



YEAR 10 VISUAL ARTS PRINTMAKING





# Principal's Message

Year 10 is the second year of stage 5 curriculum. I welcome all of you to Year 10 and I wish you a smooth transition through to the end of stage 5. I trust that each one of you will work hard and diligently towards your Record of School Achievement (RoSA). Asquith Girls High School provides a caring and challenging learning environment where every student is provided with diverse learning opportunities and encouraged to cross their personal boundaries and achieve their best.

Our aim is to help you realise your talents and develop as individuals so that you can become responsible and confident global citizens. We intend to achieve this by providing you with a broader body of knowledge that focuses on authentic learning and assessment experiences.

To further assist you with your work load, time management and meeting timelines we have developed an Assessment Booklet for Year 10. The Assessment Booklet also outlines the AGHS Assessment Policy for Year 10 2019.

It is extremely important that you and your family read carefully the information provided in the Assessment Booklet and you clearly understand the course assessment expectations. If you have any concerns please talk to your teachers.

It is important to note that assessment is an ongoing process throughout the year. It is expected that every student works in every class and complies with all homework and set work by their teacher. In every course you will have to complete a number of formal and informal learning activities and assessment tasks. These will provide every student with an opportunity to demonstrate their depth of knowledge and understanding in course. Teachers will use the data from both formal and informal assessments to gather information about your level of understanding provide quality feedback and guide your learning.

I wish you the best with your Year 10 studies.

Ms E Amvrazis  
Principal

# ASSESSMENT POLICY – STAGE 5; Year 10

## Information for Students and Parents/Caregivers

The purpose of this document is to outline the Assessment Policy of Asquith Girls High School for Stage 5 (Year 10). Parents/Caregivers and students need to read this policy carefully, discuss, and ensure they understand the content and process. All students must sign to acknowledge that they have received this booklet.

## What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including:

- assisting in student learning;
- evaluating and improving teaching and learning programs;
- providing information on student learning and progress in a course in relation to the syllabus outcomes;
- providing evidence of satisfactory completion of a course and;
- reporting to parents/caregivers on student achievement.

At Asquith Girls High School each course must provide a program of assessment tasks. Assessment is conducted throughout the year and each task clearly identifies:

- outcomes assessed;
- task description and;
- task marking criteria.

For each task student performance will be reported by:

- constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements and/or;
- Grade/Mark

The assessment program at Asquith Girls High School contains both formal and informal assessment of and for learning.

This may include but not limited to: Informal Assessment

- Observation of student learning
- Classroom activities
- Homework
- Research tasks
- Group work/presentations/research

Formal Assessment

- Presentations
- End of unit tests
- Assessment tasks
- Research assignments
- Examinations
- Portfolios / Course Diaries /Logbooks

## Why do we need a school Assessment Policy?

- The school Assessment Policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment.
- Assessment at Asquith Girls High School encourages progressive development of skills and knowledge while ensuring:
  - consistency across courses and faculties
  - fairness in marking and reporting
  - coordination of the assessment program to ease the load on students

### What you need to know

To qualify for the award of the NSW Record of School Achievement (RoSA), a student must:

- Satisfactorily attend school until the final day of the school year as determined by the Department of Education
- Complete Year 10
- Make a serious attempt at all tasks
- Satisfactorily complete the mandatory curriculum requirements of the NESA. These are listed below:
  - English
  - Mathematics
  - Science
  - History and Geography in Years 7&8 (Stage 4)
  - Australian History Civics and Citizenship: in Years 9&10 (Stage 5)
  - Australian Geography Civics and Citizenship: in Years 9&10 (Stage 5)
  - LOTE: at least one language over a 13 month period in Year 7 and/or Year 8
  - Technology and Applied Science
  - Technology: mandatory syllabus in Years 7 and 8
  - Creative Arts: mandatory courses in Years 7 and 8
  - PD/H/PE: mandatory integrated course in Years 7 – 10
  - Sport

Asquith Girls High School provides a wide range of additional (elective) courses that, if completed in accordance with the Board Developed or Board Endorsed syllabuses and indicative time requirements will be credentialed for the Record of School Achievement (RoSA).

### Satisfactory completion of a course

A student will be considered to have satisfactorily completed a course if they have:

- 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
- achieve some or all of the course outcomes

## STUDENT RESPONSIBILITIES

### Attendance

Students must attend all classes to satisfactorily achieve the course requirements. Students are expected to complete all formal and informal tasks for each course.

### Academic Integrity

Students are required to pledge that all work submitted for hand in assessment must be their own. An assessment task cover sheet for all courses is included in this handbook. A hard copy of this cover sheet must be submitted even if the task is submitted electronically.

### Submission of formal assessment tasks

Students are expected to submit formal assessment tasks by the **due date** and sign and acknowledge submission of tasks.

### **Absent from a formal assessment task**

Where a student cannot meet a deadline for a formal task the student must:

- bring a valid explanation, e.g. doctor's certificate or a parent/caregiver's note to the class teacher
- be prepared to submit/attempt the task on the first day she returns to school

Failure to follow the above procedures may result in a student not meeting the course outcomes required for the student's progression to the next academic year/stage.

### **Late submissions and absence for assessment tasks**

A student who takes additional time to complete an assessment may unfairly disadvantage others; and a late submission of an assessment may delay marking and feedback of the assessments to students.

A student with late submission/attempt of an assessment task without a valid explanation will:

- have a letter of warning generated to parents/caregivers
- Maybe at risk of N award for a course of study.

## **TECHNOLOGY**

To assist students in the utilisation of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure;
- back-up files regularly;
- print out copies of drafts and keep them while the assignment is in progress;and
- bring a copy of the file to school by either USB or CD.
- save emailed attachment
- emailed work must be sent to the correct email address ie. the school email or the teacher's DOE email.

### **Diligence**

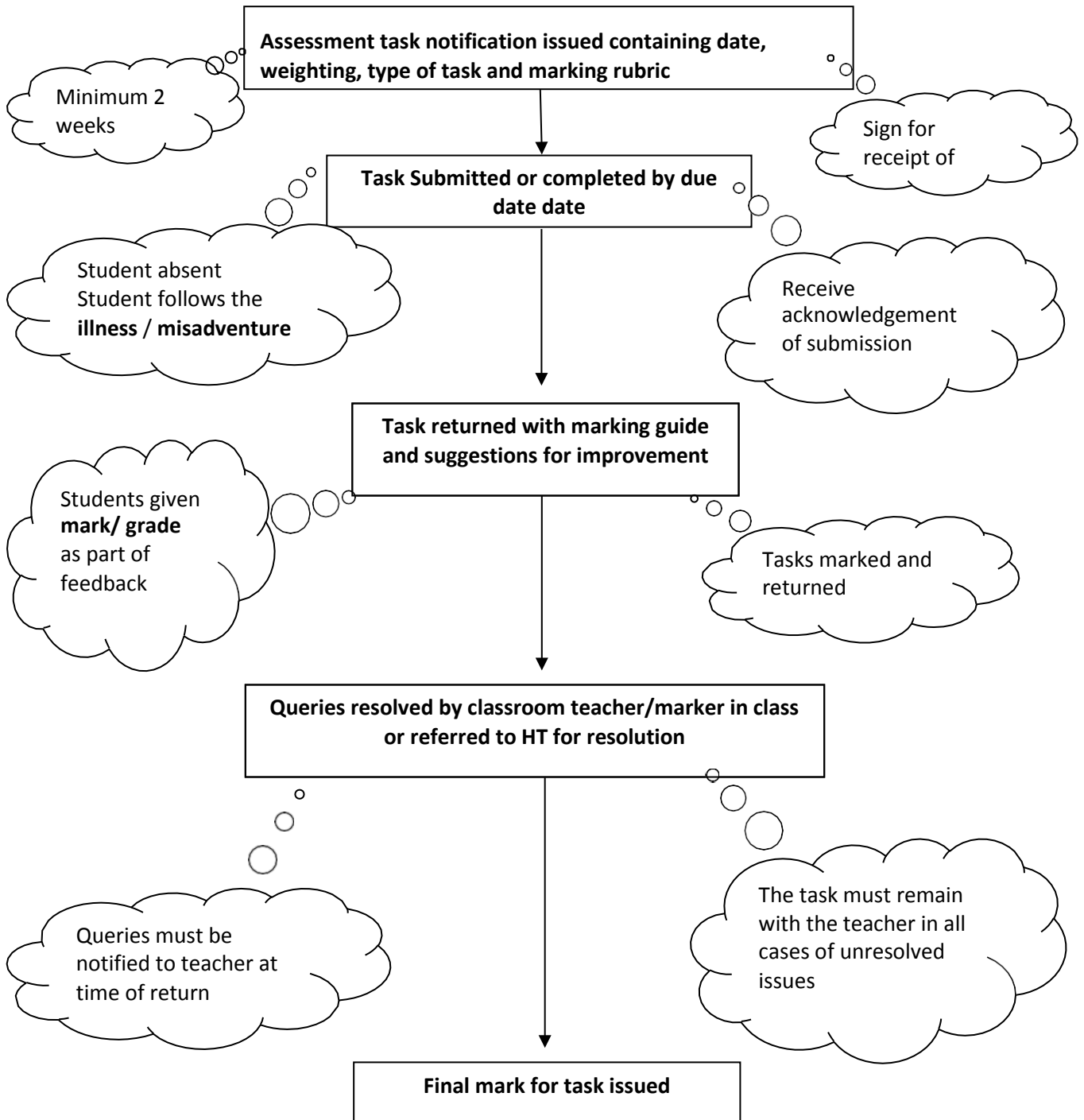
Students must work with sustained effort and diligence in all aspects of each course. Students must make a genuine attempt at ALL assessment tasks.

Failure to complete assessment tasks may jeopardise successful completion of the course.

### **Notification of Formal Assessment Tasks**

Written and electronic notification of formal assessment tasks will be issued at least **TWO weeks** prior to assessment tasks. A sample of a subject notification is included in this handbook.

## COMPLETING AN ASSESSMENT TASK



**Note: All written work must be in blue or black pen**

## Illness/Misadventure

Consideration is given to students who suffer illness/misadventure at the time of a task or whose performance is impaired by circumstances beyond their control. The following policy will be applied at this school to ensure that no student gains an unfair advantage over other students.

If a student is absent due to illness/misadventure on the day of an in-school assessment task or the day an assessment task is due to be submitted:

- the student must complete an application for illness/misadventure form on the first day of returning to school. The application is to be collected from the Deputy Principal. Please provide evidence of illness/misadventure.
- The Head Teacher in consultation with the Class Teacher will assess if the student's case is valid and decide which of the following is most appropriate:
  - an extension of time
  - sit an alternative task
  - mark pending
  - zero award

Students must be aware that **each case will be assessed on its merits**. Alternative arrangements of any kind will not automatically be made on request. If the case is not deemed valid, a zero mark will be awarded.

**Family Holidays are not a Misadventure**

**Technology/computer equipment failure is not valid grounds for misadventure. It is the student's responsibility to keep soft/hard copies of submitted assessment tasks.**

### Procedures relating to plagiarism

When undertaking assignments at school and at home it is important that students do not use other people's work as their own. If students submit other people's work as their own it is called plagiarism.

Students are expected to research and prepare a range of tasks that will require them to read and use other people's ideas and words to help them develop their own understanding. It is important that when they use other people's words and ideas that they give them the credit through appropriate referencing. To not credit them is the same as stealing, and this is known as plagiarism.

All students need to understand that it is wrong to copy and submit work that they have not created themselves and it will jeopardise their results. Changing a few words around is still plagiarising.

Some of the best methods to avoid plagiarism include:

- giving yourself enough time to research and write your own assessments (don't leave it to the last moment)
- making effective notes, jotting down points, not copying whole sentences
- copying and pasting from the Internet makes it very hard to avoid plagiarising
- write your assessment from notes, not the original source of information
- keep accurate records of where you find your information and include a bibliography for every assessment as required by your teacher

**Plagiarised material will receive a mark of zero  
for the plagiarised content**



## AGHS PROCEDURES FOR ILLNESS/MISADVENTURE

Students missing an assessment task and wishing to make application for Illness/Misadventure must follow the procedure outlined below:

### Step One: Student Contacts the School

Student/Parent/Caregiver is requested to inform the school of the absence on the day of the task



### Step Two: On first day of return

It is the student's responsibility to:

1. Report to the Deputy Principal
2. Complete Illness/Misadventure Application including Head Teacher, Parent/caregiver & student comment and signatures
3. Submit application form to Deputy Principal within **two days(2)** of their return



### Step Three: Resolution and Feedback

1. Deputy Principal reviews documentation
2. Copy of the Illness/Misadventure with the resolution and feedback is given to Head Teacher, student /parent/caregiver
3. Original copy is placed in student file



### Step Four: Appeal

1. Assessment Review Panel (ARP) consisting of the Deputy Principal, Head Teacher Faculty, and an independent Head Teacher will meet to consider the application.
2. Resolution and feedback is given to Head Teacher, student and Parent/Caregiver in writing

## **Bibliographies**

When required, assessments and research tasks should include a bibliography listing the sources of information used. This would include books, webpages, encyclopaedia entries, magazine articles, etc. The bibliographic details for each item should be clearly indicated. Bibliographic details include author, title, publisher, city of publication and date (usually year). Some people may also require the pages consulted. The Internet requires 2 additional pieces of information – the URL and the date the page was accessed. Teachers will be able to guide students through this process as required.

The following are examples of one way of presenting your bibliography.

### **A book with an author:**

Knapp, B. (1996). *Lead and Tin*, Melbourne: Reed

### **A book without an author:**

*United Press International stylebook: The authoritative handbook for writers, editors, and news directors* (3rd ed.). (1992). Lincolnwood, IL: National.

### **A webpage:**

Ogilvie, D. (n.d.). Why I don't eat honey. In *Why be vegan*. Retrieved from <http://www.vnv.org.au/WhyBeVegan.htm>

## **Attendance in relation to the satisfactory completion of a course**

Where a student's attendance pattern may jeopardise the satisfactory completion of a course, the reason for absence and its likely effect on the student's course progress should be established.

The Principal will consider:

- the nature and duration of the absence;
- the standing of the student within the course at the time of the absence;
- the student's prior pattern of attendance, application and achievement; and
- the ability and commitment of the student to compensate for the classroom experiences missed.

## **Absence due to illness and/or physical injury.**

In the case of prolonged or recurring illness or injury, a medical certificate will be accepted as satisfactory evidence of legitimate absence. In many instances, school work may be undertaken while at home or in hospital. In this way, the principal may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course. Parents/Caregivers DO NOT need to apply for exemption from school attendance.

A student affected by long-term illness may elect to accumulate the Record of School Achievement (RoSA).

## **Excursions**

Some subjects require students to undertake compulsory field study while some tasks may well be linked to excursions and performances. In the case of an unavoidable absence from such activities, illness and misadventure procedures must be followed.

## **Absence on holidays**

It may be possible for compensatory assignments to be negotiated, completed and posted back to school by students who are absent on holidays. This may be sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course. Some students may be judged able to catch up missed work upon return, in order to meet course requirements and achieve the outcomes of the course.

### **Absences without satisfactory explanation**

Any unsatisfactorily explained absence, or series of unexplained absences, if the length or pattern is extensive, may result in a course(s) not being satisfactorily completed. In such case warning letters to the student/parent/caregiver would indicate how the absence could result in non-completion of course requirements and set out the steps necessary for the student to satisfactorily complete the course(s).

### **Absence prior to the final date for Year 10**

It is a requirement for the award of the Record of School Achievement (RoSA) that students attend until the final day of Year 10 as determined by the Department of Education.

### **Course Warning Letters**

Warning letters are issued to parents/caregivers when students are in danger of not meeting the course requirements. This notification gives the students the opportunity to redeem themselves.

### **Disability Provisions**

#### **Who can apply for disability provisions?**

Any student with a disability recognised in the Commonwealth *Disability Standards for Education 2005*. The definition of 'disability' in the *Disability Discrimination Act 1992* includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Disability provisions also apply to temporary and emergency related disabilities. A typical example of an 'emergency' is where a student breaks their writing arm a week before an examination.

Students need to discuss their case with the School Counsellors, Head Teacher Female Students or their Year Adviser.

**Note:** the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an examination situation.

#### **A note to parents/caregivers**

*If you are concerned about whether Disability Provisions apply for your child, you should contact the Deputy Principal or Counsellor.*

## **Reporting Procedures**

Student Reporting is the process of communicating information about student learning. It includes a student's level of attainment and the progress they have made during a period of time. Reports contain objective information about what has been taught and about students' current levels of knowledge and understanding, including areas for further development.

Reports draw on formal and informal assessment, recorded systematically as part of teachers' ongoing classroom assessment practice (refer to the assessment schedules for each course in this handbook).

School reports are issued **twice a year**; one each semester.

## **Contact the right people.**

If you have a specific course enquiry please contact the Head Teacher of that Faculty. If it is a more general enquiry please contact the Year Adviser.

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

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC. Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

## **Eligibility for the Record of School Achievement (RoSA)**

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.
- a student must attend until the final day of Year 10 at their school

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

## **A credential for school leavers.**

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

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

Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

All students have access to a record of their courses studied and their grades through 'Students Online'.

## **Life Skills**

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA. The Profile of Student Achievement provides details on Life Skills syllabus outcomes achieved by students.

## Y10 Grades

Students who complete Year 10 receive A to E grades based on their achievements in Stage 5 courses (except VET and courses based on Life Skills outcomes and content) each year. In Stage 5 Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2).

Schools are responsible for developing and implementing sound assessment programs and procedures to award grades at the end of Stage 5 courses (Year 10). Teachers use the Stage 5 course performance descriptors to determine Stage 5 grades. The descriptors have been developed from NESA general performance descriptors, and provide a more complete description of typical performance in this course at each grade level.

### General performance Descriptors for Stage 5 Courses

The general performance descriptors describe performance at each of five grade levels.

- A 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 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.
- C 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.
- D The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E 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.

### 'N' determinations

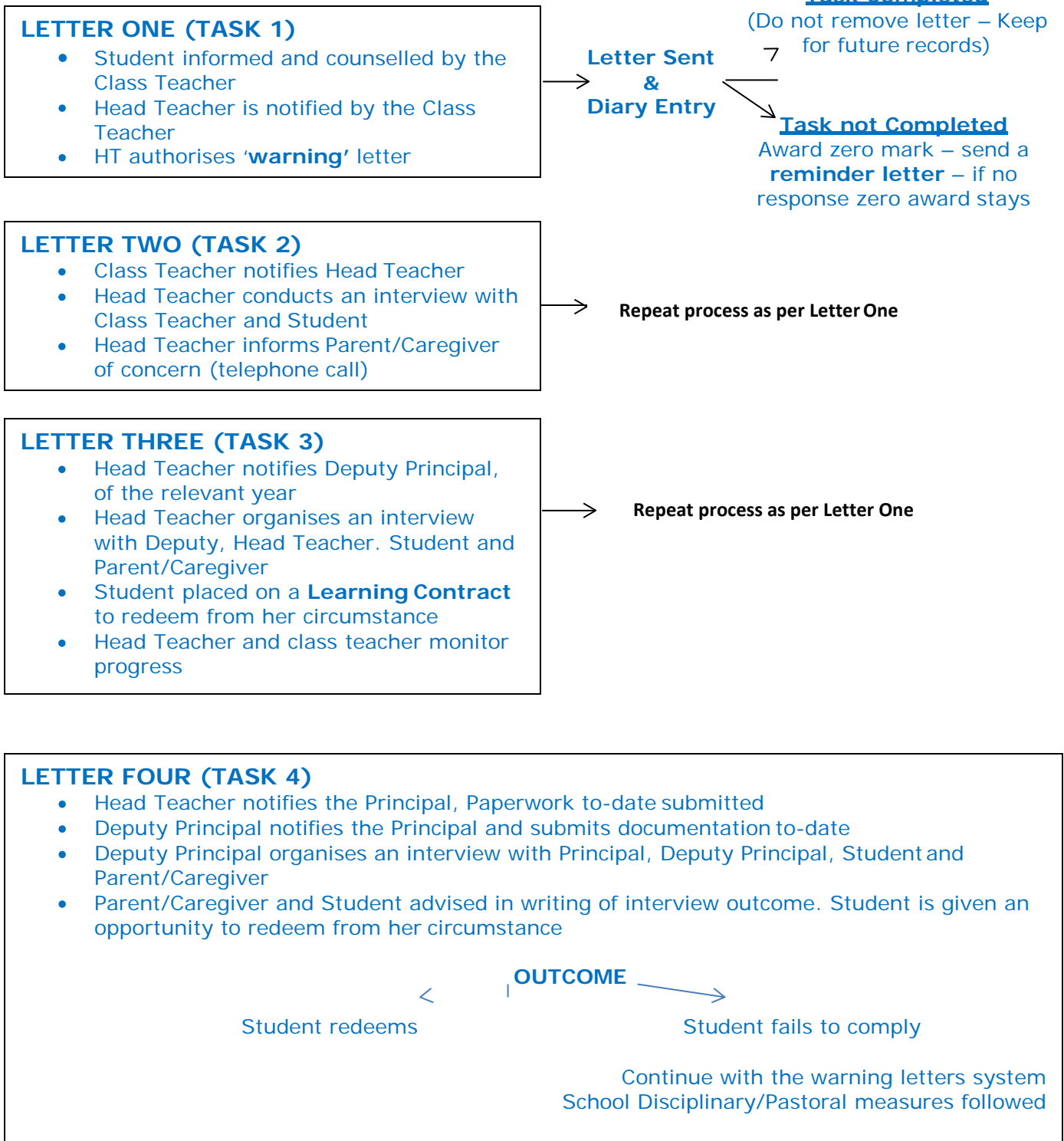
'N' determinations are issued to students who do not complete the requirements for a course.

- Schools 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 the RoSA. 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.
- 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.

A principal with appropriate delegation by NESA may determine that a student undertaking Stage 6 courses who was ineligible for the RoSA at the end of Year 10 because of failure to meet the requirements has subsequently met the requirements and is therefore eligible for the RoSA.

Further information may be accessed through the NESA website at [www.nesa.nsw.edu.au](http://www.nesa.nsw.edu.au).

## PROCESS FOR DETERMINING AN 'N' AWARD FOR A COURSE



### Important Note

The student who has failed to comply with the course completion requirements could be subject to 'N' determination. The Principal will inform the student of the 'N' determination for the Record of School Achievement (RoSA) and advise her of the process, including her right of appeal against the 'N' award determination.

## RoSA COURSE ILLNESS/MISADVENTURE APPLICATION

Student Name: ..... Course: ..... Teacher: .....

Task: ..... Date Given: ..... Due Date:.....

**To be completed by DP (Tick as appropriate)**

- Medical Certificate attached  
 Other verification (please specify).....

**Student's comment**

.....  
.....  
.....

Describe in detail the nature of the issue that affected your ability to complete or submit this assessment task

Student signature ..... Date .....

**Parent's/Caregiver's support comment**

.....  
.....  
.....

Parent /Caregiver signature ..... Date .....

**Head Teacher/Nominee** :..... Application submitted on (date):.....

**Tick as appropriate**

- Task/Alternative task was completed/submitted on ..... (date)  
 Task/Alternative task to be completed on ..... (date)  
 Mark Pending  
 Zero Mark

**Head Teacher's Recommendation**

.....  
.....  
.....

Head Teacher's signature ..... Date .....

**To be completed by the Deputy Principal** Date Recommendation received by DP: ..... Outcome:

DP signature ..... Date .....

**Copy to:**

- Student  Student file  Relevant HT informed

**ROSA GROUP PERFORMANCE ILLNESS/MISADVENTURE APPLICATION**

**SECTION A**

*To be completed by class teacher*

List of students affected (attach list of names)

**Course**..... **Year**..... **Class Teacher**.....

**Name of Group Performance**:..... **Weighting (%)**: ..... **Due Date**:.....

Outline reasons for this application

.....  
.....  
.....

**Attention:** If a student is responsible for this group illness/misadventure application they **MUST** also complete an individual illness/misadventure form otherwise they may be awarded a mark of zero.

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**SECTION B**

*To be completed by the Head Teacher/Supervisor and forwarded to the Deputy Principal*

**Head Teacher**: ..... **Faculty**: ..... **Course**: ..... **Date**: .....

Receipt date of Illness/Misadventure form: .....

Task submitted/completed?    Yes            No

If No, Date of rescheduled task: ..... Date completed: .....

Comment: (explain the circumstances that affected the students' performance and how the faculty will support the students)

.....  
.....

Head Teacher signature: .....

Date: .....

---

**SECTION C**

*To be completed by the Assessment Review Panel*

ARP Members:

Resolution:

Copy to: Relevant Head Teach/Student/Parent/Carer/Student File



**ROSA COURSE ILLNESS/MISADVENTURE APPEAL**

You will need to complete this form if you appeal against an illness/misadventure decision. This form must be handed in with all necessary documentation to Deputy Principal (of the relevant year) within **two days of decision**.

Name: .....Course: .....Teacher: .....

Head Teacher: ..... Title of the affected assessment task : .....

Outline reasons for this application and attach all relevant documentation

.....  
.....  
.....  
.....  
.....

Student Name: ..... Parent/Carer Name: .....

Student signature: .....Parent/Carer signature: ..... Date: .....

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**Assessment Review Team**

ARP Members:

Date:

Issues discussed:

.....  
.....  
.....  
.....

Decision reached:

Refer to the Principal

Resolution:

.....  
.....  
.....  
.....

ARP members' signatures: .....

.....

..... Date:.....

Inform of decision in writing to:

Student/Parent/Caregiver

Relevant HT

Copy Student file



# Asquith Girls High School

## HAND-IN STAGE 5 ASSESSMENT TASK COVER SHEET

You need to complete and attach this cover sheet to every formal assessment task that you submit

Student name:

Class:

Assessment Task Number:

Date issued:

Assessment Task Title:

Date due:

Subject:

Teacher:

### Academic Integrity Statement

I declare that:

- this work is my own
- any quotes, information or works have been properly acknowledged and cited in the bibliography
- it has not been copied from another person's work.

Student signature \_\_\_\_\_ Date: \_\_\_\_\_

### Warning

You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.

-----cut here-----

***Student copy – To be completed by the student***

### Assessment Receipt

Name of student: \_\_\_\_\_

Year: \_

Course: \_\_\_\_\_

Task Title: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Date Due: \_\_\_\_\_

This task was submitted to \_\_\_\_\_ on \_\_\_\_\_ by hard copy / electronic copy /  
both Teacher's Name date

\_\_\_\_\_  
Teacher's signature

\_\_\_\_\_  
Student's signature



## Asquith Girls High School

### SAMPLE ASSESSMENT NOTIFICATION

**Subject:**

**Unit of work:**

**Issue date:**

**Due date:**

**Outcomes:**

**Equipment required (if**

**applicable): Task:**

*(Description of task)*

**Assessment criteria (if applicable):**

*(An outline of what criteria the teacher is using to mark the task)*

**Opportunities for formative feedback on drafts:**

*(An outline of how students may receive formative feedback on drafts)*



# ASQUITH GIRLS HIGH Assessment Notification and Task Completion Sheet

FACULTY:

COURSE:

TOPIC:

TASK TYPE:

CLASS:

DUE DATE:

TEACHER:

Student Name	Notification Received		Task Completed		Teacher Comments Eg: Illness and Misadventure
	Sign	Date	Sign	Date	

## A Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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, 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

## BIG HISTORY: GLOBAL THINKING

### Outcomes:

1. Explain how thresholds of increasing complexity, differing scales of time and space, claim testing and collective learning help us understand historical, current, and future events as part of a larger narrative
2. Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change
3. Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations
4. Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking and present findings that are well supported by scientific and historical evidence
5. Critically evaluate, analyse and synthesize primary and secondary historical, scientific and technical texts to form well crafted and carefully supported written and oral arguments
6. Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking and other formats
7. Locate and understand how our own place, our community's place and humanity as a whole fit into and impact Big History's narrative
8. Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated interdisciplinary understanding of the history of the Universe

Name of Task	Type of Task	When is it due / Done?	Outcomes Assessed
Assessment Task 1	Project Based learning Human Population	Term 1, Week 11	3,4,5
Assessment Task 2	Little Big History	Term 3, week 6	4,7,8
Assessment Task 3	Project Based Learning Next Threshold	Term 4, Week 3	4,6,8

## COMMERCE (ELECTIVE)

### Outcomes Assessed:

- 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
- 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
- 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
- 5.9 works independently and collaboratively to meet individual and collective goals within specified timelines

Name of task	Type of task	When is it due/done in class?	Outcomes assessed
Assessment Task 1	Research Task	T1 W 7	5.1,5.2,5.4,5.5,5.7,5.8,5.9
Assessment Task 2	Research Task	T3 W 2	5.1,5.2,5.4,5.7,5.9
Yearly Test	Test	T4 W 3	5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8



## DANCE (ELECTIVE)

### Outcomes Assessed:

- 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
- 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
- 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 danceworks of art
- 5.3.3 applies understandings and experiences drawn from their own work and dance works of art contributes to lifelong learning

Name of task	Type of task	When is it due/done in class?	Outcomes assessed
Safe Dance Practice	Practical and Written	T1 Wk 9 & 10 (in class)	5.1.1 5.1.2
Dance Study - Jardi Tancat	Practical and Written	T2 Wk 8 & 9 (in class)	5.1.3, 5.3.1, 5.3.2, 5.3.3
Solo Composition	Practical and Written	T3 Wk 8 & 9 (in class)	5.1.3, 5.2.1 5.2.2 5.3.1
Dance Through Film	Practical and Written	T4 Wk 8 & 9 (in class)	5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.3.3

# DRAMA (ELECTIVE)

## Outcomes Assessed:

- 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
- 5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding
- 5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text
- 5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
- 5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
- 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
- 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.2 analyses the contemporary and historical contexts of drama
- 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Name of task	Type of task	Duration	When is it due/ done in class?	Outcomes assessed
Shakespeare in performance	Monologue & Research Task	6 weeks	T1, weeks 9&10	5.1.1, 5.1.3, 5.1.4, 5.2.2, 5.3.2, 5.3.3
Group Devised	Practical & Log book	7 weeks	T2, Wk7 Performance Night	5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1 5.3.2
Musical Theatre & Realism	Performance & Log Book	7 weeks	T3, Wk9&10	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2
Yearly Exam	Practical & Written	5 weeks	T4, W5	5.3.1, 5.3.2, 5.3.3

# ENGLISH

## Outcomes assessed:

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

Name of task	Type of task	Notification issued	When is it due/done?	Outcomes Assessed
Poetry essay	Writing (in class)	T1W5	T1W7	EN5-1A, EN5-3B, EN5-5C, EN5-6C, EN5-7D
Portfolio	Reading (hand in)	T1W7	T1W11	EN5-1A, EN5-3B, EN5-4B, EN5-5C, EN5-6C, EN5-7D, EN5-8D, EN5-9E
Film study speech	Speaking (in class)	T2W5	T2 W7	EN5-2A, EN5-3B, EN5-5C, EN5-7D, EN5-8D
Yearly Examination Reading Creative Writing Essay Writing	Reading & writing (in class)	T4W2	T4W5	EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-7D, EN5-8D

# ENGLISH EAL/D

## Outcomes assessed:

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

Name of task	Type of task	Notification issued	When is it due/done?	Outcomes Assessed
Novel study (essay)	Writing (in class)	T1W6	T1W8	EN5-1A, EN5-3B, EN5-5C, EN5-8D
Film study (viewing task)	Viewing & writing (in class)	T2W6	T2 W8	EN5-2A, EN5-4B, EN5-7D, EN5-8D
Drama (presentation)	Speaking & listening (in-class)	T3W6	T3W8	EN5-2A, EN5-4B, EN5-5C, EN5-9E
Yearly Examination (reading/writing)	Reading & writing	T4W3	T4W5	EN5-1A, EN5-3B, EN5-5C, EN5-6C

## FOOD TECHNOLOGY (ELECTIVE)

### Outcomes Assessed:

- 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
- 5.2.1 describes the physical and chemical properties of a variety of food
- 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
- 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
- 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
- 5.5.1 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
- 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

Name of Task	Type of Task	When is it Due / done in class?	Outcomes and assessed
Food Styling	Practical & Portfolio	Term 2, Week 6	5.1,.1, 5.4.2, 5.5.1
Nutrition & Health	Practical & Portfolio	Term 7, Week 7	5.1.2, 5.3.1, 5.3.2, 5.5.2

# GEOGRAPHY

## Outcomes Assessed:

- 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
- GE 5-4 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
- GE5-7 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

Year	Type of task	When is it due/done?	Outcomes assessed
Semester 1	Skills Test	T1 W8	GE 5-2, GE 5-3,GE 5-4, GE 5-7,GE 5-8
	Portfolio / Report	T2 W4	GE 5-2, GE 5-3,GE 5-7, GE 5-8
Semester 2	Skills Test	T3 W7	GE 5-2, GE 5-3,GE 5-4, GE 5-7,GE 5-8
	Portfolio / Report	T4 W4	GE 5-2, GE 5-3,GE 5-7, GE 5-8

# HISTORY

## Outcomes Assessed:

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

Year	Name of task	Type of task	When is it due/done	Outcomes assessed
Semester 1	1) Holocaust	Source analysis test	T1 W 8	HT5-3, HT5-5, HT5.6, HT5.8, HT5.9.
	2) Rights and Freedoms	Research Task and Presentation	T2 W 4	HT5-1, HT5-2, HT5-4, HT5.8, HT5.9. HT5.10
Semester 2	1) Holocaust	Source analysis test	T3 W 7	HT5-3, HT5-5, HT5.6, HT5.8, HT5.9.
	2) Rights and Freedoms	Research Task and Presentation	T4 W 4	HT5-1, HT5.2, HT5-4, HT5.8, HT5.9. HT5.10

# Mathematics (Stage 5.3, 5.2 and 5.1)

## Course Outcomes:

- MA5.1-1WM Uses appropriate terminology, diagrams and symbols in mathematics contexts
- MA5.1-2WM selects and uses appropriate strategies to solve problems
- MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context
- MA5.1-7NA graphs simple non-linear relationships
- MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions
- MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
- MA5.2-9NA uses the gradient –intercept form to interpret and graph linear relationships
- MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
- MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings
- MA5.2-1MG calculate the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
- MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data
- MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time
- MA5.2-17SP describes and calculates probabilities in multi-step chance experiments

Name of task	Type of task	When is it due/done in class?	Main Outcomes assessed
Task 1	Hand In Task	T1 W6	MA5.2-12MG
Task 2	In Class Test	T2 W5	MA5.2-17SP MA5.2-6NA MA5.2-8NA
Task 3	In Class Test	T3 W9	MA5.2-9NA MA5.2-14MG MA5.2-13MG MA5.2-15SP; MA5.2-16SP MA5.1-7NA
Task 4	90 minute Examination	T4 W5	MA5.2-12MG



## Mathematics 5.2 & 5.3

### Course Outcomes:

- MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
- MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
- MA5.2-3WM constructs arguments to prove and justify results
- MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships
- MA5.3-5NA Selects and applies appropriate algebraic techniques to operate with algebraic expressions
- MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian
- MA5.3-15MG applies the sine rule, the cosine rule and the area rule to solve problems
- MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals

Name of task	Task type	Date	Outcomes Assessed:
Task 1	Hand-In Task	Term 1, Week 6	MA5.2-12MG
Task 2	In class Test	Term 2, Week 5	MA5.2-17SP MA5.2-6NA; MA5.3-5NA MA5.2-8NA
Task 3	In Class test	Term 3, Week 9	MA5.2-9NA; MA5.3-8NA MA5.3-16MG MA5.2-13MG; MA5.3-15MG MA5.2-15SP; MA5.2-16SP MA5.1-7NA; MA5.2-10NA
Task 4	90 Minute Examination	Term 4, Week 5	All outcomes studied in Program Outline

# Mathematics 5.3

## Course Outcomes:

- MA5.3-1WM Uses and interprets formal definitions and generalisations when explaining solutions and/ or conjectures
- MA5.3-2WM generalizes mathematical ideas and techniques to analyse and solve problems efficiently
- MA5.3-3WM uses deductive reasoning in resenting arguments and formal proofs
- MA5.3-5NA Selects and applies appropriate algebraic techniques to operate with algebraic expressions
- MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations
- MA5.3-9NA sketches and interprets a variety of non-linear relationships
- MA5.3-10NA recognizes, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
- MA5.3-11NA uses the definition of logarithm to establish and apply the laws of logarithms
- MA5.3-12NA used function notation to describe and sketch functions
- MA5.3-14MG applies formulas to find the volumes of calculate the volumes of composite solids composed of right prisms and cylinders
- MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems
- MA5.3-19SP investigates the relationship between numerical variables using line of best fit, and explores how data is used to inform decision-making processes

Name of task	Outcomes Assessed	Task Type	Date
Task 1	MA5.2-12MG; MA5.3-14MG	Hand in Task	Term 1, Week 6
Task 2	MA5.2-17SP MA5.2-6NA; MA5.3-5NA MA5.2-8NA; MA5.3-7NA	In Class test	Term 2, Week 5
Task 3	MA5.2-9NA; MA5.3-8NA MA5.3-16MG MA5.2-13MG; MA5.3-15MG MA5.2-15SP; MA5.2-16SP; MA5.3-19SP MA5.1-7NA; MA5.2-10NA; MA5.3-9NA; MA5.3-12NA	In Class test	Term 3, Week 9
Task 4	MA5.2-12MG; MA5.3-14MG	90 Minute Examination	Term 4, Week 5

# MUSIC (ELECTIVE)

## Outcomes Assessed:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and +critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Name of task	Type of task	Notification issued	When is it due/done?	Outcomes assessed
Task 1	Performance	T1W1	Term 1 Week 10	5.1, 5.2, 5.3
Task 2	Half Yearly Exam - Listening - Musicology/Score Reading	T2W3	Term 2 Week 7	5.7, 5.8, 5.9, 5.10
Task 3	Composition Task - Composition - Composition Portfolio	T2W8	Term 3 Week 8	5.4, 5.5, 5.7, 5.8, 5.9
Task 4	Yearly Assessment	T4W1	T4W5	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12

## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

### Outcomes Assessed:

- 5.1 analyses how they can support their own and others' sense of self
- 5.2 evaluates their capacity to reflect on and respond positively to challenges
- 5.3 analyses factors that contribute to positive, inclusive and satisfying relationships
- 5.4 adapts, transfers and improvises movement skills and concepts to improve performance
- 5.5 composes, performs and appraises movement in a variety of challenging contexts
- 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people
- 5.7 analyses influences on health decision making and develops strategies to promote health and safe behaviours
- 5.8 critically analyses health information, products and services to promote health
- 5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity
- 5.10 adopts roles to enhance their own and others' enjoyment of physical activity
- 5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
- 5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
- 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
- 5.14 confidently uses movement to satisfy personal needs and interests
- 5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
- 5.16 predicts potential problems and develops, justifies and evaluates solutions

Name of task	Type of task	Duration	When is it due/done?	Outcomes assessed
Volleyball	Observation	5 weeks	T1 W1-6	5.4
Cross Country		5 weeks	T1 W7-11	5.9
Athletics		5 weeks	T2 W1-5	5.4
Soccer		5 weeks	T2 W6-10	5.5
Dance		5 weeks	T3 W1-6	5.7
Relationships	Writing Task	4 weeks	T2 W2	5.3, 5.2
Road Safety	Research Task	4 weeks	T3 W10	5.6, 5.7, 5.16

# PHYSICAL ACTIVITY AND SPORT SCIENCE (PASS) (ELECTIVE)

## Outcomes Assessed:

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

Name of task	Type of task	Notification issued	Duration	When is it due/done?	Outcomes assessed
Coaching	Observation	T1 W5	2 Terms	in class	1.1, 3.1, 4.1, 4.2
Coaching	Writing Task	T1W7	2 Weeks	T1 W9	3.2, 4.1, 4.4
Games Skills	Observation	T2 W1	3 Terms	In class	3.1,4.3
Sporting Identity	Exam	T3W5	1 period	T3W7	2.1, 3.2

# SCIENCE

## Outcomes Assessed

1. Demonstrates knowledge and understanding in science
2. Applies questioning and predicting to the development of a scientific investigation
3. Plans and conducts scientific investigations
4. Processes and analyses data and information about Science
5. Problems solves with respect to Science
6. Communicates using scientific language effectively

Name of Task	Type of Task	When is due date	Assessed
Chemistry	Practical & Theory Examination	Term 1 Week 10	1,4
Physics	Student Research Project	Term 2 Week 9	2,3,4
Biology & Student Research Project	Portfolio	Term 3 Week10 (individual)	6
Earth	Yearly Examination	Term 4 Week 5	1, 5

# TEXTILES TECHNOLOGY

## Outcomes Assessed:

- 5.1.1 explains the properties and performance of a range of textile items
- 5.1.2 justifies the selection of textile materials for specific end uses
- 5.2.1 explains the creative process of design used in the work of textile designers
- 5.2.2 generates and develops textile design ideas
- 5.2.3 investigates and applies methods of colouration and decoration for a range of textile items
- 5.3.1 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
- 5.3.2 evaluates the impact of textiles production and use on the individual consumer and society
- 5.4.1 selects and uses appropriate technology to creatively document, communicate and present design and project work
- 5.5.1 critically selects and creatively manipulates a range of textile materials to produce quality textile items
- 5.5.2 selects appropriate techniques and uses equipment safely in the production of quality textile projects
- 5.5.3 demonstrates competence in the production of textile projects to completion
- 5.6.1 evaluates textile items to determine quality in their design and construction

Name of Task	Type of Task	When is it due / done in class	Outcomes assessed
Fashion in Time	Practical Project & Documentation	Term 1, Week 10	5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1
In Style	Practical Project & Portfolio	Term 3, Week 10	5.1.1, 5.1.2, 5.2.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1

# VISUAL ARTS

## Outcomes Assessed:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between artist–artwork–world–audience
- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter for artworks
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 selects appropriate procedures and techniques to make and refine artworks
- 5.7 applies their understanding of aspects of practice to critically and historically interpret artworks
- 5.8 uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of artworks
- 5.9 uses the frames to make different interpretations of artworks

Name of task	Type of Task	Notification issued	Duration	When is it due/done?	Outcomes Assessed
Making Task 1	Making	T1 Wk 5	10 Weeks	T2 Wk 4	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
In-Class written task	Historical & critical study	T1 W8	5 weeks (notice)	T2 Wk 4	
In-Class Exam	Historical +Critical study	T4 Wk1	n/a	T4 Wk 3	5.7, 5.8, 5.9, 5.10
Making Task 2	Portfolio of Making	T3 Wk5	10 Weeks	T4 Wk 1	5.1, 5.2, 5.3, 5.4, 5.5, 5.6





# Student Assessment Planner 2019

<b>Term 1</b>	<b>Tasks to complete</b>	<b>Term 2</b>	<b>Tasks to complete</b>
<b>WEEK 1</b>		<b>WEEK 1</b>	
<b>WEEK 2</b>		<b>WEEK 2</b>	
<b>WEEK 3</b>		<b>WEEK 3</b>	
<b>WEEK 4</b>		<b>WEEK 4</b>	
<b>WEEK 5</b>		<b>WEEK 5</b>	
<b>WEEK 6</b>		<b>WEEK 6</b>	
<b>WEEK 7</b>		<b>WEEK 7</b>	
<b>WEEK 8</b>		<b>WEEK 8</b>	
<b>WEEK 9</b>		<b>WEEK 9</b>	
<b>WEEK 10</b>		<b>WEEK 10</b>	
<b>WEEK 11</b>			

# Student Assessment Planner 2019

<b>Term 3</b>	<b>Tasks to complete</b>	<b>Term 4</b>	<b>Tasks to complete</b>
<b>WEEK 1</b>		<b>WEEK 1</b>	
<b>WEEK 2</b>		<b>WEEK 2</b>	
<b>WEEK 3</b>		<b>WEEK 3</b>	
<b>WEEK 4</b>		<b>WEEK 4</b>	
<b>WEEK 5</b>		<b>WEEK 5</b>	
<b>WEEK 6</b>		<b>WEEK 6</b>	
<b>WEEK 7</b>		<b>WEEK 7</b>	
<b>WEEK 8</b>		<b>WEEK 8</b>	
<b>WEEK 9</b>		<b>WEEK 9</b>	
<b>WEEK 10</b>		<b>WEEK 10</b>	

