

HURLSTONE AGRICULTURAL HIGH SCHOOL  
YEAR 10 ASSESSMENT SCHEDULE

2016



# MANDATORY SUBJECTS

## AGRICULTURE

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Research Assignment Bovine Reproduction Research	15%	<ul style="list-style-type: none"> <li>3 knowledge of and skills in the effective and responsible production and marketing of agricultural products</li> <li>5 skills in problem-solving including, investigating, collecting, analysing, interpreting and communicating information in agricultural contexts</li> </ul>	<ul style="list-style-type: none"> <li>Explains and evaluates the impact of management decisions on animal production</li> <li>Investigates and implements responsible productions systems for plant and animals enterprises</li> </ul>
2	Betsy – Artificial Cow Practical Quiz	10%	<ul style="list-style-type: none"> <li>6 knowledge and skills in implementing cooperative and safe work practices in agricultural contexts</li> </ul>	<ul style="list-style-type: none"> <li>Explains and evaluates the impact of management decisions on animal production</li> <li>Implements and justifies the application of animal Welfare guidelines to agricultural practices</li> </ul>
3	Research and Oral Powerpoint on an Agricultural Enterprise	20%	<ul style="list-style-type: none"> <li>2 knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society</li> <li>1 knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives</li> <li>5 skills in problem-solving including, investigating, collecting, analyzing, interpreting and communicating information in agricultural contexts</li> </ul>	<ul style="list-style-type: none"> <li>Explains the interactions within and between the agricultural enterprises and systems</li> <li>Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets</li> </ul>
4	Yearly Examination	30%	<ul style="list-style-type: none"> <li>3 knowledge of and skills in the effective and responsible production and marketing of agricultural products.</li> <li>2 knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society.</li> <li>1 knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives.</li> <li>4 an understanding of sustainable and ethical practices that support productive and profitable agriculture</li> </ul>	<ul style="list-style-type: none"> <li>Investigates and implements responsible productions systems for plant and animal enterprises.</li> <li>Explains and evaluates the impact of management decisions on animal production</li> <li>Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics</li> <li>Explains the interactions within and between agricultural enterprises and systems</li> </ul>
5	Practical Task	25%	<ul style="list-style-type: none"> <li>6 knowledge and skills in implementing cooperative and safe work practices in agricultural context</li> </ul>	<ul style="list-style-type: none"> <li>Applies Occupational Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery</li> <li>Implements and justifies the application of animal welfare guidelines to agricultural practices</li> </ul>
<b>TOTAL</b>		<b>100%</b>		

# ENGLISH

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Creative Writing Hand-in task	25%	<ul style="list-style-type: none"> <li>• EN5-1A Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</li> <li>• EN5-2A Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</li> <li>• EN5-3B Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</li> <li>• EN5-9E Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</li> <li>• Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness</li> </ul>
2	Australian Drama Reading and writing In class essay	25%	<ul style="list-style-type: none"> <li>• EN5-1A Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</li> <li>• EN5-3B Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</li> <li>• EN5-6C Investigates the relationships between and among texts</li> <li>• EN5-7D Understands and evaluates the diverse ways texts can represent personal and public worlds</li> <li>• EN5-8D Questions, challenges and evaluated cultural assumptions in texts and their effects on meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</li> <li>• Investigates the relationships between and among texts</li> <li>• Questions, challenges and evaluated cultural assumptions in texts and their effects on meaning</li> </ul>
3	Shakespeare's <i>Macbeth</i> Speaking and listening Oral presentation in class	20%	<ul style="list-style-type: none"> <li>• EN5-2A Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</li> <li>• EN5-3B Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</li> <li>• EN5-5C Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and composes texts in a range of contexts</li> <li>• EN5-7D Understands and evaluates the diverse ways texts can represent personal and public worlds</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</li> <li>• 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</li> </ul>

4	Novel Study Viewing & representing ICT task Book trailer and directors' commentary (hand-in collaborative task)	30%	<ul style="list-style-type: none"> <li>• EN5-2A Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</li> <li>• EN5-3B Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</li> <li>• EN5-4B Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts</li> <li>• EN5-5C Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and composes texts in a range of contexts</li> <li>• EN5-9E Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and composes texts in a range of contexts</li> <li>• Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness</li> </ul>
	<b>TOTAL</b>	<b>100%</b>		

# GEOGRAPHY

(Either Semester 1 or 2)

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Environmental Change & Management Portfolio	50%	<ul style="list-style-type: none"> <li>• GE5-2 explains processes and influences that form and transform places and environments</li> <li>• GE5-3 analyses the effect of interactions and connections between people, places and environments</li> <li>• GE5-4 accounts for perspectives of people and organisations on a range of geographical issues</li> <li>• GE5-5 assesses management strategies for places and environments for their sustainability</li> <li>• GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• GE5-1 explains the diverse features and characteristics of a range of places and environments</li> <li>• GE5-2 explains processes and influences that form and transform places and environments</li> <li>• GE5-3 analyses the effect of interactions and connections between people, places and environments</li> <li>• GE5-4 accounts for perspectives of people and organisations on a range of geographical issues</li> <li>• GE5-5 assesses management strategies for places and environments for their sustainability</li> <li>• GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing</li> <li>• GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</li> <li>• GE5-8 communicates geographical information to a range of audiences using a variety of strategies</li> </ul>
2	Human Well Being Proposal	50%	<ul style="list-style-type: none"> <li>• GE5-1 explains the diverse features and characteristics of a range of places and environments</li> <li>• GE5-2 explains processes and influences that form and transform places and environments</li> <li>• GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing</li> <li>• GE5-8 communicates geographical information to a range of audiences using a variety of strategies</li> </ul>	
<b>TOTAL</b>		<b>100%</b>		

# HISTORY

(Either Semester 1 or 2)

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Core Depth Study 4: Rights and Freedoms Source Task	50%	<ul style="list-style-type: none"> <li>HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia</li> <li>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</li> <li>HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</li> <li>HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry</li> <li>HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</li> </ul>	<ul style="list-style-type: none"> <li>Explains and assesses the historical forces and factors that shaped the modern world and Australia</li> <li>Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</li> <li>Explains and analyses the causes and effects of events and developments in the modern world and Australia</li> <li>Identifies and evaluates the usefulness of sources in the historical inquiry process</li> <li>Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</li> <li>Explains different contexts, perspectives and interpretations of the modern world and Australia</li> <li>Applies a range of relevant historical terms and concepts when communicating and understanding of the past</li> <li>Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</li> </ul>
2	Depth Study 5: The Globalising World Capstone Project	50%	<ul style="list-style-type: none"> <li>HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia</li> <li>HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia</li> <li>HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process</li> <li>HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia</li> <li>HT5-9 applies a range of relevant historical terms and concepts when communicating and understanding of the past</li> </ul>	
<b>TOTAL</b>		<b>100%</b>		

# MATHEMATICS – Pathway 1

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Half Yearly Examination	20%	<ul style="list-style-type: none"> <li>• MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts</li> <li>• MA5.1-2WM selects and uses appropriate strategies to solve problems</li> <li>• MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context</li> <li>• MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions</li> <li>• MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems</li> <li>• MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures</li> <li>• MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently</li> <li>• MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs</li> <li>• MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms</li> <li>• MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures</li> <li>• MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids</li> <li>• MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders</li> <li>• MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids</li> <li>• MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids</li> <li>• MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices</li> <li>• MA5.3-6NA performs operations with surds and indices</li> <li>• MA5.2-17SP describes and calculates probabilities in multi-step chance experiments</li> <li>• MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data</li> <li>• MA5.3-18SP uses standard deviation to analyse data</li> <li>• MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes</li> <li>• MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time</li> </ul>	<ul style="list-style-type: none"> <li>• Recalls mathematical facts and operations</li> <li>• Applies mathematical facts and operations</li> <li>• Applies knowledge and skills to problem solving</li> <li>• Ability to solve mathematical problems without the use of a calculator</li> </ul>

			<ul style="list-style-type: none"> <li>• MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions</li> <li>• MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques</li> <li>• MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships</li> <li>• MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations</li> <li>• MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line</li> <li>• MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions</li> </ul>	
<b>2</b>	Personal Interest Project	<b>20%</b>	<ul style="list-style-type: none"> <li>• Students will be required to choose an area of mathematics and investigate how this area will benefit the world in the next 10 years.</li> <li>• Students will be required to present their work in a suitable fashion and explain why the particular area mathematics will have a significant impact.</li> </ul>	
<b>3</b>	Yearly Examination	<b>40%</b>	<p>In addition to outcomes addressed in Task 1:</p> <ul style="list-style-type: none"> <li>• MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar</li> <li>• MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals</li> <li>• MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems</li> <li>• MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings</li> <li>• MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions</li> <li>• MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions</li> <li>• MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques</li> <li>• MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions</li> <li>• MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations</li> <li>• MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion</li> <li>• MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Recalls mathematical facts and operations</li> <li>• Applies mathematical facts and operations</li> <li>• Applies knowledge and skills to problem solving</li> <li>• Ability to solve mathematical problems without the use of a calculator</li> <li>• Develops understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, communication and collaboration</li> </ul>



			<ul style="list-style-type: none"> <li>• MA5.3-4NA draws, interprets and analyses graphs of physical phenomena</li> <li>• MA5.3-9NA sketches and interprets a variety of non-linear relationships</li> <li>• MA5.3-12NA uses function notation to describe and sketch functions</li> </ul>	
<b>4</b>	Class Component	<b>20%</b>	<ul style="list-style-type: none"> <li>• A mark composed of results from different sources: Topic Tests, Investigations, ICAS Mathematics, Presentations, Peer Assessment, Bookwork and Summaries. This is a mark determined by in-class assessment, by the teacher, of student achievement in a variety of tasks</li> </ul>	
	<b>TOTAL</b>	<b>100%</b>		

## MATHEMATICS – Pathway 2

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Half Yearly Examination	20%	<ul style="list-style-type: none"> <li>• MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts</li> <li>• MA5.1-2WM selects and uses appropriate strategies to solve problems</li> <li>• MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions</li> <li>• MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems</li> <li>• MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms</li> <li>• MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures</li> <li>• MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids</li> <li>• MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders</li> <li>• MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices</li> <li>• MA5.2-17SP describes and calculates probabilities in multi-step chance experiments</li> <li>• MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data</li> <li>• MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time</li> <li>• MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions</li> <li>• MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques</li> <li>• MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Recalls mathematical facts and operations</li> <li>• Applies mathematical facts and operations</li> <li>• Applies knowledge and skills to problem solving</li> <li>• Ability to solve mathematical problems without the use of a calculator</li> </ul>
2	Personal Interest Project	20%	<ul style="list-style-type: none"> <li>• Students will be required to choose an area of mathematics and investigate how this area will benefit the world in the next 10 years.</li> <li>• Students will be required to present their work in a suitable fashion and explain why the particular area mathematics will have a significant impact.</li> </ul>	

3	Yearly Examination	40%	<p>In addition to outcomes addressed in Task 1:</p> <ul style="list-style-type: none"> <li>• MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar</li> <li>• MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings</li> <li>• MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions</li> <li>• MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques</li> <li>• MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion</li> <li>• MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Recalls mathematical facts and operations</li> <li>• Applies mathematical facts and operations</li> <li>• Applies knowledge and skills to problem solving</li> <li>• Ability to solve mathematical problems without the use of a calculator</li> <li>• Develops understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, communication and collaboration</li> </ul>
4	Class Component	20%	<ul style="list-style-type: none"> <li>• A mark composed of results from different sources: Topic Tests, Investigations, ICAS Mathematics, Presentations, Peer Assessment, Bookwork and Summaries.</li> </ul> <p>This is a mark determined by in-class assessment, by the teacher, of student achievement in a variety of tasks</p>	
<b>TOTAL</b>		<b>100%</b>		

## PERSONAL DEVELOPMENT HEALTH & PHYSICAL EDUCATION

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Dance Routine	20%	<ul style="list-style-type: none"> <li>• 5.5 composes, performs and appraises movement in a variety of challenging contexts</li> <li>• 5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the elements of composition through the choreography of a group dance</li> <li>• Performs a group dance routine</li> </ul>
2	Health Issues Scrap Book	20%	<ul style="list-style-type: none"> <li>• 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people</li> <li>• 5.7 analyses influences on health decision-making and develops strategies to promote health and safe behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse a range of influences that impact on an individual's ability to behave in a healthy and safe way in relation to road safety and drugs</li> </ul>
3	Sport Skills Competency	30%	<ul style="list-style-type: none"> <li>• 5.4 adapts, transfers and improvises movement skills and concepts to improve performance</li> <li>• 5.10 adopts roles to enhance their own and others' enjoyment of physical activity (5.10)</li> <li>• 5.5 composes, performs and appraises movement in a variety of challenging contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate movement skills in a selection of games</li> <li>• Design and teach modified activities to promote skill development and safe participation</li> </ul>
4	Yearly Examination	30%	<ul style="list-style-type: none"> <li>• 5.1 analyses how they can support their own and others' sense of self</li> <li>• 5.2 evaluates their capacity to reflect on and respond positively to challenges</li> <li>• 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people</li> <li>• 5.7 analyses influences on health decision-making and develops strategies to promote health and safe behaviours</li> <li>• 5.8 critically analyses health information, products and services to promote health</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses influences on health decision- making and develops strategies to promote health and safe behaviours</li> <li>• Critically analyses health information, products and services to promote health</li> </ul>
<b>TOTAL</b>		<b>100%</b>		

# SCIENCE

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Project and in Depth Study Test	25%	<ul style="list-style-type: none"> <li>SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</li> <li>SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</li> <li>SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</li> <li>Knowledge and understanding outcomes from Topics 1—2 that the student has studied in depth</li> </ul>	<ul style="list-style-type: none"> <li>Analyses the importance of science and its effect on people's lives</li> <li>Evaluates information to form evidence-based arguments and conclusions</li> <li>Uses critical thinking skills to solve problems</li> <li>Communicates scientific understanding</li> </ul>
2	Science Competition	5%	<ul style="list-style-type: none"> <li>SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</li> <li>SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</li> </ul>	
3	Skills Test	30%	<ul style="list-style-type: none"> <li>SC5-4WS develops questions or hypotheses to be investigated scientifically</li> <li>SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</li> <li>SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</li> <li>SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</li> <li>SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</li> <li>SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates the impact of applications of science on personal, social and global issues</li> <li>Applies scientific principles to everyday life</li> <li>Evaluates information to form evidence-based arguments and conclusions</li> <li>Communicates scientific understanding</li> </ul>
4	Yearly Examination	40%	<ul style="list-style-type: none"> <li>SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</li> <li>SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</li> <li>SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</li> <li>Knowledge and understanding outcomes from ALL Topics</li> </ul>	
<b>TOTAL</b>		<b>100%</b>		

# ELECTIVE SUBJECTS

## ELECTIVE – VISUAL ART

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Art Making Portfolio	30%	<ul style="list-style-type: none"> <li>• 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks</li> <li>• 5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience</li> <li>• 5.3 makes artworks informed by an understanding of how the frames affect meaning</li> <li>• 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts</li> <li>• 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks</li> <li>• 5.6 demonstrates developing technical accomplishment and refinement in making artworks</li> </ul>	<ul style="list-style-type: none"> <li>• Selects and applies a range of Visual Arts conventions and procedures with technical accomplishment and refinement</li> <li>• Produces artworks informed by the frames to develop concepts and meaning</li> <li>• Investigates the relationship between the world, artwork, artist and audience as a source of concepts and subject matter</li> <li>• Demonstrates how the frames provide different interpretations of artworks and artmaking practice</li> <li>• Applies an understanding of the relationships between artist, artwork, audience and world to undertake critical and historical investigations of art</li> </ul>
2	Art History and Criticism Hand in Task	20%	<ul style="list-style-type: none"> <li>• 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art</li> <li>• 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art</li> <li>• 5.9 demonstrates how the frames provide different interpretations of art</li> <li>• 5.10 demonstrates how art criticism and art history construct meanings</li> </ul>	
3	Art Making Portfolio	30%	<ul style="list-style-type: none"> <li>• 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks</li> <li>• 5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience</li> <li>• 5.3 makes artworks informed by an understanding of how the frames affect meaning</li> <li>• 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts</li> <li>• 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks</li> <li>• 5.6 demonstrates developing technical accomplishment and refinement in making artworks</li> </ul>	<ul style="list-style-type: none"> <li>• Selects and applies a range of Visual Arts conventions and procedures with technical accomplishment and refinement</li> <li>• Produces artworks informed by the frames to develop concepts and meaning</li> <li>• Investigates the relationship between the world, artwork, artist and audience as a source of concepts and subject matter</li> <li>• Demonstrates how the frames provide different interpretations of artworks and artmaking practice</li> <li>• Applies an understanding of the relationships between artist, artwork, audience and world to undertake critical and historical investigations of art</li> </ul>

4	Yearly Examination	20%	<ul style="list-style-type: none"> <li>• 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art</li> <li>• 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art</li> <li>• 5.9 demonstrates how the frames provide different interpretations of art</li> <li>• 5.10 demonstrates how art criticism and art history construct meanings</li> </ul>	
<b>TOTAL</b>		<b>100%</b>		

## ELECTIVE – DRAMA

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Elements of Drama Task	20%	<ul style="list-style-type: none"> <li>5.1.1 manipulates the elements of drama to develop belief and clarity in character, role, situation and action</li> <li>5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text</li> <li>5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies</li> <li>5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning</li> <li>5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience</li> <li>5.3.3 analyses and evaluates the contributions of individuals and groups to processes and performances in drama using relevant drama concepts and terminology</li> </ul>	<ul style="list-style-type: none"> <li>Critically applies knowledge, understanding and appreciation of the elements of drama and the conventions of theatre</li> <li>Uses control of voice and movement to communicate dramatic meaning</li> <li>Realises and sustains role/character in improvisation and scripted work</li> <li>Analyses and evaluates textual insight</li> </ul>
2	Half Yearly Exam	20%	<ul style="list-style-type: none"> <li>5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions</li> <li>5.3.2 analyses the contemporary and historical contexts of drama</li> </ul>	<ul style="list-style-type: none"> <li>Critically applies knowledge, understanding and appreciation of the elements of drama and the conventions of theatre</li> <li>Uses control of voice and movement to communicate dramatic meaning</li> <li>Realises and sustains role/character in improvisation and scripted work</li> <li>Analyses and evaluates textual insight</li> </ul>
3	Play building/ Theatrical form Collage Drama	20%	<ul style="list-style-type: none"> <li>5.1.1 manipulates the elements of drama to develop belief and clarity in character, role, situation and action</li> <li>5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding</li> <li>5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text</li> <li>5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning</li> <li>5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience</li> <li>5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning</li> <li>5.3.3 analyses and evaluates the contributions of individuals and groups to processes and performances in drama using relevant drama concepts and terminology</li> </ul>	<ul style="list-style-type: none"> <li>Critically applies knowledge, understanding and appreciation of the elements of drama and the conventions of theatre</li> <li>Uses control of voice and movement to communicate dramatic meaning</li> <li>Realises and sustains role/character in improvisation and scripted work</li> <li>Analyses and evaluates textual insight</li> </ul>



<b>4</b>	Edited Ad:  (Making (and Performing) and Appreciating Task)	<b>20%</b>	<ul style="list-style-type: none"> <li>• 5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding</li> <li>• 5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies</li> <li>• 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience</li> <li>• 5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Critically applies knowledge, understanding and appreciation of the elements of drama and the conventions of theatre</li> <li>• Uses control of voice and movement to communicate dramatic meaning</li> <li>• Realises and sustains role/character in improvisation and scripted work</li> <li>• Analyses and evaluates textual insight</li> </ul>
<b>5</b>	Class Task-Appreciation Task	<b>20%</b>	<ul style="list-style-type: none"> <li>• 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions</li> <li>• 5.3.3 analyses and evaluates the contributions of individuals and groups to processes and performances in drama using relevant drama concepts and terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Critically applies knowledge, understanding and appreciation of the elements of drama and the conventions of theatre</li> <li>• Uses control of voice and movement to communicate dramatic meaning</li> <li>• Realises and sustains role/character in improvisation and scripted work</li> <li>• Analyses and evaluates textual insight</li> </ul>
	<b>TOTAL</b>	<b>100%</b>		

## ELECTIVE – COMMERCE

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Core Topic 2.2 Employment Issues: Research Task	30%	<ul style="list-style-type: none"> <li>5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business legal and employment contexts</li> <li>5.3 examines the role of law &amp; society</li> <li>5.7 researches and assesses commercial and legal information using a variety of sources</li> <li>5.8 explains commercial and legal information using a variety of forms</li> <li>5.9 works independently and collaboratively to meet individual and collective goals within specified timelines.</li> </ul>	<ul style="list-style-type: none"> <li>Applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts</li> <li>Analyses the rights and responsibilities of individuals in a range of consumer, financial, business legal and employment contexts</li> <li>Examines the role of law &amp; society</li> <li>Analyses key factors affecting commercial and legal decisions</li> <li>Evaluate options for solving commercial and legal problems and issues</li> <li>Monitors &amp; modifies the implementation of plans designed to solve commercial &amp; legal problems &amp; issues</li> <li>Researches and assesses commercial and legal information using a variety of sources</li> <li>Explains commercial and legal information using a variety of forms</li> <li>Works independently and collaboratively to meet individual and collective goals within specified timelines.</li> </ul>
2	Core Topic 2.1 Law and Society : Portfolio	40%	<ul style="list-style-type: none"> <li>5.1 applies consumer, financial ,business, legal and employment concepts and terminology in a variety of contexts</li> <li>5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business legal and employment contexts</li> <li>5.3 examines the role of law in society</li> <li>5.4 analyses key factors affecting commercial and legal decisions</li> <li>5.5 evaluate options for solving commercial and legal problems and issues</li> </ul>	
3	Our Economy: In class extended response	30%	<ul style="list-style-type: none"> <li>5.4 analyses key factors affecting commercial and legal decisions</li> <li>5.5 evaluate options for solving commercial and legal problems and issues</li> <li>5.7 researches and assesses commercial and legal information using a variety of sources</li> <li>5.8 explains commercial and legal information using a variety of forms</li> <li>5.9 works independently and collaboratively to meet individual and collective goals within specified timelines</li> </ul>	
	<b>TOTAL</b>	<b>100%</b>		

## ELECTIVE – INDUSTRIAL TECHNOLOGY - ELECTRONICS - MINOR

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Project 1	20%	<ul style="list-style-type: none"> <li>• 5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes</li> <li>• 5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes</li> <li>• 5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</li> <li>• 5.4.2 works cooperatively with others in the achievement of common goals</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and competence in applying OH&amp;S procedures and practices.</li> <li>• Knowledge, skills and an appreciation of design and production processes.</li> <li>• Skills in communicating ideas, processes and technical information.</li> <li>• Knowledge and understanding of the properties of materials and their applications.</li> </ul>
2	Project 2	25%	<ul style="list-style-type: none"> <li>• 5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes</li> <li>• 5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes</li> <li>• 5.2.2 Identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects</li> <li>• 5.3.1 Justifies the use of a range of relevant and associated materials</li> <li>• 5.3.2 Selects and uses appropriate materials for specific application</li> </ul>	
3	Project 3	25%	<ul style="list-style-type: none"> <li>• 5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes</li> <li>• 5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes</li> <li>• 5.2.1 applies design principles in the modification, development and production of projects</li> <li>• 5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</li> <li>• 5.4.2 works cooperatively with others in the achievement of common goals</li> <li>• 5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects</li> </ul>	
4	Yearly Written Examination	30%	<ul style="list-style-type: none"> <li>• 5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</li> <li>• 5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications</li> <li>• 5.7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</li> </ul>	
<b>TOTAL</b>		<b>100%</b>		

## ELECTIVE – INDUSTRIAL TECHNOLOGY - ENGINEERING - MAJOR

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Project 1	20%	<ul style="list-style-type: none"> <li>• 5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes</li> <li>• 5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes</li> <li>• 5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</li> <li>• 5.4.2 works cooperatively with others in the achievement of common goals</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and competence in applying OH&amp;S procedures and practices.</li> <li>• Knowledge, skills and an appreciation of design and production processes.</li> <li>• Skills in communicating ideas, processes and technical information.</li> <li>• Knowledge and understanding of the properties of materials and their applications.</li> </ul>
2	Project 2	25%	<ul style="list-style-type: none"> <li>• 5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes</li> <li>• 5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes</li> <li>• 5.2.2 Identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects</li> <li>• 5.3.1 Justifies the use of a range of relevant and associated materials</li> <li>• 5.3.2 Selects and uses appropriate materials for specific application</li> </ul>	
3	Project 3	25%	<ul style="list-style-type: none"> <li>• 5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes</li> <li>• 5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes</li> <li>• 5.2.1 applies design principles in the modification, development and production of projects</li> <li>• 5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</li> <li>• 5.4.2 works cooperatively with others in the achievement of common goals</li> <li>• 5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects</li> </ul>	
4	Yearly Written Examination	30%	<ul style="list-style-type: none"> <li>• 5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</li> <li>• 5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications</li> <li>• 5.7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</li> </ul>	
<b>TOTAL</b>		<b>100%</b>		

## ELECTIVE - FOOD TECHNOLOGY

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Presentation	25%	<ul style="list-style-type: none"> <li>• 5.2.1 describes the physical and chemical properties of a variety of food</li> <li>• 5.2.2 accounts for the changes to the properties of food which occur during food processing, preparation and storage</li> <li>• 5.4.1 collects, evaluates and applies information from a variety of sources</li> <li>• 5.4.2 communicates ideas and information using a range of media and appropriate terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge, understanding and skills related to food hygiene, safety and the provision of quality food</li> <li>• Demonstrates knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food</li> <li>• Demonstrates knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health</li> <li>• Demonstrates skills in researching, evaluating and communicating issues in relation to food</li> <li>• Demonstrates skills in designing, producing and evaluating solutions for specific food purposes</li> <li>• Demonstrates knowledge, understanding and appreciation of the significant role of food in society</li> </ul>
2	Practical Project 1	25%	<ul style="list-style-type: none"> <li>• 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product</li> <li>• 5.6.1 examines the relationship between food, technology and society</li> <li>• 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment</li> </ul>	
3	Yearly Examination	25%	<ul style="list-style-type: none"> <li>• 5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities</li> <li>• 5.3.2 justifies food choices by analysing the factors that influence eating habits</li> <li>• 5.4.1 collects, evaluates and applies information from a variety of sources</li> <li>• 5.6.1 examines the relationship between food, technology and society</li> <li>• 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment</li> </ul>	
4	Practical Project 2	25%	<ul style="list-style-type: none"> <li>• 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product.</li> <li>• 5.2.3 applies appropriate methods of food processing, preparation and storage</li> <li>• 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes</li> <li>• 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes</li> </ul>	
<b>TOTAL</b>		<b>100%</b>		

## ELECTIVE – JAPANESE

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Vocabulary and kanji quizzes	20% (10% Semester 1 10% Semester 2)	<ul style="list-style-type: none"> <li>• 5.UL.4 experiments with linguistic patterns and structures in Japanese to convey information and to express own ideas</li> <li>• 5.MLC.2 uses linguistic resources to support the study and production of texts in Japanese</li> </ul>	<ul style="list-style-type: none"> <li>• Writes Japanese vocabulary</li> </ul>
2	Manga Assignment	15%	<ul style="list-style-type: none"> <li>• 5.UL.3 uses Japanese by incorporating diverse structures and features to express own ideas</li> <li>• 5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts</li> <li>• 5.MBC.2 identifies and explains aspects of the culture of Japanese speaking communities</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and analyses ways in which culture is reflected in language use in diverse contexts</li> <li>• Discusses and compares the values and beliefs of diverse cultures</li> <li>• Reflects on attitudes and practices that differ from their own</li> <li>• Recognises appropriate intercultural behaviour in diverse settings</li> <li>• Identifies and discusses cultural influences in texts</li> </ul>
3	Reading, Writing & Listening	25%	<ul style="list-style-type: none"> <li>• 5.UL.1 selects, summarises and analyses information and ideas in spoken texts and responds appropriately</li> <li>• 5.UL.2 selects, summarises and analyses information and ideas in written texts and responds appropriately</li> <li>• 5.UL.4 experiments with linguistic patterns and structures in Japanese to convey information and to express own ideas</li> <li>• 5.MLC.2 uses linguistic resources to support the study and production of texts in Japanese</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and interprets information from spoken and written passages</li> <li>• Recognises Japanese alphabets, words and phrases</li> <li>• Obtains and gives information</li> <li>• Writes Japanese alphabets, words, phrases and passages</li> </ul>
4	Pair Speaking	10%	<ul style="list-style-type: none"> <li>• 5.UL.3 uses Japanese by incorporating diverse structures and features to express own ideas</li> <li>• 5.MLC.2 uses linguistic resources to support the study and production of texts in Japanese</li> </ul>	<ul style="list-style-type: none"> <li>• Obtains and give information</li> <li>• Makes appropriate choices to achieve communication goals</li> </ul>
5	Magazine Assignment	10%	<ul style="list-style-type: none"> <li>• 5.UL.4 experiments with linguistic patterns and structures in Japanese to convey information and to express own ideas</li> <li>• 5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts</li> <li>• 5.MBC.2 identifies and explains aspects of the culture of Japanese speaking communities in texts</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and analyses ways in which culture is reflected in language use in diverse contexts</li> <li>• Discusses and compares the values and beliefs of diverse cultures</li> <li>• Uses culturally appropriate language</li> <li>• Identifies and discusses cultural influences in texts</li> <li>• Reflects on attitudes and practices that differ from their own</li> <li>• Recognises appropriate intercultural behaviour in diverse settings</li> </ul>
6	Listening & Reading	20%	<ul style="list-style-type: none"> <li>• 5.UL.1 selects, summarises and analyses information and ideas in spoken texts and responds appropriately</li> <li>• 5.UL.2 selects, summarises and analyses information and ideas in written texts and responds appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and interprets information from spoken and written passages</li> <li>• Recognises Japanese alphabets, words and phrases</li> </ul>
	<b>TOTAL</b>	<b>100%</b>		

## ELECTIVE – MUSIC

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Composition and Performance Activity  Australian Music	15%, 10%	<ul style="list-style-type: none"> <li>5.3 perform music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness</li> <li>5.4 demonstrate an understanding of musical concepts through improvising, arranging, and composing in the styles or genres of music selected for study</li> <li>5.5 notate own compositions applying forms of notation appropriate to the music selected for study</li> <li>5.6 uses different forms of technology in the composition process</li> </ul>	<ul style="list-style-type: none"> <li>Notation of ideas</li> <li>Use of successful melodic &amp; rhythmic patterns</li> <li>Demonstration of compositional techniques</li> <li>Demonstrates organisation</li> <li>Successful performance of group composition</li> </ul>
2	Listening Test  Baroque Music	25%	<ul style="list-style-type: none"> <li>5.7 demonstrate an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts</li> <li>5.8 demonstrate an understanding of musical concepts through aural identification, discrimination, memorisation and notation of music selected for study</li> <li>5.9 demonstrate musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss musical concepts</li> <li>Notate rhythm and pitch</li> <li>Demonstrate understanding of music style and origins of style</li> <li>Score reading</li> </ul>
3	Composition  Song writing - popular music	20%	<ul style="list-style-type: none"> <li>5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study</li> <li>5.5 notate own compositions applying forms of notation appropriate to the music selected for study</li> <li>5.6 uses different forms of technology in the composition process</li> <li>5.10 demonstrate an understanding of the influence and impact of technology on music</li> </ul>	<ul style="list-style-type: none"> <li>Ability to organise ideas</li> <li>Demonstrate understanding of notation program on computer</li> <li>Ability to incorporate ideas from primary sources</li> <li>Successfully perform composer intent</li> </ul>
4	Performance	30%	<ul style="list-style-type: none"> <li>5.1 perform repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts</li> <li>5.2 perform repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology</li> <li>5.3 perform music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate technical proficiency</li> <li>Demonstrate stylistic interpretation</li> <li>Demonstrate musicality</li> <li>Demonstrate confident performance presentation</li> </ul>
	<b>TOTAL</b>	<b>100%</b>		

## ELECTIVE – PHYSICAL ACTIVITY AND SPORT STUDIES

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Leisure, Lifestyle and Recreation - Report	20%	<ul style="list-style-type: none"> <li>• 2.2 analyses physical activity and sport from personal, social and cultural perspectives</li> <li>• 4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Debates effectively the notion that Leisure and Recreation are valid forms of physical activity.</li> </ul>
2	Half Yearly Examination	25%	<ul style="list-style-type: none"> <li>• 1.1 discusses factors that limit and enhance the capacity to move and perform</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of anatomy and physiology and their relationship to efficient movement.</li> <li>• Examines the relationship between physical activity and health.</li> </ul>
3	Coaching Session	25%	<ul style="list-style-type: none"> <li>• 3.1 demonstrates actions and strategies that contribute to enjoyable participation and skillful performance</li> <li>• 4.2 displays management and planning skills to achieve personal and group goals</li> </ul>	<ul style="list-style-type: none"> <li>• Designs a coaching session using appropriate structure.</li> <li>• Adopts the role of the coach demonstrating coaching principles.</li> </ul>
4	Yearly Examination	30%	<ul style="list-style-type: none"> <li>• 3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport</li> <li>• 4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates widespread applications of technology in physical activity and sport.</li> <li>• Debates the degree to which technology has created equity for participants in physical activity and sport.</li> </ul>
	<b>TOTAL</b>	<b>100%</b>		