

The logo of Billabong University of the West Coast is a shield-shaped emblem. At the top, a banner contains the word "BILLABONG". Below this, there is a central figure, possibly a stylized tree or a person, and a motto scroll at the bottom that reads "WITH KNOWLEDGE AND WORK".

Stage 5 Assessment

**GUIDELINES TO THE SATISFACTORY
COMPLETION OF STAGE 5**

2015

NSW RECORD OF SCHOOL ACHIEVEMENT

In 2011, the NSW Government announced the abolition of the School Certificate, a credential that had existed since 1965. It also announced that, for students choosing to leave school before the completion of their HSC, the School Certificate would be replaced by a broader, cumulative record of achievement.

It is now much less common for students to leave school at the end of Year 10 to seek work or start apprenticeships. For those students, receiving their School Certificate was a natural 'exit point' from their school education.

For many people, completing Years 11 and 12 and getting a Higher School Certificate (HSC) was considered important only if a student wanted to enter university. Much has changed over the last 45 years. Many more students want to stay at school to complete their HSC, and as a community we are encouraging that trend by increasing the school leaving age, setting national targets for school retention, and introducing more and varied HSC courses.

Some students will still want to leave school before receiving their HSC. Students who decide to leave school during Years 11 or 12 deserve a record of their school achievements, presented in a way that is appropriate for the 21st Century, and meaningful for them and prospective employers.

The new credential will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school-based assessment, not external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the option to take online literacy and numeracy tests
- be comprehensive and offer the ability to record a student's extra-curricular achievements.

Year 10 continues to be an important year of schooling as the work you do will contribute towards the Record of School Achievement that you will receive when you leave school.

This booklet has been prepared to inform all students of the requirements for the successful completion of Years 9 and 10. The aim of the booklet is to clearly show assessment procedures in some detail.

Take time to read the booklet carefully and make sure you understand the assessment procedures in each of your subjects.

PATTERN OF STUDY

The pattern of study continues to be the same; a student must have attended a NSW secondary school for four years and successfully completed a program of study from the pattern below, including mandatory subjects.

Failure to meet the requirements in any of the general experience subjects may result in an 'N' grade for that subject.

Mandatory Subjects: English, Mathematics, Science, Australian History, Geography and Civics, Personal Development/Health and Physical Education, Technology Mandatory*, Sport, Visual Arts*, Music*, Languages*.

* Mandatory requirement completed in Years 7 and 8.

Elective Subjects: Agricultural Technology, Child Studies, Commerce, Drama, Food Technology, Geography, History, Industrial Technology Metal, Industrial Technology Multimedia, Industrial Technology Timber, Japanese, Music, Textiles Technology and Visual Arts.

Changes to the Stage 5 Curriculum

Students at Billabong High study 100 hour elective courses in combined Year 9 and Year 10 classes. **This booklet applies to all students in Stage 5 (both Year 9 and Year 10 students).**

The mandatory History and Geography has been taught concurrently in recent years. **From 2015, the mandatory Geography will be taught in Years 8 and 10. The mandatory history will be taught in Years 7 and 9.** This will improve continuity and the effectiveness of teaching.

SATISFACTORY COMPLETION OF A COURSE

Course Completion Criteria

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

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

ATTENDANCE AND APPLICATION

In addition to meeting satisfactory effort and achievement in the courses, a student must have a satisfactory record of attendance and application.

Attendance

Students who have a record and/or pattern of attendance which is a concern may impact negatively on their progress and this would be reflected on the Record of School Achievement.

As a guide, if a student's attendance falls below 85% of the school's programmed lesson time for a course, the Principal may determine that, as a result of absence, the above course completion criteria might not be met.

Application

Satisfactory application is essential during Years 9 & 10. A judgment will be made by the Principal as to whether students have applied themselves at school to a degree which warrants the successful achievement of course outcomes. In making this judgment, the Principal will take into account the degree of effort shown by students and their attitude to their studies.

RESPONSIBILITIES OF STAGE 5 STUDENTS

- Attending school and school sport regularly.
- Completing each assessment task to the best of their ability.
- Ensuring that any questions they have about the marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back.
- Demonstrating that through effort and achievement they have met all the requirements of their course.

SCHOOL BASED ASSESSMENT - ALLOCATION OF GRADES

In English, Mathematics, Science, History, Geography, PD/Health/PE and the elective subjects, the school based assessment is reported using grades A, B, C, D, E based on Performance Descriptors issued by the Board of Studies.

A student who does not meet one or more of the Board of Studies requirements for satisfactory completion of a course will receive an 'N' award.

The Board of Studies has developed General Performance Descriptors describing varying levels of student achievement. These descriptors are grouped into five different levels, ranging from limited to outstanding. The school will match students to the descriptor that best fits their overall achievement. The grade that corresponds with that descriptor is then awarded to the student.

The General Performance Descriptors have been used by Syllabus Committees in each subject to develop Course Performance Descriptors. These Course Performance Descriptors are used to describe student attainment of objectives specific to each subject. Students' grades in each subject will be based on the school's assessment of their achievement in terms of the Course Performance Descriptors.

This method of grading reflects both national and international trends in assessment and reporting. It is generally considered a more positive approach to assessment because it regards student achievement and reports on what a student can actually do.

NB: A number of moderation and monitoring strategies will be used to provide statewide comparisons to ensure the allocation of grades is consistent both within and between schools. A copy of the assessment schedules for all subjects has been included in this booklet.

THE GENERAL PERFORMANCE DESCRIPTORS

No predetermined percentage of students is allocated to any grade.

The descriptors below apply to all courses. More specific Course Performance Descriptors apply to each individual subject.

Grade A Outstanding Achievement

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

Grade B High Achievement

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

Grade C Sound Achievement

The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

Grade D Basic Achievement

The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

Grade E Limited Achievement

The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

Grade N Not satisfactorily completed in one or more of

- attendance
- participation
- effort and achievement

STAGE 5 ASSESSMENT POLICY

Each Faculty has its own assessment policy developed within the guidelines as detailed in the specific Performance Descriptors for each subject. The subject assessment policy will be one which measures a student's level of achievement in syllabus outcomes at a particular time.

The level of achievement of the Performance Descriptors will be measured through a range of instruments best suited to a particular subject e.g. class tests, examinations, research assignments, oral/aural exercises, fieldwork, library projects etc.

Assessment policies for all faculties in Billabong High School have the following common principles:

- The number of assessment tasks will be limited in number to provide the most effective measurement of the level of achievement.
- Students will be advised of the nature, relative importance and timing of each assessment task.
- The assessment tasks will be constructed to assess the knowledge and skills outcomes of the syllabus.
- Formal assessment tasks will be the major form of assessing achievement but there may be occasions when informal tasks are used.
- Students will be given feedback on each assessment task and the marks awarded for the task.
- Students are assessed in all subjects over Years 9 – 10. The final Record of School Achievement Grade will be determined towards the end of November in Year 10 and will reflect a student's level of achievement at that time.
- Submission of hand in assessment tasks must be made before 9.00 am on the due date to the Faculty Staffroom, where the student and staff member will acknowledge receipt by initialing the class list. Work submitted late, without a valid reason, will receive a 20% deduction in the marks available each day the task is overdue. Once the task is five days late zero marks will be awarded for the task.
- Students are required to complete all formal assessment tasks. If a student is unable to complete a task, he/she should notify the school as soon as possible and alternative arrangements will be made.

For an unexpected absence on the day of an assessment task, the student's parents/caregivers must contact the school on that morning. On return to school the student must report to the subject Head Teacher to discuss requirements regarding the missed assessment task.

Failure to do so will result in zero marks being awarded.

- Students who fail to complete assessment tasks will be sent a warning letter.

ASSESSMENT SCHEDULES

Mandatory Subjects

English	Page 8
Mathematics	Page 9 & 10
Science	Page 11 & 12
Geography	Page 13
History	Page 14
Personal Development/Health and Physical Education	Page 15

Electives

Agriculture	Page 16
Child Studies	Page 17
Commerce	Page 18
Drama	Page 19
Food Technology	Page 20
Geography (Elective)	Page 21
History (Elective)	Page 22
Industrial Technology - Metal	Page 23
Industrial Technology - Multimedia	Page 24
Industrial Technology - Timber	Page 25
Japanese	Page 26
Music	Page 27
Textiles Technology	Page 28
Visual Arts	Page 29

ENGLISH

Students are assessed on their ability to compose texts for a range of purposes, audiences and contexts. In responding to texts students demonstrate their understanding of how meaning is shaped in texts. Each class will have the same assessment schedule; however, the specifics of a task may differ. Some assessment activities will be common across all classes.

Year 9 English Assessment Schedule

Task	Topic/Project	Date	Weighting
1. Speech	<i>Valuing the Australian Voice</i>	Week 7 Term 1	15%
2. Multimodal	<i>In Their Position - Refugees</i>	Week 3 Term 2	20%
3. Portfolio	<i>Moving Image</i>	Week 10 Term 2	20%
4. Multimodal Speech	<i>Power of the Spoken Word</i>	Week 8 Term 3	20%
5. Representation	<i>Old Bill Made New</i>	Week 3 Term 4	15%
6. In Class Written Exam		Week 3 Term 4	10%

Year 10 English Assessment Schedule

Task	Topic/Project	Date	Weighting
1. Written Analysis	<i>A Clutch of Classics</i>	Week 7 Term 1	20%
2. Viewing Task	<i>Oz Film</i>	Week 2 Term 2	20%
3. Portfolio	<i>Hope and Glory - Sustainability</i>	Week 2 Term 10	15%
4. Persuasion Speech	<i>Speak and Make a Difference</i>	Week 3 Term 8	15%
5. Performance/ Representation	<i>Dramatic Minds</i>	Week 2 Term 4	20%
6. In Class Written Exam		Week 3 Term 4	10%

MATHEMATICS

Students in Year 9 and 10 follow one of three pathways: Stage 5.3, (highest level) Stage 5.2 or Stage 5.1. Each pathway will have the same assessment schedule; however, tasks may differ for each one. Some assessment activities will be common across all pathways.

Year 9 Mathematics Assessment Schedule

Stage 5.3 Assessment Topics	Stage 5.2 Assessment Topics	Stage 5.1 Assessment Topics	Time	Weight
In-class Test Rates and Ratio Number Finance	In-class Test Rates and Ratio Fractions Decimals	In-class Test Rates and Ratio Fractions Decimals	Term 1 Wk 6	20%
In-class Test Algebra/Equations Pythagoras' Thm Trigonometry	In-class Test Percentages Finance Algebra	In-class Test Integers Percentages	Term 2 Wk 4	20%
Project (choice of topics)	Project (choice of topics)	Project (choice of topics)	Term 2 Wk 10	15%
In-class Test Linear Relationships Measurement	In-class Test Equations Pythagoras' Thm Trigonometry	In-class Test Finance Algebra Equations	Term 3 Wk 4	20%
Yearly Examination All topics plus Indices Surds Geometry	Yearly Examination All topics plus Linear Relationships Indices	Yearly Examination All topics plus Pythagoras' Thm Trigonometry Measurement	Term 4 Wk 3	25%
TOTAL				100%

Year 10 Mathematics Assessment Schedule

Stage 5.3 Assessment Topics	Stage 5.2 Assessment Topics	Stage 5.1 Assessment Topics	Time	Weight
In-class Test Probability Finance Algebra	In-class Test Perimeter Area SA/Vol	In-class Test Linear Relationships Indices	Term 1 Wk 6	20%
In-class Test Algebra Trigonometry Variation	In-class Test Probability Finance Algebra	In-class Test SA/Vol Probability	Term 2 Wk 4	20%
Project (spreadsheets)	Project (choice of topics)	Project (choice of topics)	Term 2 Wk 10	15%
In-class Test Graphs Quad/simult eqns	In-class Test Equations Linear Graphs Variations	In-class Test Finance Non-linear graphs Geometry	Term 3 Wk 4	20%
Yearly Examination All topics plus Statistics	Yearly Examination All topics plus Non-linear graphs Geometry Statistics	Yearly Examination All topics plus Statistics	Term 4 Wk 3	25%
TOTAL				100%

In Mathematics, grades A, B, C, D, E will be awarded to students across the year, not in each pathway, for the Semester 1 and 2 Reports. Currently, grades A10, A9, B8, B7, C6, C5, D4, D3, E2 are allocated to students at the end of Year 10 for their Record of Achievement, based on Performance Descriptors issued by the Board of Studies.

SCIENCE

During the Year 9 and 10 courses students continue to develop their knowledge and practical skills. They will be encouraged to consider the applications of science in their lives and the implications of scientific research.

This year all students in the junior school produce a Science Fair project. An area of investigation is selected and students design, carry out and report on their findings. The projects are displayed in the hall and parents will be invited to view the assignments.

The courses cover the following topics:

Year 9 Science Assessment Schedule

A Current Affair
 Everyday Chemistry
 Waves of Life
 Fight for Survival
 The Restless Earth
 SCIENCE FAIR

TASK	TOPIC(S)	DATE	WEIGHTING
Topic Tasks	Various topic tests	Ongoing	30
Practical Task	Scientific Method, Reporting and Data Interpretation – Based on the Everyday Chemistry topic	Term 1 Week 5	10
Semester 1 examination	A Current Affair, Everyday Chemistry and Waves topics	Term 2 Week 3	10
Skills Task	Interpreting data from a range of sources and presenting information in various ways.	Term 3 Week 8	10
Science Fair	Independent investigation and report on a topic of personal choice	Term 2 Week 9	20
Semester 2 examination	Review of the work covered throughout the year- All topics	Term 4 Week 3	20

Year 10 Science Assessment Schedule

Fragile Environments and Global Issues

The Model Atom

On the Move

Getting into Genes

The Big Bang

SCIENCE FAIR

TASK	TOPIC	DATE	WEIGHTING
Topic Tasks	Various topic tests	Ongoing	30
Practical Task	Scientific Method, Reporting and Data Interpretation – Based on the Fragile Environment section of class work	Term 4 Week 9	10
Semester 1 examination	Fragile Environments / Global Issues and The Model Atom topics	Term 2 Week 3	10
Skills Task	Interpreting data from a range of sources and presenting information in various ways.	Term 3 Week 8	10
Science Fair	Independent investigation and report on a topic of personal choice	Term 2 Week 9	20
Semester 2 examination	Review of the work covered throughout the year- All topics	Term 4 Week 3	20

GEOGRAPHY

From 2015, students will study the mandatory Geography course in Year 10 and the mandatory History course in Year 9. This stage 5 course focuses on Australian Geography. The following areas are studied:

Year 10:

- Investigating Australia's Physical Environments
- Changing Australian Communities
- Issues in Australian Environments
- Australia in its Regional and Global Contexts

Task	Topic/Project	Date	Weighting
1. Stimulus Based Task	<i>Investigating Australia's Physical Environments – The Australian Continent.</i>	Week 11 Term 4	15%
2. Research Task	<i>Investigating Australia's Physical Environments – Natural Hazards.</i>	Week 5 Term 1	15%
3. Semester Test	<i>Investigating Australia's Physical Environments and Changing Australian Communities.</i>	Week 3 Term 2	20%
4. Stimulus Based Task	<i>Issues in Australian Environments – A Geographical Issue.</i>	Week 10 Term 2	15%
5. Research Task	<i>Australia in its Regional and Global Contexts – Australian Neighbour Case Study.</i>	Week 5 Term 3	15%
6. Semester Test	<i>Issues in Australian Environments and Australia in its Regional and Global Context.</i>	Week 3 Term 4	20%

HISTORY

In History, students will further develop their knowledge, understanding and historical investigative skills through depth studies and examining the Modern World and Australia. Areas of investigation are:

- *Making a Better World: The Industrial Revolution*
- *Australians at War: World Wars I and II*
- *Rights and Freedoms (1945-present)*
- *The Globalising World – Popular Culture and Migrant experiences*
- *Australia in the Vietnam War Era*

Task	Topic/Project	Date	Weighting
1. Representation and Written Reflection	<i>Making a Better World?</i> Industrial Revolution	Week 11 Term 4	15%
2. PowerPoint and Essay	<i>Australians at War</i> World Wars 1 and 2	Weeks 8 and 10 Term 1	30%
3. Research Project	<i>Rights and Freedoms (1945-present)</i>	Week 8 Term 2	20%
4. Time Capsule	<i>The Globalising World</i> Popular Culture	Week 4 Term 3	10%
5. Speech	<i>The Globalising World</i> Migrant Experiences	Week 9 Term 3	10%
6. Source Analysis/Extended Response	<i>Depth Study:</i> Australia in the Vietnam War Era	Week 3 Term 4	15%

PERSONAL DEVELOPMENT/HEALTH/PHYSICAL EDUCATION YEAR 9

Task	Topic	Date	Weight
Timed swim and survival swim tests	Aquatics (PE)	Wk 3, Term 1, 2015	25%
Individual measured skills	Athletics (PE)	Wk 3, Term 2, 2015	
Teacher observation and written work	Class / Book work (PD)	Wk 7, Term 2, 2015	10%
Take home research task	Personal Health Choices (PD)	Wk 6, Term 2, 2015	15%
Teacher observation	Team sports (PE)	Wk 8, Term 4, 2015	25%
Practical dance test	Dance (PE)	Wk 2, Term 3, 2015	
Online research task	Health Issues for Young People (PD)	Wk 7, Term 3, 2015	15%
Teacher observation and written work	Class / Book work (PD)	Wk 2, Term 4, 2016	10%
		TOTAL	100%

YEAR 10

Task	Topic	Date	Weight
Individual skill level swim test	Aquatics (PE)	Wk 3, Term 1, 2015	25%
Individual measured skills	Athletics (PE)	Wk 3, Term 2, 2015	
Teacher observation and written work	Class / Book work (PD)	Wk 7, Term 2, 2015	10%
Research Task	Promoting Health (PD)	Wk 6, Term 2, 2015	15%
Teacher observation	Team sports (PE)	Wk 8, Term 4, 2015	25%
Practical dance test	Dance (PE)	Wk 2, Term 3, 2015	
Research task	Seeking Advice for Health Concerns (PD)	Wk 7, Term 3, 2015	15%
Teacher observation and written work	Class / Book work (PD)	Wk 2, Term 4, 2016	10%
		TOTAL	100%

AGRICULTURAL TECHNOLOGY

Through the study of Agricultural Technology students develop knowledge, understanding and skills which enable them to contribute positively to their own lifestyle and to the social, economic and environmental future of Australia.

This subject provides scope for students to explore the many and varied career opportunities in agriculture and its related service industries. It also provides students with an opportunity to experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities.

In addition to the tasks outlined below students may wish to be involved in the school livestock team where they have the opportunity to prepare and present animals at shows.

TASK	TOPIC/PROJECT	DATE	WEIGHTING
Research task and report	The Australian Sheep Industry	Week 5 Term 1	15
Semester 1 examination	The Australian Sheep Industry <i>and</i> Workplace Health and Safety	Week 3 Term 2	20
Practical skills	Horticulture, Machinery <i>and</i> Animal Handling	Ongoing	15
Experimental report	Wheat production	Week 10 Term 2	15
Semester 2 examination	Wheat Production <i>and</i> Tractor Operation and Safety	Week 3 Term 4	20
Practical skills	Horticulture, Machinery <i>and</i> Animal Handling	Ongoing	15

Practical skills are assessed throughout the year. Students are observed as they use equipment, handle livestock and tend to their gardens. Competency in these areas is graded.

CHILD STUDIES

Task	Topic/Project	Date	Weighting
1. Investigation Project	<i>Preparing for Parenthood – Meal Planning</i>	Week 5 Term 1	20%
2. Research Project	<i>New Born Care – Health Issues for Newborns</i>	Week 3 Term 2	25%
3. Oral Presentation	<i>Play and the Developing Child – Creating Play Time</i>	Week 7 Term 3	25%
4. Yearly Exam	<i>Conception to Birth, Food and Nutrition in Children and Media and Technology in Childhood.</i>	Week 3 Term 4	30%

COMMERCE

Task	Topic/Project	Date	Weighting
1. Contract Based Research Task	Consumer Choice	Week 4 Term 1	25%
2. Semester Test	Consumer Choice and Promoting and Selling	Week 3 Term 2	30%
3. Report Based Research Task	Personal Finance	Week 9 Term 2	25%
4. Stimulus Based Class Activity	Investing	Week 8 Term 3	20%

DRAMA

NB: Students are required to attend a live performance and this will involve travel and incur cost.

Task	Topic	Date	Weighting
1. Performance (staging, props, costume)	Scripted Commedia Dell'arte	Week 10 , Term 4	15%
2. Theory (research and log)	Scripted Commedia Dell'arte	Week 10, Term 4	10%
3. Theatre Sports performance	Theatre Sports	Week 6, Term 1	15%
4. Appreciation and log of theatre sports games	Theatre Sports	Week 6, Term 1	15%
5. Script presentation and rationale	Scriptwriting	Week 3, Term 3	15%
6. Performance	Collage playbuilding	Week 4, Term 2	15%
7. Reflection and rehearsal log	Collage playbuilding	Week 4, Term 2	5%
8. Theatre Review	Live theatre appreciation	Week 4, Term 4	10%

FOOD TECHNOLOGY

Task	Topic/Project	Date	Weighting
1. Construction of Educational Aid	<i>Food Selection and Health</i> - Research and practical	Week 7 Term 1	20%
2. Development of New Food Product	<i>Food Product Development</i> - Investigating Food Products on the Market and Practical	Week 3 Term 2	20%
3. Research and Practical for specific need	<i>Food for Special Needs</i> - Practical and Research	Week 2 Term 3	20%
4. Organise Party / Decorate Cake	<i>Food for Special Occasions</i> - Planning and Practical	Week 3 Term 4	20%
5. Yearly Exam	<i>Topics One, Two, Three, Four</i> Multiple Choice and Short Answer Test	Week 5 Term 4	20%

GEOGRAPHY (Elective)

Task	Topic	Date	Weighting
1. ICT Presentation	<i>Political Geography</i>	Week 5 Term 1	25%
2. Semester Test	<i>Geography of Primary Production</i>	Week 3 Term 2	25%
3. Research Project	<i>School-developed Option</i>	Week 4 Term 3	25%
4. Semester Test	<i>Developmental Geography</i>	Week 3 Term 4	25%

In the School-developed Option, students will be completing a research project. They will be selecting a geographical topic that interests them, completing research and then presenting it to the class. Students will have class time to work on this project.

HISTORY (Elective)

In Elective History, students will further develop their knowledge, understanding and historical investigative skills. They are given the opportunity to nurture their interest and enthusiasm for history through the areas of investigation:

- Constructing History
- Ancient, Medieval and Early Modern Societies
- Thematic Studies

TASK	TOPIC/PROJECT	DATE	WEIGHTING
1. Speech	Constructing History – Historical Fiction	Week 10 Term 4	10%
2. Report	Constructing History – Historical Reconstructions	Week 6 Term 1	15%
3. Representation and Written Reflection	Thematic Study	Week 4 Term 2	25%
4. Research Project	Ancient and Past Societies	Week5 Term 3	25%
5. Essay	Constructing History – Documentary Dramas	Week 3 Term 4	25%

INDUSTRIAL TECHNOLOGY (Metal)

Task	Topic/Project	Date	Weighting
1. Camp BBQ	<i>Students construct a camp BBQ from set plans.</i>	On completion semester 1	25%
2. Sheet Metal Carry Case	<i>Students construct a sheet metal carry case from set plans</i>	On completion semester 1	25%
3. Garden Art	<i>Students construct a piece of Garden Art of their own design</i>	On completion semester 2	35%
4. Garden Art folio	<i>Students develop a design folio to document the construction of the Garden Art project.</i>	On completion semester 2	15%

Students will develop their skills and knowledge of metal production by constructing a range of metal projects.

1. Camp BBQ : Students will construct a camp bbq to set design parameters. Students will be assessed on the accuracy and quality of finish of the finished project
2. Sheet metal carry case: Students will construct a sheet metal carry case to set design parameters. Students will be assessed on the accuracy and quality of finish of the finished project.
3. Garden Art: Students will design and construct a piece of Garden Art of their own design. Students will be assessed on creativity, appropriateness of design and quality of finish.
4. Garden Art folio: Students will document the Garden Art project in the form of a Design folio. Students will be assessed on the quality of the design folio.

INDUSTRIAL TECHNOLOGY (Multimedia)

The following is an outline of the assessment tasks to be undertaken as part of the Multimedia course.

Task	Topic/Project	Date	Weighting
1. Still Life Photography	<i>Complete a theoretical study of still life photography</i> – Demonstrate your understanding by presenting your own photos.	Week 3 Term 1	15%
2. Photographic Collage	<i>Creating a compilation of your own work</i> – Use Photoshop to create an A3 photo collage of your own images	Week 4 Term 2	20%
3. Video Production	<i>Investigating the production of a movie clip</i> – capture and edit 2 short videos, one 10 seconds, and one 30 seconds.	Week 8 Term 3	45%
4. Portrait Images	<i>Look into issues associated with portrait photography</i> – take a portrait and manipulate it, demonstrating you Photoshop skills.	Week 3 Term 4	20%

INDUSTRIAL TECHNOLOGY (Timber)

Task	Topic/Project	Date	Weighting
1. Mantle Clock	<i>Students construct a Mantle Clock from set plans.</i>	On completion semester 1	35%
2. Drawing folio	<i>Students will compile a set of drawings showing a range of techniques.</i>	On completion semester 1	15%
3. Side Table	<i>Students will construct a Timber side table from set plans.</i>	On completion semester 2	35%
4. Design folio	<i>Students will document the production of the Side Table in a design folio.</i>	On completion semester 2	15%

Outline of tasks:

- **Task 1:** Mantle Clock. Students will construct a Mantle Clock from set plans with the ability to personalize the clocks with individual finishes.
- **Task 2:** Drawing folio: Students will develop a body of drawing work displaying Plan drawings, Orthogonals, Perspectives, Initial sketches, CAD design and rendering.
- **Task 3:** Side Table : Students will construct a Timber side table from set plans and be assessed on the accuracy and quality of the finished product. They will have the ability to personalize their side tables with individual finishes.
- **Task 4:** Side Table folio: Students will document the Side Table project in the form of a Design folio. Students will be assessed on the quality of the design folio.

JAPANESE

The Japanese syllabus requires students to be assessed in the areas of linguistic knowledge, intercultural understanding, and using language (speaking, listening, reading and writing skills). Assessment will also focus on students' competence in the processes and skills of language learning and ability to apply these skills to new situations. The final grade will be formulated through demonstration of students' knowledge and understanding of the content and the ability to apply this knowledge through classwork and differentiated assessment tasks in a range of modes.

Area of Study	Stage 5A	Stage 5B
<i>Personal World</i>	Family	Neighbourhood
<i>School Life</i>	My School	Sports and Hobbies
<i>Lifestyle</i>	Daily Routine	Hanging Out
<i>The World</i>	Shopping	Travelling

Task	Topic/Project	Date	Weighting
1. Speaking/Listening	<i>Personal World</i> Interview	Week 8 Term 4	15%
2. Cultural Project	<i>School Life</i> Research Portfolio/ Language Game	Week 8 Term 1	15%
3. Semester Exam	<i>Personal World</i> and <i>School Life</i> Reading/Writing	Week 3 Term 2	20%
4. Speaking/Listening	<i>Lifestyle</i> Speech	Week 8 Term 2	15%
5. Multimodal Task	<i>The World</i> Interactive PowerPoint	Week 8 Term 3	15%
6. Semester Exam	<i>Lifestyle</i> and <i>The World</i> Reading/Writing	Week 3 Term 4	20%

MUSIC

Context Area	Assessment Area	Date	Weighting
Semester 1 Topic 1	Performance – Individual/Group		25%
	Musicology – In class test		25%
	Aural/Theory – In class test		25%
	Composition		25%
Semester 2 Topic 2	Performance – Individual/Group		25%
	Musicology – In class test		25%
	Aural/Theory – In class test		25%
	Composition		25%

TEXTILES TECHNOLOGY

Task	Topic/Project	Date	Weighting
1. Skills Booklet	<i>Basic Textile Skills – Including the use of equipment and completion of samples</i>	Week 6 Term 1	20%
2. Research Task	<i>Historical/Cultural study</i>	Week 3 Term 2	15%
3. Design Project	<i>Completion of Practical work (ongoing from Term1 and 2) and Folio</i>	Week 10 Term 3	40%
4. Yearly Examination	<i>Written exam covering course content on Design, Fibres and Fabrics and the Textile Industry</i>	Week 3 Term 4	25%

Design Projects – Task information will be provided at the beginning of the semester as it contains a practical component which requires students to purchase materials. Design Projects will involve class time for the completion of the practical component.

VISUAL ARTS

Item	Time	Weight Art Writing	Weight Art Making
Worksheets/V.A.P.D	Week 10, Term 1	10%	
Diary/Artwork Artwork 1: POP ART PICTURES	Week 10, Term 1		15%
Half Yearly Examination	Week 3, Term 2	15%	
Diary/Artwork Artwork 2: CUBISM CARS	Week 10, Term 2		15%
Diary/Artwork Artwork 3: AIRBRUSHED SURFBOARDS	Week 10, Term 3		15%
Yearly Examination	Week 3, Term 4	15%	
Diary/Artwork Artwork 4: JUXTAPOSED	Week 4, Term 4		15%
TOTAL		40%	60%