



# MONARO

## High School

RoSA Stage 5 Assessment Booklet | Year 10



# Table of Contents

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Welcome to your RoSA .....	2-3
Stage 5 Assessment Procedures .....	4-5
Course Completion Criteria .....	6
Late Application for Special Consideration .....	7
Occasions where a task may not be graded .....	8
Appeals .....	9
A Guide to Writing Bibliographies .....	10-13
Assessment Task Notification .....	14
Assessment Task Change of Date .....	15
Application for Special Consideration Form .....	16
Assessment Appeal Application.....	17
Intent to Use School Based Provisions .....	18
Subject Assessment Schedules.....	19-44
Vocational Education and Training (VET Courses) .....	45-47
Summary of Assessment Tasks Calendar .....	48-49



# Welcome to your RoSA (Record of School Achievement)

The following guidelines have been written to assist you to successfully plan and complete your assessment tasks during your RoSA.

## The School's Responsibilities

- | Course assessment schedules will be planned in advance and published to enable co-ordination of the whole year assessment program.
- | A variety of assessment tasks will be employed to ensure that a range of outcomes are assessed. Tasks can be designed to assess a number of outcomes.
- | Examinations may be part of the assessment program.
- | The **timing, order or nature of assessment tasks** outlined in this booklet are subject to change and should be read as a guide. Your teacher may make a professional judgement to vary a task.
- | If a **task is varied**, your teacher will discuss this with you. For smaller classes a new date may be negotiated. For larger classes or courses, a new date will be issued. The final decision to vary an assessment task will be made by the Head Teacher of the relevant Faculty.
- | Except in exceptional circumstances, the **number of tasks** will not change.
- | **Two weeks written notification of tasks** will always be given. This will be noted on the Assessment Task Notification form.
- | If an Assessment Task is varied, you will be given written notification on the Change of Assessment Task form.
- | A **grading guideline** will be provided with the assessment task notification (where applicable).

## Course Completion Criteria

You will be considered to have satisfactorily completed a course if, in the school's view, there is sufficient evidence that you have:

- (a) followed the course developed or endorsed by the **NSW Education Standards Authority (NESA)**; and
- (b) applied yourself 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.

# Welcome to your RoSA (Record of School Achievement)

## Class Attendance

Whilst NESA does not mandate attendance requirements, **Monaro High School's** policy is that students should have at least a 90% attendance rate in each course.

## Purpose of School Assessment

Your teachers will allocate grades based on the Course Performance Descriptors. Assessment tasks set by the school are used to provide data to assist teachers to determine which descriptor best reflects the level of achievement of each student at the end of Year 10. The school assessments are intended to provide an indication of a student's attainment which is based on a wide range of syllabus outcomes determined by NESA. This document outlines the assessment procedures that will be followed in each course.

## Components of the Assessment

In each course, teachers are required to assess specific aspects of the course. These items are referred to as Assessment Components.

Assessments can include, but are not limited to:

- | Practical Work
- | Field Work
- | Research assignments, case studies, essays
- | Formal exams, in-class tests
- | Oral presentations, seminars

## Completion of Assessment Tasks

**Satisfactory completion of a course involves participation in experiences which are integral requirements of the syllabus, including such things as attendance and participation in class activities, practical work and assessment tasks.**

NESA expects you to undertake all set assessment tasks and that you make a genuine attempt at each task. The minimum requirement is that you make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks for each course. This 50% guideline can be applied in a number of ways including the word length of a task, the length of a presentation and the number of components (for example: question / activities) in a task.

A task that is determined to have **not** been substantially completed may be treated as a non-serious attempt or as a non-completion. These may result in not being awarded a grade. If you do not comply with the assessment requirements, you may be given an 'N' Determination.

If the Principal determines that you have not fulfilled the above criteria, you will be given a written warning with sufficient time for you to correct any problems regarding your application or completion of courses. If the problem is not corrected, then you may be deemed UNSATISFACTORY in that course and an 'N' determination will be made.

In particular, student absence will be regarded seriously, since significant non-attendance will make it very difficult for you to fulfil course requirements.

# Stage 5 Assessment Procedures

The information disclosed in this booklet is based on information current at the time of publication.

## RECORD OF SCHOOL ACHIEVEMENT (RoSA) - Overview of requirements 2018

The Record of School Achievement (RoSA) is of specific use to students leaving school prior to the Higher School Certificate (HSC). This includes students who have a transition plan to leave before the HSC. The RoSA may also be available to students who prove ineligible for this credential.

Students planning to leave school before the HSC may need additional opportunities to prepare them to make a good transition to the next stage of learning, training or employment, or a combination of these. Prospective employers may request to see the student's RoSA.

The Record of School Achievement is awarded to eligible students after four years of secondary school. In Years 9 and 10, students study a variety of courses to qualify for the award of the Record of School Achievement.

If you are not eligible for a RoSA, you will receive a Transcript of Study, which contains the same information as the RoSA for courses you have satisfactorily completed.

Your RoSA or Transcript of Study will become the school credential you will use when applying for employment, further education or training.

You also have the choice of taking literacy and numeracy tests. The results of your tests may be useful at job interviews or for training providers as evidence of your literacy and numeracy skills.

It is important to note, that the **NESA** may refuse to grant a Record of School Achievement to a student whose attendance or application at school has been of such an unsatisfactory character that the granting of a Record of School Achievement would not, in the opinion of the **NESA**, be justified.

This document outlines what is required to qualify and how Monaro High School determines the grades that students receive.

### Mandatory curriculum requirements for the award of the Record of School Achievement

Over the four years leading up to their Record of School Achievement, students must satisfactorily study the following to qualify:

- | **English** - The Board Developed syllabus to be studied substantially throughout each of Years 7-10. 400 hours to be completed by the end of Year 10.
- | **Mathematics** - The Board Developed syllabus to be studied substantially throughout each of Years 7-10. 400 hours to be completed by the end of Year 10.
- | **Science** - The Board Developed syllabus to be studied substantially throughout each of Years 7-10. 400 hours to be completed by the end of Year 10.

# Stage 5 Assessment Procedures

- | **Human Society and Its Environment** - The NESAs Developed syllabuses are to be studied substantially through each of Years 7-10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in Years 7-8 and 100 hours of History and Geography Years 9-10.
- | **Languages Other than English** - 100 hours to be completed in one NESAs Developed syllabus or NESAs Endorsed language course over one continuous 12 month period between Years 7-10 but preferably in Years 7-8.
- | **Technological and Applied Studies** - The NESAs Developed Technology (Mandatory) syllabus to be studied for 200 hours in Years 7-8.
- | **Creative Arts** 200 hours to be completed consisting of the NESAs Developed 100-hour mandatory courses in each of Visual Arts and Music. It is an expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years
- | **Personal Development, Health and Physical Education** - The NESAs Developed mandatory integrated syllabus in Personal Development, Health and Physical Education to be studied in each of Years 7-10. 300 hours to be completed by the end of Year 10.

## Additional Studies - Electives

The Monaro High School junior curriculum is designed so that all students meet the NESAs requirements. Students also study three 'additional courses' - electives - with most of these being recognised on the Record of School Achievement.

## The Awards

All eligible students receive:

- | **Record of School Achievement Stage 5** - this is a testimonial that shows the student's name and school and states that they have met all requirements; and
- | **Record of School Achievement** - this lists all courses studied in Stage 5 (Years 9 and 10) and indicates the grades achieved and hours studied for each course. It contains a statement indicating that all other mandatory requirements have been satisfactorily completed.

## Life Skills

This is a special program of study specifically designed for students with special education needs who are unable to meet curriculum requirements for the award of the Record of School Achievement using only NESAs-developed syllabuses and/or NESAs Endorsed Courses. These students are still eligible for the award of the Record of School Achievement and their Record of Achievement will reflect the program they have followed. Where students satisfactorily complete a Life Skills course, the course is listed on the RoSA with the annotation *Refer to Profile of Student Achievement*.

# Course Completion Criteria

## Performance Descriptors and Grades (A-E)

Performance descriptors are a series of statements which summarise the observable and measurable features of student achievement and assist in the awarding of grades to students based on their level of achievement. The Year 10 grades rank from A-E and are based on the Stage 5 course performance descriptors related to the knowledge and skills relevant to each course. The course performance descriptors describe the main features of a typical student's performance at each level of achievement in that course. Copies of individual course performance descriptors are available from the Head Teacher responsible for each course or from the NSW Education Standards Authority site at [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

## What does an 'A' or 'E' grade mean?

Grades A to E are measures of achievement with A being the highest and E being the lowest level of achievement. Teachers use available assessment information to determine the grade that best fits your performance. Grades are based on course performance descriptors that state the quality of achievement of a student at each grade level in a course. Teachers use their professional judgement when awarding the right grade. There is no set proportion of "A", "B", "C", "D", or "E" grades.

## The Common Grade Scale describes performance at each of five Grade Levels:

- A:** The student has an **extensive** knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B:** The student has a **thorough** knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C:** The student has a **sound** knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D:** The student has a **basic** knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills
- E:** The student has an **elementary** knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

In Mathematics, the grades have been further differentiated to nine levels: A10, A9, B8, B7, C6, C5, D4, D3, E2.



# Late Application for Special Consideration

(Please note that applications for special consideration should be submitted on the correct form contained on page 16 this booklet)

## Absences, Illness, Misadventure and Extension

- (a) If you are going to be absent from school for legitimate reasons when a task is due, you should negotiate an alternate date as soon as you are aware of the absence and have this approved by the relevant **Head Teacher**.
- (b) If you are going to be absent from school when a task is due because of illness or misadventure, you should attempt to negotiate an extension prior to the due date. Supporting evidence should be provided (eg. medical certificate) to the relevant **Head Teacher on the day you return to school**.
- (c) If you are unable to attend the school to submit or complete an assessment task due to unforeseen circumstances or illness on the due date, **you must notify the school** on the day and provide appropriate evidence, eg medical certificate, to the relevant Head Teacher on the day you return to school.
- (d) Any component of an extended task that has already been completed should be submitted on the day, even if there may be extenuating circumstances.
- (e) Problems caused by **technological difficulties** do not normally count as misadventure. Whatever material that has been completed before the technological breakdown should be submitted. Emailing of Assessment Tasks may only be by prior arrangement with your teacher.
  - I. Most students now use some form of electronic technology to produce their submitted assessment tasks. Some assessment tasks will require that students submit the task in electronic form and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.
  - II. It is the responsibility of the student to back up all their work. Technology failure is NOT a valid reason for failure to submit an assessment task on time.
  - III. To minimise problems in relation to technology, students should adhere to the following protocols:
    - | When working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive).
    - | When working at school, save the latest version of your work to your personal files on the school server.
    - | Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school.
    - | Check the compatibility of your home software with the school's technology.
    - | Save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.
    - | To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers/printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. Inform your class teacher of this (Note: printing at school should only be a last resort and must be completed **before** the due submission time).

# Occasions where a task may not be graded

## 1. Deadlines and Extension

Your task will not be graded if you fail to meet deadlines without prior approval for an extension. You will still be required to submit the assessment to meet course requirements.

## 2. Absence from a Test

Your task will not be graded if you do not meet the conditions of Illness, Absences and Misadventure, noted above. You will still be required to sit the test to meet course requirements.

## 3. Malpractice

Your task will not be graded if you are found to be engaging in malpractice in assessment tasks or tests. Examples of malpractice include, but are not limited to:

- | **Cheating** during an examination or assessment task.
- | Deliberately **disrupting** the conduct of an assessment task.
- | **Colluding** with others to submit similar work or collaborate on tasks which are clearly meant to be completed as an individual task.
- | **Plagiarising** material without due acknowledgement - plagiarism is defined as 'stealing the words or ideas of another and using them as one's own'. (Collins English Dictionary, p 749). This includes:
  - copying out of one or more books or journals and presenting it as your own work;
  - cutting and pasting from the Internet or a CD and presenting it as your own work;
  - submitting work that contains a large contribution from another person such as a parent, coach or subject expert;
  - paying someone to write or prepare material on your behalf;

## 4. Non-Serious Attempts of Assessment Tasks

You will not be graded and will need to re-submit your task if the Head Teacher of the subject makes the professional judgment that you have not made a serious attempt at an assessment task. A non-serious attempt is when a student submits an assessment task which demonstrates little or no thought or effort, is generally incomplete (50% guideline) or which contains frivolous or objectionable material. A serious attempt is the presentation of an assessment task which meets the requirements of the set task and which has been completed to the best of the student's ability.

## 5. Mobile Devices

Your task will not be graded if you use electronic devices during a test or examination. Mobile phones are banned from Monaro High School between the first and last bell of the day. If students do have Mobile Devices in their possession they should be surrendered to the assessment supervisor before entering an assessment room. None of these items will be permitted in any formal examination room.

# Appeals

## Appeals

Appeals in relation to assessment procedures should be made at the time of the task. See your class teacher first if you are unhappy with the process followed. If you still need assistance you should speak with your Head Teacher. Appeals relating to grades will not be accepted. Appeals should be made verbally, then in writing within seven days of the return of the task. The Appeals Proforma is located in this booklet.

If you are not satisfied with the decision of the Head Teacher, you may apply to the **Principal** for a school review only on the basis that the Assessment program has not been followed or that the procedures used in arriving at the final grade are incorrect.

## Appeals about Final Assessment Grades

In order to make a decision about an Assessment Appeal Application, the Principal may:-

- Review all documentation presented.
- Discuss the matter with the student.
- Consult with NESA.
- Establish a School Review Panel.
- Have an Independent Review undertaken.

## Your Responsibilities

All students must be able to demonstrate that they have satisfactorily completed requirements for the award of the Record of School Achievement. The following is a list of things that you are required to do to be able to show you have met the course outcomes.

- Attending school regularly and attending each timetabled class.
- Showing that, through genuine effort and achievement you have met all the requirements of the courses you are studying.
- Participating actively and co-operatively in all lessons.
- Completing all assessment tasks to the best of your ability.
- Handing in all assessment tasks by the due date.
- Notifying the school if you are unable to attend an assessment task and provide documentary evidence.
- Completing all homework satisfactorily.
- Checking with your teachers as soon as possible after an absence to find out what work needs to be completed - it is your responsibility to catch up on all missed work and to provide documentation to cover all absences.
- Making sure that any questions you have about the marks awarded for an individual piece of work are resolved at the time the work is handed back.
- Asking your teachers to clarify any issues you may have with any of the work you are doing.
- Reading the assessment booklet carefully and keeping it as a reference.

# A Guide to Writing Bibliographies

## Referencing

In all assessment tasks that are based on research it is essential that any sources of information are accurately acknowledged. There are two aspects to this.

- | **Citing of References** - When you quote material in the body of your work or refer to the work of someone else or use an idea you found in a reference it is essential that you acknowledge the fact. This can be done either by the use of footnotes or by using the Harvard method. The Harvard method is a system of making reference to a source listed in your bibliography.
- | **Bibliographies** - with every assessment you need to include a bibliography. This is the list of all the sources you have used in your assessment task. It should be included as an appendix.

# A Guide to Writing Bibliographies

(Based on the Harvard Style)

## BOOKS

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title of book. (underlined OR italics) (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)

### For Example:

Dixon, J. (1993). *How to be a successful student*. Ringwood: Penguin Books.

## BOOKS (edited)

Include the following information in this order:

- | Editor's surname, initials. (full stop)
- | (ed.)(in brackets)
- | Year. (in brackets) (full stop)
- | Title of book. (underlined OR italics) (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)

### For Example:

Morgan, J. (ed.) (1993). *How to be a successful author*. Penguin Books.

## CD ROMs

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title. (underlined OR italics) (full stop)
- | CD ROM [in square brackets] (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)

### For Example:

Hawking, S.W. (1994). *A brief history of time: an interactive adventure [CD ROM]*. N.Y.: Crunch Media.

# A Guide to Writing Bibliographies

## E-Mail

Include the following information in this order:

- | Sender's surname, initials. (full stop)
- | (Sender's E-mail address), (brackets) (comma)
- | Day, (comma) month, (comma) year. (full stop)
- | Subject of message. (underlined OR italics) (full stop)
- | E-mail to (recipient's E-mail address). (brackets) (full stop)

### For Example:

Lowman, D. (deborah@pbsinc.com.au), 4, April, 1998. Internet referencing. (awill@dva.gov.au).

## JOURNALS

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title of article. (full stop)
- | Title of the journal (underlined OR italics) (full stop)
- | Volume, number, month/season, (comma)
- | Page numbers of article. (full stop)

### For Example:

Burns, S. (1989). *There's more than one way to learn*. *Australian Wellbeing*. No 33, October, pp42-44.

## NEWSPAPERS

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title or article. (full stop)
- | Title of the newspaper. (underlined OR italics) (full stop)
- | Date of publication, (comma)
- | Page numbers of article. (full stop)

### For Example:

Popham, B. (1997). "Saving the future". *Weekend Australian*. 7 February, p10.

# A Guide to Writing Bibliographies

## REFERENCE BOOKS

Include the following information in this order:

- | Title of book. (underlined OR italics) (full stop)
- | Year. (in brackets) (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)

**For Example:**

*The Cambridge encyclopedia of human evolution.*(1992). Cambridge: Cambridge University Press

## VIDEOS

Include the following information in this order:

- | Series title. (full stop)
- | Series number. (full stop)
- | Title. (underlined OR italics) (full stop)
- | Year. (in brackets) (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)
- | Date of transmission, (comma)
- | Medium: Format. [in square brackets] (full stop)

**For Example:**

*Fragile Earth. 5. South American wetland. (1982). London: BBC. 17, October, [video:VHS].*

## WORLD WIDE WEB

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title. (underlined OR italics)
- | [Internet]. [in square brackets] (full stop)
- | Place of publication: (colon)
- | Publisher (if ascertainable). (full stop)
- | Available from: <URL [Accessed date]. [in square brackets] (full stop)

**For Example:**

*Holland, M. (1996). Harvard System [Internet]. Poole: Bournemouth University.  
Available from:[http://www.bournemouth.ac.uk/service-depts/lis/LIS\\_Pub/harvardsys.htm](http://www.bournemouth.ac.uk/service-depts/lis/LIS_Pub/harvardsys.htm)  
Accessed 6, May, 1998].*

**From a person:** whether in person, by phone or by email: Name Year, pers. Comm., date  
*A Gibson 2005, pers. comm., 10th October*



## ASSESSMENT TASK NOTIFICATION

Course Title:

Teacher:

Topic / Area of Study:

Assessment Tasks Weighting:

Date Distributed:

Date Due:

(Date and Period for In-Class Tasks)

Marking Guide:

Attached

Provided on return of Assessment Task

Assessment Task Details:

Assessment Criteria / Outcomes:





## ASSESSMENT TASK NOTIFICATION

### CHANGE OF DATE

Course Title:

Teacher:

Topic / Area of Study:

Assessment Tasks Weighting:

**Date Distributed:**

Term:	Week:
Date:	

**Original Date Due:**

Term:	Week:
Date:	

**Date Due;**

Term:	Week:
Date:	
Period(s):	

Head Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_

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

**Comments:**



# APPLICATION FOR SPECIAL CONSIDERATION

## *Absence - Illness - Misadventure - Extension*

If illness, accident, misadventure or special circumstances prevent a student from completing a set task on or by the due date, the school must be advised immediately of the situation.

On the day the student returns to school this form must be returned to the relevant Head Teacher of the subject affected.

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

Subject: \_\_\_\_\_

Task Title: \_\_\_\_\_

Due Date of Assessment Task: \_\_\_\_\_

Reason For Application: (Please describe how your ability to complete or submit this assessment task has been affected)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Attached is a Medical Certificate or other verification to support this request.

Student and Parent Signatures: \_\_\_\_\_ / \_\_\_\_\_

Class Teacher Recommendation:  Supported  Not Supported

Head Teacher Decision and Recommendation:  Supported  Not Supported

- Extension of time without penalty
- Substitute task
- Estimate based on evidence
- Application declined due to insufficient cause



# RoSA Assessment Appeal Application

- I have discussed the issue with my teacher prior to filling out this application
- I have discussed the issue with the HT prior to filling out this application

1. Complete this form if you wish to appeal about the assessment program or the procedures used to arrive at your mark
2. Hand in the completed form to the appropriate Head Teacher within 7 Days of the task's return.
3. Ask for a copy of the form to be made and returned to you.

**This section is completed by the student:**

Student	
Year	
Teacher	
Subject	
Nature of Assessment Task	(Eg: Examination, Unit Test, Assignment, Research, Practical, In Class/Take Home Task)
Date of Task	
Task Completed	
Reason for appeal Please note you can only appeal the assessment program or the assessment process - not the mark Please use the reverse side of the form if you need more detail	

Signed: \_\_\_\_\_

Date application submitted: \_\_\_\_\_

(Students Name)

**This section is completed by the Head Teacher:**

Head Teacher	
Decision Please use the reverse side of the form if you need to add more detail	

Copy To Student

Copy To Head Teacher



## Intent to Use School Based Provisions

Student Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Year: 10 / 11 / 12      Assessment Name and Due Date

\_\_\_\_\_

Note: Notice is required is five school days unless otherwise negotiated with your teacher

I intend to use the following provision's for the above:

<ul style="list-style-type: none"> <li>• Writer, with a time allowance of 2.5 mins for every 30 mins of a task</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Extra time to write (5 mins for every 30 minutes of a task)</li> </ul>
<ul style="list-style-type: none"> <li>• Reader</li> </ul> <p style="text-align: center;"><b>AND / OR</b></p> <ul style="list-style-type: none"> <li>• Extra time to read (5 mins for every 30 minutes of a task)</li> </ul>
<ul style="list-style-type: none"> <li>• Rest breaks (5 minutes for every 30 minutes of a task)</li> </ul>
<ul style="list-style-type: none"> <li>• Separate Supervision</li> </ul>
<ul style="list-style-type: none"> <li>• Individual Supervision</li> </ul>
<ul style="list-style-type: none"> <li>• Medical Provisions             <ul style="list-style-type: none"> <li>• Food/drink</li> <li>• Ventilation</li> <li>• Medication</li> <li>• Varied Seating</li> <li>• Other .....</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Hearing Support person</li> </ul>
<ul style="list-style-type: none"> <li>• Vision support person</li> </ul>
<ul style="list-style-type: none"> <li>• Other .....</li> </ul>

Student Signature.....

Date.....

Teacher.....

Date copy given to student.....

Faculty Use:

Reader / Writer Name:

Provision use:

# SUBJECT ASSESSMENT SCHEDULES

## AGRICULTURE (RoSA) 2023

Task Number & Name	Task 1 Cropping	Task 2 Sheep and Wool	Task 3 Exam
Nature of Task	Produce a brochure, poster or breed fact sheet detailing the breed, origin, characteristics, commercial uses and marketing	Conducting Agricultural research	Examination
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>Apply basic research techniques, select and interpret relevant information and present in a logical manner.</li> </ul>	<ul style="list-style-type: none"> <li>Observe, collect and analyse data to prepare a report on growth of cereal crops</li> </ul>	Covering content from semester 1 and 2
Outcomes being assessed	AG5.1, AG5.3, AG5.5, AG5.7	AG5.2, AG5.3, AG5.4, AG5.5, AG5.6, AG5.10	AG5.1, AG5.4, AG5.11, AG5.12, AG5.13, AG5.14
Timing of Task	Term 2 Week 8	Term 2 Week 4	Term 3 Week 10

### Outcomes: Agriculture - Stage 5

A Student:

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

## COMMERCE (RoSA) 2023

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Topic: Consumer and financial decisions In Class: One period topic test	Topic: Running your own business Run a market stall, from concept to execution (Market Day at Monaro High School). As well as submission of a business report - Group Activity.	Topic: Business Report	Topic: Employment and work futures Design an info graphic
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>Demonstrates knowledge and understanding of course content and required skills - made up of multiple choice and short answer questions as well as stimulus based inquiry questions</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of course content and required skills to run a business.</li> <li>Students will participate in a market day at MHS and also prepare a business report</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of course content and required skills to run a business.</li> <li>Students will prepare a business report</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates knowledge and understanding of course content and required skills to engage within the labour sector</li> </ul>
Outcomes being assessed	Com: 5.1, 5.8	Com: 5.6, 5.9	Com: 5.5, 5.8	Com: 5.4, 5.2, 5.3, 5.7
Timing of Task	Term 1 Week 7	Term 2 Week 8	Term 3 Week 2	Term 4 Week 2

### Outcomes: Commerce - Stage 5

A Student:

- Com 5.1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
- Com 5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
- Com 5.3 examines the role of law in society
- Com 5.4 analyses key factors affecting decisions
- Com 5.5 evaluates options for solving problems and issues
- Com 5.6 develops and implements plans designed to achieve goals
- Com 5.7 researches and assesses information using a variety of sources
- Com 5.8 explains information using a variety of forms
- Com 5.9 works independently and collaboratively to meet individual and collective goals within specified timeframes

## DANCE (RoSA) 2023

Task Number & Name	Task 1 'Our Moving Body '	Task 2 'Stimulus Response'	Task 3 'Jazz Fusion'	Task 4 'Ghost Dances'
Nature of Task	In class performance and anatomy test	Composition and Reflection	Performance and Research of an influential era or individual	Composition and Appreciation
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>This task focuses on SAFE DANCE and its importance in the classroom and in performance.</li> <li>Students perform a routine showing dance skills and safe dance practices</li> <li>Students develop their performance skills and use of dynamics</li> <li>In-class a test is completed that focuses on anatomy of the body in its relationship to dance</li> </ul>	<ul style="list-style-type: none"> <li>Students explore composition and how stimuli can inspire movement</li> <li>In small groups students will create a piece of their own based on a stimulus and will reflect on their choices throughout the composition process.</li> </ul>	<ul style="list-style-type: none"> <li>Explores the evolution of Jazz dance</li> <li>Students will engage in a variety of dance styles that were key components in the style of jazz as we know it today</li> <li>They will also complete a research activity on a particular era or individual who had an impact on this popular style</li> </ul>	<ul style="list-style-type: none"> <li>Students will study and analyse 'Ghost Dances by Christopher Bruce</li> <li>They will learn the Dance Analysis process and complete an in-class analysis task showing their understanding of the meaning behind the work</li> <li>Students will compose their own work based on the piece studied</li> </ul>
Outcomes being assessed	5.1.1, 5.1.2, 5.1.3	5.2.1, 5.2.2, 5.3.13	5.1.1, 5.1.2, 5.1.3, 5.3.2, 5.3.3	5.3.1, 5.3.2, 5.3.3
Timing of Task	Term 1 Week 11	Term 2 Week 6	Term 3 Week 5	Term 4 Week 3

### Outcomes: Dance - Stage 5

A Student:

- 5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
- 5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance
- 5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance
- 5.2.1 explores the elements of dance as the basis of the communication of ideas
- 5.2.2 composes and structures dance movement that communicates an idea
- 5.3.1 describes and analyses dance as the communication of ideas within a context
- 5.3.2 identifies and analyses the link between their performances and compositions and dance works of art
- 5.3.3 applies understandings and experiences drawn from their own work and dance works of art
- 5.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning



## DRAMA (RoSA) 2023

Task Number & Name	Task 1 Improvisation and Playbuilding	Task 2 Production and Performance	Task 3 Theatre through the Ages	Task 3 Progress Log Book
Nature of Task	Students will collaborate with others to create and perform group devised drama.	Portfolio of Work	Research-Students will investigate theoretically and practically a historical performance style/form.	Students are to maintain a Progress/reflection logbook throughout the year.
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>Making drama that explores a range of imagined and created situations in a collaborative environment.</li> </ul>	<ul style="list-style-type: none"> <li>Performing devised and scripted drama using a variety of performance techniques, dramatic forms, and theatrical conventions to engage an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic, and political aspects of the human experience.</li> </ul>	<ul style="list-style-type: none"> <li>Recording and reflecting upon the process of creating drama.</li> <li>Includes reflective writing, evaluation, ideas, scripts, drafts, research and analysis</li> </ul>
Outcomes being assessed	5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.3.3	5.1.4, 5.2.2, 5.2.3, 5.3.3	5.1.3, 5.3.2, 5.3.1	5.3.1, 5.3.3
Timing of Task	Term 1 Week 9	Term 2 Week 10	Term 3 Week 10	Term 4 Week 4

### Outcomes: Drama - Stage 5

A Student:

- 5.1.1 Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
- 5.1.2 Contributes, selects, develops and structures ideas in improvisation and play building
- 5.1.3 Devises, interprets and enacts drama using scripted and unscripted material or text
- 5.1.4 Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies
- 5.2.1 Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
- 5.2.2 Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.2.3 Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
- 5.3.1 Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.2 Analyses the contemporary and historical contexts of drama
- 5.3.3 Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

## ENGLISH (RoSA) 2023

Task Number & Name	Task 1 Imaginative Writing	Task 2 Examination	Task 3 Extended Response	Task 4 Multimedia Response
Nature of Task	Students will use stimulus material to compose their own urban legend.	Half Yearly Examination	Essay Response	Viewing and responding in-class task
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>Students will demonstrate their understanding of language techniques, audience, and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate their understanding of poetry prose fiction</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate writing skills developed through their engagement with Shakespearean Drama Texts</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate their understanding of film by actively responding</li> </ul>
Outcomes being assessed	EN-1, EN-4, EN-5	EN-3, EN-6, EN-9	EN-1, EN-3, EN-8	EN-2, EN-7
Timing of Task	Term 1 Week 6	Term 2 Week 9	Term 3 Week 8	Term 4 Week 3

### Outcomes: English - Stage 5

A Student:

- EN.1 responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN.2 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
- EN.3 selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts describing and explaining their effect on meaning
- EN.4 effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
- EN.5 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
- EN.6 Investigates the relationships between and among texts
- EN.7 understands and evaluates the diverse ways texts can represent personal and public worlds
- EN.8 questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
- EN.9 purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

## FOOD TECHNOLOGY (RoSA) 2023

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Pamphlet and practical	Create your own menu	Research Task and practical	Yearly Exam
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>Food Selection and Health:</li> <li>Students create a pamphlet on a 'stage of the life cycle'</li> <li>Students prepare and present a dish for their chosen stage</li> </ul>	<ul style="list-style-type: none"> <li>Food for specific needs:</li> <li>Students design their own restaurant and create a menu. This menu caters for a variety of dietary requirements</li> </ul>	<ul style="list-style-type: none"> <li>Food Trends:</li> <li>Student research current food trends and choose a dish to make in class</li> </ul>	<ul style="list-style-type: none"> <li>An examination of all content covered through the year</li> </ul>
Outcomes being assessed	FT5-1, FT5-6, FT5-8, FT5-9, FT5-11	FT5-2, FT5-3, FT5-5, FT5-7,	FT5-4, FT5-8, FT5.9, FT5-12	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-13
Timing of Task	Term 1 Week 9	Term 2 Week 5	Term 4 Week 2	Term 3 Week 10

### Outcomes: Food Technology - Stage 5

A Student:

- FT5.1 demonstrates hygienic handling of food to ensure a safe and appealing product
- FT5.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- FT5.3 describes the physical and chemical properties of a variety of foods
- FT5.4 accounts for changes to the properties of food which occur during food processing, preparation and storage
- FT5.5 applies appropriate methods of food processing, preparation and storage
- FT5.6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- FT5.7 justifies food choices by analysing the factors that influence eating habits
- FT5.8 collects, evaluates and applies information from a variety of sources
- FT5.9 communicates ideas and information using a range of media and appropriate terminology
- FT5.10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- FT5.11 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- 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

## HISTORY (RoSA) 2023

Task Number & Name	Task 1 Movement of Peoples	Task 2 Australians at War (Core)	Task 3 Changing Rights and Freedoms (Core)	Task 4 Depth Study
Nature of Task	Empathy Writing Task	Half Yearly Exam	Topic Test	Historical Investigation
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>Students are assessed on their empathetic understanding of the actions, values, attitudes and motives of people in the context of the past</li> </ul>	<ul style="list-style-type: none"> <li>Students will be assessed on their knowledge and understanding of Semester 1 content</li> </ul>	<ul style="list-style-type: none"> <li>Students are assessed on how the rights and freedoms of Aboriginal and Torres Strait Islander peoples have changed from 1945</li> </ul>	<ul style="list-style-type: none"> <li>Students will be complete a historical investigation on key features from the Depth Study</li> </ul>
Outcomes being assessed	HT5.1, HT5.3, HT5.6, HT5.9	HT5.1, HT5.2, HT5.4, HT5.5, HT5.7	HT5.2, HT5.3, HT5.8, HT5.9,	HT5.4, HT5.5, HT5.6, HT5.10
Timing of Task	Term 1 Week 9	Term 2 Week 9	Term 3 Week 7	Term 4 Week 2

### Outcomes: History - Stage 5

#### A Student:

- HT5.1 explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5.2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- HT5.3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- HT5.4 explains and analyses the causes and effects of events and developments in the modern world and Australia
- HT5.5 identifies and evaluates the usefulness of sources in 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 a 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

## 9/10 HISTORY ELECTIVE (RoSA) 2023

Task Number & Name	Task 1 History, Heritage and Archaeology	Task 2 Thematic Studies - Heroes & Villains	Task 3 Historical Investigation	Task 4 Digital Infographic
Nature of Task	Museum Display - Archaeological site	Primary Source Reconstructions	Historical Investigation Portfolio	Pirate Profile
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>Students will create a Museum Display showcasing the final resting place of Mungo Man and Mungo Woman</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper Front Page - Jack the Ripper</li> </ul>	<ul style="list-style-type: none"> <li>Students will conduct an historical investigation on a personality, event or period of history of their choice and present a portfolio showcasing their research following an 18 point plan</li> </ul>	<ul style="list-style-type: none"> <li>Students will create a digital profile and present this to the class showcasing the life of a pirate of choice</li> </ul>
Outcomes being assessed	HTE5.1, HTE5.5, HTE5.6,	HTE5.2, HTE5.7, HTE5.10,	HTE5.3, HTE5.4, HTE5.8, HTE5.9,	HTE5.4, HTE5.7, HTE5.10
Timing of Task	Term 1 Week 11	Term 2 Week 5	Term 3 Week 8	Term 4 Week 3

### Outcomes: History Elective - Stage 5

#### A student :

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 or cultural groups, sites and/or family to our shared heritage

HTE5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process

HTE5.7 explains different contexts, perspectives and interpretations about 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 oral, written, visual and digital forms to communicate effectively about the past for different audiences

## INDUSTRIAL TECHNOLOGY - METAL 100hr (RoSA) 2023

Task Number & Name	Task 1 Safety	Task 2 Research Tasks	Task 3 Practical Project 1	Task 4 Practical Project 2
Nature of Task	<ul style="list-style-type: none"> <li>Safety Tests</li> </ul>	Term 1 <ul style="list-style-type: none"> <li>Key Terms</li> <li>Term 2</li> <li>CAD</li> <li>Term 3</li> <li>Properties of Metals</li> </ul>	<ul style="list-style-type: none"> <li>Practical Project</li> <li>Risk Assessment</li> <li>Workshop Drawing</li> <li>Record of production</li> <li>Topic Test</li> </ul>	<ul style="list-style-type: none"> <li>Practical Project</li> <li>Risk Assessment</li> <li>Workshop Drawing</li> <li>Record of production</li> <li>Topic Test</li> </ul>
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>Develop an understanding of machinery specific of SOP (safe operating Procedures) to ensure students can access machinery, and processes in a safe manner</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of context specific words /terms</li> <li>Develop and understanding of the properties of a range of characteristics that make them suitable for specific applications</li> </ul>	<ul style="list-style-type: none"> <li>Project management and documentation</li> <li>Assess risks in relation to project requirements and identify control measures</li> <li>CAD Skills</li> </ul>	<ul style="list-style-type: none"> <li>Project management and documentation</li> <li>Assess risks in relation to Major Project and identify control measures</li> <li>CAD Skills</li> </ul>
Outcomes being assessed	IND5-1, IND5-6	IND5-4, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-5, IND5-8	IND5-1, IND5-2, IND5-3, IND5-5, IND5-6, IND5-7
Timing of Task	Term 1 Week 3	Term 2 Week 3 Term 4 Week 3	Term 2 Week 2	Term 3 Week 10

### Outcomes: Industrial Technology - Metal 100hr - Stage 5

#### A student :

IND5-1 identifies, assess, 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.

## INDUSTRIAL TECHNOLOGY - METAL 200hr (RoSA) 2023

Task Number & Name	Task 1	Task 2 Research Tasks	Task 3 Major Project - Part 1 & 2 Alternative Project 1	Task 4 Major Project - Part 3 Alternative Project - Part 2
Nature of Task	<ul style="list-style-type: none"> <li>Safety tests</li> </ul>	Semester 1 <ul style="list-style-type: none"> <li>Production of Steel and Iron</li> </ul> Semester 2 <ul style="list-style-type: none"> <li>Technology in Industry CAD/CAM</li> </ul>	<ul style="list-style-type: none"> <li>Research</li> <li>Sketches and idea generation</li> <li>Workshop Drawing</li> <li>Materials/cutting list</li> <li>Risk Assessment for your project <i>Practical project for Alternative Project</i></li> </ul>	<ul style="list-style-type: none"> <li>Practical Project</li> <li>Record a production</li> </ul>
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>Develop an understanding of machinery specific of SOP (Safe Operating Procedures) to ensure students can access machinery, and processes in a safe manner</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of the properties of a range of metals and identify the characteristics that make them suitable for specific applications</li> <li>Develop an awareness of how technology implemented in the Metals Industry impacts safety and production efficiency</li> </ul>	<ul style="list-style-type: none"> <li>Develop a suitable Major Project that utilises workshop resources appropriate to individual capability</li> <li>Assess risks in relation to Major Project and identify control measures to ensure students can access machinery, and processes in a safe manner</li> </ul>	<ul style="list-style-type: none"> <li>Construct a functional and aesthetically pleasing practical project that accurately reflects the project proposed in Part 1</li> <li>Evaluate construction techniques and document construction of Major Project to highlight the decision making process to ensure Major Project is completed to a suitable standard</li> </ul>
Outcomes being assessed		IND5-4, IND5-9, IND5-10	IND5-1, IND5-2, IND5-5, IND5.6, IND5-8	IND5-3, IND5-4, IND5-6, IND5-7, IND5-8
Timing of Task	Term 1 Week 3	Term 2 Week 3 Term 4 Week 3	Term 2 Week 2	Term 3 Week 10

### Outcomes: Industrial Technology - Metal 200hr - Stage 5

#### A student :

IND5-1 identifies, assess, 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.

## INDUSTRIAL TECHNOLOGY - TIMBER 100 hr (RoSA) 2023

Task Number & Name	Task 1 Safety	Task 2 Research Tasks	Task 3 Practical Project 1	Task 4 Practical Project 2
Nature of Task	<ul style="list-style-type: none"> <li>Safety Tests</li> </ul>	Term 1 <ul style="list-style-type: none"> <li>Key Terms</li> </ul> Term 2 <ul style="list-style-type: none"> <li>CAD</li> </ul> Term 3 <ul style="list-style-type: none"> <li>Properties of Timber</li> </ul>	<ul style="list-style-type: none"> <li>Practical Project</li> <li>Risk Assessment</li> <li>Workshop Drawing</li> <li>Record of Production</li> <li>Topic Test</li> </ul>	<ul style="list-style-type: none"> <li>Practical Project</li> <li>Risk Assessment</li> <li>Workshop Drawing</li> <li>Record of Production</li> <li>Topic Test</li> </ul>
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>Develop an understanding of machinery specific of SOP (Safe Operating Procedures) to ensure students can access machinery and processes in a safe manner</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of context specific words/terms</li> <li>Develop an understanding of the properties of a range of metals and identify the characteristics that make them suitable for specific applications</li> </ul>	<ul style="list-style-type: none"> <li>Produce a Dovetail Box to specifications with accompanying folio</li> <li>Assess risks in relation to project requirements and identify control measures</li> <li>CAD Skills</li> </ul>	<ul style="list-style-type: none"> <li>Project management and documentation</li> <li>Assess risks in relation to Major Project and identify control measures</li> <li>CAD Skills</li> </ul>
Outcomes being assessed	IND5-1, IND5-6,	IND5-4, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-5, IND5-8,	IND5-1, IND5-2, IND5-3, IND5-5, IND5-6, IND5-7
Timing of Task	Term 1 Week 3	Term 2 Week 3 Term 4 Week 3	Term 2 Week 2 OR on completion of Practical whichever comes first	Term 3 Week 10 OR on completion of Practical whichever comes first

### Outcomes: Industrial Technology - Timber - Stage 5

#### A student :

IND5-1 identifies, assess, 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.



## INDUSTRIAL TECHNOLOGY - TIMBER 200 hr (RoSA) 2023

Task Number & Name	Task 1	Task 2 Research Tasks	Task 3 Major Project - Part 1 & 2 Alternative Project 1	Task 4 Major Project - Part 3 Alternative Project 2
Nature of Task	Safety Tests	Semester 1 • Conversation of Timber  Semester 2 • Technology in Industry CAD/ CAM	<ul style="list-style-type: none"> <li>• Research</li> <li>• Sketches and idea generation</li> <li>• Workshop Drawing</li> <li>• Materials/cutting list</li> <li>• Risk Assessment for your project</li> </ul> Practical project for Alternative Project	<ul style="list-style-type: none"> <li>• Practical Project</li> </ul> Record of production
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>• Develop an understanding of machinery specific of SOP (Safe Operating Procedures) to ensure students can access machinery, and processes in a safe manner</li> </ul>	<ul style="list-style-type: none"> <li>• Test on topics covered in semester 1 demonstrating understanding, multiple choice, short answer responses</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a suitable Major Project that utilises workshop resources appropriate to individual capability</li> <li>• Assess risks in relation to Major Project and identity control measures to ensure students can access machinery, and processes in a safe manner</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a functional and aesthetically pleasing practical project that accurately reflects the project proposed in Part 1</li> <li>• Evaluate construction techniques and document construction of Major Project to highlight the decision making process to ensure Major Project is completed to a suitable standard</li> </ul>
Outcomes being assessed	IND5-1, IND5-3, IND5-5, IND5-6, IND5-7, IND5-8	IND5-6, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8,	IND5-6, IND5-9, IND5-10
Timing of Task	Term 1 Week 3	Term 2 Week 3 Term 4 Week 3	Term 2 Week 2 OR on completion of Practical, whichever comes first for Alternative project	Term 3 Week 10 OR on completion of Practical, whichever comes first

### Outcomes: Industrial Technology - Timber - Stage 5

#### A student :

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.

## JAPANESE (RoSA) 2023

Task Number & Name	Task 1 Weather Report	Task 2 Film Festival	Task 3 Travel Itinerary	Task 4 Which Concert?
Nature of Task	Speaking Task Writing Task	Reading Task Writing Task	Writing Task Listening Task	Yearly Examination Listening Task Speaking Task
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>Students orally present a weather report with Japanese screen</li> </ul>	<ul style="list-style-type: none"> <li>Students read a film festival program and discuss film preference via text</li> </ul>	<ul style="list-style-type: none"> <li>Students prepare a travel itinerary for a friend/client wanting to go to Japan based on an audio message left by the client</li> </ul>	<ul style="list-style-type: none"> <li>Students listen to Japanese artists and read critiques to decide which concert to attend</li> </ul>
Outcomes being assessed	LJA5-1C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U	LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-8U	LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U,	A5-1C, A5-2C, A5-3C, A5-7U, A5-9U
Timing of Task	Term 1 Week 9	Term 2 Week 5	Term 3 Week 8	Term 4 Week4

### Outcomes: Japanese - Stage 5

#### A student :

LJA5-1C	manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LJA5-2C	identifies and interprets information in a range of texts
LJA5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LJA5-4C	experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
LJA5-5U	demonstrates how Japanese pronunciation and intonation are used to convey meaning
LJA5-6U	demonstrates understanding of how Japanese writing conventions are used to convey meaning
LJA5-7U	analyses the function of complex Japanese grammatical structures to extend meaning
LJA5-8U	analyses linguistic, structural and cultural features in a range of texts
LJA5-9U	explains and reflects on the interrelationship between language, culture and identity

## MATHEMATICS (RoSA) 2023

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	In Class Task	In Class Task	Examination	In Class Task
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>Numbers of any magnitude</li> <li>Financial mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Ratios and rates</li> <li>Single variable data analysis &amp; Bivariate data analysis</li> </ul>	<ul style="list-style-type: none"> <li>All content covered over the year so far</li> </ul>	<ul style="list-style-type: none"> <li>Right-angled triangles (Trigonometry)</li> <li>Geometrical Figures</li> </ul>
Outcomes being assessed	MA5.1-9MG, MA5.1-4NA, MA5.2-4NA, MA5.3-6NA	MA5.2-5NA, MA5.1-15SP, MA5.2-16SP, MA5.3-4NA, MA5.3-18SP, MA5.3-19SP,	All outcomes covered so far this year	MA5.1-10MG, MA5.2-13MG, MA5.3-15MG, MA5.3-16MG, MA5.2-14MG
Timing of Task	Term 1 Week 8	Term 2 Week 5	Term 3 Week 10	Term 4 Weeks 2

## Outcomes: Mathematics - Stage 5.1

A student :

### WORKING MATHEMATICALLY

MA5.1-1WM	<b>Communicating:</b>	uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	<b>Problem Solving:</b>	selects and uses appropriate strategies to solve problems
MA5.1-3WM	<b>Reasoning:</b>	provides reasoning to support conclusions that are appropriate to the context

### NUMBER AND ALGEBRA

MA5.1-4NA	<b>Financial Mathematics:</b>	solves financial problems involving earning, spending and investing money
MA5.1-5NA	<b>Indices:</b>	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-5NA	<b>Linear Relationships:</b>	determines the midpoint, gradient and length of an interval and graphs linear relationships
MA5.1-7NA	<b>Non-linear Relationships:</b>	graphs simple non-linear relationships

### MEASUREMENT AND GEOMETRY

MA5.1-8MG	<b>Area and surface area:</b>	calculates the areas of composite shapes, surface areas of rectangular and triangular prisms
MA5.1-9MG	<b>Numbers of any magnitude:</b>	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	<b>Right-Angled Triangles:</b> (Trigonometry)	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	<b>Properties of Geometrical Figures:</b>	describes and applies the properties of similar figures and scale drawings

### STATISTICS AND PROBABILITY

MA5.1-12SP	<b>Single Variable Data Analysis:</b>	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	<b>Probability:</b>	calculates relative frequencies to estimate probabilities of simple and compound events

## Outcomes: Mathematics - Stage 5.2

A student :

### WORKING MATHEMATICALLY

MA5.2-1WM	<b>Communicating:</b>	selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	<b>Problem Solving:</b>	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	<b>Reasoning:</b>	constructs arguments to prove and justify results

### NUMBER AND ALGEBRA

MA5.2-4NA	<b>Financial Mathematics:</b>	solves financial problems involving compound interest
MA5.2-5NA	<b>Ratios and Rates:</b>	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	<b>Algebraic Techniques:</b>	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	<b>Indices:</b>	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	<b>Equations:</b>	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	<b>Linear Relationships:</b>	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	<b>Non-linear Relationships</b>	connects algebraic and graphical representations of simple non-linear relationships

### MEASUREMENT AND GEOMETRY

MA5.2-11MG	<b>Area and surface are:</b>	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	<b>Volume:</b>	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	<b>Right-Angled Triangles:</b> (Trigonometry)	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	<b>Properties of Geometrical Figures:</b>	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar

### STATISTICS AND PROBABILITY

MA5.2-15SP	<b>Single Variable Data Analysis:</b>	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	<b>Bivariate Data Analysis:</b>	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	<b>Probability:</b>	describes and calculates probabilities in multi-step chance experiments

## Outcomes: Mathematics - Stage 5.3

A student :

### WORKING MATHEMATICALLY

MA5.3-1WM	<b>Communicating:</b>	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM	<b>Problem Solving:</b>	generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.2-3WM	<b>Reasoning:</b>	uses deductive reasoning in presenting arguments and formal proofs

### NUMBER AND ALGEBRA

MA5.3-4NA	<b>Ratios and Rates:</b>	draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA	<b>Algebraic Techniques:</b>	selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	<b>Surds and Indices:</b>	performs operations with surds and indices
MA5.3-7NA	<b>Equations:</b>	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA	<b>Linear Relationships:</b>	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-9NA	<b>Non-linear Relationships:</b>	sketches and interprets a variety of non-linear relationships
MA5.3-10NA	<b>Polynomials:</b>	recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA	<b>Logarithms:</b>	uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA	<b>Functions and other Graphs:</b>	uses function notation to describe and sketch functions

### MEASUREMENT AND GEOMETRY

MA5.3-13MG	<b>Area and surface are:</b>	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG	<b>Volume:</b>	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG	<b>Right-Angled Triangles:</b> (Trigonometry)	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	<b>Properties of Geometrical Figures:</b>	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.317SP	<b>Circle Geometry:</b>	applies deductive reasoning to prove circle theorems and to solve related problems

### STATISTICS AND PROBABILITY

MA5.3-18SP	<b>Single Variable Data Analysis:</b>	uses standard deviation to analyse data
MA5.3-19SP	<b>Bivariate Data Analysis:</b>	investigates the relationship between numerical variables using lines to best fit, and explores how data is used to inform decision-making processes

## MUSIC (RoSA) 2023

Task Number & Name	Task 1 Musicology	Task 2 Composition	Task 3 Performance
Nature of Task	Musical analysis of selected pieces with findings presented in an optional variety of mediums	Compose a piece of music using both instruments and/or a computer based notation program	Perform a piece of music on instrument of choice in class concert setting. In addition to performance students are to take on a role in both planning and running the concert
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>Students will learn about the concepts of music: pitch, duration, tone, colour, dynamics and expressive techniques, texture and structure. Using these tools students will analyse a piece of music from a given style, period or genre</li> </ul>	<ul style="list-style-type: none"> <li>Students will compose a piece of music that demonstrates their ability to:</li> <li>Improvise</li> <li>Notate their composition</li> <li>Use technology in the composition process</li> </ul>	<ul style="list-style-type: none"> <li>Students will perform a piece of music to demonstrate an understanding of:</li> <li>Solo or ensemble playing</li> <li>Music style</li> <li>The use of the musical concepts in a 'live' performance</li> </ul>
Outcomes being assessed	5.7, 5.8	5.4, 5.5, 5.6	5.1, 5.2, 5.3
Timing of Task	Term 2 Week 4	Term 3 Week 8	Term 4 Weeks 4

### Outcomes: Music - Stage 5

A student :

#### Performing

- 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

#### Composing

- 5.4 Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres 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

#### Listening

- 5.7 Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.10 Demonstrates an understanding of the influence and the 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

## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (RoSA) 2023

Task Number & Name	Task 1 Decathlon	Task 2 Future Success	Task 3 Dance	Task 4 Course Examination
Nature of Task	Students will need to complete nine athletics events	Create a Resume and cover letter	Students will be required to perform either the Cha Cha or the Jive with a partner	Complete written exam covering course content
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>Students will complete the nine events stated below 100m; 400m; 1500m; High Jump; Long Jump; Triple Jump; Shot Put; Javelin; Discus</li> </ul>	<ul style="list-style-type: none"> <li>Students use Monaro H.S careers site to create a Resume &amp; cover letter for a job application</li> </ul>	<ul style="list-style-type: none"> <li>Movement</li> <li>Rhythm</li> <li>Relationship</li> <li>Creativity</li> <li>Expression</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of key concepts through the application of course content in written responses</li> </ul>
Outcomes being assessed	5.4, 5.5	5.6, 5.7, 5.8	5.4, 5.5	5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.9
Timing of Task	Term 1 Weeks 4-10	Term 2 Week 7	Term 3 Week 7	Term 4 Week 2

### Outcomes: Personal Development, Health & Physical Education (PD/HPE) - Stage 5

A student :

- 5.1 analyses how they can support their own and others' sense of self
- 5.2 evaluates their capacity to reflect on and respond positively to challenges
- 5.3 analyses factors that contribute to positive, inclusive and satisfying relationships
- 5.4 adapts, transfers and improvises movement skills and concepts to improve performance
- 5.5 composes, performs and appraises movement in a variety of challenging contexts
- 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people
- 5.7 analyses influences on health decision making and develops strategies to promote health and safe behaviours
- 5.8 critically analyses health information, products and services to promote health
- 5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity



## PHILOSOPHY 2023

Task Number & Name	Task 1	Task 2	Task 3
Nature of Task	Community of Inquiry	Digital Portfolio and Learning Journal	Infographic
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>• Metaphysics</li> <li>• Epistemology</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Interest Project</li> </ul>	<ul style="list-style-type: none"> <li>• Aesthetics</li> </ul>
Outcomes being assessed	PH5.1, PH5.2, PH5.5, PH5.6	PH5.4, PH5.8, PH5.9	PH5.1, PH5.3 PH5.7,
Timing of Task	Term 2 Week 6	Term 3 Week 7	Term 4 Week 2

### Outcomes: Philosophy - Stage 5

A student :

- PH5.1 examines key philosophical thinkers, problems and arguments
- PH5.2 develops an understanding of models of ethical decision making
- PH5.3 explores the role of philosophy as an agent of personal or social change
- PH5.4 researches and assesses information using a variety of sources
- PH5.5 identifies key factors affecting decisions
- PH5.6 constructs logical arguments based on critical reasoning
- PH5.7 communicates ideas effectively using a variety of modes
- PH5.8 reflects on values, beliefs and assumptions
- PH5.9 works independently and in communities of inquiry to explore philosophical questions

## PHOTOGRAPHIC AND DIGITAL MEDIA (RoSA) 2023

Task Number & Name	Task 1 Romancing the Land	Task 2 Perspectives & Patterns in the Built Environment	Task 3 Portrait Photography - People in Place	Task 4 Case Study
Nature of Task	Students generate a series of digital photographs that explore and challenge traditional representations of landscape.	Students generate a series of digital photographs that focus on patterns and perspectives in the built environment.	Students generate a series of photographs that focus on people in place.	An in-depth study of a photographic image, photographer and photographic practice.
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>Students investigate the genre of landscape photography.</li> <li>Students capture their own landscape photographs and use Adobe Photoshop to create postmodern interpretations of these images.</li> </ul>	<ul style="list-style-type: none"> <li>Students research and explore ways to represent the built environment focussing on textures, patterns and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Students investigate ways to represent people in environments that show their connection to place and space.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a deeper understanding of various aspects of critical and historical investigations in the field of Photographic and Digital Media</li> </ul>
Outcomes being assessed	5.1, 5.3, 5.4, 5.5, 5.6	5.1, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.4, 5.5, 5.6	5.7, 5.8, 5.9,
Timing of Task	Term 1 Week 10	Term 2 Week 5	Term 3 Week 10	Term 4 Week 4

### Outcomes: Photographic and Digital Media - Stage 5

A student :

#### Making

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

#### Critical and Historical Interpretations

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

## PHYSICAL ACTIVITY and SPORTS STUDIES (RoSA) 2023

Task Number & Name	Task 1 Body Systems Test	Task 2 Orienteering	Task 3 Training for Specific Sports	Task 4 Practical Application	Task 5 Final Examination
Nature of Task	Written 1 hour task Combination of multiple choice, structure identification and short answer questions	Students will participate in an Orienteering Exercise	Plan and implement a training and coaching session	Practical demonstration of participation and skill in performing sports, recreations and games	Written task Combination of multiple choice, structure identification and short answer questions
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>• Concepts:</li> <li>• Written test on knowledge of the body systems:</li> <li>• Anatomy</li> <li>• Muscular</li> <li>• Circulatory and</li> <li>• Energy</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts:</li> <li>• Students will need to use compass and map reading skills to navigate an orienteering course</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts:</li> <li>• Address the principles of training through a coaching session</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts:</li> <li>• Participation in practical activities, demonstration of skill and the ability to work individually and in teams</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts:</li> <li>• Promoting active lifestyle, energy systems, training for specific sports, sports in society, oval sports biathlon, tennis, squash, lifesaving</li> </ul>
Outcomes being assessed	1.1, 1.2	4.1, 4.2, 4.3	3.1, 3.2, 4.1, 4.2	4.1, 4.2, 4.3	1.2, 2.1, 3.2, 4.4
Timing of Task	Term 1 Week 10	Term 2 Week 3	Term 3 Weeks 1-5	Term 1 - Term 4 Ongoing	Term 3 Week 10

### Outcomes: Physical Activity and Sports Studies (PASS) - Stage 5

#### A student :

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

## SCIENCE (RoSA) 2023

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Genetic Disorder Research Task	Chemistry Skill and Theory Task	Examination	Newton's Law Individual Science Investigation
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>Students will use their knowledge and understanding of genetics to conduct individual research on a given genetic disorder</li> <li>They will communicate their findings in a written research report</li> </ul>	<ul style="list-style-type: none"> <li>Students will conduct practical tasks relating to chemical reactions</li> <li>Students will complete a theory test involving completing questions that examine concepts covered during the course</li> </ul>	<ul style="list-style-type: none"> <li>Students will undertake a yearly examination that covers the topics of:</li> <li>Working Scientifically</li> <li>Biology of Life</li> <li>Chemistry</li> <li>Physics of Motion</li> </ul>	<ul style="list-style-type: none"> <li>Students will plan and conduct an experiment on one of Newton's three laws of motion</li> <li>They will complete research and a practical investigation with at least 10 repeats for reliability of data, to produce a research/experiment report</li> <li>The practical component will be planned and conducted by a group of 3 students. the data analysis and written report will be completed individual by each student. They will communicate their findings in a written scientific report.</li> <li>They will communicate their findings in a written scientific report</li> </ul>
Outcomes being assessed	SC5-LW14, SC5-7WS, SC5-8WS, SC5-9WS	SC5-5WS, SC5-6WS, SC5-CW16, SC5-CW17	SC5-CW, SC5-PW, SC5-LW, SC5-ES, SC4-WS	SC5-CW, SC5-PW, SC5-LW, SC5-ES, SC4-WS
Timing of Task	Term 1 Week 7	Term 2 Week 9	Term 4 Week 2	Term 3 Week 10

### Outcomes: Science - Stage 5

#### A student :

SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC517-CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials
SC5-4WS	develops questions or hypotheses to be investigated scientifically
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	presents science ideas and evidence for particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

## TEXTILES TECHNOLOGY (RoSA) 2023

Task Number & Name	Task 1	Task 2	Task 3	Task 4
Nature of Task	Caped Crusaders! - Costume	Designer PJs - Apparel	Exam	Denim Deconstruction - Student Choice
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>Students produce a textile item from the costume focus area.</li> <li>Documented evidence includes design development sketches and production flow chart.</li> </ul>	<ul style="list-style-type: none"> <li>Students follow a commercial pattern to construct pyjamas with a designer pocket</li> <li>Documented evidence includes annotated production drawings, itemised costing table and buttonhole experimentation</li> </ul>	<ul style="list-style-type: none"> <li>Design</li> <li>Properties and Performance of Textiles</li> <li>Textiles and Society</li> </ul>	<ul style="list-style-type: none"> <li>Students deconstruct a pair of jeans to design and produce another textile item.</li> <li>Documented evidence includes annotated design development sketches and production flowchart</li> </ul>
Outcomes being assessed	5-2, 5-5, 5-6, 5-9, 5-10, 5-11	5-1, 5-4, 5-5, 5-6, 5-7, 5-8, 5-10,	5-4, 5-6, 5-8, 5-9, 5-11, 5-12,	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10, 5-11, 5-12
Timing of Task	Term 1 Week 5	Term 2 Week 5	Term 3 Week 10	Term 4 Week 2

### Outcomes: Textiles Technology - Stage 5

#### A student :

- TEX 5.1 explains the properties and performance of a range of textile items
- TEX 5.2 justifies the selection of textile materials for specific end uses
- TEX 5.3 explains the creative process of design used in the work of textile designers
- TEX 5.4 generates and develops textile design ideas
- TEX 5.5 investigates and applies methods of colouration and decoration for a range of textile items
- TEX 5.6 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
- TEX 5.7 evaluates the impact of textiles production and use on the individual consumer and society
- TEX 5.8 selects and uses appropriate technology to creatively document, communicate and present design and project work
- TEX 5.9 critically selects and creatively manipulates a range of textile materials to produce quality textile items
- TEX 5.10 selects appropriate techniques and uses equipment safely in the production of quality textile projects
- TEX 5.11 demonstrates competence in the production of textile projects to completion
- TEX 5.12 evaluates textile items to determine quality in their design and construction

## VISUAL ARTS (RoSA) 2023

Task Number & Name	Task 1 'Art and the Real World - Interiors'	Task 2 'Nature Morte / Still Life'	Task 3 'Case Study' Written Task	Task 4 'Navigating the Body'
Nature of Task	Development of an artwork or series of artworks in 2D form using the conventions of drawing and painting	Development of an artwork in 2D form using the conventions of printmaking (reduction method OR hand colouring)	An in-depth study of artworks, artists and artistic practice	Development of an artwork in 3D form using the conventions of sculpture.
Central Concepts & Task Criteria	<ul style="list-style-type: none"> <li>Through the production of an individual artwork or series of works, students investigate the subject matter of interior settings and the works of selected artists as aspects of their art making practice.</li> </ul>	<ul style="list-style-type: none"> <li>Through the production of an individual artwork, students investigate the subject matter of still life (nature morte) and the works of selected artists as aspects of their art making practice.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a deeper understanding of various aspects of critical and historical investigations in the field of the Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>Through the production of an individual artwork or series of works, students investigate representations of the body or body parts and the works of selected artists as aspects of their art making practice.</li> </ul>
Outcomes being assessed	5.1, 5.3, 5.4, 5.6, 5.9	5.1, 5.3, 5.4, 5.6, 5.9	5.7, 5.8, 5.10	5.2, 5.3, 5.4, 5.5, 5.9
Timing of Task	Term 2 Week 2	Term 3 Week 2	Term 3 Week 5	Term 4 Week 4

### Outcomes: Visual Arts - Stage 5

A student :

#### ART MAKING

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

#### CRITICAL and HISTORICAL STUDIES

- 5.7 **Practice:** applies their understanding of aspects of practice to critically and historically interpretation of art
- 5.8 **Conceptual Framework:** uses their understanding of the function of and relationships between artist - artwork - world - audience in critical and historical interpretations of art
- 5.9 **Frames:** demonstrates how the frames provide different interpretations of art
- 5.10 **Representation:** demonstrates how art criticism and art history construct meanings

# VOCATIONAL EDUCATION AND TRAINING

## (VET COURSES)

### HSC ASSESSMENT ADVICE FOR VET COURSES

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESAs courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

#### **| The achievement of competency in the units of competency as stated in the Training and Assessment Strategy**

(TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

**| Recognition of Prior Learning (RPL)** on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

**| Credit Transfer (CT)** may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of the UoC.

**| N Determination** warning letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

# VOCATIONAL EDUCATION AND TRAINING

## (VET COURSES)

| **Work Placement** is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- You will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer
- A 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of attainment which indicates one or more unit/s of competency achieved towards the qualification.
- The scheduled date for work placement is shown in the course assessment summary.
- You will complete a workplace journal of your placement

| **Work Placement advice from NESA in response to COVID**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

| **HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).**

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.



**SNOWY REGION FUTURE SKILLS PROGRAM**  
**STATEMENT OF ATTAINMENT TOWARDS FSK20119 - CERTIFICATE II IN SKILLS**  
**FOR WORK AND VOCATIONAL PATHWAYS**

Assessment Plan			Evidence Gathering Techniques			
Cluster	Competency Codes	Title of competency	Direct observation - real time simulated	Product based method - Structured activities e.g. role plays, work samples, presentation	Portfolio - purposeful collection annotated and validated pieces of evidence compiled by the learner work samples	related to knowledge e.g. quizzes, interviews Questioning - written or oral
	FSKNM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work		X		X
	FSKRDG009	Read and respond to routine standard operating procedures	X			X
	FSKDIG003	Use digital technology for non-routine workplace tasks				
	FSKLRG010	Use routine strategies for career planning	X			X
	FSKOCM004	Use oral communication skills to participate in workplace meetings	X			X
	FSKOCM007	Interact effectively with others at work	X			X
	BSBWHS211	Contribute to health and safety of self and others				X
	BSBOPS203	Deliver service to customers	X			X
Finance	FNSFLT211	Develop and use personal budgets	X			
	FNSFLT212	Develop and use a savings plan	X			X

# SUMMARY OF ASSESSMENT TASKS CALENDAR

**NB: Students will be informed in writing of the ACTUAL DATE and details of the RoSA assessment task at least TWO WEEKS before the task.**

Term 1	Line 1					Line X					Line Y					Line Z													
Week	English	History	Mathematics	PDHPE	Science	Agriculture	Commerce	Drama	Food Technology	History Elective	Ind. Tech Metal	Japanese	Visual Art	Snowy Future Skill Prog	Food Technology	Ind. Tech Metal	PASS	Philosophy	Photography	Ind. Tech Timber	Agriculture	Dance	History Elective	Info. Software Tech	PASS	Textiles	Ind. Tech Timber	Music	
Wk 1														PLEASE REFER TO ASSESS SUMMARY															
Wk 2																													
Wk 3										X					X					X							X		
Wk 4				X																									
Wk 5																										X	X		
Wk 6	X																												
Wk 7					X																								
Wk 8			X						X																				
Wk 9		X				X	X	X			X				X							X	X						
Wk 10				X			X									X	X	X	X						X	X			
Wk 11																							X						

Term 2	Line 1					Line X					Line Y					Line Z													
Week	English	History	Mathematics	PDHPE	Science	Agriculture	Commerce	Drama	Food Technology	History Elective	Ind. Tech Metal	Japanese	Visual Art	Snowy 2.0 Construction	Food Technology	Ind. Tech Metal	PASS	Philosophy	Photography	Ind. Tech Timber	Agriculture	Dance	History Elective	Info. Software Tech	PASS	Textiles	Ind. Tech Timber	Music	
Wk 1														PLEASE REFER TO ASSESS SUMMARY															
Wk 2										X			X			X											X		
Wk 3	X									X					X												X		
Wk 4		X																										X	
Wk 5			X						X		X							X					X		X				
Wk 6							X							X								X							
Wk 7				X		X																X							
Wk 8																	X								X				
Wk 9					X													X											
Wk 10								X																					

# SUMMARY OF ASSESSMENT TASKS CALENDAR

**NB: Students will be informed in writing of the ACTUAL DATE and details of the RoSA assessment task at least TWO WEEKS before the task.**

Term 3	Line 1	Line X	Line Y	Line Z
Week	English History Mathematics PDHPE Science	Agriculture Commerce Drama Food Technology History Elective Ind. Tech Metal Japanese Visual Art Snowy 2.0 Construction	Food Technology Ind. Tech Metal PASS Philosophy Photography Ind. Tech Timber	Agriculture Dance History Elective Info. Software Tech PASS Textiles Ind. Tech Timber Music
Wk 1				
Wk 2	X			
Wk 3				
Wk 4		X		X
Wk 5			X	X
Wk 6	X			X
Wk 7	X			
Wk 8				X
Wk 9	X			
Wk 10		X	X	X

Term 4	Line 1	Line X	Line Y	Line Z
Week	English History Mathematics PDHPE Science	Agriculture Commerce Drama Food Technology History Elective Ind. Tech Metal Japanese Visual Art Snowy 2.0 Construction	Food Technology Ind. Tech Metal PASS Philosophy Photography Ind. Tech Timber	Agriculture Dance History Elective Info. Software Tech PASS Textiles Ind. Tech Timber Music
Wk 1				
Wk 2	X		X	X
Wk 3	X	X	X	X
Wk 4		X		X
Wk 5				
Wk 6				
Wk 7				
Wk 8				
Wk 9				
Wk 10				
Wk 11				

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