MILLER TECHNOLOGY HIGH SCHOOL

PER CULTURAM—Promoting Growth and Development

2023

YEAR 9 ASSESSMENT HANDBOOK

Principal: Dr Ken Edge
Phone: (02) 9607 8669 Fax: (02) 9607 9460
Address: 60 Cabramatta Avenue (PO Box 361) Miller NSW 2168 Email: miller-h.school@det.nsw.edu.au

Contents

JUNIOR ASSESSMENT GUIDE

The purpose of this booklet is to introduce parents/caregivers and students to the general goals and policies which underpin Miller Technology High School's assessment policy.

The booklet contains general information on the school's policies and procedures and the assessment schedules for subjects in each faculty area.

Assessment can enhance student engagement and motivation. It is important that students develop good work habits, consistent attendance and good study skills. Personal attributes such as self-confidence, perseverance, concentration and active involvement in their own learning are integral to improved learning outcomes.

Parents/Caregivers are encouraged to contact the school if they wish to discuss any aspect of the school's assessment policy as outlined in this booklet.

Assessment is integral to teaching and learning and has multiple purposes.

Principles of Effective Assessment

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes;
- Enables students to demonstrate what they know and can do;
- Clarifies student understanding of concepts and promotes deeper understanding;
- Provides evidence that current understanding is a suitable basis for future learning.

Assessment Activities will

- Be based on syllabus outcomes;
- Include information that explains to students what aspects of learning are being assessed;
- Enable students to demonstrate their learning in a range of task types;
- Enable students and teachers to use feedback effectively and reflect on the learning process;
- Be inclusive of and accessible for all students;
- Be part of an ongoing process where progress is monitored over time.

Assessment Booklet Goals

- To encourage students to assume ownership of and responsibility for their academic development;
- To develop an understanding of how study for each subject is undertaken;
- To develop in students a comprehensive work ethic;
- To set up structures whereby regular study is rewarded by academic success;
- To develop in students independent learning and research skills;
- To develop in students an understanding of technology and an appreciation of its benefits.

ASSESSMENT POLICY

Assessment is an integral process in learning. Its main purpose is the improvement of learning by providing feedback to students, teachers and parents about areas of strength and areas for further development. Results are used to report a student's progress to parents/caregivers, prospective employers and other educational agencies. It provides a fair and structured method of measuring student achievements. Assessment is a requirement of the NSW Education Standards Authority (NESA).

At Miller Technology High School, the school Assessment policy is underpinned by the principles of assessment for learning and a differentiated curriculum.

Assessment for Learning

- Reflects a belief that all students can improve;
- Helps students know and recognise the standards for which they are aiming;
- Involves students in self-assessment and peer assessment;
- Provides feedback to help students understand the next steps in learning and plan how to achieve them;
- Clearly expresses for the student the goals of the learning activity;
- Reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark;
- Helps students take responsibility for their own learning.

Assessments measure student achievements in a wide range of tasks and activities. They measure a variety of components in a course, including activities that cannot be tested in formal examination such as fieldwork and research. In addition to assessment tasks, students must satisfactorily complete a course of study. This includes the completion of tasks such as class work. The assessment program is structured to allow students to work at a consistent pace throughout the year.

ASSESSMENT TASKS

The assessment schedule for each subject is included in this booklet. The assessment schedule will be issued to students at the start of the year. Students will be asked to sign for the receipt of the assessment schedule and notification of each individual assessment task. These will be kept on record by their Year Advisers and faculties respectively.

Assessment Tasks Will be Presented in a Formal Way

- Students will be given clear guidelines on assessment requirements;
- Students will be notified of and asked to sign for all assessments for the upcoming year through the issue of the Assessment Schedule;
- Students will be given a minimum of two weeks to complete major assessments;
- Students will be asked to sign an Assessment Task Notification Form upon receipt of assessment task due date. (Refer to appendix);
- Students must submit assessments neatly, clearly labelled and on time using the Assessment Task Cover Sheet;
- Tasks submitted after 3.10 PM on the due date will be considered LATE;
- Late assessments or tasks missed due to absence by a student:
    - Student to complete a Task Missed due to Absence/ Misadventure form with a medical certificate attached (Refer to appendix);
    - This yellow form is available from your classroom teacher/Year Adviser and needs to be submitted to the Head Teacher of the relevant faculty;

- Please note that extensions will be given only for genuine reasons and those supported by documentation. Failure of technology or illness, not supported by a medical certificate, will not be considered;

- If an extension is required and the request supported with documentation, it must be submitted at least 2 DAYS prior to the due date (see appendix for Application for Extension form);
- Any task submitted after the due date cut off time will incur a penalty. This is 10% per day for the first three days. Any task submitted after the three days will be awarded ZERO marks;
- Teachers will record the student's failure to complete task on SENTRAL;
- Parents will be notified in writing of missed assessment tasks (SENTRAL Letter to Parents).

Assessment Guidelines

- Students must complete assessments to the best of their ability;
- Assessment Tasks should reflect the required knowledge and skills demanded by the task;
- Assessment tasks must be the student's OWN work;
- Any malpractice such as plagiarism (taking someone else's work or ideas and passing them off as your own) will be considered a non-serious attempt and incur a zero mark.

STUDENT ATTENDANCE

Students enrolled at school are required to attend school on each day that instruction is provided. Regular attendance, punctual arrival to school and class, and attendance of all lessons are important components of student welfare, learning and achievement.

A student must arrive at school before the first warning bell at 8.55 am. This is signaled by music and is a prompt for students to move to class or assembly.

Students who do not arrive by 9.00am are to report to the Front Office and sign in as late.
A student must bring a note to explain his/her absence from school at the first opportunity or the absence will be marked as "Unexplained".

The school works with Officers from the Home School Liaison Program who are specially trained to work with schools, staff, families and students to improve attendance of school students.

Home School Liaison Officers (HSLO) may be called upon to assist students and their parents/caregivers when students are not coming to school every day. The Home School Liaison Officer for Miller Technology High School may be contacted through the school principal or deputy principal.

ROLL MARKING

Class rolls are marked at the beginning of each period. Period one is the official Roll Marking period. Each student's attendance is recorded. Parents/caregivers may be contacted (mail, phone, text message) if the school has concerns regarding a student's attendance.

PERIOD MARKING

The roll is marked in every period. Students, who are recorded as at school on a particular day but are absent for a period, will be considered to be truanting. Truancy policy and consequences will apply.

LATE TO SCHOOL

Students are to report to the Front Office and 'sign in' where their lateness will be recorded and a digital slip will be handed to them. Students are to bring a note from home explaining the reason for their lateness. Students may be required to make up the missed time during their own time.
Parents/caregivers will be notified of repeated lateness. Persistent lateness will be referred to a Deputy Principal.

EARLY LEAVERS

Students are to take their notes and report to the Front Office before school, and receive an early leaver's pass. Parents/Carers should note that permission to leave school early will only be granted for specialist medical, dental or legal appointments or in the case of a family emergency. Ordinary medical appointments should be made for a time outside of school hours.

LATE TO CLASS

It is expected that all students will arrive to class on time. Students must carry a note from the teacher that detained them. Any student who is not in the correct class may be considered a truant. Parents/caregivers may contact the school and request a copy of their child's attendance record.

HOMEWORK

As a community, we believe that homework is important because it:

- Consolidates and extends work covered in class time;
- Fosters self-discipline and performance through the development of independent study habits;
- Provides a link between the school and home. It enables the caregivers to be partners in the education of their children and offers parents an opportunity to monitor their children's progress.

How Much Homework?

- It is the policy of the school that all students should do some regular work at home to follow up the work done in class each day;
- It is important that parents supervise completion of homework and, where possible assist. This will allow parents to monitor the progress of their children;
- Providing a suitable location within the home is important if homework is to be of the greatest value.

How can Parents/Caregivers Assist?

- Encouraging their child to self-regulate their behaviour and sit down for study each night.
- Providing a study place which:
  - can be used regularly
  - has ample space
  - is quiet
  - has good lighting
  - is comfortably ventilated and temperature-controlled.
- Taking an active interest in their child's study. Supporting them by discussing the work, encouraging them if they become discouraged and directing them to seek help from their teachers if they are struggling.
- Ensuring that their child has a healthy balance between work and recreation.
- Helping their child to become well organised in their approach to study so that they gain the optimum benefit from any study period.
- Encouraging their child to plan their homework tasks.
- Helping your child develop a study timetable if they are to give every subject due attention.
- Ensuring that their child has regular breaks every one and a half hours or so in long study sessions.
- Ensuring that their child has a diary in which they record homework.
- Ensuring that their child has a long-term planner to help them to systematically work through major assessments.
- Ensuring that their child has access to reference materials, including a dictionary, thesaurus and the internet.

ASSESSMENT SCHEDULES

Following are the Assessment schedules for all Year 9 courses offered at Miller Technology High School. They are organised into faculty groups:

CREATIVE AND PERFORMING ARTS (CAPA)

Music
Visual Arts

ENGLISH

English

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

History
History Mandatory
Geography
Commerce

MATHEMATICS

Mathematics 5.1
Mathematics 5.2
Mathematics 5.3

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

PD/H/PE

SCIENCE

Science

TECHNICAL AND APPLIED STUDIES (TAS)

Food Technology
Information and Software Technology
Industrial Technology – Timber
Industrial Technology – Metal

Subject: COMMERCE FACULTY: HSIE

Outcomes of Course:	
COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts. **COM5-2** analyses the rights and responsibilities of individuals in a range of consume, 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. **Literacy** uses literary devices and expands vocabulary to produce texts relevant to specific audiences.	**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 timeframes. **FA5** representing data in graphs and timelines. Identifies, plans and prioritizes stages of tasks, making use of organisational strategies, e.g. drawing up a schedule, monitoring progress and meeting deadlines.
Components of Course: A: Consumer and financial decisions B: Employment and work futures C. Promoting and Selling D. Running a Business	**Weightings of Course: %** A: 50% B: 50%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 1 Week: 9	**Term: 2 Week: 7**	**Term: 3 Week: 5**	**Term: 4 Week: 4**
		Consumer and Financial Decision	**Mid-Year Exam**	**Option topics: promoting and selling, running a business**	**End of course exam: Employment and Work Futures**
Semester 1: Consumer and Financial decisions, Investing, Promoting and selling	50%	25%	, 0%	5%	
Semester 2: Running a business, Employment and work futures.	50%			25%	25%
Total Marks	100%	25%	20%	30%	25%
Outcomes		5.1, 5.4, 5.5, 5.7, Literacy	5.1, 5.5, 5.4, 5.3, 5.7, FA5	5.4, 5.6, 5.8, 5.9, FA5, Literacy	5.1, 5.2, 5.3, 5.4, 5.5

Subject: VISUAL ARTS FACULTY: CAPA

Outcomes of Course: **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. **Literacy CrT5** writes text for a familiar purpose (to recount a personal experience, to tell a story, to express thoughts and feelings, to give an opinion). **Numeracy FA 4** a student applies measurement strategies and understands time.
Components of Course: A: Artmaking B: Art History and Criticism	**Weightings of Course: %** A: 50% B: 50%

ASSESSMENT TASKS

Components (Syllabus)	**Weighting (Syllabus)**	**Task 1**	**Task 2**	**Task 3**	**Task 4**
		Term: 1 Week 9	**Term: 2 Week 10**	**Term: 3 Week 10**	**Term: 4 Week 9**
		Artmaking Task 25%	**VAPD Task 25%**	**Artmaking Task 25%**	**Case Study 25%**
		Mixed Media Task	**Artist Study Task**	**Painting Task**	**Drawing Task**
Literacy/ Numeracy			Literacy CrT5		Numeracy FA4
Artmaking	50%	25%		25%	
Art History and Criticism	50%		25%		25%
Total	100%				
Outcomes		5.1, 5.6	5.9, 5.10	5.4	5.7

Subject: ENGLISH FACULTY: ENGLISH

Outcomes of Course: A student:	
EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure. **EN5-2A** effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies. **EN5-3B** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning. **EN5-4B** effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.	**EN5-5C** thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts. **EN5-6C** investigates the relationships between and among texts. **EN5-7D** understands and evaluates the diverse ways texts can represent personal and public worlds. **EN5-8D** questions, challenges and evaluates cultural assumptions in texts and their effects on meaning. **EN5-9E** purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.
Components of Course: A: Reading B: Writing C: Listening D: Viewing and representing	**Weightings of Course: %** A: 15% B: 60% C: 15 D: 10

ASSESSMENT TASKS

Components (Syllabus)	**Weighting (Syllabus)**	**Task 1**	**Task 2**	**Task 3**	**Task 4**
		Term: 1 Week 8 **Writing Portfolio**	**Term: 2 Week 8** **Analytical Poetry Writing**	**Term: 3 Week 9** **Shakespeare Portfolio**	**Term: 4 Week 3** **Final Course Exam**
Reading	15 %				15%
Writing	60 %	20%	25%		15%
Listening	15%			15%	
Viewing-representing	10%			10%	
Numeracy Outcome			FA5		FA5
Total Marks	**100%**	**20%**	**25%**	**25%**	**30%**
Outcomes		1, 3, 4, 5, 6, 7, 8	1, 5, 7, 9	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7

Subject: ENGLISH - EALD FACULTY: EALD

Outcomes of Course:	
EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis. **EN5-3B** selects and uses language forms, features, and structures of texts appropriate to a range of purposes, audiences, and contexts, describing and explaining their effects on meaning..	**EN5-6C** investigates the relationships between and among texts. **EN5-7D** understands and evaluates the diverse ways texts can represent personal and public worlds. **EN5-4B** effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
Components of Course: A. Reading B. Writing C. Listening/Speaking D. Viewing Representing	**Weightings of Course** A. 10 B. 40 C. 20 D. 30

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term 1 Wk 11	Term 2 Wk 10	Term 3 Wk 10	Term 4 Wk 7
		Writing Book Review	Writing Persuasive	Viewing and Representing	Speaking
Reading		10%			
Writing		15%	25%		
Listening/Speaking					20%
Viewing Representing				30%	
Total Marks	**100%**	**25%**	**25%**	**30%**	**20%**
Outcomes		EN5-1A, ENS-3B	EN5-1A, EN5-6C, EN5-7D	EN5-1A, EN5-3B, EN5-7D	EN3, EN4, EN5

Coordinator: Ms Wong
Head Teacher: Ms Nadan

Subject: GEOGRAPHY FACULTY: HSIE

Outcomes of Course	
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** assess management strategies for places and environments for their sustainability. **GE-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 and geographical tools. **FA4** measurement and time calculations. **FA5** geographical representation and data analysis. **Literacy** uses literary devices and expands vocabulary to produce texts relevant to specific audiences.
Components of Course: A: Sustainable Biomes B: Changing Places	**Weightings of Course: %** A: 40% B: 60%

ASSESSMENT TASKS

Components (Syllabus)	**Weighting (Syllabus)**	**Task 1**	**Task 2**	**Task 3**
		Term 2 Week: 1	**Term 3 Week: 5**	**Term 4 Week: 4**
		Sustainable Biomes **Research Task/Report**	**Changing Places Research Task/Report**	**End of Course Exam**
Semester 1 Sustainable Biomes	40%	40%		
Semester 2 Changing Places	60%		30%	30%
Total Marks	**100%**	**40%**	**30%**	**30%**
Outcomes		GE5-2 GE5-3 GE5-7 GE5-8 FA-4 Literacy	GE5-2 FA-5 GE5-3 GE5-5 GE5-7 GE5-8 Literacy	GE5-2 GE5-3 GE5-8 FA-4 Literacy

Subject: MUSIC FACULTY: CAPA

Outcomes of Course:	
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, memorization 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 artform. **5.12** demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences. **Numeracy** **FA 5** a student represents and interprets data in graphs, tables and diagrams. **Literacy** **UnT6** recounts or describes the most relevant details from a text.
Components of Course:	**Weightings of Course: %**
A. Composing B. Performing C. Listening	A: 25 B: 50 C: 25

ASSESSMENT TASKS

Components (Syllabus)	**Weighting (Syllabus)**	**Task 1**	**Task 2**	**Task 3**	**Task 4**
		Term: 1 Week 9	**Term: 2 Week 7**	**Term: 3 Week 7**	**Term: 4 Week 5**
		Performing Task	**Listening Task**	**Composing Task**	**Performing Task**
		25%	25%	25%	25%
			Literacy Task UnT6	Numeracy Task FA 5	
Total Marks	100%	25%	25%	25%	25%
Outcomes		5.4, 5.5, 5.6	5.1, 5.2, 5.3	5.7, 5.8, 5.9	5.1, 5.2, 5.3

Head Teacher: Mr D Critcher

Subject: MATHEMATICS 5.1 FACULTY: Mathematics

Outcomes of Course	
MA4.5NA operates with fractions, decimals, and percentages. **MA4.10NA** uses algebraic techniques to solve simple linear and quadratic equations. **MA5.1.1WM** uses appropriate terminology, diagrams, and symbols in mathematical contexts. **MA5.1.2WM** selects and uses appropriate strategies to solve problems. **MA5.1.3WM** provides reasoning to support conclusions that are appropriate to the context. **MA5.1.4NA** solves financial problems involving earning, spending and investing money. **MA5.1.5NA** operates with algebraic expressions involving positive-integer and zero indices for numerical bases. **MA5.1.6NA** determines the midpoint, gradient and length of an interval, and graphs linear relationships. **MA5.1-7NA** graphs simple non-linear relationships, **MA5.1.8MG** calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms. **MA5.1.9MG** interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures. **MA4.16MG** applies Pythagoras' theorem to calculate side lengths in right-angled triangles and solves related problems.	**MA5.1.10MG** applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression. **MA5.1.11MG** describes and applies the properties of similar figures and scale drawings. **MA5.1.12SP** uses statistical displays to compare sets of data and evaluates statistical claims made in the media. **MA5.1.13SP** calculates relative frequencies to estimate probabilities of simple and compound events. **Numeracy** FA 2 a student identifies patterns, develops algebraic reasoning, and makes generalisations. FA 4 a student applies measurement strategies and understands time. **Literacy** Literacy uses vocabulary, including subject specific vocabulary from a range of learning areas.
Components of Course	**Weightings of Course**
A. Knowledge and Skills B. Working Mathematically	A. 80% B. 20%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 1 Week 10	Term: 2 Week 6	Term: 3 Week 8	Term: 4 Week 6
		Assignment	Test	Learning Task Open Book	End of Course Exam
Knowledge and Skills	80%	20%	20%	20%	20%
Working Mathematically	20%	5%	5%	5%	5%
Total Marks	100%	25%	25%	25%	25%
Outcomes		MA4.5NA, MA5.1.5NA, MA5.1.2WM, MA5.1.9MG, FA2	MA4.10NA, MA5.1.6NA, MA5.1-7NA, MA5.1.2WM, Literacy	MA5.1.4NA, MA5.1.11MG, MA5.1.8MG, Literacy	MA4.16MG, MA5.1.10MG, MA5.1.13SP, FA4

Coordinator: Mr E Yang
Head Teacher: Ms M Ayrton

Subject: MATHEMATICS 5.2 FACULTY: Mathematics

Outcomes of Course	
MA5.2.1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions. **MA5.2.2WM** interprets mathematical or real life situations, systematically applying appropriate strategies to solve problems. **MA5.2.3WM** constructs arguments to prove and justify results. **MA5.2.4NA** solves financial problems involving compound interest. **MA5.2.5NA** recognises direct and indirect proportion and solves problems involving direct proportion. **MA5.2.6NA** simplifies algebraic fractions and expands and factorizes quadratic equations. **MA5.2.7NA** applies index laws to operate with algebraic expressions involving integer indices. **MA5.2.8NA** solves linear and simple quadratic equations, linear inequalities and liner simultaneous equations, using analytical and graphical techniques. **MA5.2.9NA** uses the gradient-intercept form to interpret and graph linear relationships. **MA5.2-10NA** connects algebraic and graphical representations of simple non-linear relationships. **MA5.2.11MG** calculates the surface areas of right prisms, cylinders, and related composite solids. **MA4.16MG** applies Pythagoras' theorem to calculate side lengths in right-angled triangles and solves related problems.	**MA5.2.12MG** applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders. **MA5.2.13MG** applies trigonometry to solve problems, including problems involving bearings. **MA5.2.14MG** calculates the angle sum of any polygon and uses minimum conditions to prove triangles and congruent or similar. **MA5.2.16SP** uses quartiles and box plots to compare sets of data, and evaluates sources of data. **MA5.2.16SP** investigates relationships between two statistical variables, including their relationship over time. **MA5.2.17SP** describes and calculates probabilities in multi-step chance experiments. **Numeracy** **FA2** a student identifies patterns, develops algebraic reasoning, and makes generalisations. **FA3** a student understands and applies concepts of 2D shapes and 3D objects, angles, and position. **Literacy** uses vocabulary, including subject specific vocabulary from a range of learning areas.
Components of Course	**Weightings of Course**
A. Knowledge and Skills B. Working mathematically	A. 80% B. 20%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 1 Week 10	Term: 2 Week 6	Term: 3 Week 8	Term: 4 Week 6
		Assignment	Test	Learning Task Open Book	End of Course Exam
Knowledge and Skills	80%	20%	20%	20%	20%
Working Mathematically	20%	5%	5%	5%	5%
Total Marks	**100%**	**25%**	**25%**	**25%**	**25%**
Outcomes		MA4.5NA, MA5.2.6NA, MA5.2.7NA, FA2	MA5.2.8NA, MA5.2.16SP, MA5.2.9NA, Literacy	MA5.2.14MG, MA5.2.11MG, MA5.2.12MG, MA5.2.4NA, Literacy	MA4.16MG, MA5.2.13MG, FA3

Coordinator: Mr E Yang
Head Teacher: Ms M Ayrton

Subject: MATHEMATICS 5.3

FACULTY: Mathematics

Outcomes of Course	
MA5.2.4NA solves financial problems involving compound interest. **MA5.3.1WM** uses and interprets formal definitions and generalizations when explaining solutions and/or conjectures. **MA5.3.2WM** generalises mathematical ideas and techniques to analyses and solve problems efficiently. **MA5.3.3WM** uses deductive reasoning in presenting arguments and formal proofs. **MA5.3.4NA** draws, interprets and analyses graphs of physical phenomena. **MA5.3.5NA** selects and applies appropriate algebraic techniques to operate with algebraic expressions. **MA5.3.6NA** performs operations with surds and indices. **MA5.3.7NA** solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations. **MA5.3.8NA** uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line. **Literacy** uses vocabulary, including subject specific vocabulary from a range of learning areas.	**MA5.3.13MG** applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids. **MA5.3.14MG** applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids. **MA5.3.15MG** applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions. **MA5.3.16MG** proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals. **MA5.3.18SP** uses standard deviation to analyses data. **Numeracy** **FA 2** a student identifies patterns, develops algebraic reasoning, and makes generalisations. **FA 5** a student represents and interprets data in graphs, tables, and diagrams.
Components of Course	**Weightings of Course**
A. Knowledge and Skills B. Working mathematically	A. 80% B. 20%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 1 Week 10	Term: 2 Week 6	Term: 3 Week 8	Term: 4 Week 6
		Assignment	Mid-Course Exam	Learning Task Take Home Project	End of Course Exam
Knowledge and Skills	80%	20%	20%	20%	20%
Working Mathematically	20%	5%	5%	5%	5%
Total Marks	**100%**	**25%**	**25%**	**25%**	**25%**
Outcomes		MA5.3.3W MA5.3.4NA MA5.3.5NA FA2(Numeracy)	MA5.3.6NA MA5.3.7NA Literacy	MA5.3.6NA MA5.3.8NA MA5.3.13MG MA5.3.14MG Literacy	MA5.3.15MG MA5.3.18SP MA5.2.4NA FA5(Numeracy)

Coordinator: Mr E Yang
Head Teacher: Ms M Ayrton

Subject: SCIENCE FACULTY: Science

Outcomes of Course:	
SC5.4WS a student develops questions or hypotheses to be investigated scientifically. **SC5.5WS** a student produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively. **SC5.6WS** a student undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively. **SC5.7WS** a student processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions. **SC5.8WS** a student applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems. **SC5.9WS** a student presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations. **SC5.11Pa** a student explains how scientific understanding about energy conservation, transfers and transformations is applied in systems. **SC5.13ES** a student 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** a student analyses interactions between component 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** a student explains how models, theories and laws about matter have been refined as new scientific evidence becomes available. **Literacy** **LO1** students identify key Scientific words and the meaning they carry. **LO2** students write a sophisticated scientific report which employs structural features and technical vocabulary. **Numeracy** **FA4** a student applies measurement strategies and understands time. **FA5** a student represents and interprets data in graphs, tables and diagrams.
Components of Course	**Weightings of Course**
A. Knowledge and Understanding B. Working Scientifically	A. 40% B. 60%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term 1 Week11	Term 2 Week 6	Term 3 Week 8	Term 4 Week 6
Assessment		**Electromagnetic Radiation Group Depth Study**	**Diseases practical**	**Electricity practical**	**Yearly**
Working Scientifically	40%	10%	10%	10%	10%
Knowledge and Understanding	60%	15%	15%	15%	15%
Total Marks	**100%**	**25%**	**25%**	**25%**	**25%**
Outcomes	Stage 5	SC5.4WS, SC5.7WS, SC5.9WS, SC5.11PW, LO2	SC5.5WS, SC5.8WS, SC5.14LW, SC5.15LW, NFA5	SC5.6WS, SC5.7WS, SC5.9WS, SC5.11PW, NFA4	SC5.8WS, SC5.16CW, SC5.13ES, SC5.11PW, SC5.15LW, LO1

Coordinator: Ms B Sayers
Head Teacher: Ms B Talfah

Subject: PD/H/PE

FACULTY: PDHPE

Outcomes of Course:	
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. **Literacy** **CRT6** creates texts for a range of purposes such as observing and describing within the context of a scenario. **UNT7** reads and comprehends a broad range of informative texts and can recognise different points on Australia's health. **Numeracy** **FA4** students are able to understand/measure concepts through the use of a continuum. **FA5** describes and interprets a variety of data displays using mean, median and range.
Components of Course	**Weightings of Course**
A. Knowledge and Understanding B. Movement skill, performance and participation	A. 50% B. 50%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term 1	Term 2	Term 3	Term 4
Assessment		**Relationships & Understanding Feedback EOL's**	**Difference & Diversity & Unbreakable Set Plays EOL's**	**Healthy Communities & Transfer of Knowledge EOL's**	**Lifelong Physical Activity EOL's**
Movement skill, performance and participation	50%	12.5%	12.5%	12.5%	12.5%
Knowledge and understanding	50%	12.5%	12.5%	12.5%	12.5%
Total Marks	**100%**	**25%**	**25%**	**25%**	**25%**
Outcomes		PD5-1, PD5-3, PD5-9, PD5-10, PD5-5, PD5-10, PD5-11, FA4, CRT6	PD5-1, PD5-3, PD5-9, PD5-4, PD5-5, PD5-10, PD5-11	PD5-1, PD5-2, PD5-8, PD5-9, PD5-4, PD5-5, PD5-11	PD5-3, PD5-4, PD5-6, PD5-7, FA5, UNT7

Coordinator: Ms K Christie
Head Teacher: Mr A McCoy

Subject: ELECTIVE HISTORY FACULTY: HSIE

Outcomes of Course:	
HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry. **HTE5-2** examines the ways in which historical meanings can be constructed through a range of media. **HTE5-3** sequences major historical events or heritage features, to show an understanding of continuity, change and causation. **HTE5-4** explains the importance of key features of past societies or periods, including groups and personalities. **HTE5-5** evaluates the contribution of cultural groups, sites and/or family to our shared heritage. **HTE6** identifies and evaluates the usefulness of historical sources in an historical inquiry process. **HTE5-7** explains different contexts, perspectives and interpretations of the past.	**HTE5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry. **HTE5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past. **HTE5-10** selects and uses appropriate forms to communicate effectively about the past for different audiences. **Numeracy** **FA-8** applies skills and understanding of scale to demonstrate understanding of relative size. **Literacy** **LIT** students use a range general and specific vocabulary.

ASSESSMENT TASKS

Components (Syllabus)	**Weighting (Syllabus)**	**Task 1**	**Task 2**	**Task 3**	**Task 4**
		Term: 1 Week: 8	**Term: 2 Week: 5**	**Term: 3 Week: 10**	**Term: 4 Week: 4**
		Archaeological Dig	**Source Analysis**	**Model/ Presentation**	**End of Year Exam**
Semester 1	50%	25%	25%		
Semester 2	50%			25%	25%
Total Marks	**100%**	**25%**	**25%**	**25%**	**25%**
Outcomes		HTE5-1, HTE5-3, HTE5-5, HTE5-6, HTE5-9, FA8	HTE5-5, HTE5-6, HTE5-7, HTE5-8, HTE5-10, LIT	HTE5-2, HTE5-4, HTE5-7, HTE5-8, HTE5-10, LIT	HTE5-1, HTE5-2, HTE5-3, HTE5-4, HTE5-9, FA8

Subject: HISTORY MANDATORY FACULTY: HSIE

Outcomes of Course:	
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. **Numeracy** **FA4** uses timelines to represent a sophisticated understanding of historical events, sequences and causality. **Literacy** uses literary devices and expands vocabulary to produce texts relevant to specific audiences.
Components of Course:	**Weightings of Course: %**
A: Movement of People B: Australians At War	A: 40% B: 60%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Term: 2 Week: 1	**Term: 3 Week: 6**	**Term: 4 Week: 4**
		Making A Nation Research Task/Source Analysis/ Essay	**Australians At War** **Research/Source Analysis/ Extended Writing**	**Australians At War** **End of Course Exam**
Semester 1 **Movement of People**	40%	40%		
Semester 2 **Australians At War**	60%		30%	30%
Total Marks	**100%**	**40%**	**30%**	**30%**
Outcomes		HT5-1, HT5-6, HT5-9, HT5-10, FA-5, Literacy	HT5-3, HT5-5, HT5-7, HT5-9, HT5-10, Literacy	HT5-2, HT5-4, HT5-5, HT5-9, FA4 Literacy

Teacher: Mr C Colefax
Head Teacher: Ms H Vukic

Subject: FOOD TECHNOLOGY FACULTY: TAS

Outcomes of Course:	**Outcomes of Course:**
Knowledge and Understanding **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 handling 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. **Numeracy Outcomes:** **FA4**: 4 Measurement and Time Calculations **KLA** Applications and Considerations measures both liquid and dry ingredients.	**Knowledge and Understanding** **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. **Literacy Outcomes** **Outcome 1** informative text Indicators. **CrT8** writes ideas which are relevant to the purpose of the text. **CrT10** writes to explain and analyse (evaluates final designed solution and processes).

ASSESSMENT TASKS

Components (Syllabus)	**Weighting**	**TASK 1**	**TASK 2**	**TASK 3**
		Term 1 - Week 8	**Term 3 - Week 9**	**Term 4 - Week 6**
		Food Selection and Health	**Food for Specific Needs**	**Food for Special Occasions**
Tasks		Practical/Folio	Report/Practical	Report/Practical
Weighing	**100%**	**40%**	**30%**	**30%**
Outcomes		FT5-3, FT5-7, FT5-8, FT5-9, FT5-11, FT5-12	FT5-6, FT5-7, FT5-8, FT5-11	FT5-1, FT5-2, FT5-4, FT5-5, FT5-13
Numeracy Focus Assessment		FA4	FA4	
Literacy Outcomes – Assessment		CrT8		CrT10

Subject: INDUSTRIAL TECHNOLOGY TIMBER FACULTY: TAS

Outcomes of Course	
IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies. **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 and uses a range of relevant and associated materials for specific applications. **IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects. **IND5-6** 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. **Literacy Outcomes** Informative Text indicators **CrT8** writes ideas which are relevant to the purpose of the text. **CrT10** uses discipline specific terminology to provide accurate and explicit information. **Numeracy Outcomes** **FA4** Measurement and Time calculations: understanding and applying length concepts analyses complex problems involving mathematical applications of length and perimeter in familiar context. **FA1** Mental Computation and numerical reasoning estimating and problem solving - Solves complex problems, estimates the solutions, checks the solutions for accuracy and justifies solution.

ASSESSMENT TASK

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 8	**Term 2 Week 6**	**Term 3 Week 8**	**Term 4 Week 6**
		Practical Tasks	**Practical Tasks with folio/ workbook**	**Turned Project with folio Industry Study Industry visit**	**Practical Tasks with folio**
Tasks		Small Joinery Project	Jewelry Box with joints/ inlay	Turned pen Project Joint Box with inlay	Footstool Portfolio
Component Practical	60%	5%	15%	10%	30%
Theory	40%		10%	15%	15%
Total Marks	**100%**	**5%**	**25%**	**25%**	**45%**
Outcomes		IND5-1, IND5-3	IND5-1, IND5-2, IND5-4	IND5-4, IND5-8, IND5-9, IND5-10	IND5-5, IND5-6, IND5-7
Numeracy Focus Assessment		FA1			FA4
Literacy Outcomes Assessment			**CrT8**	**CrT10**	

Subject: INDUSTRIAL TECHNOLOGY METAL FACULTY: TAS

Outcomes of Course: **IND5-1** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies. **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 and uses a range of relevant and associated materials for specific applications. **IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects. **IND5-6** 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. **Numeracy Outcomes** **FA4 Measurement and Time calculations:** understanding and applying length concepts analyses complex problems involving mathematical applications of length and perimeter in familiar context. **FA1 Mental Computation and numerical reasoning:** estimating and problem solving - Solves complex problems, estimates the solutions, checks the solutions for accuracy and justifies solution. **Literacy Outcomes** Informative Text indicators **CrT8** writes ideas which are relevant to the purpose of the text. **CrT10** uses discipline specific terminology to provide accurate and explicit information.

ASSESSMENT TASKS

Components (Syllabus)	**Weighting (Syllabus)**	**Task 1** **Term: 1 Week 10**	**Task 2** **Term: 2 Week 7**	**Task 3** **Term: 3 Week 10**	**Task 4** **Term: 4 Week 7**
		Small Practical Project 1	**Practical Project 2**	**Practical Project 3**	**Practical Project 4**
Task		Tool Box with Folio	Small Tools Screwdriver Cold Chisel Parallel Clamp	Mechanic chair Industry study	G Clamp
Practical	60%	15%	15%	15%	15%
Theory **- Workbook** **- Portfolio**	40%	10%	10%	10%	10%
Total Marks	**100%**	**25%**	**25%**	**25%**	**25%**
Outcomes		IND5-1, IND5-2, IND5-4, IND5-6, FA1	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-8, CrT10	IND5-1, IND5-2, IND5-5, IND5-9, IND5-10, CrT8	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, FA4

Subject: INFORMATION AND SOFTWARE TECHNOLOGY

FACULTY: TAS

Outcomes of Course	
5.1.1 selects and justifies the application of appropriate software programs to a range of tasks. **5.1.2** selects, maintains and appropriately uses hardware for a range of tasks. **5.2.1** describes and applies problem solving processes when creating solutions. **5.2.2** designs, produces and evaluates appropriate solutions to a range of challenging problems. **5.2.3** critically analyses decision-making processes in a range of information and software technology. **5.3.1** justifies responsible practices and ethical use of information and software technology. **5.3.2** acquires and manipulates data and information in an ethical manner. **5.4.1** analyses the effects of past, current and emerging information and software technologies on the individual and society. **5.5.1** applies collaborative work practices to complete tasks.	**5.5.2** communicates ideas, processes and solutions to a targeted audience. **5.5.3** describes and compares key roles and responsibilities of people in the field of information and software technology. **Numeracy** **FA-1 Mental Computation and numerical reasoning** **Estimating and problem solving;** solves complex problems, estimates the solutions, checks the solutions for accuracy and justifies solution **Literacy** **UnT5 Understanding texts description** recounts or describes sequenced ideas or information from simple texts with print and visual elements identifies key words and the meaning they carry (nouns, verbs).

ASSESSMENT TASKS

Components (Syllabus)	**Weighting (Syllabus)**	**Task 1** **Term: 1 Week 9** **Networking Systems:** **The Digital Solutions Project**	**Task 2** **Term: 2 Week 7** **Authoring and Multimedia** **The Movie/Website Project**	**Task 3** **Term: 3 Week 9** **Database Design** **The Cookies database**	**Task 4** **Term: 4 Week 7** **Software Development and Design** **Arduino/SCRATCH/SPHERO/Python and projects**
Design, Produce and Evaluate	40%	10%	10%	10%	10%
Hardware and Software	60%	15%	15%	15%	15%
Total Marks	100%	25%	25%	25%	25%
Components		5.5.1, 5.2.1, 5.2.2, 5.2.3, 5.4.1, FA1	5.5.1, 5.1.1, 5.3.1, 5.3.2, 5.5.3, UnT5	5.5.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, UnT5	5.5.1, 5.2.2, 5.2.3, 5.5.2, FA1

Subject: PASS FACULTY: PDHPE

Outcomes of Course	
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 personalized 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 **Literacy Outcome** Students use a range of general and specific vocabulary/ metalanguage. **Numeracy Outcome** **FA5** interpreting and analysing data.
Components of Course	**Weightings of Course**
A. Knowledge and Understanding B. Movement skill, performance and participation	A. 51% B. 49%

ASSESSMENT TASK

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Ongoing from Term 1 Week 1 Term 2 Week 2	Ongoing from Term 2 Week 3 - Week 7	Ongoing from Term 2 Week 8 - Term 3 Week 7	Ongoing from Term 3 Week 8 - Term 4 Week 10.
Assessment		**Fundamentals of Movement Skill Development FMS EOL's**	**Nutrition & Physical Fitness Nutrition & Physical Fitness EOL's**	**Physical Activity & Sport for Specific Groups Physical Activity and Sport for Specific Groups EOL's**	**Coaching Coaching EOL's**
Movement skill, performance and participation	49%	18%	10%	6%	15%
Knowledge and understanding	51%	12%	0%	24%	15%
Total Marks	**100%**	**30%**	**10%**	**30%**	**30%**
Outcomes		5-1, 5-5, 5-7, 5-9, 5-10	5-8, 5-9, 5-10	5-3, 5-4, 5-5, 5-6, 5-7	5-5, 5-6, 5-7, 5-9

Subject: INFORMATION AND SOFTWARE TECHNOLOGY

FACULTY: TAS

Outcomes of Course	
5.1.1 selects and justifies the application of appropriate software programs to a range of tasks. **5.1.2** selects, maintains and appropriately uses hardware for a range of tasks. **5.2.1** describes and applies problem solving processes when creating solutions. **5.2.2** designs, produces and evaluates appropriate solutions to a range of challenging problems. **5.2.3** critically analyses decision-making processes in a range of information and software technology. **5.3.1** justifies responsible practices and ethical use of information and software technology. **5.3.2** acquires and manipulates data and information in an ethical manner. **5.4.1** analyses the effects of past, current and emerging information and software technologies on the individual and society.	**5.5.1** applies collaborative work practices to complete tasks. **5.5.2** communicates ideas, processes and solutions to a targeted audience. **5.5.3** describes and compares key roles and responsibilities of people in the field of information and software technology. **Numeracy FA-1 Mental Computation and numerical reasoning – Estimating and problem solving** solves complex problems, estimates the solutions, checks the solutions for accuracy and justifies solution. **Literacy** **UnT5 Understanding texts description** recounts or describes sequenced ideas or information from simple texts with print and visual elements identifies key words and the meaning they carry (nouns, verbs)

ASSESSMENT TASKS

Components (Syllabus)	**Weighting (Syllabus)**	**Task 1** **Term: 1 Week 9**	**Task 2** **Term: 2 Week 7**	**Task 3** **Term: 3 Week 9**	**Task 4** **Term: 4 Week 7**
		Networking Systems: **The Digital Solutions Project**	**Authoring and Multimedia** **The Movie/Website Project**	**Database Design** **The Cookies database**	**Software Development and Design** **Arduino/ SCRATCH/ SPHERO/Python and projects**
Design, Produce and Evaluate	40%	10%	10%	10%	10%
Hardware and Software	60%	15%	15%	15%	15%
Total Marks	100%	25%	25%	25%	25%
Components		5.5.1, 5.2.1, 5.2.2, 5.2.3, 5.4.1, FA1	5.5.1, 5.1.1, 5.3.1, 5.3.2, 5.5.3, UnT5	5.5.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, UnT5	5.5.1, 5.2.2, 5.2.3, 5.5.2, FA1

ASSESSMENT REGISTER SHEET

Document issued to Student
Teacher: Class:

Task Name: _____

Student Name	Student Signature	Date of Issue

ASSESSMENT PLANNER

	TERM 1	TERM 2	TERM 3	TERM 4
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				
Week 11				

ASSESSMENT TASK COVER SHEET

Course Name:	
Student Name:	
Assessment Task	
Number:	Title:
Component/s:	Weighting/s - %:
Due Date:	
Date Handed In:	
Extension: YES/NO	YES - New Due Date:
Student Signature:	

Complete and detach this section when you hand in your assignment.

ASSESSMENT COVER SHEET RECEIPT

Course Name:	
Student Name:	
This is My Own Work:	YES
Assessment No:	Title:
Due Date:	Date Handed In:
Teacher Signature:	

Principal: Dr Ken Edge
Phone: (02) 9607 8669 Fax: (02) 9607 9460
Address: 60 Cabramatta Avenue (PO Box 361) Miller NSW 2168 Email: miller-h.school@det.nsw.edu.au

APPLICATION FOR EXTENSION

Course Name:	
Student Name:	
Assessment Task	
Number:	Title:
Component/s	Weighting/s - %:
Due Date:	
Date of applying for extension:	
Reason and documentation supporting request for Extension:	
Student Signature:	
Parent Signature:	

Complete and detach this section when you hand in your assignment

EXTENSION APPLICATION RECEIPT

Course Name:	
Student Name:	
Assessment No:	Title:
Granted: YES/NO	
Extension New Date:	Reason for Refusal:
Head Teacher Signature:	

Principal: Dr Ken Edge
Phone: (02) 9607 8669 Fax: (02) 9607 9460
Address: 60 Cabramatta Avenue (PO Box 361) Miller NSW 2168 Email: miller-h.school@det.nsw.edu.au

ABSENCE / MISADVENTURE FORM

Course Name:	
Student Name:	

Assessment Task	
Number:	Title:
Component/s	Weighting/s - %:

Due Date:	
Today's Date:	
Reason for absence/misadventure application: (Supporting documentation needs to be attached)	
Student signature:	
Parent signature:	

-

Complete and detach this section when you hand in your assignment.

TASK MISSED DUE TO ABSENCE / MISADVENTURE RECEIPT

Course Name:	
Student Name:	

Assessment No:	Title:
Granted: YES/NO	Refused: YES/NO

New date:	Reason for refusal:
Head Teacher Signature:	

Principal: Dr Ken Edge
Phone: (02) 9607 8669 Fax: (02) 9607 9460
Address: 60 Cabramatta Avenue (PO Box 361) Miller NSW 2168 Email: miller-h.school@det.nsw.edu.au

1) INTRODUCTION

This booklet is designed to help Year 9 students realize the importance of study in high school. With the help of this booklet, students will become aware of their needs in Year 9, and develop the strategies, motivation and confidence to use their time more productively.

Through better organisational skills, self-discipline and time management techniques, it is hoped that students will become better learners and build on the skills necessary to be able to achieve the best results possible throughout their high school career.

2) WHY STUDY?

Did you know that 90% of what you learn today, you won't remember tomorrow unless you revise it in the first 24 hours? Studying is very important because it will bring you benefits in the future and allows you many more choices in the type of career you have.

HERE ARE MORE REASONS WHY PEOPLE STUDY

They want a good career.
They want to achieve their best.
They want their parents and friends to be proud of them.
They want to improve themselves.
They have always been interested in…..
They want to become ……
They want to gain knowledge.
They want to feel good about themselves.
They want to earn lots of money.

TRY THIS ACTIVITY:

Use this space to write down why you want to study.

_____

_____

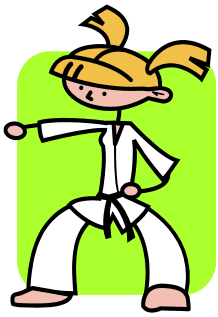
_____

3) HOW TO STUDY?

Spend 10-15 minutes reading over work done that day in class
Revise at the end of each day, revise before exams.
View study as practice.
Different ways to study-reading, mind maps, practice exam type questions, speaking aloud, self-testing, and peer testing.
It is important that study is done in an appropriate environment.
It should be done in a quiet spot – on a desk that has good lighting, no TV. Quiet music only and regular breaks.

Remember that 90% of what you learnt today, you won't remember tomorrow unless you revise or study it in the first 24 hours. Study is practice for the mind as running is practice for the athlete.

GOOD STUDY OR PRACTICE MAKES A PERFECT STUDENT OR ATHLETE!



4) HOW TO GET BETTER EXAMINATION MARKS

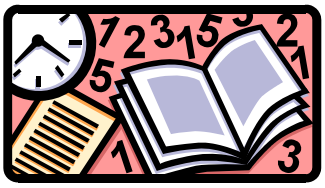
During the year

Complete all your work in class.
Catch up with work if you are away.
Do all homework and assignment.
Read through your class work regularly.
Summarise each topic in your own words.

BEFORE THE EXAM

Get a good sleep the night before
Have a good breakfast.
Read through your summary notes.

IN THE EXAM ROOM



Read the instructions carefully.
Look for key words (highlight them) in the exam paper.
Allocate your time thoughtfully.
Bring all necessary equipment to the exam.
Ask a teacher if you are confused about any part of the exam.

A POSSIBLE STUDY TIMETABLE

On the following study timetable colour:

BLUE: The time taken up with the necessities of living, such as eating, sleeping, washing, etc.
GREEN: The hours you will spend at relaxation and recreation, such as watching TV, being involved in sport or hobbies, playing a musical instrument, or go to a party.
YELLOW: The amount of time left is the total number of potential hours you have to study.
Set realistic times, for example 30 minutes to 1 hour per day.

STUDY TIMETABLE

DAY							
TIME	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						9am	
3.00 pm						10.00 am	
3.30 pm						10.30 am	
4.00 pm						11.00 am	
4.30 pm						11.30am	
5.00 pm						12.00 pm	
5.30 pm						12.30 pm	
6.00 pm						2.00 pm	
6.30 pm						2.30 pm	
7.00 pm						3.00 pm	
7.30 pm						3.30 pm	
8.00 pm						4.00 pm	
8.30 pm						4.30pm	
9.00 pm						5.00 pm	
9.30 pm						5.30 pm	
10.00 pm						6.00 pm	

5) RESEARCH SKILLS

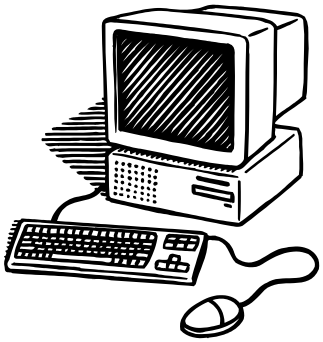
This section is designed to assist you in increasing your skills in research.

Research is a term that applies to the ways in which we find new information, knowledge and facts.

You may need to undertake research for a variety of reasons. You may have to complete an assignment for school or you might have an area of interest that you might want to know more about.

Whatever the reason, there are certain skills that will increase your success when undertaking research.

ALWAYS KNOW EXACTLY WHAT YOU NEED TO FIND



This may seem an obvious point, but too often people have not clearly defined exactly what they need to know and find it difficult to find relevant information.
If you are researching information for an assignment, make sure you understand exactly what the question is asking. If you need some help **ASK YOUR TEACHER.**

ALLOW SUFFICIENT TIME FOR RESEARCH

Give yourself time to find the information you need. That was you won't feel rushed or under pressure and be more able to do your best work.

THERE ARE MANY PLACES AND RESOURCES THAT ARE AVAILABLE TO HELP YOU WITH YOUR RESEARCH:

School/Public library
Museums
Art Galleries
Books
Text Books
Magazines/Journals
Internet

While the internet is a good source to use when undertaking research, you should attempt to use other sources as well and not **RELY ONLY ON THE INTERNET**.