



Coffs Harbour Christian  
Community School

# 2025 Homework & Assessment Guidelines

This book contains information which outlines the Homework and Assessment expectations we have for your child in Stage 5.

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# Letter from the Director of Studies



Dear Parents and Caregivers,

Welcome to 2025 at Coffs Harbour Christian Community School. It is a privilege to teach in this school and to have the opportunity to work together with you in the education of your child. We will endeavour to provide an environment where your child can achieve significant development, not only academically but also spiritually, socially and emotionally. This development is a responsibility we do not take lightly. We greatly appreciate you partnering with us in prayer for your child, our staff and our school's leadership.

The purpose of this booklet is to outline the homework and assessment expectations we have for your child in Stage 5.

We understand that education is not a 'one size fits all' structure and to be successful it must show differentiation and individualisation. There are also many external commitments for students which take place outside of school. It can be difficult juggling church and youth commitments, work, sport, music, family, etc. If the required workload outlined in this book appears a stretch that is beyond your child's capacity, please notify us and we will aim to work with you, as the parent, to format a more suitable structure. Our goal is to encourage educational success for your child, within the NSW Education Standard Authority's (NESA) guidelines and our school's required limits.

Years 9 and 10 (Stage 5) is an important time to build a strong foundation in your child's educational journey. We aim to help students establish healthy patterns of study as they head towards their HSC, into further study and lifelong educational accomplishment. It is our hope this book can also be a useful tool for you as a parent, to help your child develop a study plan and to keep them focused and accountable throughout the school year.

As Nelson Mandela said, *"There is no passion to be found in settling for a life that is less than the one you are capable of living."*

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Wade Parker', written over a horizontal line.

**Wade Parker**  
Director of Studies

# Teaching Staff 2025

## SCHOOL LEADERSHIP



Rodney Lynn  
CEO



Andrew Lynn  
Principal



Deb Searle  
Deputy Principal  
& Head CAPA

## HEAD TEACHERS



Consuela Despi  
Mathematics



Daryl Gale  
English



Mitchell Green  
Science



Wade Parker  
Middle School



Jonathan  
Petersen  
Indonesian



Brad Thornton  
TAS



Matt Kent  
PDHPE



David Sochon  
HSIE

## STAGE 5 TEACHERS



Nadine Bailey



Eric Blair



Lynden Briggs



Heather Darby



Kelly Denison



Dustin Dever



Paul Edwards



Alyssa Gregson



Scott Holliday



Emma-Jane Hope



Hannah Jones



Chris Keipert



Juda Leet



John Loadman



Kate Marsden



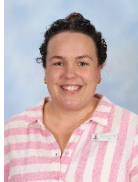
Joanne McHugh



James Meredith



Chris O'Brien



Jennifer Peisley



Bryan Poon



Penny Pratley



Stephen Rae



Amelia Ray



James Salaun



Callum Spry



Hugh Walsh

# Contents

RECOMMENDED REVISION AND APPLICATION PROGRAM .....	4
GUIDE TO STAGE 5 ASSESSMENT POLICY 2025 .....	9
ASSESSMENT PROCEDURE .....	10
ATTENDANCE REQUIREMENTS .....	11
CHCCS Examination Rules and Procedures .....	12
PLAGIARISM POLICY .....	15
REFERENCING .....	18
Compulsory Subject Assessment Schedules .....	19
Elective Subject Assessment Schedules .....	36
TERM 1 YEARS 9 & 10 ASSESSMENTS CALENDAR .....	51
TERM 2 YEARS 9 & 10 ASSESSMENTS CALENDAR .....	52
TERM 3 YEARS 9 & 10 ASSESSMENTS CALENDAR .....	53
TERM 4 YEARS 9 & 10 ASSESSMENTS CALENDAR .....	54

## Disclaimer:

The information contained in this booklet is subject to change and/or changes at the discretion of the Head of Senior School

Whilst teachers will make every effort to keep to the assessment schedule, unforeseen circumstances and disruption may mean that a task cannot be held in the week indicated. In this case, the teacher will inform students of another time suitable for the class.

# Recommended Revision and Application Program

## Introduction to homework, revision and application in Years 9 and 10

It is important students take responsibility for their own learning. The development of sound homework habits and effective revision methods will greatly assist students in achieving their academic goals. The skills learned by following the methods outlined below will also serve as a sound foundation for the rigors of future study.

### Study advice

The following is a list of advice for students on how to study effectively (revision and application).

- Have a quiet place to study at home that is free from distractions (turn off devices not required for study).
- Avoid playing music during study. Research has shown music can reduce concentration and memory retention.
- Create a weekly study planner which is realistic for you to follow (record planned commitments such as youth group or sport training and allow some relaxation time).
- Share your weekly study planner with your parents/guardians and ask them to keep you accountable.
- Set a study routine in place (a regular time helps to make it become habitual).
- Study in short bursts (study for 20-40 minutes and take a break for 5 minutes).
- Give yourself a reward for reaching your goals (some exercise, screen time, etc).
- Use flashcards / flip cards.
- Revise using 'Atomi'.
- Memorise summary notes.
- Have a parent or sibling test you on your study notes / flashcards / flip cards.
- Plan your bedtime to ensure you receive 8-10 hours sleep. To help enable this to happen, switch off your device/s at least one (1) hour prior to bedtime and keep your device out of your bedroom. This will help prevent the temptation to check the device if you cannot sleep.

### Reasonable Times to Complete Years 9 and 10 Homework Revision and Application Plan

The following is a breakdown of each subject area's homework requirements. A reasonable time to complete this collective revision and application plan is 1-2 hours per night. This will allow the weekend to be free for study, down time and other commitments. Inevitably, there will be times when assessments are due or exams are approaching and this, along with the week night requirements, will need to be adjusted. The Central Register in the back of this book is designed to help students plan ahead for these times and to start assessments as soon as they are received. We do encourage all students to play an active role in the ownership of their education.

# Year 9 and 10 Subject Homework Guidelines

## English

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none"> <li>• Completion of classwork.</li> <li>• Completion of assessments.</li> <li>• Complete Atomi assigned work.</li> <li>• Memorisation of quotes and techniques using flash cards.</li> <li>• Reading of Prescribed Texts, Critical Reading and Related Texts.</li> <li>• Further set work and revision as directed by teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• See extension materials on Microsoft Teams.</li> <li>• Practise past exam questions to increase knowledge and fluency.</li> <li>• Summary notes and revision.</li> </ul>

## Mathematics

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none"> <li>• Complete classwork, homework and assessments.</li> <li>• Create and revise topic summaries and flash cards.</li> <li>• Complete Atomi assigned work.</li> <li>• Use of Microsoft Teams for assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Desmos for extra practice.</li> <li>• Practise exam papers to increase knowledge and fluency.</li> <li>• Attend Math Teacher's lunchtime group for extra assistance.</li> </ul>

## Science

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none"> <li>• Completion of classwork.</li> <li>• Completion of assessments.</li> <li>• Atomi assigned work.</li> <li>• Further set work and revision as directed by teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and revise topic summaries and flash cards.</li> <li>• Practise past exam questions to increase knowledge and fluency.</li> <li>• Textbook readings and revision questions.</li> </ul>

## Geography

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none"> <li>• Completion of weekly set homework tasks as directed by teacher.</li> <li>• Completion of classwork.</li> <li>• Completion of assessments.</li> <li>• Atomi assigned work.</li> <li>• Further set work and revision as directed by teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and revise topic summaries and flash cards.</li> <li>• Practise past exam questions to increase knowledge and fluency.</li> <li>• Textbook readings and revision questions.</li> </ul>

## History

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none"><li>• Completion of weekly set homework task as directed by teacher.</li><li>• Completion of classwork.</li><li>• Completion of assessments.</li><li>• Atomi assigned work.</li><li>• Further set work and revision as directed by teacher.</li></ul>	<ul style="list-style-type: none"><li>• Create and revise topic summaries and flash cards.</li><li>• Practise past exam questions to increase knowledge and fluency.</li><li>• Textbook readings and revision questions.</li></ul>

## Personal Development, Health and Physical Education

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none"><li>• Completion of classwork.</li><li>• Completion of assessments.</li><li>• Ensure PDHPE workbook is up to date.</li><li>• Further set work and revision as directed by teacher.</li></ul>	<ul style="list-style-type: none"><li>• Create and revise topic summaries and flash cards.</li><li>• Practise past exam questions to increase knowledge and fluency.</li><li>• Further research on the current topic.</li></ul>

## Physical Activity and Sports Studies

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none"><li>• Completion of classwork.</li><li>• Completion of assessments.</li><li>• Ensure PASS workbook is up to date.</li><li>• Further set work and revision as directed by teacher.</li></ul>	<ul style="list-style-type: none"><li>• Participate in an individual sport or sporting team.</li><li>• Create and revise topic summaries and flash cards.</li><li>• Practise past exam questions to increase knowledge and fluency.</li></ul>

## Commerce

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none"><li>• Complete set work and revision as directed by teacher.</li><li>• Completion of classwork.</li><li>• Completion of assessments.</li><li>• Watch/read daily news headlines.</li></ul>	<ul style="list-style-type: none"><li>• Create and revise topic summaries and flash cards.</li><li>• Practise past exam questions to increase knowledge and fluency.</li><li>• Further research on the current topic.</li></ul>

## Food Technology

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none"><li>• Completion of classwork.</li><li>• Completion of assessments.</li><li>• Revise topic terminology and definitions.</li><li>• Further set work and revision as directed by teacher.</li></ul>	<ul style="list-style-type: none"><li>• Experiment in cooking new recipes at home.</li><li>• Further topic research.</li><li>• Textbook readings.</li><li>• Practise past exam questions to increase knowledge and fluency.</li></ul>

## Textiles

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none"><li>• Completion of classwork.</li><li>• Completion of assessments.</li><li>• Practical work development.</li><li>• Portfolio development.</li><li>• Further set work and revision as directed by teacher.</li></ul>	<ul style="list-style-type: none"><li>• Practise sewing to develop practical skills.</li><li>• Further topic research.</li><li>• Textbook readings.</li><li>• Create and revise topic summaries.</li></ul>

## Agriculture

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none"><li>• Completion of classwork.</li><li>• Completion of assessments.</li><li>• Work sheets and research tasks.</li><li>• Further set work and revision as directed by teacher.</li></ul>	<ul style="list-style-type: none"><li>• Grow and maintain your own small veggie patch at home.</li><li>• Create and revise topic summaries.</li><li>• Further topic research.</li></ul>

## Industrial Technology

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none"><li>• Completion of classwork.</li><li>• Completion of Portfolio documentation.</li><li>• Work sheets and technical drawing tasks.</li><li>• Further set work and revision as directed by teacher.</li></ul>	<ul style="list-style-type: none"><li>• Develop practical skills through creating a project at home.</li><li>• Create and revise topic summaries.</li><li>• Further technical drawing and CAD practice.</li></ul>

## Music

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none"><li>• Completion of classwork.</li><li>• Completion of assessments.</li><li>• Rehearsal of instrumental and/or vocal practice, 3x 30 minutes per week.</li><li>• Further set work and revision as directed by teacher.</li></ul>	<ul style="list-style-type: none"><li>• Engage in listening to and analysing a broad range of musical styles and time periods.</li><li>• Students also benefit from further individual private tuition for their instrument or voice.</li></ul>



## Drama

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none"><li>• Completion of classwork and rehearsals.</li><li>• Completion of assessments.</li><li>• Complete weekly recounts and reflections in logbook.</li><li>• Individual Performance and Group Performance development and consolidation.</li><li>• Revision of theory work.</li><li>• Further set work and revision as directed by teacher.</li></ul>	<ul style="list-style-type: none"><li>• View and analyse successful past HSC Drama performances and essays.</li><li>• Further topic research.</li><li>• Commit to observing public performances where possible.</li></ul>

## Visual Arts

Required Weekly Homework	Recommended Extension Work
<ul style="list-style-type: none"><li>• Completion of classwork.</li><li>• Completion of assessments.</li><li>• Practical project development.</li><li>• Process Diary development.</li><li>• Further set work and revision as directed by teacher.</li></ul>	<ul style="list-style-type: none"><li>• Engage in viewing and analysing a broad range of artists and artworks.</li><li>• Gather source material for practical project.</li><li>• Create vocabulary flashcards.</li><li>• Practise artmaking in the relevant form required to produce your practical project.</li><li>• Create and revise topic summaries.</li></ul>

# Guide to Stage 5 Assessment Policy

## INTRODUCTION

Students at Coffs Harbour Christian Community School in Years 9 and 10 (Stage 5) will study a two-year course pattern. The school's assessment program is used to determine the School Assessment Mark submitted by the school to NESA at the end of Year 10.

The following information is designed to help students and their parents by providing information on the minimum requirements and assessment policy. Our school is required by NESA to supervise our students' satisfactory completion of their courses and to devise assessment programs, procedures and routines for Board Developed and Board Endorsed courses operating within the School.

## MINIMUM REQUIREMENTS

The "*Assessment Certification and Examination Manual*" (published by NESA) states that:

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

At Coffs Harbour Christian Community School, this means in each subject, a student is required to:

- Submit all set assignments, maintain a satisfactory level in the completion of regular homework and keep up to date with coursework notes.
- Complete, where applicable, all practical, oral, project and fieldwork requirements.
- Demonstrate satisfactory effort and genuine progress, as indicated by results in assignments, tests and formal examinations.
- Display responsible conduct which is acceptable to the classroom teacher and the school Principal.
- Make a genuine effort at all assessment tasks.
- Maintain a satisfactory level of attendance (a minimum of 85% is deemed acceptable at CHCCS).

## **ASSESSMENT**

Assessment is the process of gathering information and making judgements about student achievement. It is useful for:

- Assisting student learning.
- Evaluating and improving teaching programs.
- Informing teachers of what students know and can do.
- Providing RoSA (Record of School Achievement) for NESA and report results.

Assessment at Coffs Harbour Christian Community School will follow the guidelines determined by NESA.

## **THE PURPOSE OF ASSESSMENT IN STAGE 5 COURSES**

The purpose of assessment in Stage 5 courses is to provide a summative measure of a student's achievement of specific outcomes, measured at points throughout the course. School assessment is based on:

- A wider range of the syllabus outcomes than may be measured by an examination alone.
- Multiple measures and observations made throughout the course rather than at a single examination.

## **RECORD OF SCHOOL ACHIEVEMENT**

Schools are required to submit grades for all students completing any Stage 5 Course. The grade awarded to each student at the completion of a Stage 5 Course should indicate the student's overall achievement in relation to the Common Grade Scale. Coffs Harbour Christian Community School uses both the application of course performance descriptors and an on-balance professional judgement in various Key Learning Areas (KLAs) appropriate to their assessment programs.

## **ASSESSMENT PROCEDURE**

### **ASSESSMENT NOTES**

1. Precise dates will be provided by class teachers at least two (2) weeks prior to each assessment task being due. If, for any reason, the class teacher is required to change the due date, notice of such a change is to be provided in advance by the class teacher to the students.
2. For students making a late change to a course or who transfer from another school, assessment will be discussed with the student at the time of change or transfer. As a general principle, the assessment will be based on those tasks undertaken after the change. Questions of equity arising will be considered by the Head of Department and Director of Studies.
3. We assess students on the basis of tasks or assignments e.g. test, oral report/speech, etc.
4. Assessment tasks directly relate to components of the syllabus.
5. A subject may schedule 4, 5 or even more assessment tasks to assess students over the 40-week course. Half Yearly and Yearly Examinations may be used as assessment tasks.
6. Assessment tasks are weighted according to their importance e.g. the Half Yearly Examination may be worth 25% of assessment marks.
7. Students will be informed of assessment tasks in advance and all marks recorded.

An assessment task not handed in on the due date (*with no extenuating circumstances*), will result in the loss of 10% per school day **for the first five (5) days and a result of zero and warning letter thereafter**. For example, if an assessment task is worth 30%; 10% or three (3) marks, will be deducted increasing by 10% each school day thereafter. However, **the task must still be submitted by the student to satisfy course requirements**. If a student fails to complete (after five (5) school days), and/or make a genuine attempt at an assessment task, he/she will be sent the first *Official Warning Letter* to the student and parent/guardian outlining the possible consequences of the non-satisfactory completion of a course (*"N" Determination*). Also stated on the form will be the action required by the student to redeem themselves in regard to the course requirements.

Students absent the day prior and/or the day of an assessment task will lose 10% per day unless there is an approved Application for Illness or Misadventure.

An assessment task must be completed and/or submitted immediately upon the student's return to school after the due date. It is the student's responsibility to find their classroom teacher, or in their absence, the Head of Department, on the day they return and, if there are extenuating circumstances, complete an *Application for Illness or Misadventure Form* which can be collected from the top of B Block or requested from their teacher or Head of Department.

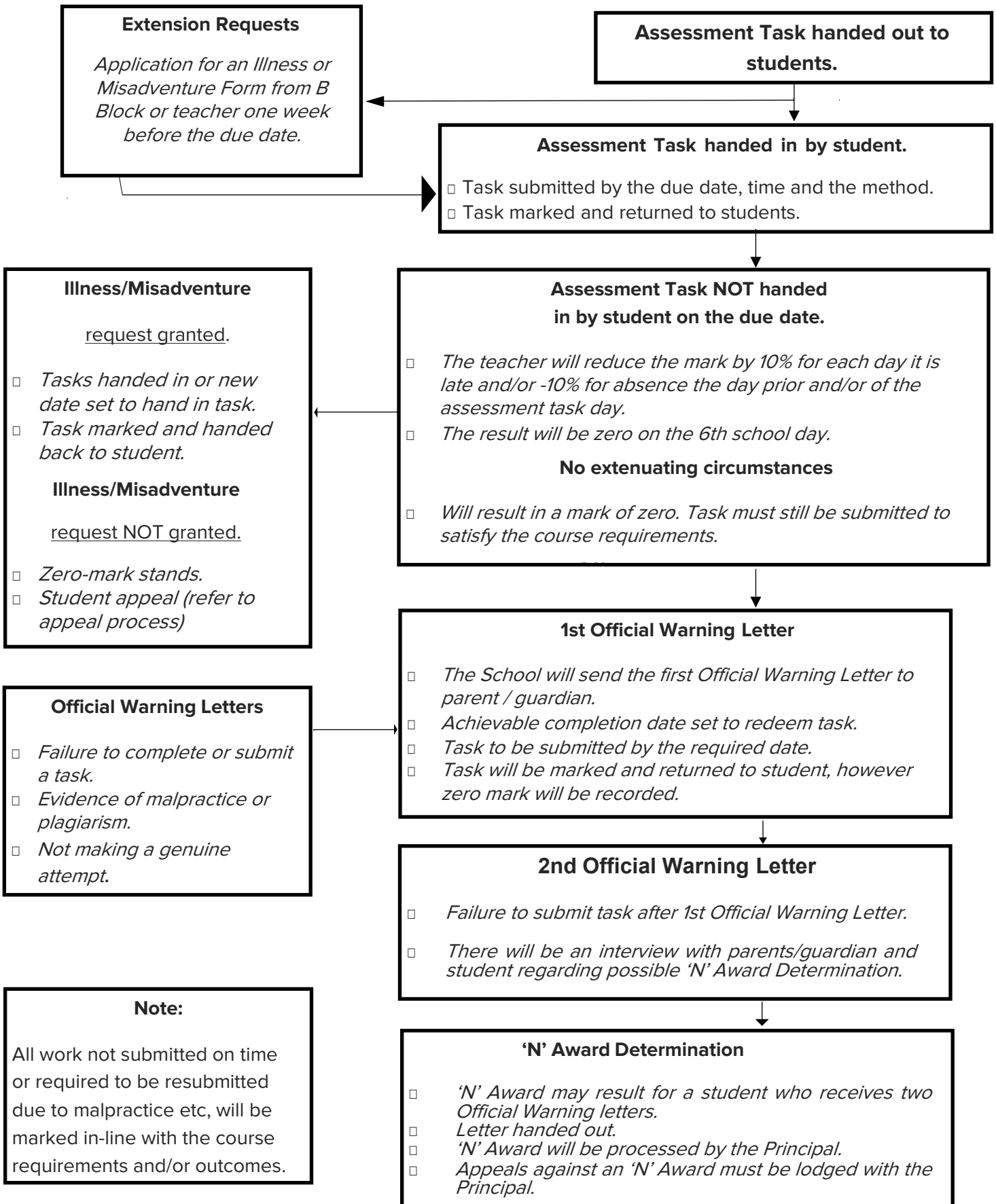
All cases of malpractice will be referred to the Head teacher for investigation and the student may be awarded no marks for the set task as well as redo the assessment.

## **ATTENDANCE REQUIREMENTS**

There are to be no unexplained absences. NESAs recognises that a consequence of student absences is that course completion criteria may not be met. **The school's position is that a minimum attendance rate of 85% is essential in order to fulfil course requirements**. Attendance rate below 85% may result in course failure and the student having to recomplete the course, meeting attendance criteria.

**Under no circumstances** are students to be absent from school or lessons in order to complete assessment tasks. For this reason, an acceptable *Application for Illness or Misadventure Form* will be required from any student who is absent immediately prior to an assessment task. A student who misses a class to complete an assessment task may lose 10% or more of their total mark, at the discretion of the teacher in consultation with their Head of Department and the Director of Studies.

## Assessment task flow chart



# CHCCS Examination Rules and Procedures

## General Information

- Full School Uniform is to be worn during examinations.

## Equipment

- Each student must have their own equipment. Students are not permitted to borrow equipment from other students during examinations.
- Mobile phones and electronic devices, e.g. smart watches and electronic dictionaries, are not permitted in an examination room under any circumstances. Supervisors will not be responsible for the safekeeping of any unauthorised items. Students are able to hand such items into Reception prior to an examination.
- If students wish to take a bottle of water into the examination room, the bottle must be made of clear plastic.
- All students are required to bring the following equipment into the examination room:
  - a. Black pens
  - b. Pencils, erasers, sharpener (use pencils where specifically directed)
  - c. A ruler marked in mm and cm
  - d. Highlighter pen
- Students may hold their stationery in a clear plastic pencil case or plastic sleeve. Other pencil cases are not permitted.
- For examinations in which scientific calculators are permitted, students may only use those calculators which appear on NESA's list of approved scientific calculators. It is the student's responsibility to check their calculator is approved and working, well before the examination.

Refer to:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

## Examination Room Rules and Procedures

- Students are to arrive at the examination room at least 10 minutes prior to the scheduled start time.
- Any equipment brought into the examination room will be subject to inspection before the examination commences.
- Students arriving late will not be admitted 30 minutes after the start of the examination.
- Students can enter an examination room only when invited to enter by the examination supervisor.
- Students will be directed where to sit by the examination supervisor.
- Reading time is for reading. This means no writing, highlighting or marking of the paper in any way, may be undertaken during this time.
- Within the first and last half hour of an examination, students will not be permitted to leave the room. Students who require a toilet break will only be granted this in exceptional circumstances. Students are encouraged to go to the toilet before the start of their examination.
- Students must stop writing immediately when told to do so by the examination supervisor.

- Upon completion of the examination, the supervisor will instruct students on how to arrange completed answer papers. Students will then wait for the supervisor to collect all papers before exiting the examination room.
- No student will be allowed to leave the examination early.

**Students must NOT:**

- Speak to any person other than a supervisor when in the examination room.
- Behave in a way likely to disturb the work of any other student or upset the conduct of the examination.
- Take into the examination room, or refer to during the examination, any books or notes, paper, or any equipment other than the equipment listed above.
- Eat in the examination room, except as approved by the supervisor, e.g. for medical reasons.
- Begin writing until instructed to do so by the supervisor.
- Remove the question paper, answer papers or any other writing paper from the examination room.

**Appeals & Absentee Procedures:**

- If a student is absent on the day of an examination, it is the parent/guardian's responsibility to inform the school as soon as possible.
- It is important students attend the examinations where possible. The school will not uphold an appeal if the reason for an absence is not considered to be sufficiently serious. An Application for Illness or Misadventure Form, indicating the reason for the absence, is required to be submitted by the student.
- If illness or other reasons prevent a student from attending an examination, or affects a student's performance in the examination, it is their responsibility to submit an Application for 'Illness or Misadventure Form' to the school. This form is available to students at school.
- Upon returning to school, students will be required to complete the examination or a substitute examination as soon as possible. If a student is unable to complete a substitute examination, they will be awarded a grade according to evidence provided by previously completed work and assessments.

# Plagiarism Policy

Plagiarism is taking another person's work or ideas and presenting them as your own. Plagiarism is a form of theft. Plagiarism is illegal and can result in very expensive legal claims. At a University level, students who are caught plagiarising can be expelled.

## What not to do:

- You may not copy parts (sentences, paragraphs etc) out of books, newspapers, encyclopedias, internet sites, Artificial Intelligence (AI), or another student's work. If you do use someone else's work as part of your writing, then that work must be acknowledged as not being your own (see below for how to reference).
- You may not use another person's idea without correct acknowledgement (see below).
- You may not submit work which has been written by someone else, such as a tutor, parent or friend, or which has, in previous years, been submitted by an older sibling.
- Do not allow another student to copy your work. If you are feeling pressured to do this then please see the relevant Teacher or Head of Department. If you share your work with another student and they submit it as their own, you may receive a penalty (including a zero mark) for the task.

## How to avoid Plagiarism

- Always use quotation marks around direct quotes taken from someone else's work. This quote then needs to be referenced (see below).
- If you include someone's ideas or work in an assignment or research task/essay, always include a bibliography which details all the sources you used.
- Always acknowledge in your bibliography, sources that you may have used for background information, even if you did not take any direct quotes.
- Even in oral tasks you must acknowledge the use of other people's work and/or ideas.
- It is acceptable to have someone edit your work for you who may suggest ways of improving your writing. You are able to consult parents, friends, teachers etc to advise you, but they must not do the work for you.
- AI is not to be used by a student for an assessment. Please be aware the School has structures in place to detect both plagiarism and the use of AI.

## Referencing

- Direct Quotes – Always use quotation marks “...” around any text you take word-for-word from another source.
- If you use someone else's idea or borrow a form of expression, insert a partial reference (e.g. Austen, 1813, p. 64).
- A Bibliography is an alphabetical list of the sources you have used in your work. There needs to be enough information that the person marking your work can go and locate the source themselves. You should be consistent in how you present your sources.



## Penalties

If the School's AI and plagiarism Scanner or your teacher and the Director of Studies detects that you have used AI or that your work is plagiarised, they will consult with the Head of the Department and the Head of Senior School and decide which of the following will apply to your situation, depending on the extent of the plagiarism:

- Verbal warning.
- A reduction in marks for your work.
- A mark of zero awarded for the work.
- Insistence of a resubmission of the assignment (that may or may not then be eligible for any marks being awarded).
- Written notification to parent/guardian in the form of a warning letter.
- Suspension of participation in school activities.
- Referral of students to the Head of Department, Head of Senior School and/or panel for additional discipline.

## ASSESSMENT MALPRACTICE POLICY

Academic integrity is essential to the accurate assessment of student progress and achievement. The aim of an assessment is to develop and assess a student's knowledge, understanding and skills in a subject. Student work in assessment tasks must be 'all their own work'. Students are expected to take responsibility for applying a sustained and diligent effort to all set tasks.

Students give themselves an unfair advantage over other students when they cheat, plagiarise, use artificial intelligence (AI) or engage in any other form of malpractice. Our school has a rigorous policy when it comes to repeated offences of malpractice.

- 1st offence = Zero mark, resubmit a genuine attempt and a Formal Warning letter.
- 2nd offence = Zero mark, resubmit a genuine attempt and a Formal Warning letter plus ONE day internal suspension and a meeting with the Deputy Principal.
- 3rd offence = The student will be suspended and the Principal will assess the student's enrolment at CHCCS.

The purpose of this policy is to ensure that all students are assessed in a fair and equitable manner and to ensure students are aware of the significant nature of malpractice. This 'three-offence policy' applies to students throughout their Senior Schooling (Years 9-12).

## Examples of Plagiarism

You have plagiarised if you:

- Copy the work of another student (with or without permission) and submit it as your own.
- Submit someone else's work as your own.
- Submit an assignment you produced in conjunction with other people when it is supposed to be your own work (i.e. another student, tutor, or parent).

- Fail to provide a Bibliography that identifies research sources and acknowledgement of other peoples' work.
- Allow another student to copy your work and submit it as their own.
- Fail to acknowledge paraphrased material from another source.
- Fail to indicate with quotation marks that you copied another person's exact written words or symbols or drawings.
- Fail to name a person whose exact words were used in an oral report.
- Piece together work from different sources into new work i.e. "cut and paste" from an encyclopedia, internet etc.
- Use plots, characters, theories, concepts, designs from other sources e.g. novels, TV shows, films etc and present them as your own work without attributing them.
- Buy or obtain a paper from an internet research service, cyber-cheating site or use an AI Assignment Writer and submit as your own work. Changing words or sentences does not make AI or copied work your own.

# Referencing

## Why Reference?

Referencing is necessary to avoid plagiarism, to verify quotations, and to enable readers to follow-up and read more fully, the cited author's arguments. The conventions/customs of argumentative essays, require that you provide information and evidence to support your considered opinion or point of view. Doing this shows that it is your considered opinion and not just a reaffirmation of your formerly held prejudices and biases. Documenting your sources is important so that you give credit due to the person who came up with the original work, idea, thought or research.

Plagiarism is presenting someone else's work, ideas, thoughts or research as your own.

## When to Reference

You must reference if you:

- Directly quote the exact words of another writer/author.
- Paraphrase another writer's ideas, theories and/or research, that is, refer to someone else's ideas, theories and/or research using your own words.
- State specific, factual and/or anecdotal (retelling a story) information such as statistics, graphs, verbal interviews, or diaries.
- Present another writer's interpretation, point of view, opinion or understanding about a piece of literature, legislation, history, discourse, or academic/scientific inquiry.

### Harvard (Author – Date) System of Referencing:

Our school uses the Harvard System of Referencing to cite information sources.

Two types of citations are included:

1. **Reference Lists** are located at the end of the work and display full citations for sources used in the assignment.

Here is an example of a full citation for a book found in a Harvard Reference list:

Fitzgerald, F. (2004). *The Great Gatsby*. New York: Scribner

2. In-text citations are used when directly quoting or paraphrasing a source. They are located in the body of the work and contain a fragment of the full citation.

Depending on the source type, some Harvard Reference in-text citations may look something like this:

“After that I lived like a young rajah in all the capitals of Europe...” (Fitzgerald, 2004).

The following list is not exhaustive. If you want to know how to correctly reference other forms of information such as magazines, blogs, dictionaries, emails or government publications etc. please go to the following website for help: <https://www.citethisforme.com/citation-generator/harvard>

## WEBSITES

When citing a website with an author, use the following structure:

<b>Last name,</b> Don't forget the comma	<b>First initial.</b> Don't forget the full stop	<b>(Year published).</b> Year inside parenthesis and full stop	<b><i>Page title.</i></b> <i>Use italics and a full stop</i>	<b>[online]</b> Just as it appears here in brackets	<b>Website name.</b> Don't forget the full stop	<b>Available at:</b> Just as it appears here	<b>URL</b> Write the full address line	<b>[Accessed Day Month. Year].</b> Use brackets and the full stops
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Example:

Messer, L. (2015) *'Fancy Nancy' Optioned by Disney Junior*. [online] ABC News. Available at: <http://abcnews.go.com/Entertainment/fancy-nancy-optioned-disney-junior-2017/story?id=29942496#.VRWbWJwmb0.twitter> [Accessed 31 Mar. 2015].

When no author is listed, use the following structure:

<b>Website name,</b> Don't forget the comma	<b>(Year published).</b> Year inside parenthesis and full stop	<b><i>Page title.</i></b> <i>Use italics and a full stop</i>	<b>[online]</b> Just as it appears here in brackets	<b>Available at:</b> Just as it appears here	<b>URL</b> Write the full address line	<b>[Accessed Day Month. Year].</b> Use brackets and the full stops
--	---	---	--	---	---	---

Example:

Mms.com, (2015). M&M'S Official Website. [online] Available at: <http://www.mms.com/> [Accessed 20 Apr.2015]

## BOOKS

### Books with one author

The structure for a Harvard Reference List citation for books with one author includes the following:

- Last name, First initial. (Year published). *Title*. Edition. (Only include the edition if it is not the first edition)  
City published: Publisher, Page(s).
- Fill in the table as you use sources in your research (note the punctuation!)

<b>Last name,</b> Don't forget the comma	<b>First initial.</b> Don't forget the full stop	<b>(Year published)</b> Year inside parenthesis	<b><i>Title.</i></b> <i>Italicise and full stop</i>	<b>Edition.</b> If not the first edition and full stop	<b>City published:</b> Don't forget the colon	<b>Publisher,</b> Don't forget the comma	<b>Page(s).</b> Don't forget the full stop
---	---	--	--	---	--	---	---

Example: One author AND first edition:

□ Patterson, J. (2005). *Maximum ride*. New York: Little, Brown.

Example: One author AND NOT the first edition:

□ Dahl, R. (2004) *Charlie and the chocolate factory*. 6<sup>th</sup> ed. New York: Knopf.

When creating a citation that has more than one author, place the names in the order in which they appear on the source. Use the word "and" to separate the names.

□ Last name, First initial. And last name, First initial. (Year published). *Title*. City: Publisher, Page(s).

Examples:

- Desikan, S. and Ramesh, G. (2006). *Software testing*. Bangalore, India: Dorling Kindersley, p.156.
- Vermaat, M., Sebok, S., Freund, S., Campbell, J. and Frydenberg, M. (2014). *Discovering computers*. Boston: Cengage Learning, pp.446-448.
- Daniels, K., Patterson, G. and Dunstan, Y. (2014). *The ultimate student teaching guide*. 2<sup>nd</sup> ed. Los Angeles: SAGE Publications, pp. 145-151.

\*remember, when citing a book, only include the edition if it is NOT the first edition!

## JOURNALS

### Print Journal Articles

The standard structure of a print journal citation includes the following components:  
Last name, First initial. (Year published). Article title. *Journal*, Volume (Issue), Page(s).

Example:

- Ross, N. (2015). On Truth Content and False Consciousness in Adorno's Aesthetic Theory. *Philosophy Today*, 59(2), pp. 269-290.
- Dismuke, C. and Egede, L. (2015) The impact of Cognitive, Social and Physical Limitations on Income in Community Dwelling Adults With Chronic Medical and Mental Disorders. *Global Journal of Health Science*, 7(5), pp. 183-195.

### Journal Articles Found on a Database or on a Website

When citing journal articles found on a database or through a website, include all of the components found in a citation of a print journal, but also include the medium ([online]), the website URL, and the date that the article was accessed.

Structure:

<b>Last name,</b> Don't forget the comma	<b>First initial.</b> Don't forget the full stop	<b>(Year published).</b> Year inside parenthesis and full stop	<b>Article title.</b> Don't forget the full stop	<b>Journal,</b> Don't forget the comma	<b>[online]</b> Just as it appears here in brackets	<b>Volume (Issue),</b> Don't forget to use parenthesis and the comma	<b>pages.</b> Don't forget the full stop	<b>Available at:</b> Just as it appears here and don't forget the colon	<b>URL</b> Write the full address line	<b>[Accessed Day Month. Year].</b> Use brackets and the full stops
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Example:

Raina, S. (2015). Establishing Correlation Between Genetics and Nonresponse. *Journal of Postgraduate Medicine*, [online] Volume 61(2), p. 148. Available at: <http://www.proquest.com/products-services/ProQuest-Research-Library.html> [Accessed 8 Apr. 2015].

## Harvard Reference List Citations for DVD, Video and Film

When citing a DVD, Video or Film, use the following format:

\*The place of origin refers to the place where the DVD, film or video was made. Eg: Hollywood.

\*\*The film maker can be the director, studio, or main producer.

<b>Film title.</b> <i>Use italics and don't forget the full stop</i>	<b>(Year published).</b> Year inside parenthesis and full stop	<b>[Format]</b> Place inside brackets: DVD or film etc	<b>Place of origin:</b> Just as it appears here in brackets	<b>Website name.</b> Don't forget the colon	<b>Film maker.</b> Don't forget the full stop
---	---	---	--	--	--

Example:

□ *Girls Just Want To Have Fun.* (1985). [film] Chicago: Alan Metter.

## Harvard Reference List Citations for Broadcasts

To cite a radio or TV broadcast, use the following structure:

<b>Series Title,</b> Don't forget the comma	<b>(Year published).</b> Year inside parenthesis and full stop	<b>[Type of programme]</b> Don't forget the brackets	<b>Channel number:</b> Don't forget the colon	<b>Broadcaster.</b> Don't forget the full stop
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Examples:

□ *Modern Family,* (2010). [TV programme] 6: Abc.

□ *The Preston and Steve morning Show* (2012). [Radio Programme] 93.3: WMMR

## Interview

<b>Last name of interviewer,</b> Don't forget the comma	<b>First initial.</b> Don't forget the full stop	<b>and</b> Just as it says	<b>Last name of interviewee,</b> Don't forget the comma	<b>First initial.</b> Don't forget the full stop	<b>(Year of interview).</b> Year inside parenthesis and full stop	<b>Title or description of interview.</b> Don't forget the full stop
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Example:

□ Booker, C. and Lopez, J. (2014). *Getting to know J.Lo.*



# Compulsory subjects Assessment schedules

# English – Year 9

## Outcomes

A student:

**EN5-RVL-01** uses a range of personal, creative, and critical strategies to interpret complex texts.

**EN5-URA-01** analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.

**EN5-URB-01** evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.

**EN5-URC-01** investigates and explains ways of valuing texts and the relationships between them.

**EN5-ECA-01** crafts personal, creative, and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning.

**EN5-ECB-01** uses processes of planning, monitoring, revising, and reflecting to purposefully develop and refine composition of texts.

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 6	Term 2 Week 5	Term 3 Week 3	Term 4 Week 3
		In-class Writing Task	Half Yearly Examination	Speech	Yearly Examination
Total	100%	25	25	25	25



# English – Year 10

## Outcomes

A student:

**EN5-RVL-01** uses a range of personal, creative, and critical strategies to interpret complex texts.

**EN5-URA-01** analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.

**EN5-URB-01** evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.

**EN5-URC-01** investigates and explains ways of valuing texts and the relationships between them.

**EN5-ECA-01** crafts personal, creative, and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning.

**EN5-ECB-01** uses processes of planning, monitoring, revising, and reflecting to purposefully develop and refine composition of texts.

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 8	Term 2 Week 5	Term 3 Week 3	Term 4 Week 3
		In-class Essay	Half Yearly Examination	In-class Written Response	Yearly Examination
Total	100%	25	25	25	25

# Mathematics Year 9

## Mathematics Pathway to Standard Outcomes

A student:

- MA5-RAT-P-01 identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)
- MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions
- MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction
- MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
- MA5-LIN-C-02 graphs and interprets linear relationships using the gradient/slope-intercept form
- MA5-TRG-C-01 applies trigonometric ratios to solve right-angled triangle problems
- MA5-TRG-C-02 applies trigonometry to solve problems, including bearings and angles of elevation and depression
- MA5-ARE-C-01 solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
- MA5-ARE-P-01 applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)
- MA5-VOL-C-01 solves problems involving the volume of composite solids consisting of right prisms and cylinders
- MA5-GEO-C-01 identifies and applies the properties of similar figures and scale drawings to solve problems
- MA5-DAT-C-01 compares and analyses datasets using summary statistics and graphical representations
- MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations
- MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money
- MA5-FIN-C-02 solves financial problems involving compound interest and depreciation
- MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

## Mathematics Pathway to Advanced Outcomes

A student:

- MA5-RAT-P-02 analyses and constructs graphs relating to rates of change (Path: Adv)
- MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- MA5-ALG-P-01 simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)
- MA5-ALG-P-02 selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)
- MA5-IND-P-01 applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)
- MA5-IND-P-02 describes and performs operations with surds and fractional indices (Path: Adv)
- MA5-EQU-P-01 solves monic quadratic equations, linear inequalities and cubic equations of the form  $ax^3=k$  (Path: Adv)
- MA5-LIN-P-01 describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)
- MA5-TRG-C-01 applies trigonometric ratios to solve right-angled triangle problems
- MA5-TRG-C-02 applies trigonometry to solve problems, including bearings and angles of elevation and depression
- MA5-ARE-C-01 solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
- MA5-ARE-P-01 applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)
- MA5-VOL-C-01 solves problems involving the volume of composite solids consisting of right prisms and cylinders
- MA5-VOL-P-01 applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)

- MA5-GEO-C-01 identifies and applies the properties of similar figures and scale drawings to solve problems
- MA5-GEO-P-01 establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)
- MA5-GEO-P-02 constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext)
- MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations
- MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money
- MA5-FIN-C-02 solves financial problems involving compound interest and depreciation
- MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

# Year 9 – Mathematics Standard

	Weighting	Semester 1		Semester 2	
		Semester One	Term 2 Week 5	Semester Two	Term 4 Week 3
Assessment Task		<b>Topics assessed:</b> <ul style="list-style-type: none"> <li>Financial Mathematics</li> <li>Expressions and Equations</li> <li>Probability and Single Variable Data Analysis</li> <li>Indices</li> </ul>	Half Yearly Examination	<b>Topics assessed:</b> <ul style="list-style-type: none"> <li>Right-angled Triangles</li> <li>Linear Relationships</li> <li>Length, Area, Surface Area and Volume</li> </ul>	Yearly Examination
Outcomes		MA5-FIN-C-01, MA5-ALG-C-01, MA5-IND-C-01, MA5-EQU-C-01, MA5-DAT-C-01, MA5-PRO-C-01		MA5-ARE-C-01, MA5-VOL-C-01, MA5-GEO-C-01, MA5-MAG-C-01, MA5-LIN-C-01, MA5-TRG-C-01, MA5-TRG-C-02	
Total	100%	25	25	25	25

# Year 9 – Mathematics Advanced

	Weighting	Semester 1		Semester 2	
		Semester One	Term 2 Week 5	Semester Two	Term 4 Week 3
Assessment Task		<b>Topics assessed:</b> <ul style="list-style-type: none"> <li>Computation and financial Mathematics</li> <li>Expressions, Equations &amp; Inequalities</li> <li>Right angled triangles</li> <li>Linear relationships</li> <li>Length, area, surface area and volume</li> </ul>	Half Yearly Examination	<b>Topics assessed:</b> <ul style="list-style-type: none"> <li>Indices and surds</li> <li>Quad Expressions</li> <li>Probability and single variable data analysis</li> <li>Quadratic equations and graphs of parabola</li> </ul>	Yearly Examination
Outcomes		MA5-FIN-C-01, MA5-FIN-C-02, MA5-EQU-P-01, MA5-EQU-P-02, MA5-LIN-C-02, MA5-LIN-P-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-01, MA5-ARE-C-01, MA5-ARE-P-01, MA5-VOL-C-01, MA5-VOL-P-01, MA5-GEO-C-01, MA5-GEO-P-01, MA5-MAG-C-01		MA5-DAT-C-01, MA5-PRO-C-01, MA5-PRO-P-01, MA5-ALG-C-01, MA5-ALG-P-01, MA5-ALG-P-02, MA5-IND-C-01, MA5-IND-P-01, MA5-IND-P-02, MA5-NLI-C-01, MA5-NLI-C-02	
Total	100%	25	25	25	25

# Mathematics 5.1, 5.2 and 5.3 - Year 10

## Y10 Mathematics Pathway to Standard Outcomes

### A student:

MAO-WM-01 develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money

MA5-FIN-C-02 solves financial problems involving compound interest and depreciation

MA5-ARE-C-01 solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids

MA5-ARE-P-01 applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)

MA5-VOL-C-01 solves problems involving the volume of composite solids consisting of right prisms and cylinders

MA5-VOL-P-01 applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)

MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions

MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations

MA5-PRO-P-01 solves problems involving Venn diagrams, 2-way tables and conditional probability (*Path: Adv*)

MA5-DAT-C-01 compares and analyses datasets using summary statistics and graphical representations

MA5-DAT-C-02 displays and interprets datasets involving bivariate data

MA5-DAT-P-01 plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)

MA5-LIN-C-02 graphs and interprets linear relationships using the gradient/slope-intercept form

MA5-NLI-C-01 identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts

MA5-NLI-C-02 identifies and compares features of parabolas and exponential curves in various contexts

MA5-RAT-P-01 identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)

MA5-GEO-C-01 identifies and applies the properties of similar figures and scale drawings to solve problems

MA5-NET-P-01 solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)

MA5-TRG-C-01 applies trigonometric ratios to solve right-angled triangle problems

MA5-TRG-C-02 applies trigonometry to solve problems, including bearings and angles of elevation and depression

MA5-TRG-P-01 applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)

MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction

MA5-EQU-P-02 solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)

# Year 10 Mathematics Pathway to Advanced Outcomes

## A student:

MAO-WM-01 develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

MA5-EQU-P-01 solves monic quadratic equations, linear inequalities and cubic equations of the form  $ax^3 = k$  (Path: Adv)

MA5-EQU-P-02 solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)

MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools

MA5-LIN-C-02 graphs and interprets linear relationships using the gradient/slope-intercept form

MA5-LIN-P-01 describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)

MA5-FNC-P-01 uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (Path: Adv)

MA5-GEO-C-01 identifies and applies the properties of similar figures and scale drawings to solve problems

MA5-GEO-P-01 establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)

MA5-GEO-P-02 constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext)

MA5-CIR-P-01 applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext)

MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

MA5-ALG-P-01 simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)

MA5-ALG-P-02 selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)

MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5-IND-P-01 applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)

MA5-IND-P-02 describes and performs operations with surds and fractional indices (Path: Adv)

MA5-NLI-C-01 identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts

MA5-NLI-C-02 identifies and compares features of parabolas and exponential curves in various contexts

MA5-LOG-P-01 establishes and applies the laws of logarithms to solve problems (Path: Adv)

MA5-ARE-C-01 solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids

MA5-ARE-P-01 applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)

MA5-VOL-C-01 solves problems involving the volume of composite solids consisting of right prisms and cylinders

MA5-VOL-P-01 applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)

MA5-TRG-C-01 applies trigonometric ratios to solve right-angled triangle problems

MA5-TRG-C-02 applies trigonometry to solve problems, including bearings and angles of elevation and depression

MA5-TRG-P-01 applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)

MA5-TRG-P-02 establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv)

MA5-RAT-P-01 identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)

MA5-RAT-P-02 analyses and constructs graphs relating to rates of change (Path: Stn, Adv)

MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations

MA5-PRO-P-01 solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)

MA5-DAT-C-01 compares and analyses datasets using summary statistics and graphical representations

MA5-DAT-C-02 displays and interprets datasets involving bivariate data

MA5-DAT-P-01 plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)

MA5-POL-P-01 defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext)

MA5-FNC-P-01 uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (Path: Adv)

# Year 10 – Mathematics Standard

	Weighting	Semester 1		Semester 2	
		Semester One	Term 2 Week 5	Semester Two	Term 4 Week 3
Assessment Task		<b>Topics assessed:</b> <ul style="list-style-type: none"> <li>Equations and formulars</li> <li>Algebraic Expressions and Indices</li> <li>Properties of geometrical figures and networks</li> <li>Probability</li> </ul>	Half Yearly Examination	<b>Topics assessed:</b> <ul style="list-style-type: none"> <li>Financial Mathematics</li> <li>Single Variable and Bivariate Data Analysis</li> <li>Linear and Non-linear Relationships</li> <li>Trigonometry</li> </ul>	Yearly Examination
Outcomes		MAO-WM-01, MA5-ALG-C-01, MA5-IND-C-01, MA5-MAG-C-01, MA5-GEO-C-01, MA5-NET-P-01, Stn, Adv), MA5-EQU-C-01, MA5-EQU-P-02, MA5-PRO-C-01, MA5-PRO-P-01		MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-02, MA5-LIN-C-02, MA5-RAT-P-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-DAT-C-01, MA5-DAT-C-02, MA5-DAT-P-01, MA5-FIN-C-01, MA5-FIN-C-02	
Total	100%	25	25	25	25

# Year 10 – Mathematics Advanced

	Weighting	Semester 1		Semester 2	
		Semester One	Term 2 Week 5	Semester Two	Term 4 Week 3
Assessment Task		<b>Topics assessed:</b> <ul style="list-style-type: none"> <li>Algebra, equations and linear relationships</li> <li>Indices, exponentials and logarithms</li> <li>Geometry and the circle</li> <li>Quadratic expressions and equations</li> </ul>	Half Yearly Examination	<b>Topics assessed:</b> <ul style="list-style-type: none"> <li>Non-linear relationships</li> <li>Functions and polynomials</li> <li>Probability</li> <li>Geometrical figures and circle geometry</li> <li>Single variable and bivariate statistics</li> </ul>	Yearly Examination
Outcomes		MAO-WM-01, MA5-EQU-P-01, MA5-EQU-P-02, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01, MA5-FNC-P-01, MA5-MAG-C-01, MA5-ALG-P-01, MA5-IND-C-01, MA5-IND-P-01, MA5-IND-P-02, MA5-NLI-C-01, MA5-NLI-C-02, MA5-LOG-P-01, MA5-ARE-C-01, MA5-ARE-P-01, MA5-VOL-C-01, MA5-VOL-P-01, MA5-CIR-P-01, MA5-MAG-C-01, MA5-ALG-P-01, MA5-IND-C-01, MA5-IND-P-01.		MAO-WM-01, MA5-ARE-C-01, MA5-ARE-C-02, MA5-ARE-P-01, MA5-ARE-P-02, MA5-IND-P-02, MA5-ARE-C-01, MA5-ARE-P-01, MA5-VOL-C-01, MA5-VOL-P-01, MA5-DAT-C-01, MA5-DAT-C-02, MA5-DAT-P-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-RAT-P-01, MA5-RAT-P-02, MA5-PRO-C-01, MA5-PRO-P-01, MA5-DAT-C-01, MA5-DAT-C-02, MA5-FNC-P-01.	
Total	100%	25	25	25	25



# Science Year 9

## Outcomes

A student:

- 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.
- 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.
- SC5-10PW** applies models, theories and laws to explain situations involving energy, force and motion.
- SC5-11PW** explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
- SC5-12ES** describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
- SC5-13ES** explains how scientific knowledge about global 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.

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 2 Week 1	Term 2 Week 5	Term 3 Week 8	Term 4 Week 3
		Energy: Light and Sound	Half Yearly Examination	Ecosystems Field Study and Data Analysis	Yearly Examination
		SC5-6WS SC5-7WS SC5-8WS SC5-10PW	SC5-5WS SC5-7WS SC5-8WS SC5-10PW SC5-11PW	SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-14LW	SC5-1VA SC5-2VA SC5-3VA SC5-4WS SC5-5WS SC5-8WS SC5-10PW SC5-11PW SC5-12ES SC5-13ES SC5-14LW SC5-15LW SC5-16CW SC5-17CW
Skills in Working Scientifically	60	15	15	20	10
Knowledge and Understanding	40	10	5	5	20
<b>Total</b>	<b>100%</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>

**Please note:** Teachers use a number of formative assessment measures and unweighted Topic Tests to assist with reporting to parents on student learning in Science. Topic Tests for Year 9 Science occur approximately every four (4) weeks. However, due to the differing scopes of individual units of work the timing of individual Topic Tests may at times vary.

# Science Year 10

## Outcomes

A student:

- 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.
- 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.
- SC5-10PW** applies models, theories and laws to explain situations involving energy, force and motion.
- SC5-11PW** explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
- SC5-12ES** describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
- SC5-13ES** explains how scientific knowledge about global 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.

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Topic Test Genetics	Half yearly Examination	Student Research Project: Experimental Design	Yearly Examination
		Term 1 Week 8	Term 2 Week 5	Term 3 Week 9	Term 4 Week 3
		SC5-7WS SC5-8WS SC5-14LW SC5-15LW	SC5-5WS SC5-7WS SC5-8WS SC5-10PW SC5-14LW SC5-15LW	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-10PW	SC5-1VA SC5-2VA SC5-3VA SC5-5WS SC5-8WS SC5-10PW SC5-11PW SC5-12ES SC5-13ES SC5-14LW SC5-15LW SC5-16CW SC5-17CW
Skills in Working Scientifically	60	10	20	20	10
Knowledge and Understanding	40	10	5	5	20
<b>Total</b>	<b>100%</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

**Please note:** Teachers use a number of formative assessment measures and unweighted Topic Tests to assist with reporting to parents on student learning in Science. Topic Tests for Year 9 Science occur approximately every four (4) weeks. However, due to the differing scopes of individual units of work the timing of individual Topic Tests may at times vary.

# Geography – Year 9

## Outcomes

A student:

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

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

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

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

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

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

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

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

Components	Weighting	Task 1	Task 2
		Term 1 Week 9	Term 2 Week 5
		Topic 1  Research-based in-class essay	Topic 1 & 2  Half Yearly Examination
Outcomes		GE5-1, 2, 3, 5, 7	GE5-1, 2, 3, 4, 5, 6, 8
Total	100%	50	50

# Geography – Year 10

## Outcomes

A student:

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

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

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

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

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

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

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

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

Components	Weighting	Task 1	Task 2
		Term 1 Week 9	Term 2 Week 5
		Topic 1  Research-based in-class essay	Topic 1 & 2  Half Yearly Examination
Outcomes		GE5-1, 2, 3, 5, 7, 8	GE5-1, 2, 3, 4, 5, 6, 8
Total	100%	50	50

# History – Year 9

## Outcomes

A student:

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia.

HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia.

HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia.

HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process.

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.

HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia.

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry.

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past.

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

Components	Weighting	Task 1	Task 2
		Term 3 Week 9	Term 4 Week 3
		Topic 1 Research-based in-class essay	Topic 1 & 2 Yearly Examination
Outcomes		HT5-1, 2, 3, 4, 5, 6, 7, 8, 9, 10	HT5-1, 2, 3, 4, 6, 9, 10
Total	100%	50	50

# History – Year 10

## Outcomes

A student:

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia.

HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia.

HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia.

HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process.

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.

HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia.

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry.

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past.

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

Components	Weighting	Task 1	Task 2
		Term 3 Week 6	Term 4 Week 3
		Topic 1 In-class essay	Topic 1 & 2 Yearly Examination
Outcomes		HT5-1, 2, 3, 4, 5, 6, 7, 8, 9, 10	HT5-1, 2, 3, 4, 6, 7, 9, 10
Total	100%	50	50



# PD/H/PE – Year 9

## Outcomes

A student:

- PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges.
- PD5-2 researches and appraises the effectiveness of health information and support services available in the community.
- PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships.
- PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.
- PD5-5 appraises and justifies choices of actions when solving complex movement challenges.
- PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity.
- PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities.
- PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity.
- PD5-9 assesses and applies self-management skills to effectively manage complex situations.
- PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.
- PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences.

Components	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Week 6	Term 2 Week 5	Term 3 Week 9	Term 4 Week 3	Term 4 Week 5
		Developing Positive Relationships	Half Yearly Examination	<i>'It Couldn't Happen to Me'</i> In-Class Writing task	Yearly Examination	PE Skills tests
Outcomes		PD5-3, PD5-9, PD5-10	PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10	PD5-1, PD5-7, PD5-9	PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10	PD5-4, PD5-5, PD5-8, PD5-11
Total	100%	15	20	15	30	20

# PD/H/PE – Year 10

## Outcomes

A student:

- PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges.
- PD5-2 researches and appraises the effectiveness of health information and support services available in the community.
- PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships.
- PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.
- PD5-5 appraises and justifies choices of actions when solving complex movement challenges.
- PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity.
- PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities.
- PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity.
- PD5-9 assesses and applies self-management skills to effectively manage complex situations.
- PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.
- PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences.

Components	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Week 6	Term 2 Week 5	Term 3 Week 9	Term 4 Week 3	Term 4 Week 5
		Resume Task	Half Yearly Examination	Road Safety Promotion Campaign	Yearly Examination	PE Skills tests
Outcomes		PD5-1 PD5-9 PD5-10	PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10	PD5-1 PD5-2 PD5-6 PD5-7	PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10	PD5-4 PD5-5 PD5-8 PD5-11
Total	100%	15	20	15	30	20



# Elective Subjects Assessment Schedules

# Agricultural Technology

## Outcomes

A student:

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

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 2 Week 6	Term 3 Week 6	Term 4 Week 4	Ongoing throughout the year
		Half Yearly Examination	Alternate Industries in-class task	Yearly Examination	Engagement and Productivity in Practical work
Outcomes		AG5-1, AG5-2, AG5-3, AG5-4, AG5-5, AG5-7, AG5-9, AG5-10	AG5-1, AG5-3, AG5-4, AG5-5, AG5-7, AG5-8, AG5-9, AG5-10	AG5-1, AG5-2, AG5-3, AG5-4, AG5-5, AG5-6, AG5-7, AG5-8 AG5-9, AG5-10, AG5-11, AG5-12	AG5-10 AG5-11 AG5-13 AG5-14
Total	100%	25	30	35	10

# Commerce

## Outcomes

A student:

- COM5-1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts.
- COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts.
- COM5-3 examines the role of law in society.
- COM5-4 analyses key factors affecting decisions.
- COM5-5 evaluates options for solving problems and issues.
- COM5-6 develops and implements plans designed to achieve goals
- COM5-7 researches and assesses information using a variety of sources.
- COM5-8 explains information using a variety of forms.
- COM5-9 works independently and collaboratively to meet individual and collective goals within specified timelines.

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 7	Term 2 Week 5	Term 3 Week 7	Term 4 Week 4
		Research-based in-class essay	Half Yearly Examination	In-Class Task	Yearly Examination
Outcomes		COM5-1, 2, 4, 7, 9	COM5-1, 2, 3, 4, 5, 7, 8, 9	COM5-1, 4, 5, 6, 7, 9	COM5-1, 2, 3, 4, 5, 7, 8, 9
Total	100%	20	20	30	30

# Drama

## Outcomes

A student:

- 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 a student 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 of processes and performances in drama using relevant drama concepts and terminology.

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 7	Term 2 Week 6	Term 3 Week 4	Term 4 Week 4
		Elements of Drama Playbuilding	Individual & Group Devised Performance & Half Yearly Examination	Elements of Production	Yearly Examination
Outcomes		5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3	5.3.1, 5.3.2, 5.3.3
Total	100%	20	25	35	20

# Food Technology

## Outcomes

A student:

- FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product
- FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- FT5-3 describes the physical and chemical properties of a variety of foods
- FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage
- FT5-5 applies appropriate methods of food processing, preparation and storage
- FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- FT5-7 justifies food choices by analysing the factors that influence eating habits
- FT5-8 collects, evaluates and applies information from a variety of sources
- FT5-9 communicates ideas and information using a range of media and appropriate terminology
- FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes
- FT5-12 examines the relationship between food, technology and society
- FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

Components	Weighting	Task	Task 2	Task 3	Task 4
		Term 1 Week 7	Term 2 Week 6	Term 3 Week 10	Term 4 Week 4
		Research Task + practical (Food for Specific Needs)	Half Yearly Examinations	Design and Research Task + practical (Food Service and Catering)	Yearly Examinations
Outcomes		FT5-1 FT5-2 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-13	FT5-4 FT5-6 FT5-7 FT5-10 FT5-12 FT5-13	FT5-1 FT5-2 FT5-5 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11	FT5-3 FT5-6 FT5-7 FT5-12 FT5-13
Total	100%	25	20	25	30

# Industrial Technology

## Outcomes

A student:

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

Components	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Weeks 1 & 2	Term 2 Week 6	Term 2 Week 9	Term 4 Week 1	Term 4 Week 5
		Safety Test	Half Yearly Examination	Completed Project and Portfolio	Manual Drawing and CAD Portfolio	Completed Project and Portfolio
Outcomes		IND5-1	IND5-3 IND5-4 IND5-9 IND5-10	IND5-2 IND5-3 IND5-4 IND5-7 IND5-8	IND5-5	IND5-2 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8
Total	100%	Un-graded assessment. Students must receive 100% prior to practicals.	20	30	20	30



# Music

## Outcomes

A student:

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

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 7	Term 2 Week 6	Term 3 Week 8	Term 4 Week 4
		Performance & Musicology	Aural Examination	Composition	Yearly Examination
Outcomes		5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	5.7, 5.8, 5.9, 5.10, 5.11	5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	5.7, 5.8, 5.9, 5.10, 5.11
Total	100%	25	25	25	25

# Physical Activity and Sports Studies (PASS)

## Outcomes

A student:

- PASS5-1 discusses factors that limit and enhance the capacity to move and perform
- PASS5-2 analyses the benefits of participation and performance in physical activity and sport
- PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives
- PASS5-5 demonstrates actions and strategies that contribute to active participation and skillful performance
- PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance
- PASS5-8 displays management and planning skills to achieve personal and group goals
- PASS5-9 performs movement skills with increasing proficiency
- PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Components	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Week 7	Term 2 Week 6	Term 3 Week 7	Term 4 Week 4	Term 4 Week 5
		Australia's Sporting Identity	Half Yearly Examination	Gym Circuit & Energy Systems Comparison	Yearly Examination	Practical Assessment
Outcomes		PASS5-3 PASS5-4 PASS5-10	PASS5-1 PASS5-2 PASS5-4 PASS5-8 PASS5-10	PASS5-1 PASS5-2 PASS5-4 PASS5-5 PASS5-6	PASS5-1 PASS5-2 PASS5-4 PASS5-6 PASS5-8 PASS5-10	PASS5-2 PASS5-5 PASS5-6 PASS5-7 PASS5-9
Total	100%	15	20	15	30	20

# Textiles Technology

## Outcomes

A student:

- TEX5-1 explains the properties and performance of a range of textile items.
- TEX5-2 justifies the selection of textile materials for specific end uses.
- TEX5-3 explains the creative process of design used in the work of textile designers.
- TEX5-4 generates and develops textile design ideas.
- TEX5-5 investigates and applies methods of colouration and decoration for a range of textile items.
- TEX5-6 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use.
- TEX5-7 evaluates the impact of textiles production and use on the individual consumer and society.
- TEX5-8 selects and uses appropriate technology to creatively document, communicate and present design and project work.
- TEX5-9 critically selects and creatively manipulates a range of textile materials to produce quality textile items.
- TEX5-10 selects appropriate techniques and uses equipment safely in the production of quality textile projects.
- TEX5-11 demonstrates competence in the production of textile projects to completion.
- TEX5-12 evaluates textile items to determine quality in their design and construction.

Components	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Week 10	Term 2 Week 8	Term 3 Week 10	Term 4 Week 4	Term 4 Week 5
		Apparel item and portfolio	Textile Art item and portfolio	Furnishings Portfolio	Yearly Examination	Furnishings Project
Outcomes		TEX5-4 TEX5-5 TEX5-8 TEX5-9 TEX5-10 TEX5-11 TEX5-12	TEX5-1 TEX5-3 TEX5-4 TEX5-6 TEX5-8 TEX5-9 TEX5-10 TEX5-11	TEX5-2 TEX5-4 TEX5-5 TEX5-6 TEX5-8	TEX5-2 TEX5-5 TEX5-8 TEX5-9 TEX5-10 TEX5-11 TEX5-12	TEX5-8 TEX5-9 TEX5-10 TEX5-11 TEX5-12
Knowledge and understanding of textiles and the textiles industry.	50	15	5	15	15	
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology.	50	10	15		5	20
<b>Total</b>	<b>100%</b>	<b>25</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>20</b>

# Visual Arts

## Outcomes

A student:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.
- 5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience.
- 5.3 Makes artworks informed by an understanding of how the frames affect meaning.
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts.
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks.
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks.
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art.
- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art.
- 5.9 demonstrates how the frames provide different interpretations of art.
- 5.10 demonstrates how art criticism and art history construct meanings.

Components	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
		Term 1 Week 10	Term 2 Week 6	Term 2 Week 9	Term 3 Week 9	Term 4 Week 4	Term 4 Week 5
		Body of Work and V.A.P.D	Half Yearly Examination	Body of Work and V.A.P.D	Body of Work and V.A.P.D	Yearly Examination	Body of Work and V.A.P.D
Outcomes		5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
Artmaking	70%	20		15	10		25
Art Criticism and Art History	30%		10			20	
Total	100%	20	10	15	10	20	25

# Central Register

## TERM 1 YEARS 9 & 10 ASSESSMENTS CALENDAR AS PER LINES

Week Commencing	English	Maths	Science	Geography	History	PDHPE	ELECTIVE LINE 1	ELECTIVE LINE 2
							Agriculture Commerce Drama Food Tech Ind. Tech Music PASS Visual Arts	Agriculture Commerce Drama Food Tech Ind. Tech Music PASS Textiles
1 03 Feb							Ind Tech	Ind Tech
2 10 Feb							Ind Tech	Ind Tech
3 17 Feb								
4 24 Feb								
5 03 Mar								
6 10 Mar	Year 9					Year 9 Year 10		
7 17 Mar							Commerce Drama Food Tech Music PASS	Commerce Drama Food Tech Music PASS
6-7-8 12-24 Mar	Year 9 NAPLAN							
8 24 Mar	Year 10		Year 10					
9 31 Mar				Year 9 Year 10				
10 07 Apr							Visual Art	Textiles

## TERM 2 YEARS 9 & 10 ASSESSMENTS CALENDAR AS PER LINES

Week Commencing	English	Maths	Science	Geography	History	PDHPE	ELECTIVE LINE 1	ELECTIVE LINE 2
							Agriculture Commerce Drama Food Tech Ind. Tech Music PASS Visual Arts	Agriculture Commerce Drama Food Tech Ind. Tech Music PASS Textiles
1 28 Apr			Year 9					
2 05 May								
3 12 May								
4 19 May	<b>Examination Buffer</b>							
5 26 May	<b>Year 9 &amp; 10 Core Half Yearly Examinations</b>							
6 02 Jun	<b>Years 9 &amp; 10 Elective Half Yearly Examinations</b>							
7 09 Jun								
8 16 Jun								Textiles
9 23 Jun							Visual Arts Ind Tech	Ind Tech
10 30 Jun	<b>Curriculum week Monday, 30 June – Friday, 04 July 2025</b>							

## TERM 3 YEARS 9 & 10 ASSESSMENTS CALENDAR AS PER LINES

Week Commencing	English	Maths	Science	Geography	History	PDHPE	ELECTIVE LINE 1	ELECTIVE LINE 2
							Agriculture Commerce Drama Food Tech Ind. Tech Music PASS Visual Arts	Agriculture Commerce Drama Food Tech Ind. Tech Music PASS Textiles
1 21 Jul								
2 28 Jul								
3 04 Aug	Year 9 Year 10							
4 11 Aug							Drama	Drama
5 18 Aug								
6 25 Aug					Year 10		Agriculture	Agriculture
7 01 Sep							Commerce PASS	Commerce PASS
8 08 Sep			Year 9				Music	Music
9 15 Sep			Year 10		Year 9	Year 9 Year 10	Visual Arts	
10 22 Sep							Food Tech	Textiles Food Tech

# TERM 4 YEARS 9 & 10 ASSESSMENTS CALENDAR AS PER LINES

Week Commencing	English	Maths	Science	Geography	History	PDHPE	ELECTIVE LINE 1	ELECTIVE LINE 2
							Agriculture Commerce Drama Food Tech Ind. Tech Music PASS Visual Arts	Agriculture Commerce Drama Food Tech Ind. Tech Music PASS Textiles
1 13 Oct							Ind Tech	Ind Tech
2 20 Oct	<b>Examination Buffer</b>							
3 27 Oct	<b>Years 9 &amp; 10 Core Yearly Examinations</b>							
4 03 Nov	<b>Years 9 &amp; 10 Elective Yearly Examinations</b>							
5 10 Nov						Year 9 Year 10	Ind Tech Visual Arts PASS	Ind Tech Textiles PASS
6 17 Nov								
7 24 Nov	<b>Year 10 Work Experience</b>							
8 01 Dec	<b>Year 10 Work Experience</b>							
9 08 Dec								