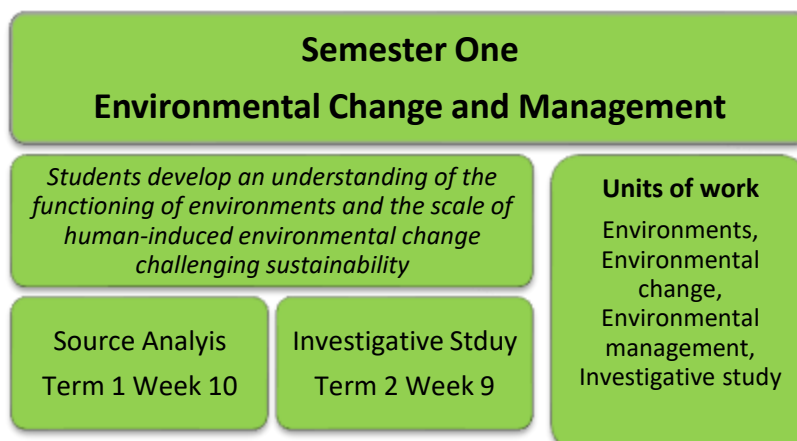
GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 communicates geographical information to a range of audiences using a variety of strategies



## Stage 5 Geography – Year 10



Evidence of Learning- formal assessment and informal assessment (Bookwork, class discussions and skills)

## INTRODUCTION TO HISTORY

### COURSE OBJECTIVES AND OUTCOMES

- *develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia*
- *develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia*

*A student ...*

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

## Stage 5 History – Year 9



### Year Nine History



By participating in history lessons, students will improve their knowledge, skills and understanding of the historical development of ideas and national building. During this year students will investigate the foundations of the modern world, studying key events and ideas. They will also develop an understanding of Australia's place as an emerging nation and role in the world wars.

#### Learning context:

Progressive ideas,  
Industrial, Revolution,  
making a nation,  
Australian in WW1,  
between the wars and  
WW2.

#### Types of tasks:

**Individual Learning** (timelines, mapping, interpreting visual and written sources, reaching the roaring 20s and depression, role playing oration task and creating propaganda).

**Cooperative learning** (Group Gallipoli project and ANZAC day presentation, powerpoint presentation)

**Project based learning** ( 1920s radio play project, group presentation of an invention)

#### Evidence of Learning :

Industrial Revolution - Sources (Tm 1- Week 8)  
Making a Nation - Persuasive writing (Term 2- week 2), World War 1 Empathy Oral Task (Term 3 Week 7), 1920s - Collaborative radio play (Term 4 Week 1)

#### Feedback:

criteria based , teacher observation, peer assessment and self reflection.



## Stage 5 History – Year 10



### Year Ten History



By participating in history lessons, students will improve their knowledge, skills and understanding of civil rights, the impact of the feminist movement and the migrant experience. During this year students will study Australia's place in late twentieth century geopolitics and the development of popular culture as an expression of historical context.

#### Learning context:

Rights and freedoms,  
women in history

Australia in the  
Vietnam War, migrant  
experiences, popular  
culture

#### Types of tasks:

**Individual Learning:** historical  
representation through on-line magazine  
examining cultural practice, source  
analysis, women's rights poster

**Cooperative learning:** mock-trial role  
playing, creating period costumes,  
source comparison, and group  
presentation and creating a podcast.

**Project based learning:** historical  
investigation into Australia's reasons for  
involvement in the Vietnam War, major  
research project

#### Evidence of Learning :

Australia and the Vietnam War - knowledge and  
skills (Tm 1 Wk 10); Migration - Oral Presentation  
(Tm 2 Wk 3); Changing Rights and Freedoms  
Collaborative response (Tm 3 Wk 7); Changing Rights  
and Freedoms Ext Response (Tm 4 Wk 1)

#### Feedback:

criteria based, teacher observation, peer assessment and self  
reflection.

# History Elective

## INTRODUCTION TO HISTORY ELECTIVE

## COURSE OBJECTIVES AND OUTCOMES

*Students develop a knowledge and understanding of history and historical inquiry*

- E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- E5.2 examines the ways in which historical meanings can be constructed through a range of media

*Students develop a knowledge and understanding of past societies and historical periods*

- E5.3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation
- E5.4 explains the importance of key features of past societies or periods, including groups and personalities
- E5.5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

*Students develop skills to undertake the processes of historical inquiry*

- E5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
- E5.7 explains different contexts, perspectives and interpretations about the past
- E5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

*Students develop skills to communicate their understanding of history*

- E5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
- E5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

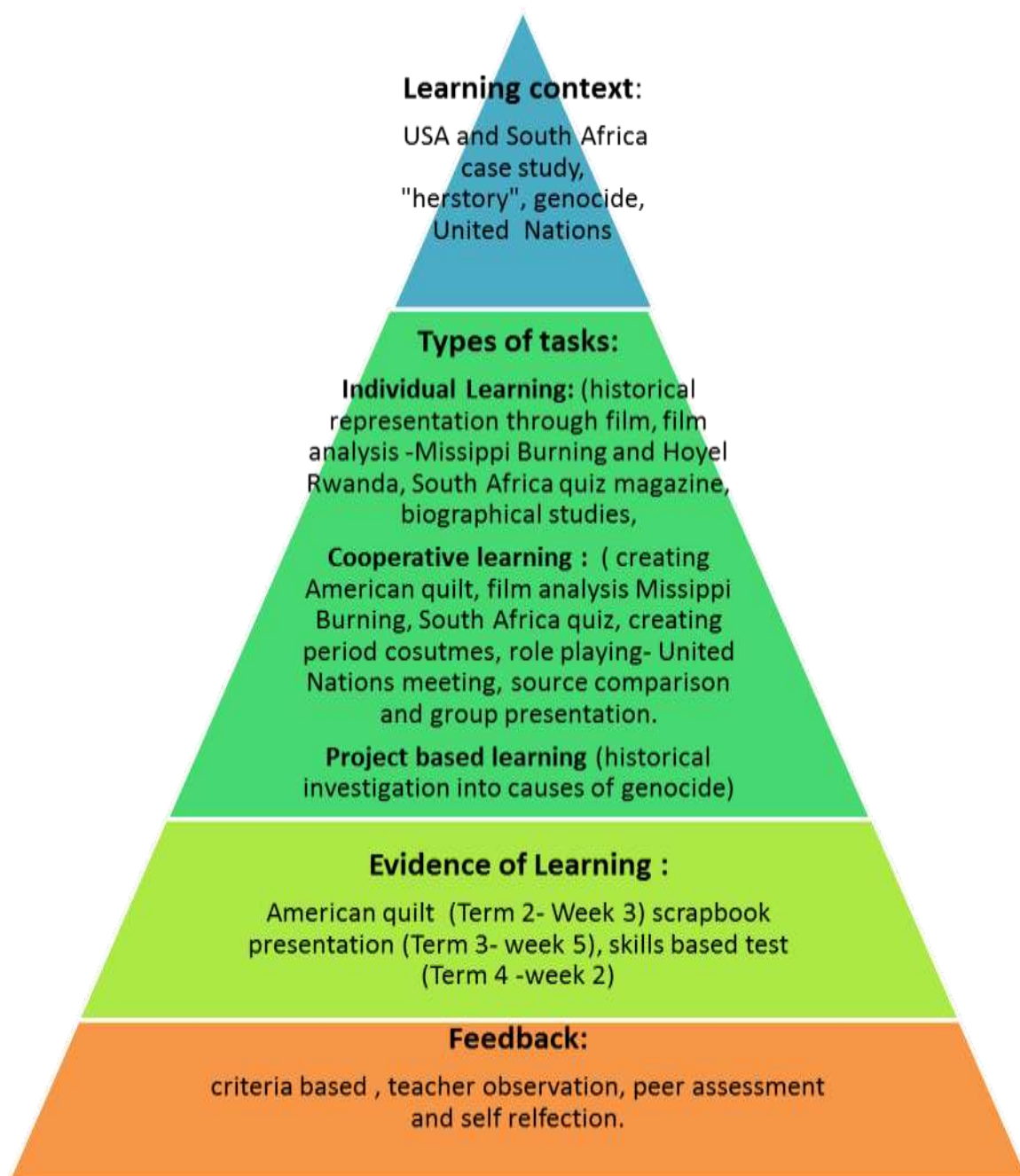
## Stage 5 Elective History – Year 10



### Year Ten Elective History



By participating in history lessons, students will improve their knowledge, skills and understanding of civil rights through specific case studies and a biographical study of important and iconic women. During this year students will also study the phenomena of genocide in a range of historical contexts and the development of the United Nations.



# Information Software and Technology

## Year 10 – Old Course continuing from 2019 = 2020

### INTRODUCTION TO INFORMATION SOFTWARE AND TECHNOLOGY

The study of Information and Software Technology Years 7–10 assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions. Creative, critical and meta-cognitive thinking skills are developed through students' practical involvement in projects.

### COURSE OBJECTIVES AND OUTCOMES

1. *Students will develop knowledge and understanding of a range of computer software and hardware*
  - 5.1.1 selects and justifies the application of appropriate software programs to a range of tasks
  - 5.1.2 selects, maintains and appropriately uses hardware for a range of tasks
2. *Students will develop problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems*
  - 5.2.1 describes and applies problem-solving processes when creating solutions
  - 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems
  - 5.2.3 critically analyses decision-making processes in a range of information and software solutions
3. *Students will develop responsible and ethical attitude related to the use of information and software technology*
  - 5.3.1 justifies responsible practices and ethical use of information and software technology
  - 5.3.2 acquires and manipulates data and information in an ethical manner
4. *Students will develop knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society*
  - 5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society
5. *Students will develop effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems*
  - 5.5.1 applies collaborative work practices to complete tasks
  - 5.5.2 communicates ideas, processes and solutions to a targeted audience
  - 5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology

## Units of Work

Internet and Website design  
Issues



## Evidence of Learning

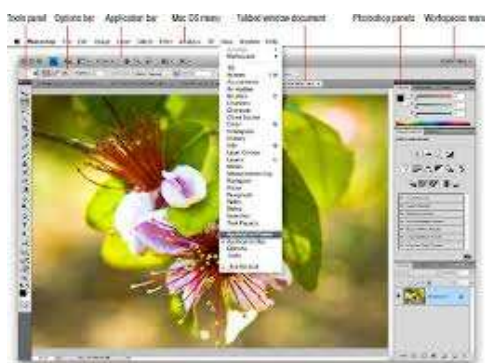
Web design Task (Term 1 Week 7)  
Mid course Quiz (Term 1 Week 10)  
Folio - hard and soft copies (Continuous)

## Feedback

Teacher observation  
Peer assessment  
Self-Reflection  
Criteria based

## Units of Work

Digital Media  
Past, Current and Emerging Technologies  
People



## Evidence of Learning

Digital Media Task (Term 3 Week 7)  
End of course Quiz (Term 3 Week 10)  
Folio - hard and soft copies (Continuous)

## Feedback

Teacher observation  
Peer assessment  
Self-Reflection  
Criteria based



# Mathematics

## INTRODUCTION TO MATHEMATICS

Mathematics provides students with knowledge, skills and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

## COURSE OBJECTIVES AND OUTCOMES

### Working Mathematically

*Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning;*

	5.1	5.2	5.3
<b>Communicating</b>	MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts	MA5.2-1WM Selects appropriate notations and conventions to communicate mathematical ideas and solutions	MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
<b>Problem Solving</b>	MA5.1-2WM selects and uses appropriate strategies to solve problems	MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems	MA5.3-2WM Generalises mathematical ideas and techniques to analyse and solve problems efficiently
<b>Reasoning</b>	MA5.1-3WM Provides reasoning to support conclusions that are appropriate to the context	MA5.2-3WM Constructs arguments to prove and justify results	MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs

### Number and Algebra

*Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation;*

	5.1	5.2	5.3
<b>Financial Mathematics</b>	MA5.1-4NA solves financial problems involving earning, spending and investing money	MA5.2-4NA solves financial problems involving compound interest	
<b>Ratios and Rates</b>		MA5.2-5NA recognises direct indirect proportion, and solves problems involving direct proportion	MA5.3-4NA draws, interprets and analyses graphs of physical phenomena
<b>Algebraic Techniques</b>		MA5.2-6NA Simplifies algebraic fractions, and expands and factorises quadratic expressions	MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
<b>Indices</b>	MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases	MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices	MA5.3-6NA Performs operations with surds and indices
<b>Equation</b>		MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques	MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations

	5.1	5.2	5.3
<i>Linear Relationships</i>	MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships	MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships	MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
<i>Non-Linear Relationships</i>	MA5.1-7NA graphs simple non-linear relationships	MA5.2-10NA Connects algebraic and graphical representations of simple non-linear relationships	MA5.3-9NA sketches and interprets a variety of nonlinear relationships
<i>Polynomials</i>			MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
<i>Logarithms #</i>			MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms
<i>Functions and Other Graphs #</i>			MA5.3-12NA uses function notation to describe and sketch functions

## Measurement and Geometry

Students identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems

	5.1	5.2	5.3
<i>Area and Surface Area</i>	MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms	MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids	MA5.3-13MG Applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
<i>Volume</i>		MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders	MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
<i>Numbers of Any Magnitude</i>	MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures		
<i>Right-Angled Triangles (Trigonometry)</i>	MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression	MA5.2-13MG Applies trigonometry to solve problems, including problems involving bearings	<b>Trigonometry and Pythagoras' Theorem</b> MA5.3-15MG Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
<i>Properties of Geometrical Figures</i>	MA5.1-11MG describes and applies the properties of similar figures and scale drawings	MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar	MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
<i>Circle Geometry #</i>			MA5.3-17MG Applies deductive reasoning to prove circle theorems and to solve related problems

## Statistics and Probability

Students collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements;

	5.1	5.2	5.3
<b>Single Variable Data Analysis</b>	MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media	MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data	MA5.3-18SP uses standard deviation to analyse data
<b>Bivariate Data Analysis</b>		MA5.2-16SP Investigates relationships between two statistical variables, including their relationship over time	MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes
<b>Probability</b>	MA5.1-13SP Calculates relative frequencies to estimate probabilities of simple and compound events	MA5.2-17SP describes and calculates probabilities in multi-step chance experiments	



## Stage 5 Mathematics (5.1/5.2/5.3) ~ Year 9

**Term 1 - 10 weeks**      \*\* = *Stage 5.3 content*

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
1. Pythagoras' theorem and surds**			2. Working with numbers			3. Algebra, Products and factors**			
MA5.1-1WM, MA5.1-2WM			MA5.1-1WM, MA5.1-2WM, MA5.2-1WM, MA5.2-2WM			MA5.2-1WM, MA5.2-3WM, MA5.3-1WM**			
MA4-16MG applies Pythagoras' theorem to find unknown sides and solve related problems MA5.3-6NA** operates with surds and indices			MA5.1-4NA solves financial problems involving earning, spending and investing money interprets			MA5.2-6NA simplifies algebraic fractions, expands and factorises quadratic expressions MA5.3-5NA** operate with algebraic expressions			
Problem solving and open-ended questions			Problem solving: Task Centres			Task 1			

**Term 2 - 10 weeks**

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
4. Trigonometry			5. Indices			6. Geometry			
MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM			MA5.1-1WM, MA5.1-3WM, MA5.2-1WM, MA5.3-1WM**, MA5.3-6NA**			MA5.2-1WM, MA5.2-WM, MA5.2-14MG			
MA5.1-10MG, 5.2-13MG, applies trigonometry, to solve problems, including problems involving angles of elevation and depression and bearings			MA5.1-5NA, 5.1-9MG, 5.2-7NA applies index laws to operate with algebraic expressions, uses scientific notation, rounds to significant figures			MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar			
Group Work – Problem Solving			Research activity: Use scientific notation to express and rank astronomical distances of planets			Task 2			

### Term 3 - 10 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
7. Equations			8. Earning money		9. Investigating data			10. Surface area and volume	
MA5.2-1WM, MA5.2-2WM, MA5.2-8NA, MA5.3-7NA**			MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA		MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-12SP, MA5.2-3WM			MA5.1-1WM, 5.1-8MG, MA5.1-9MG, MA5.3-14MG**	
MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques			MA5.1-4NA solves financial problems involving earning, spending and investing money		MA5.1-12SP, 5.2-3WM uses statistical displays to compare sets of data, and evaluates statistical claims made in the media, constructs arguments to prove and justify results			MA5.2-11MG, 5.2-12MG surface areas and volumes of right prisms, cylinders and of composite solids	
Quiz			Task Centres		Group work – analysing data			Task 3	

### Term 4 - 10 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
11. Coordinate geometry and graphs			12. Probability			13. Congruent and similar figures			
MA5.1-1WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-5NA, MA5.2-9NA, MA5.2-10NA, MA5.3-2WM, MA5.3-8NA**			MA5.1 1WM, MA5.1 2WM, MA5.1 3WM, MA5.1 13SP, MA5.2 1WM, MA5.2 2WM, MA5.2 3WM, MA5.2 17SP			MA5.1 1WM, MA5.1 2WM, MA5.1 3WM, MA5.1 11MG, MA5.2 1WM, MA5.2 2WM, MA5.3 1WM**, MA5.3 2WM*, MA5.3 16MG**			
MA5.1-6NA find midpoint, gradient and length of an interval, and graphs linear relationships			MA5.2-17SP describes and calculates probabilities in multi-step chance experiments			MA5.2-3WM proves triangles are similar and congruent			
Card Matching activity			Task 4			Writing activity: Proof of similar and congruent triangles			

## Stage 5 Mathematics (5.1/5.2/5.3) ~ Year 10

Term 1 - 10 weeks \*\* = Stage 5.3 content

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
1. Surds **		2. Interest and Depreciation		3. Coordinate Geometry			4. Surface Area & Volume		
MA5.3-1WM, MA5.3-2WM		MA5.1-2WM, MA5.2-2WM		MA5.2-1WM, MA5.2-3WM, MA5.2-9NA, MA5.3-1WM, MA5.3-2WM, 5.3-3WM, 5.3-8NA			MA5.1-8MG, 5.2-1WM, 5.2-2WM, 5.2-12MG, MA5.3-1WM, 5.3-2WM, 5.3-3WM, 5.3-13MG		
MA5.3-6NA operations with surds and indices		MA5.1-4NA, 5.2-4NA solves financial problems involving earning, spending, investing money compound interest		MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships			MA5.2-11MG MA5.3-14MG, calculates areas, surface areas, volumes of right prisms, cylinders and related composite solids, pyramids, cones and spheres		
Construction activity: Graph surds on the number line		Research: types of savings and investment accounts available.		Practical graphing task			Task 1		

Term 2 - 10 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
5. Algebra, Products and Factors **			6. Investigating Data			7. Equations and Logarithms**			
MA5.1-5NA, MA5.2-1WM, MA5.2-6NA, MA5.2-7NA, MA5.3-1WM			MA5.2-1WM, 5.2-3WM, 5.2-15SP, 5.2-16SP, MA5.3-1WM, 5.3-2 WM, 5.3-3WM, 5.3-19SP			MA5.2-1 WM, MA5.2-2 WM, MA5.2-3 WM) MA5.3-1 WM, MA5.3-2 WM, MA5.3-3 WM			
MA5.2-3WM, 5.3-5NA simplifies, expands, factorises quadratic expressions, operate with algebraic expressions			MA5.1-12SP, MA5.3-18SP uses statistical displays to compare sets of data, uses standard deviation to analyse data			MA5.3-7 NA, MA5.3-11 NA solves linear equations, inequalities, simple cubic and simultaneous equations, quadratic, rearranges literal equations, apply the laws of logarithms			
Quiz			Group activity – collecting and analysing data			Task 2			

### Term 3 - 10 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
8. Graphs			9. Trigonometry				10. Quadratic Equations and the Parabola**		
MA5.2-1 WM, MA5.2-2 WM, MA5.2-3 WM, MA5.2-10 NA, 5.3-1 WM, 5.3-2 WM, 5.3-9 NA			MA5.2-1 WM, MA5.2-2 WM, MA5.3-1 WM, 5.3-2 WM, 5.3-3 WM				MA5.3-1 WM, MA5.3-2 WM)		
MA5.1-7NA, 5.2-5 NA, 5.3-4NA solves direct proportion problems, draws, interprets and analyses graphs of physical phenomena			MA5.1-10MG, MA5.2-13MG, MA5.3-15MG solve trig. problems involving angles of elevation and depression, bearings, the sine rule, the cosine rule and the area rule				MA5.3-7NA, MA5.3-9NA solves complex linear, quadratic, cubic and simultaneous equations, and rearranges literal equations, sketches and interprets a variety of non-linear relationships		
Matching situations or equations to their graphs			Group work: Problem solving using trigonometry				Task 3		

### Term 4 - 10 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
11. Simultaneous Equations		12. Probability		13. Geometry		Option Topics ** 14. Polynomials 15. Circle Geometry 16. Functions			
MA5.2-1 WM, MA5.2-2 WM		MA5.1-13SP, 5.2-1 WM, 5.2-2WM, 5.2-3WM		MA5.1-11MG, 5.2-1WM, 5.2-2, 5.2-3, 5.3-1, 5.3-2, 5.3-3 WM, 5.3-16 MG		MA5.3-1WM, MA5.3-2WM, MA5.3-3WM			
MA5.2-8NA solves linear, quadratic equations, linear inequalities, linear simultaneous equations, using analytical and graphical techniques		MA5.2-17 SP describes and calculates probabilities in multi-step chance experiments		MA5.2-14 MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar		MA5.3-10NA describes and sketches polynomials and applies the factor and remainder theorems to solve problems, applies deductive, MA5.3-17 MG reasoning to prove circle theorems and to solve related problems MA5.3-12 NA uses function notation to describe and sketch functions			
Quiz		Investigate: Probability of winning games of chance and gambling		Task 4		Matching polynomials to their graphs, Geometry assignment involving circle geometry, Practical Graphing Test			

# Music

## INTRODUCTION TO MUSIC

### COURSE OBJECTIVES AND OUTCOMES

*Students will develop knowledge, understanding and skills in the musical concepts through **performing** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques;*

- 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.

*Students will develop knowledge, understanding and skills in the musical concepts through **composing** as a means of self-expression, musical creation and problem-solving;*

- 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.

*Students will develop knowledge, understanding and skills in the musical concepts through **listening** as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts;*

- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts;
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study;
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study;
- 5.10 demonstrates an understanding of the influence and impact of technology on music.

*Students will value and appreciate the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening;*

- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform;
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

## Stage 5 Music – Year 9

### Learning Context/ Units of Work:

Music of South America  
Australian Pop Music  
Rock Music  
Baroque Music

### Types of Tasks:



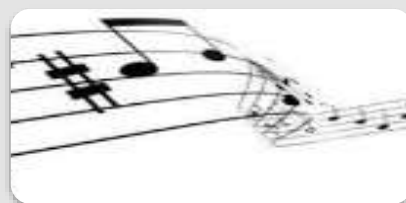
Students will participate in **performing** activities by...

- performing as a soloist or as a member of an ensemble
- developing performance skills in a variety of solo and ensemble settings



Students will participate in **listening** activities by...

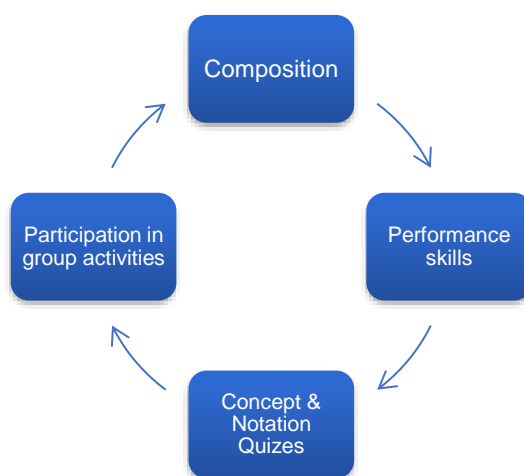
- understanding the 6 concepts of music
- analysing musical features
- learning to read music notation
- learning to write music notation
- understanding historical features of musical genres



Students will participate in **composition** activities by...

- creating compositions that are representative of the topics studied
- notating created rhythms and melodies
- experimenting with sounds
- exploring tone colours
- using music technology such as Mixcraft 8 and Finale

**Evidence of Learning:** Ongoing throughout the term...



## Stage 5 Music – Year 10

### Learning Context/ Units of Work:

Theatre Music  
Music for TV  
1950's R&B, Gospel, Soul and Motown  
Music of a Culture

### Types of Tasks:



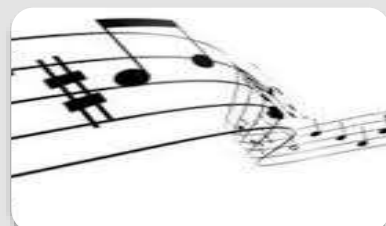
Students will participate in **performing** activities by...

- performing as a soloist or as a member of an ensemble
- developing performance skills in a variety of solo and ensemble settings



Students will participate in **listening** activities by...

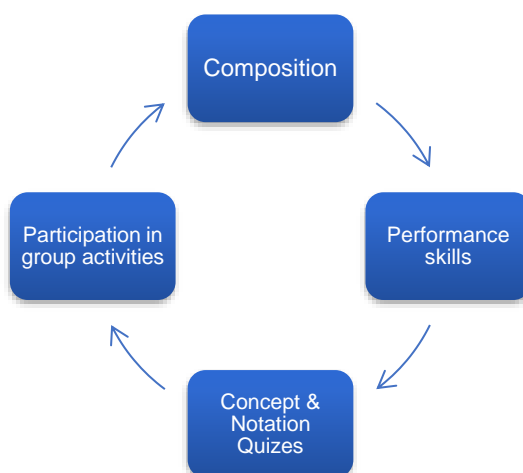
- understanding the 6 concepts of music
- analysing musical features
- learning to read music notation
- learning to write music notation
- understanding historical features of musical genres



Students will participate in **composition** activities by...

- creating compositions that are representative of the topics studied
- notating created rhythms and melodies
- experimenting with sounds
- exploring tone colours
- using music technology such as Mixcraft 8 and Finale

**Evidence of Learning:** Ongoing throughout the term...



## INTRODUCTION TO PDHPE

The aim of the PDHPE course is to develop students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

## COURSE OBJECTIVES AND OUTCOMES

### Strand 1: Health, Wellbeing and Relationships

**Students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others.**

- 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
- PD5-9 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

### Strand 2: Movement Skill and Performance

**Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences.**

- 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
- PD5-10 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

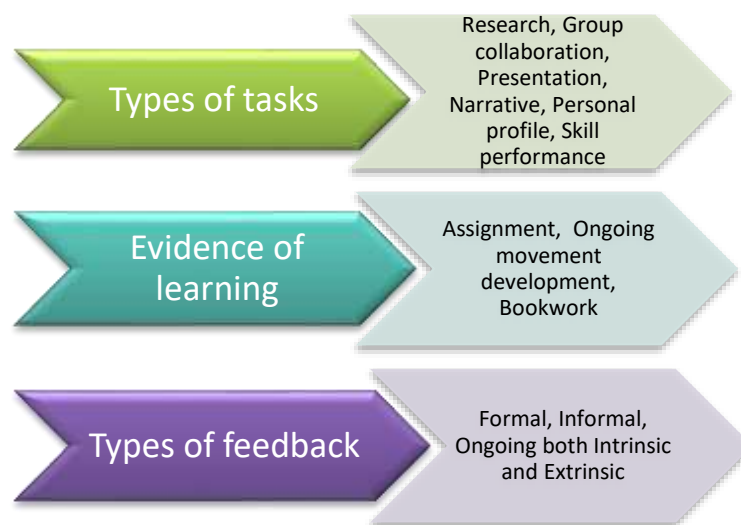
### Strand 3: Healthy, Safe and Active Lifestyles

**Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.**

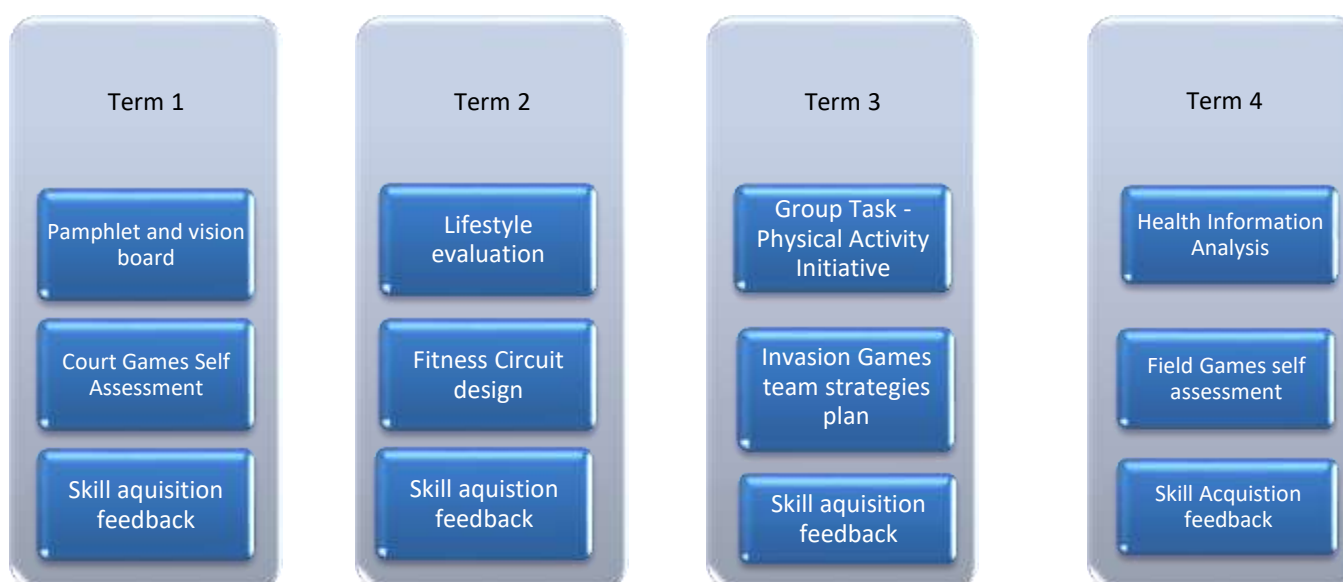
- PD5-2 researches and appraises the effectiveness of health information and support services available in the community
- PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7 plans, implements and 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



## Stage 5 PDHPE – Year 9

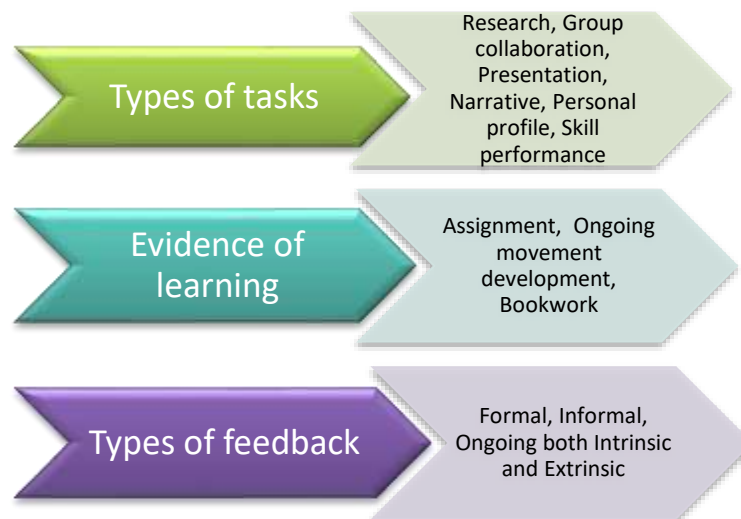


### Evidence of Learning: Ongoing throughout each semester

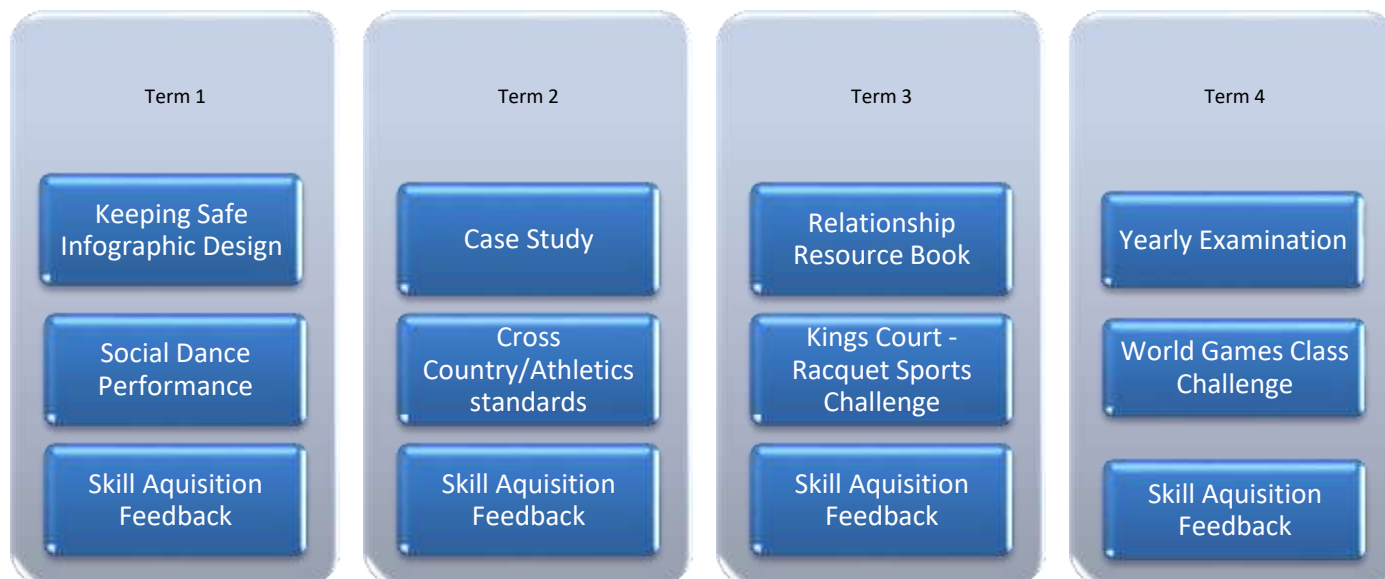


### Evidence of learning – formal assessment and informal assessment

## Stage 5 PDHPE – Year 10



**Evidence of Learning: Ongoing throughout each semester;**



**Evidence of learning – formal assessment and informal assessment**

# Photography and Digital Media

## INTRODUCTION TO PHOTOGRAPHY AND DIGITAL MEDIA

### COURSE OBJECTIVES AND OUTCOMES

#### Making

Students will develop knowledge, understanding and skills to **make photographic and digital works** informed by their understanding of practice, the conceptual framework and the frames

<i>Practice</i>	5.1	develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
<i>Conceptual framework</i>	5.2	makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
<i>Frames</i>	5.3	makes photographic and digital works informed by an understanding of how the frames affect meaning
<i>Representation</i>	5.4	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
<i>Conceptual strength and meaning</i>	5.5	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
<i>Resolution</i>	5.6	selects appropriate procedures and techniques to make and refine photographic and digital works

#### Critical and historical interpretations

Students will develop knowledge, understanding and skills to **critically and historically interpret photographic and digital works** informed by their understanding of practice, the conceptual framework and the frames

<i>Practice</i>	5.7	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
<i>Conceptual framework</i>	5.8	uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
<i>Frames</i>	5.9	uses the frames to make different interpretations of photographic and digital works
<i>Representation</i>	5.10	constructs different critical and historical accounts of photographic and digital works

## Stage 5 Photography and Digital Media – Year 10

### Learning Context/ Units of Work:

*“The Photogram” – “Elements and Principals of Design” – “Abandoned Spaces” – “Make my world surreal”*

### Types of Tasks:



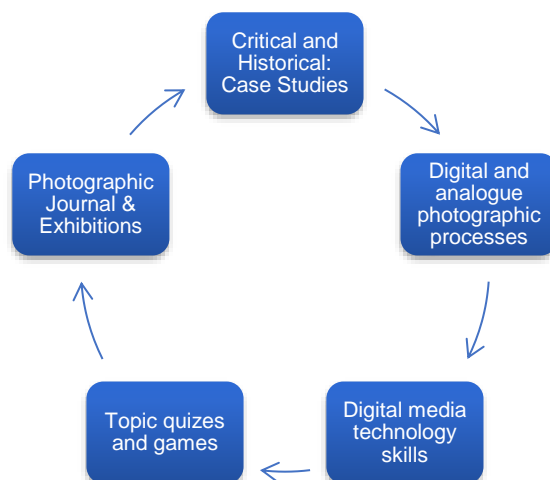
Students will participate in activities to make **photographic and digital works** by...

- developing knowledge, understanding and skills to make wet photography
- developing technical competency and compositional understanding for shooting photographs
- exploring digital manipulation using Photoshop to enhance images
- using digital cameras and DSLR functions
- exhibiting artworks in community events

Students will participate in activities in **critical and historical studies** by...

- exploring how artists use signs, symbols and text to communicate meaning
- examining how subject matter and technique are used and manipulated to illustrate a concept
- examining photographic practice through the frames: subjective, structural, cultural, postmodern
- examining photographic practice through the conceptual framework: artist-artwork-world-audience

### Evidence of Learning: Ongoing throughout the term...






## Stage 5 Photography and Digital Media – Year 10

### Learning Context/ Units of Work:

*Aesthetic Elements in Photography*  
*Photomontage & Photographic Collage*  
*Appropriation*  
*Digital manipulation in Adobe Photoshop*  
*DSLR functions*

### Types of Tasks:



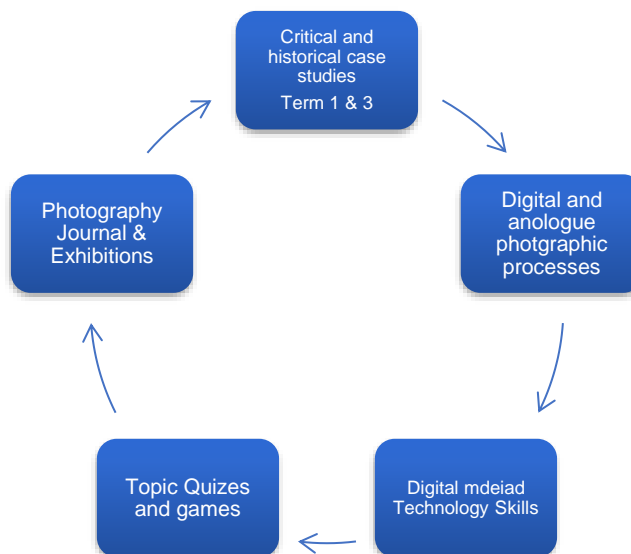
Students will participate in activities to make **photographic and digital works** by...

- using digital cameras
- creating a photomontage and photographic collage
- using photoshop to create and digitally manipulate images
- creating photographic stickers
- exhibiting artworks in community events
- documenting processes in a photographic journal

Students will participate activities in **critical and historical studies** by...

- exploring how artists use signs, symbols and text to communicate meaning
- examining how subject matter and technique are used and manipulated to illustrate a concept
- examining photographic practice through the frames: subjective, structural, cultural, postmodern
- examining photographic practice through the conceptual framework: artist-artwork-world-audience
- learning about contemporary photographers

### Evidence of Learning: Ongoing throughout the term...

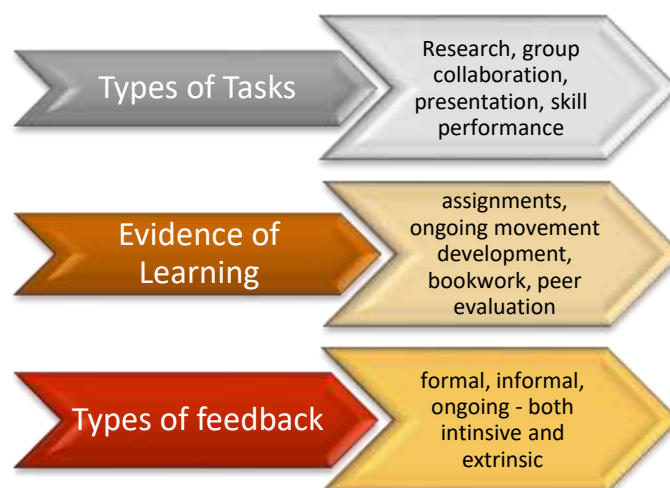
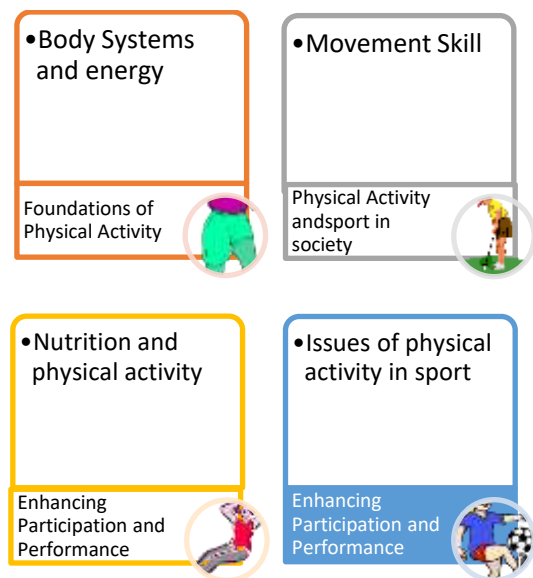


# Physical Activities and Sports Studies (PASS)

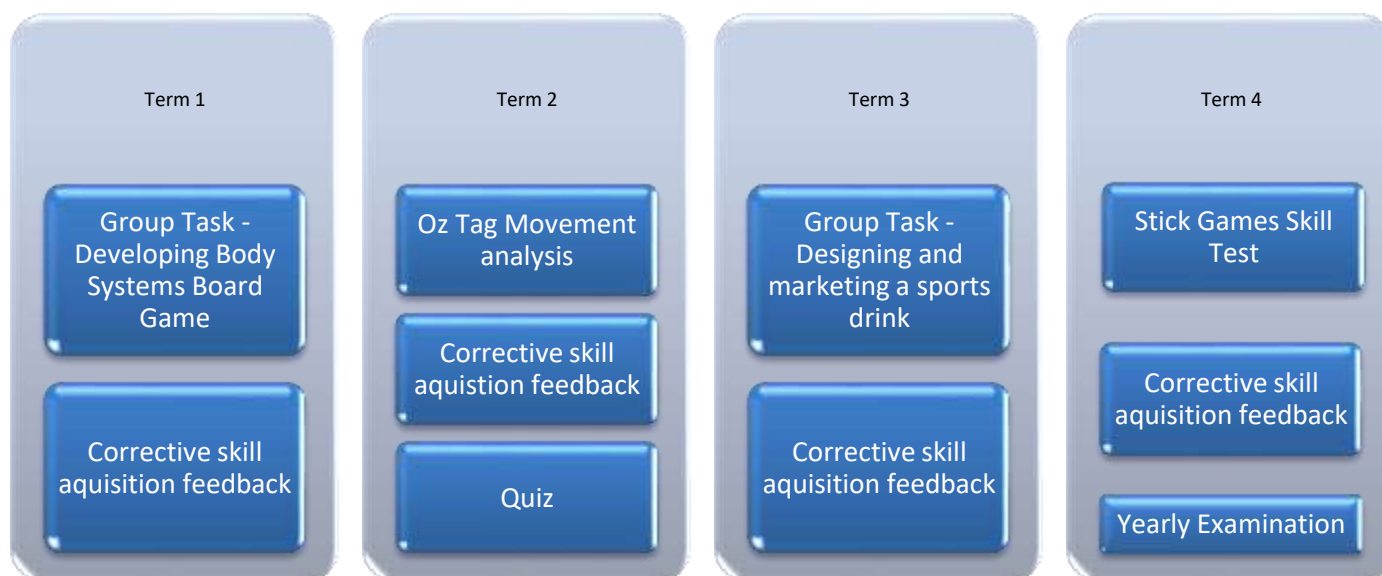
## COURSE OBJECTIVES AND OUTCOMES

1. *Students will develop a foundation for efficient and enjoyable participation and performance in physical activity and sport*
  - 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. *Students will develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing*
  - 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. *Students will enhance the participation and performance of themselves and others in physical activity and sport*
  - 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. *Students will develop the personal skills to participate in physical activity and sport with confidence and enjoyment*
  - 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

## Stage 5 PASS – Year 9



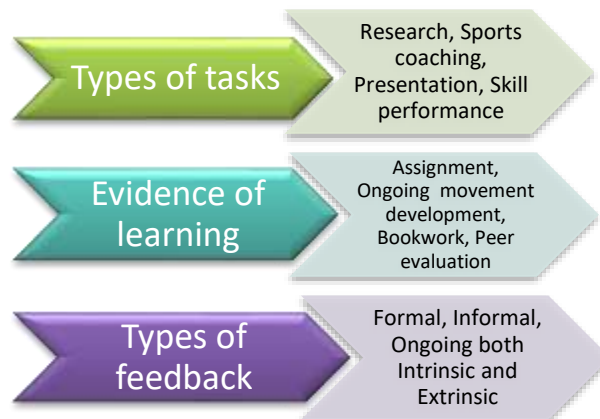
### Evidence of Learning: Ongoing throughout each semester;



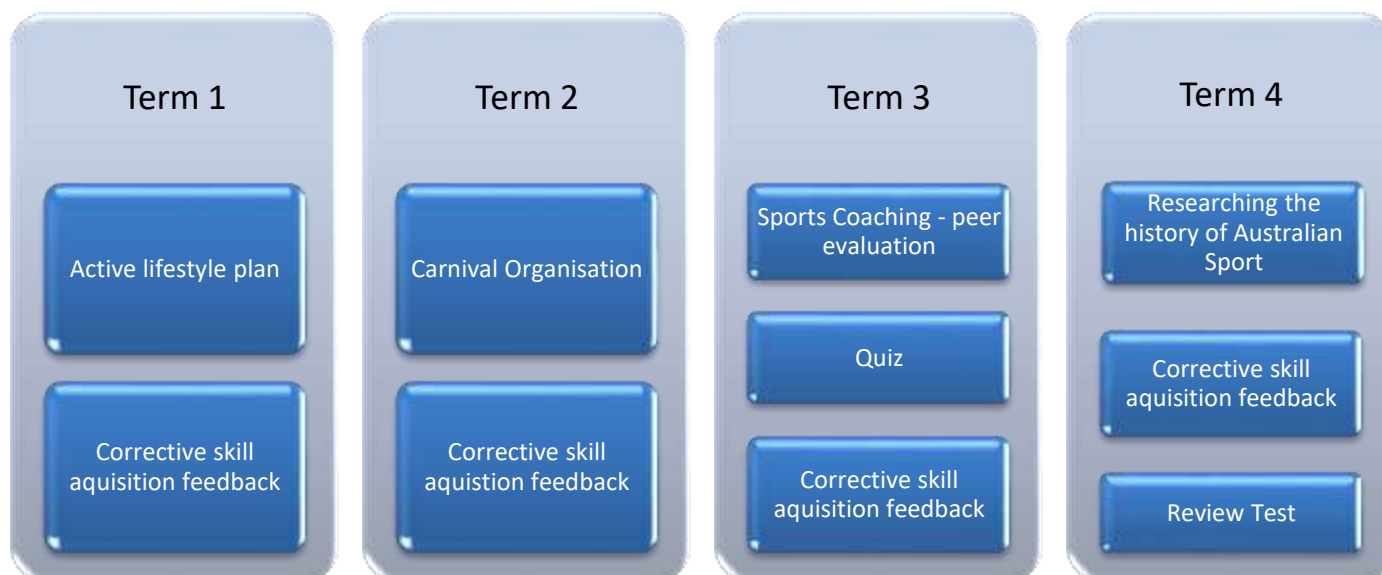
### Evidence of learning – formal assessment and informal assessment



## Stage 5 PASS – Year 10



**Evidence of Learning: Ongoing throughout each semester;**



**Evidence of learning – formal assessment and informal assessment**

## INTRODUCTION TO SCIENCE

*By the end of Stage 5 students:*

- use scientific inquiry by actively engaging in using and applying the processes of Working Scientifically;
- develop their understanding of science ideas and concepts, how scientific knowledge is refined over time and the significance of scientific evidence in evaluating claims, explanations and predictions;
- formulate questions or hypotheses to be investigated scientifically;
- individually and collaboratively plan and safely undertake a range of first-hand;
- design and conduct controlled experiments to collect valid and reliable first-hand data;
- process, analyse and evaluate data and information from first-hand investigations to draw conclusions consistent with the evidence, identifying sources of uncertainty and possible alternative explanations for findings;
- assess the validity and reliability of claims made in secondary sources;
- communicate science ideas for specific purposes and construct evidence-based arguments using appropriate scientific language, conventions and representations;
- apply models, theories and laws to explain phenomena and situations involving energy, force and motion;
- explain the concept of energy conservation, by describing energy transfers and transformations within systems;
- describe changing ideas about the structure of the Earth, origins of the universe and the diversity of life on the Earth;
- explain how scientific understanding has contributed to knowledge about global patterns of geological activity and interactions between global systems;
- analyse interactions between components and processes within biological systems and their responses to external changes;
- use scientific evidence to assess whether claims, explanations and predictions are supported and can be used to evaluate predictions and inform decisions related to contemporary issues;
- explain the organisation of the periodic table, chemical reactions and natural radioactivity in terms of atoms;
- describe how different factors influence the rate of chemical reactions and the importance of a range of types of chemical reactions in the production of substances;
- describe how the values and needs of contemporary society can influence the focus of scientific research and technological development in a variety of areas; and
- outline examples of where the applications of the advances of science, emerging sciences and technologies significantly affect people's lives, including generating new career opportunities.

## COURSE OBJECTIVES AND OUTCOMES

### Values and attitudes

*Students:*

- *develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future;*
- *develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens;*
- *develop interest and positive, informed values and attitudes towards science and technology;*
- *recognise the importance and relevance of science and technology in their lives now and for their future.*

SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing

understanding of the world around them;

SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures;

SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.

### Working Scientifically (Skills)

*Students:*

- *develop knowledge, understanding of and skills in applying the processes of Working Scientifically;*
- *develop knowledge, understanding of and skills in applying the processes of Working Technologically;*

SC5-4WS develops questions or hypotheses to be investigated scientifically;

SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively;

SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively;

SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions;

SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems;

SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.

### Knowledge and understanding

*Students:*

- *develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science;*
- *develop knowledge of the Natural Environment through understanding about the Physical World, Earth and Space, and Living World;*
- *develop knowledge and understanding of the Natural Environment and the Made Environment through the Material World;*
- *develop knowledge and understanding of the Made Environment through Built Environments, Information and Products;*

SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion;

SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems;

SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined overtime by the scientific community;

SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues;

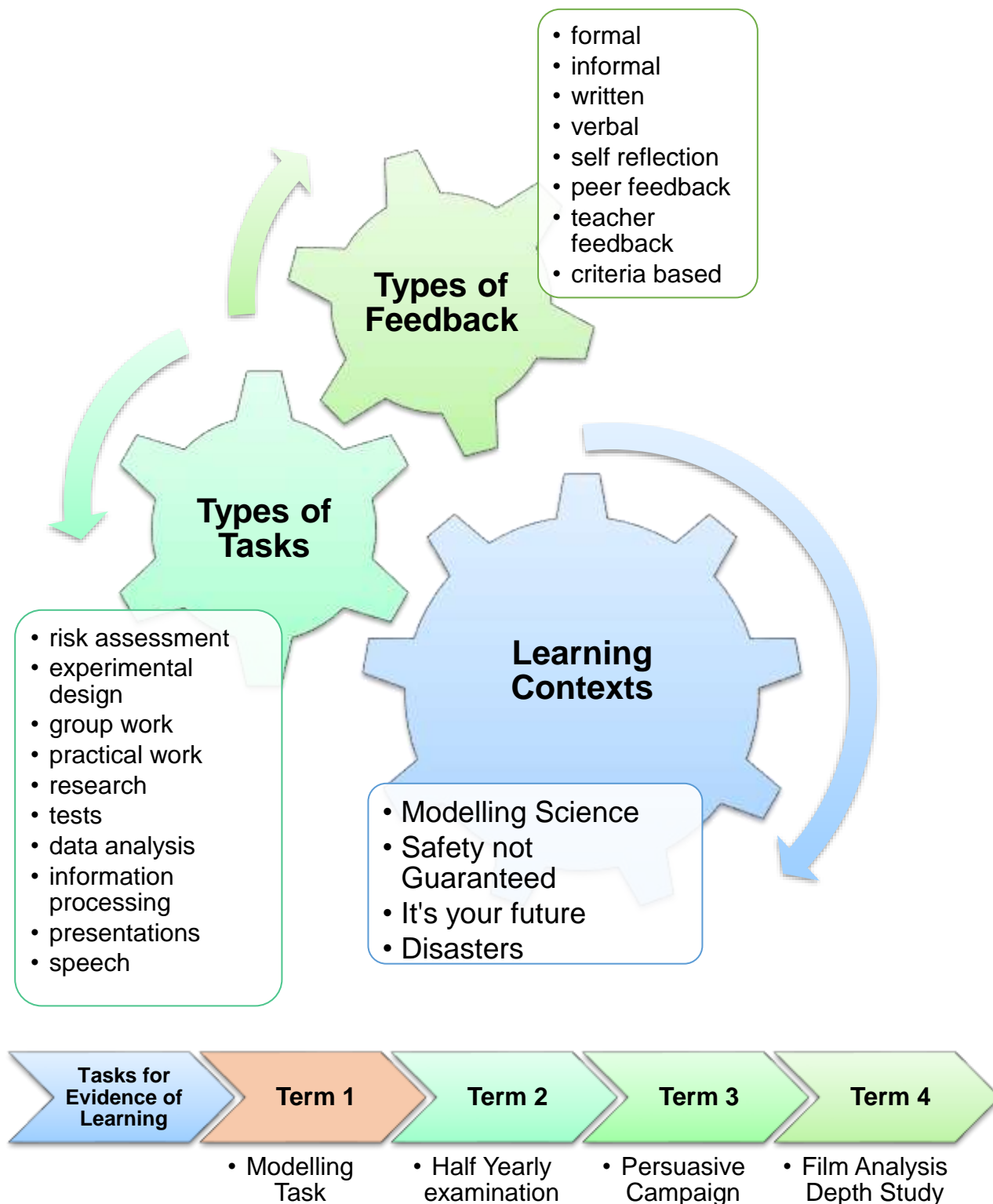
SC5-14LW analyses interactions between components and processes within biological systems;

SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society;

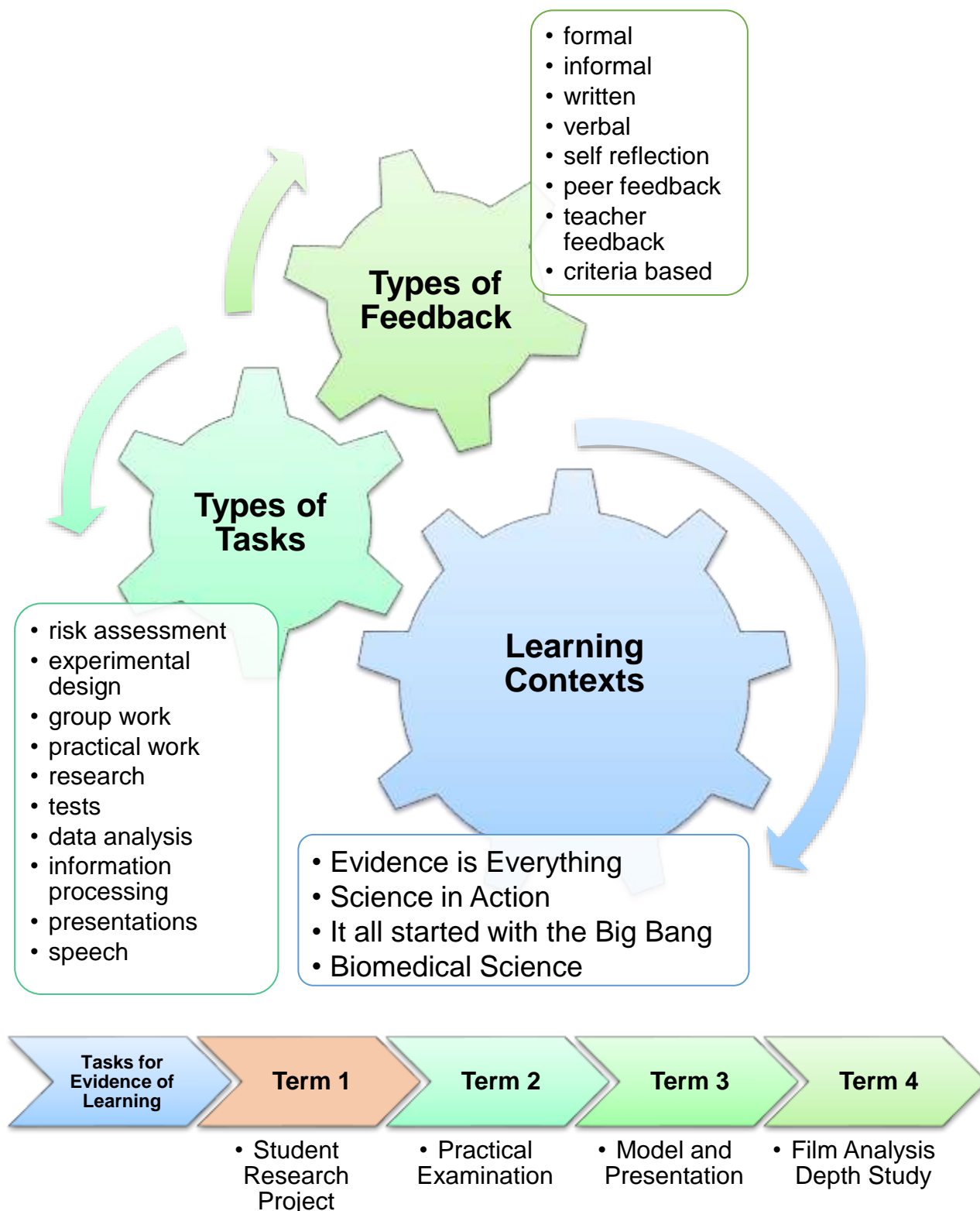
SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available;

SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

## Stage 5 - Year 9 Science



## Stage 5 - Year 10 Science



# Visual Arts

## INTRODUCTION TO VISUAL ARTS

### COURSE OBJECTIVES AND OUTCOMES

#### Artmaking

*Students will develop knowledge, understanding and skills to **make artworks** informed by their understanding of practice, the conceptual framework and the frames*

<b>Practice</b>	5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
<b>Conceptual framework</b>	5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
<b>Frames</b>	5.3	makes artworks informed by an understanding of how the frames affect meaning
<b>Representation</b>	5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts
<b>Conceptual strength and meaning</b>	5.5	makes informed choices to develop and extend concepts and different meanings in their artworks
<b>Resolution</b>	5.6	demonstrates developing technical accomplishment and refinement in making artworks

#### Critical and historical studies

*Students will develop knowledge, understanding and skills to **critically and historically interpret art** informed by their understanding of practice, the conceptual framework and the frames*

<b>Practice</b>	5.7	applies their understanding of aspects of practice to critical and historical interpretations of art
<b>Conceptual framework</b>	5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
<b>Frames</b>	5.9	demonstrates how the frames provide different interpretations of art
<b>Representation</b>	5.10	demonstrates how art criticism and art history construct meanings

## Stage 5 VISUAL ARTS – Year 9

### Learning Context/ Units of Work:

*“Alice in Wonderland”, “Shoes”*



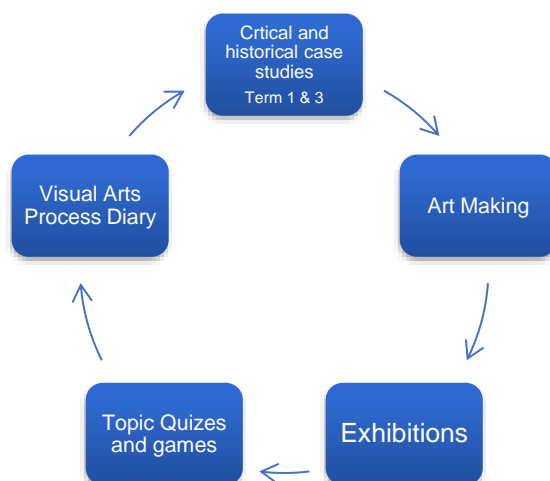
Students will participate in **artmaking** by...

- drawing
- painting
- sculpting
- creating a visual arts process diary
- exploring media
- using technology

Students will participate activities in **critical and historical studies** by...

- understanding the relationship between artist-artworld-world-audience
- analysing historical information
- developing vocabulary
- questioning meaning and value in artworks
- understanding the four frames - subjective, structural, cultural and postmodern
- viewing curating exhibitions

**Evidence of Learning:** Ongoing throughout the term...





## Stage 5 VISUAL ARTS – Year 10

### Learning Context/ Units of Work:

*“Sculpture By The Sea”, “Identity, Outsiders and Tragic Heroes”*

### Types of Tasks:



Students will participate in **artmaking** by...

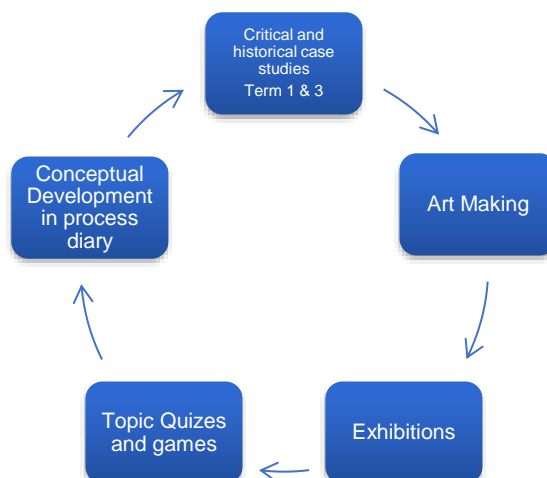
- drawing
- painting
- sculpting
- planning and documenting in a visual arts process diary
- exploring media
- using technology
- printmaking



Students will participate in activities in **critical and historical studies** by...

- understanding the relationship between the artist-artworld-world-audience
- analysing historical information
- developing vocabulary
- questioning meaning and value in artworks
- understanding the four frames: subjective, structural, cultural and postmodern
- construct an installation and exhibition site
- viewing and curating exhibitions

**Evidence of Learning:** Ongoing throughout the term...



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# **COURSE OUTLINES and EVIDENCE OF LEARNING**

## **Vocational Education and Training VET COURSE ASSESSMENT SCHEDULES**

for

all Vocational Education and Training (VET) Subject Areas  
Studied at Liverpool Girls' High School

**2020 - 2021**

**for Stage 5 VET**

**RTO 90072**

*Some advertised dates for assessment tasks in this booklet may change during the course.*

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## VOCATIONAL EDUCATION AND TRAINING (VET) COURSES ASSESSMENT SCHEDULES - RTO 90072

VET courses provide opportunities for students to:

- acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace
- acquire underpinning knowledge and skills related to work, employment and further training
- gain experiences that can be applied in a range of contexts, including work, study and leisure
- receive formal VET sector qualifications awarded for the achievement of competencies recognised by industry
- make informed career choices and improve transition from school to work.

VET courses contribute to the broad education of students. They have the capacity to engage and challenge students to maximise their individual talents and capabilities for further education and training and lifelong learning.

Students in Years 9 and 10 may access VET courses through two curriculum pathways:

- Stage 5 Board Endorsed VET courses
- early commencement of Stage 6 VET courses.

Ultimo 90072 Retail Services Assessment Schedule Stage 5 2019 (Year 9) QUALIFICATION : SIR10116 Certificate I in Retail Services Training Package : SIR Release 2.0 Retail Services							BEC NESA course code 85990 100 hrs x 1 YR:	
Term	Unit Code	Unit of Competency	AQF ORE/ELE	NESA STATUS	Indicative Hours	Assessment Cluster and Methods of Assessment	100 indicative hours for the Record of School Achievement (ROSA)	
Term 1	SIRXWHS001 MEM11011B	Work safely Undertake manual handling	To be updated for 2020				on of practical, written olio of evidence	50% midcourse examination
Term 2	SIRXIND001 SIRXIND002	Work effectively in a service Organise and maintain the					written tasks, evidence	
Term 3	SIRXCOM001 FSKDIG02	Communicate in the workplace to support team and customer outcomes Use digital technology for simple workplace tasks	C E	M E	15 10	Cluster C Scenarios, written tasks, portfolio of evidence	50% end of course examination	
Term 4	SIRXIND003 SIRXIND004	Organise personal work requirements Plan a career in the retail industry	E E	E E	15 10	Cluster D Scenarios, written tasks, portfolio of evidence		
			Total hours		100			

## YEAR 10 Vocational Education and Training (VET)

Ultimo 90072 Business Services Assessment Schedule Stage 5 - 2019 (Year 10) QUALIFICATION : BSB10115 Certificate I in Business Training Package : BSB Business Services Version 2							BEC NESA course code 84450 100 hrs x 1 YR						
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	NESA ELECTIVE	BOSTES INDICATIVE Hrs.	Assessment Cluster and Methods of Assessment	100 indicative hours for the Record of School Achievement (ROSA)						
Term 1	BSBWHS201	Contribute to health and safety of self and others	C	C	15	<b>Cluster A: Use business equipment safely</b> Self-assessment, third party report, written task, observation of practical work	50 % half yearly examination						
	BSBADM101	Use business equipment				<b>Cluster B: Logon and learn</b> Self-assessment and observation of practical work							
Term 2	BSBITU102	Develop keyboard skills				<b>To be updated for 2020</b>		20	<b>Cluster C: Portfolio preparation</b> Self-assessment, observation of practical work, written task, portfolio of evidence	50 % yearly examination			
	BSBITU101	Operate a personal computer							<b>Cluster D: Skills to communicate</b> Self-assessment, observation of practical work, written task				
Term 3	BSBLED101	Plan skills development							E		E	15	
Term 4	BSBCMM101	Apply basic communication skills							E		E	15	
			Total hours		100								

**To be updated for  
2020**

## GLOSSARY OF KEY WORDS

This glossary contains key words that appear frequently in the NSW Education Standards Authority syllabuses, performance descriptions, assessment tasks and examinations. The purpose behind the glossary is to help students prepare better for the HSC by showing them that certain key words are used similarly in examination questions across the different courses they are studying.

In classrooms, teachers of different courses will use the glossary to you to better understand what the examination and assessment task questions in their course require.

**Account:** Account for: state reasons for, report on.  
Give an account of: narrate a series of events or transactions

**Analyse:** Identify components and the relationship between them; draw out and relate implications

**Apply:** Use, utilise, employ in a particular situation

**Appreciate:** Make a judgement about the value of

**Assess:** Make a judgement of value, quality, outcomes, results or size

**Calculate:** Ascertain/determine from given facts, figures or information

**Clarify:** Make clear or plain

**Classify:** Arrange or include in classes/categories

**Compare:** Show how things are similar or different

**Construct:** Make; build; put together items or arguments

**Contrast:** Show how things are different or opposite

**Critically** (analyse/evaluate): Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

**Deduce:** Draw conclusions

**Define:** State meaning and identify essential qualities

**Demonstrate:** Show by example

**Describe:** Provide characteristics and features

**Discuss:** Identify issues and provide points for and/or against

**Distinguish:** Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate:** Make a judgement based on criteria; determine the value of

**Examine:** Inquire into

**Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract:** Choose relevant and/or appropriate details

**Extrapolate:** Infer from what is known

**Identify:** Recognise and name

**Interpret:** Draw meaning from

**Investigate:** Plan, inquire into and draw conclusions about

**Justify:** Support an argument or conclusion

**Outline:** Sketch in general terms; indicate the main features of

**Predict:** Suggest what may happen based on available information

**Propose:** Put forward (for example a point of view, idea, argument, and suggestion) for consideration or action

**Recall:** Present remembered ideas, facts or experiences

**Recommend:** Provide reasons in favour

**Recount:** Retell a series of events

**Summarise:** Express, concisely, the relevant details

**Synthesise:** Putting together various elements to make a whole

**Name:** .....

## My Personal Assessment Schedule and Planner 2019

[illegible]