Prairiewood High School

Year 9 Assessment Schedule 2025

Contents

APPENDIX

RULES AND PROCEDURES

STUDENT RESPONSIBILITIES

It is the responsibility of each student to ensure that:

- all submitted tasks are his/her own work
- all tasks are completed/submitted on time
- all work is submitted in an appropriate form and according to an acceptable standard
- all set tasks are completed and not only those set for ROSA Assessment
- they do not interfere with the progress of other students (e.g. in group work or in the use of resources)
- they know which tasks are to be assessed, and the due date for each task.

GENERAL INFORMATION FOR STUDENTS, PARENTS AND TEACHERS

The award of a RoSA is dependent upon:

- Pattern of Courses: Students must undertake a program of studies determined by NESA. The curriculum pattern of courses at Prairiewood High School meets these requirements.
- Satisfactory Attendance: Students whose attendance falls below a certain level (usually 85% of a school's programmed lesson time for a course) may be deemed as not having satisfactorily met course completion criteria, which may result in the student being ineligible for the award of the Record of School Achievement (RoSA). The Principal will review those students whose attendance is causing concern. Students must attend up until the specified last day in Year 10.
- Satisfactory Completion and Application: Students must be satisfactory in ALL SUBJECTS and must apply themselves with diligence and sustained effort to the set tasks and experiences provided in each course by the school (ACE Manual 4016). Students whose overall application is unsatisfactory will not receive a RoSA.
  It is the student's responsibility to adequately cover Year 10 course work. In some cases, the Principal will judge that a student has not satisfactorily completed the course and will submit an 'N' recommendation for that course. This will result in the deletion of the course from the student's Record of School Achievement. It may also mean that the student is not eligible for the award of the RoSA.

Students must clearly understand that completion and achievement in assessment tasks are essential and effort in class will be considered by the Principal in determining whether to apply the 'N' recommendation. Students should be aware that once they are over seventeen years of age they are subject to the provisions set down in the **Student Behaviour Procedures Kindergarten to Year 12 (applicable from September, 2023).**
This relates to non-serious students of post-compulsory age (attendance, performance, discipline).

THE GRADING SYSTEM

All courses will be reported by using five grades, A to E. In addition, the N award will be used for cases of "non-satisfactory completion".

- **Other NESA Courses:** General performance descriptors (page 44) will be based on the school's assessment of a student's performance against specific performance descriptors in each particular course.
- **School Courses:** School courses, which are those courses developed by individual schools and approved by NESA, will be reported with grades as for NESA Courses. The general performance descriptors will be used by schools as a basis for determination by the schools of specific performance descriptors for their school courses.

NON-AWARD OF THE RECORD OF SCHOOL ACHIEVEMENT (RoSA)

In the following cases, a Record of School Achievement (RoSA) will not be awarded if:

- the student has not satisfactorily completed the minimum pattern of courses in all Key Learning Areas
- the student has not satisfactorily completed the requisite pattern of courses
- the student has been unsatisfactory in overall attendance, thus not meeting the requirements of the course criteria
- the student left school before the last day of Year 10 without exemption or approved leave
- the student has been unsatisfactory in overall application
- the student did not comply with other NESA requirements.
- Students who do not qualify for the award of the Record of School Achievement (RoSA) may be issued with a RoSA on which will be shown subjects which were satisfactorily completed.

SCHOOL PROCEDURES FOR STUDENT APPEALS

- **Appeals against Non-Awards ('N'):** Current procedures related to 'N' awards will continue to apply (See ACE Manual 11007).
- **Appeals against Grades Awarded:** Students must ensure that any questions they have about the marks awarded for a task are resolved at the time the work is handed back. Students may appeal only on the grounds that the grade awarded was not consistent with the progressive reporting relative to the areas for assessment received from the school. The marks or grades awarded for individual tasks will not be subject to review as part of this appeal process. An appeals committee, consisting of the Deputy Principal and Head Teacher Secondary Studies, will attempt to resolve the appeal as simply and informally as possible. A discussion with the Principal may be held. Where the appeal cannot be resolved, the student can appeal to NESA (See ACE Manual 11010).

RECORD OF SCHOOL ACHIEVEMENT (RoSA) ASSESSMENT POLICY

The Record of School Achievement (RoSA) - Assessment Policy is consistent with the guidelines provided by NESA. This policy is designed to measure the achievements of each student in the various Key Learning Areas. A variety of compulsory assessment tasks will be completed in each Key Learning Area and the results will be used to determine the grades for the awarding of the RoSA.

SNAPSHOT OF THE RoSA

- The RoSA is a credential for NSW school students.
- The RoSA records grades or participation in courses right up until a student leaves school, giving them a more comprehensive and meaningful record of their academic achievements. Those grades are allocated by teachers, and monitored by NESA, to ensure students receive fair and consistent recognition for their work.
- For those students who leave school prior to receiving their HSC, the RoSA will become the school credential they will use when applying for employment or further education or training.
- The RoSA certificate/credential (the formal documentation provided to students who leave school before completing their HSC) is one part of the RoSA package available to students.
- Other RoSA components include:
    - access for all students from Year 10 onwards to a transcript of all current grades through the NESA Students Online website
    - a record of all grades achieved in senior secondary school years for all students, including those who receive their HSC
    - access to online literacy and numeracy tests for those students who leave school before receiving their HSC
    - access to an online service allowing all students to consolidate a record of their extra-curricular achievements

HOW TO REQUEST RoSA CREDENTIALS

RoSA (Record of School Achievement) credentials will be sent to eligible Year 10 school leavers at the end of the year.

To be eligible a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy the curriculum and assessment requirements for the RoSA
- completed Year 10

ONLINE RESULTS

Students will be able to access, print or download results on NESA site > Students Online.
Students can use their school-provided email address to activate their Students Online account.

For more information: Student Records Team – records@nesa.nsw.edu.au or call (02) 9367 8001

COMPLETION OF WORK

Where a student's application is unsatisfactory, the Head Teacher will communicate with parents listing the areas of concern. Parents may wish to contact the Head Teacher to discuss the situation and an interview may be required. Where application is unsatisfactory in a number of areas, the Review Committee will consider the progress of the student. If the student's application continues to be unsatisfactory, an 'N' determination may apply.

If the student's progress and application further continues to be unsatisfactory at seventeen years old or beyond, the Principal will issue a 'Warning of Unsatisfactory Participation in Learning By A Post Age Compulsory Student' letter, which will be followed by 'Expulsion' if no improvement occurs.

PENALTIES FOR THE LATE SUBMISSION OF WORK

Students may lose 10% of the total marks of the task for every school day their assessment task is late. Students can submit their late work electronically to their teacher or in person.

Students must complete and submit all assessment tasks and examination papers, even if late, or they will be issued an 'N' determination.

If you have a legitimate reason for not submitting your work on time, you can apply for an extension (see page 41).

All applications for extension must go to the relevant Head Teacher, who will process requests and communicate with you about permission, etc.

NATIONAL ASSESSMENT PROGRAM

Year 9 students will sit for four external assessment tests as part of NAPLAN (National Assessment Program for Literacy and Numeracy). The purpose of these tests is to assess the literacy and numeracy performance of Year 9 students. The results of these tests will be reported to schools, students and parents using a common reporting scale with performance bands in reading, writing, language and numeracy.

Students will sit four tests:

- Writing – 42 minutes
- Reading – 65 minutes
- Conventions of Language – 45 minutes
- Numeracy – 65 minutes

In 2025, the NAPLAN tests will be online and carried out at school between **12th – 24th March**.
Specific dates within this window will be published in 2025.

MANDATORY SUBJECTS

ENGLISH

Year 9	Task 1	Task 2	Task 3
Due Date	**Term 1 Week 8**	**Term 2 Week 8**	**Term 3 Week 9**
Task Type	**Multimodal + Reflection**	**Writing**	**Reading**
Name of Unit	Concept Study	Novel Study	Poetry
Unit Overview	Students will study a Shakespearean text through the concept of 'Fate and Free Will' OR 'Power Play'.	Students will learn to critically evaluate how narratives are shaped through the novel form.	Students will study how poetry can represent the beautiful and sublime.
Total Weighting	**30%**	**40%**	**30%**
Outcomes Assessed	EN5: URA-01, URB-01, URC-01	EN5: URA-01, URB-01, ECA-01	EN5: ECA-01, URB-01, ECB-01

GEOGRAPHY

Year 9	Task 1	Task 2
Due Date	**Term 2 Week 1-2**	**Term 4 Week 1-2**
Task Type	**Group Research Presentation**	**Yearly Examination**
Name of Unit	Sustainable Biomes	Changing Places and Skills
Unit Overview	Students examine the physical characteristics and productivity of biomes through the application of a range of geographical skills.	Students examine the patterns and trends in population movements and the increasing urbanisation of countries.
Total Weighting	**25%**	**25%**
Outcomes Assessed	5.2, 5.3, 5.5, 5.7	5.1, 5.4, 5.6, 5.8

Note: This course is a Stage 5 course and will run over two years.

HISTORY

Year 9	Task 1	Task 2
Due Date	**Term 2 Week 3**	**Term 4 Week 2**
Task Type	**Topic Test**	**Research Task**
Name of Unit	Australians at War	Australians at War + School-developed topic
Unit Overview	Students learn about World Wars I and II, and their impact on the modern world.	Students learn about World Wars I and II, and their impact on the modern world.
Total Weighting	**25%**	**25%**
Outcomes Assessed	HT5-4, HT5-5, HT5-9, HT5-10	HT5-1, HT5-2, HT5-7, HT5-10

Note: This course is a Stage 5 course and will run over two years.

MATHEMATICS ADVANCED PATH

Year 9	Task 1	Task 2	Task 3	Task 4
Due Date	**Term 1 Week 6**	**Term 2 Week 3**	**Term 3 Week 3**	**Term 4 Week 3**
Task Type	**In Class Test**	**In Class Test**	**Assignment (15%) & Validation Test (10%)**	**Semester 2 Examination**
Name of Unit	**Algebraic Expressions & Equations**	**Geometrical Representations, Working with Triangles**	**Prisms and Cylinders Financial Mathematics**	**Index Laws & Surds, Constant Rates of Change, Making Decisions, Quadratic Expressions & Algebraic Techniques**
Focus Areas	Core & **Path*** ➢ Algebraic techniques A ➢ Equations A, **B & C**	Core & **Path*** ➢ Properties of geometrical figures A & **B** ➢ Trigonometry A ➢ Linear relationships A & **C** ➢ Numbers of any magnitude ➢ **Introduction to networks** ➢ **Indices C**	**Core:** ➢ Area and surface area A ➢ Volume A ➢ Algebraic techniques A ➢ Equations A ➢ Financial mathematics A	Core & **Path** * ➢ Indices A, **B & C** ➢ Numbers of any magnitude ➢ Equations A & **C** ➢ Linear relationships A, B & **C** ➢ Algebraic techniques A, **B & C** ➢ Data analysis A ➢ **Variation and rates of change A**
Unit Overview	**Students will complete an In Class test and demonstrate their ability to:** • Simplify algebraic fractions with numerical denominators and expand algebraic expressions • Solve linear equations of up to 3 steps, limited to one algebraic fraction • Solve monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ • Solve linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations	**Students will complete an In Class test and demonstrate their ability to:** • Identify and apply the properties of similar figures and scale drawings to solve problems • Establish conditions for similar triangles and solves problems relating to properties of similar figures • Determine the midpoint, gradient and length of an interval, and graphs linear relationships • Solve measurement problems by using scientific notation to represent numbers and round to a given number of significant figures • Examine and describe a network. • Describe and apply transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems • Describe and perform operations with surds • Apply trigonometric ratios to solve right-angled triangle problems	**Students will complete an Assignment and Validation Test to:** • Solve problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids • Solve problems involving the volume of composite solids consisting of right prisms and cylinders • Solve financial problems involving simple interest, earning money and spending money • Solve linear equations of up to 3 steps • Develop and demonstrate their skills with spreadsheets and digital tools.	**Students will complete an In Class test and demonstrate their ability to:** • Use scientific notation and significant figures • Apply the index laws to operate with algebraic expressions involving negative-integer indices • Describe and perform operations with surds and fractional indices • Solve linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations • Determine the midpoint, gradient and length of an interval, and graph and interpret linear relationships • Describe and apply transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems • Solve problems involving direct and inverse variation and their graphical representations • Compare and analyse datasets using summary statistics and graphical representations • Apply appropriate algebraic techniques to operate with algebraic fractions, and expand, factorise and simplify algebraic expressions
Working Mathematically	Students will develop understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems and communicating their thinking and reasoning coherently and clearly.			
Total Weighting	**15%**	**30%**	**25%**	**30%**
Outcomes Assessed	MAO-WM-01 **Core:** MA5-EQU-C-01, MA5-ALG-C-01 **Path:** MA5-EQU-P-01, MA5-EQU-P-02	MAO-WM-01 **Core:** MA5-GEO-C-01, MA5-LIN-C-01, MA5-TRG-C-01, MA5-MAG-C-01 **Path:** MA5-GEO-P-01, MA5-NET-P-01, MA5-LIN-P-01, MA5-IND-P-02	MAO-WM-01 **Core:** MA5-ARE-C-01, MA5-VOL-C-01, MA5-FIN-C-01, MA5-EQU-C-01 **Path:** N/A	MAO-WM-01 **Core:** MA5-IND-C-01, MA5-MAG-C-01, MA5-EQU-C-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-DAT-C-01 **Path:** MA5-IND-P-01, MA5-IND-P-02, MA5-ALG-P-01, MA5-ALG-P-02

MATHEMATICS STANDARD PATH

Year 9	Task 1	Task 2	Task 3	Task 4
Due Date	**Term 1, Week 6**	**Term 2, Week 3**	**Term 3, Week 3**	**Term 4, Week 3**
Task Type	**In Class Test**	**In Class Test**	**Assignment (15%) & Validation Test (10%)**	**Semester 2 Examination**
Name of Unit	**Algebraic Expressions & Equations**	**Geometrical Representations, Working with Triangles**	**Prisms and Cylinders, Financial Mathematics**	**Index Laws, Constant Rates of Change, Making Decisions, Quadratic Expressions & Algebraic Techniques**
Focus Areas	Core: ➢ Algebraic techniques Stage 4 review ➢ Algebraic techniques A ➢ Equations A	Core & **Path*** ➢ Pythagoras' theorem Stage 4 review ➢ Properties of geometrical figures Stage 4 review, Stage 5 A & **B** ➢ Trigonometry A ➢ Linear relationships A & **C** ➢ Numbers of any magnitude ➢ **Introduction to networks** ➢ **Indices C**	**Core:** ➢ Area and surface area A ➢ Volume A ➢ Algebraic techniques A ➢ Equations A ➢ Financial mathematics A	Core & **Path*** ➢ Indices A & **B** ➢ Numbers of any magnitude ➢ Equations A & **C** ➢ Linear relationships A, B & **C** ➢ Algebraic techniques A ➢ Data analysis A ➢ **Variation and rates of change A**
Unit Overview	**Students will demonstrate their ability to:** • Generalise number properties to operate with algebraic expressions including expansion and factorization • Expand algebraic expressions • Solve linear equations involving up to 3 steps • Solve linear equations involving one algebraic fraction • Solve linear equations arising from word problems and substitution into formulas	**Students will complete an In Class test and demonstrate their ability to:** • Apply Pythagoras' theorem to solve problems in various contexts • Identify and apply the properties of similar figures and scale drawings to solve problems • Establish conditions for similar triangles and solves problems relating to properties of similar figures • Determine the midpoint, gradient and length of an interval, and graphs linear relationships • Solve measurement problems by using scientific notation to represent numbers and round to a given number of significant figures • Examine and describe a network. • Describe and apply transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems • Describe and perform operations with surds • Apply trigonometric ratios to solve right-angled triangle problems	**Students will complete an Assignment and Validation Test to:** • Apply knowledge of the perimeter of plane shapes and the circumference of circles to solve problems • Apply knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems • Solve problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids • Solve problems involving the volume of composite solids consisting of right prisms and cylinders • Solve financial problems involving simple interest, earning money and spending money • Solve linear equations of up to 3 steps • Develop and demonstrate their skills with spreadsheets and digital tools	**Students will complete an In Class test and demonstrate their ability to:** • Use scientific notation and significant figures • Apply the index laws to operate with algebraic expressions involving negative-integer indices • Solve linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations • Determine the midpoint, gradient and length of an interval, and graph and interpret linear relationships • Describe and apply transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems • Solve problems involving direct and inverse variation and their graphical representations • Compare and analyse datasets using summary statistics and graphical representations • Apply appropriate algebraic techniques to operate with algebraic fractions, and expand, factorise and simplify algebraic expressions
Working Mathematically	Students will develop understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems and communicating their thinking and reasoning coherently and clearly.			
Total Weighting	**15%**	**30%**	**25%**	**30%**
Outcomes Assessed	MAO-WM-01 **Consolidate:** MA4-ALG-C-01 **Core:** MA5-ALG-C-01, MA5-EQU-C-01 **Path:** N/A	MAO-WM-01 **Consolidate:** MA4-GEO-C-01, MA4-PYT-C-01 **Core:** MA5-GEO-C-01, MA5-LIN-C-01, MA5-TRG-C-01, MA5-MAG-C-01 **Path:** MA5-GEO-P-01, MA5-NET-P-01, MA5-LIN-P-01, MA5-IND-P-02	MAO-WM-01 **Consolidate:** MA4-LEN-C-01, MA4-ARE-C-01 **Core:** MA5-ARE-C-01, MA5-VOL-C-01, MA5-FIN-C-01, MA5-EQU-C-01 **Path:** N/A	MAO-WM-01 **Consolidate:** MA4-ALG-C-01 **Core:** MA5-IND-C-01, MA5-MAG-C-01, MA5-EQU-C-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-PRO-C-01 **Path:** MA5-LIN-P-01, MA5-EQU-P-02, MA5-RAT-P-01, MA5-PRO-P-01

MATHEMATICS CORE PATH

Year 9	Task 1	Task 2	Task 3	Task 4
Due Date	**Term 1 Week 6**	**Term 2 Week 3**	**Term 3 Week 3**	**Term 4 Week 3**
Task Type	**In Class Test**	**In Class Test**	**Assignment (15%) & Validation Test (10%)**	**Semester 2 Examination**
Name of Unit	**Algebraic Expressions & Equations**	**Pythagoras' Theorem & Geometry**	**Equations, Percentages & Earning Money**	**Area & Volume, Ratio & Rates, Trigonometry, Probability**
Focus Areas	**Core:** ➢ Algebraic techniques Stage 4 ➢ Equations Stage 4	**Core:** ➢ Pythagoras' theorem Stage 4 ➢ Equations Stage 4 ➢ Angle relationships Stage 4 ➢ Properties of geometrical figures Stage 4	**Core:** ➢ Equations Stage 4 ➢ Equations A ➢ Fractions, decimals and percentages ➢ Financial mathematics A	**Core:** ➢ Area Stage 4 ➢ Volume Stage 4 ➢ Ratio and rates Stage 4 ➢ Equations A ➢ Trigonometry A ➢ Probability Stage 4 ➢ Probability A & B **Path:** ➢ Probability C
Unit Overview	**Students will demonstrate their ability to:** • Generalise number properties to operate with algebraic expressions including expansion and factorization • Solve linear equations of up to 2 steps	**Students will demonstrate their ability to:** • Apply Pythagoras' theorem to solve problems in various contexts • Solve linear equations of up to 2 steps • Apply angle relationships to solve problems, including those related to transversals on sets of parallel lines • Identify and apply the properties of triangles and quadrilaterals to solve problems	**Students will complete an Investigation and Validation Test to:** • Solve linear equations of up to 3 steps • Represent and operate with fractions, decimals and percentages to solve problems • Solve financial problems involving simple interest, earning money and spending money • Develop and demonstrate their skills with spreadsheets and digital tools	**Students will demonstrate their ability to:** • Solve linear equations of up to 3 steps, limited to one algebraic fraction • Apply knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems • Apply knowledge of volume and capacity to solve problems involving right prisms and cylinders • Solve problems involving ratios and rates, and analyse distance–time graphs • Apply trigonometric ratios to solve right-angled triangle problems • Solve problems involving the probabilities of simple chance experiments, multistage chance experiments and simulations • Solve problems involving Venn diagrams and 2-way tables
Working Mathematically	Students will develop understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.			
Total Weighting	**15%**	**30%**	**25%**	**30%**
Outcomes Assessed	MAO-WM-01 **Consolidate:** MA4-ALG-C-01, MA4-EQU-C-01 **Core:** N/A	MAO-WM-01 **Consolidate:** MA4-EQU-C-01, MA4-PYT-C-01, MA4-ANG-C-01, MA4-GEO-C-01 **Core:** N/A	MAO-WM-01 **Consolidate:** MA4-EQU-C-01, MA4-FRC-C-01 **Core:** MA5-FIN-C-01, MA5-EQU-C-01	MAO-WM-01 **Consolidate:** MA4-ARE-C-01, MA4-VOL-C-01, MA4-RAT-C-01, MA4-PRO-C-01 **Core:** MA5-EQU-C-01, MA5-TRG-C-01, MA5-PRO-C-01 **Path:** MA5-PRO-P-01

MATHEMATICS ADVANCED PATH (ACCELERATED) – Year 10 Course

Year 9 Acc	Task 1	Task 2	Task 3	Task 4
Due Date	**Term 1 Week 7**	**Term 2 Week 2**	**Term 3 Week 4**	**Term 4 Week 2**
Task Type	**In Class Test**	**Assignment (15%) & Validation Test (10%)**	**In Class Test**	**Semester 2 Examination**
Name of Unit	**Indices & Surds, Networks**	**Making Predictions, Geometry, Similarity & Congruence**	**Equations & Linear relationships, Measurement, Quadratic Expressions, Making Decisions**	**Quadratic Equations, Trigonometry, Parabolas, Non-Linear Functions**
Focus Areas	Core & **Path*** ➢ Indices B & **C** ➢ **Introduction to networks**	Core & **Path*** ➢ Probability A & **B** ➢ Properties of geometrical figures A & **B**	Core & **Path*** ➢ Equations A & **B** ➢ Linear relationships **C** ➢ Numbers of any magnitude ➢ Area and surface area A & **B** ➢ Volume A & **B** ➢ Algebraic techniques **B & C** ➢ Data analysis A & **C**	Core & **Path** * ➢ Equations **B & C** ➢ Trigonometry A, B & **C** ➢ Non-Linear relationships A, B & **C** ➢ **Functions and other graphs** ➢ **Polynomials**
Unit Overview	**Students will complete an In Class test and demonstrate their ability to:** • Apply the index laws to operate with algebraic expressions involving negative-integer indices • Describe and perform operations with surds and fractional indices • Solve problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits	**Students will complete an Assignment and Validation Test to:** • Solve problems involving probabilities in multistage chance experiments and simulations • Solve problems involving Venn diagrams, 2-way tables and conditional probability • Establish conditions for congruent triangles and similar triangles and solve problems relating to properties of similar figures and plane shapes • Construct proofs involving congruent triangles and similar triangles and proves properties of plane shapes • Develop and demonstrate their skills with spreadsheets and digital tools	**Students will complete an In Class test and demonstrate their ability to:** • Solve linear equations of up to 3 steps, limited to one algebraic fraction • Solve monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ • Describe and apply transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems • Solve problems involving the surface area and volume of right prisms, right pyramids and cones, spheres and composite solids • Apply Pythagoras' theorem and trigonometry to solve 3-dimensional problems and apply the sine, cosine and area rules to solve 2-dimensional problems, including bearings • Simplify algebraic fractions involving indices • Select and apply appropriate algebraic techniques to operate with algebraic fractions, and expand, factorise and simplify algebraic expressions • Compare and analyse datasets using summary statistics and graphical representations • Plan, conduct and review a statistical inquiry into a question of interest	**Students will complete an In Class test and demonstrate their ability to:** • Solve monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ • Solve linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations • Apply trigonometry to solve problems, including bearings and angles of elevation and depression • Apply Pythagoras' theorem and trigonometry to solve 3-dimensional problems and apply the sine, cosine and area rules to solve 2-dimensional problems, including bearings • Identify connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts • Identify and compare features of parabolas and exponential curves in various contexts • Use function notation to describe and graph functions of one variable and graph inequalities in one and 2 variables • Define, operate with and graph polynomials and apply the factor and remainder theorems to solve problems • Interpret and compare non-linear relationships and their transformations, both algebraically and graphically
Working Mathematically	Students will develop understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems and communicating their thinking and reasoning coherently and clearly.			
Total Weighting	**20%**	**25%**	**25%**	**30%**
Outcomes Assessed	MAO-WM-01 **Core:** N/A **Path:** MA5-IND-P-01, MA5-IND-P-02, MA5-NET-P-01	MAO-WM-01 **Core:** MA5-PRO-C-01 **Path:** MA5-PRO-P-01, MA5-GEO-P-01, MA5-GEO-P-02, MA5-IND-P-02	MAO-WM-01 **Core:** MA5-EQU-C-01, MA5-MAG-C-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-DAT-C-01 **Path:** MA5-EQU-P-01, MA5-LIN-P-01, MA5-TRG-P-01, MA5-ARE-P-01, MA5-VOL-P-01, MA5-ALG-P-01, MA5-ALG-P-02, MA5-DAT-P-01	MAO-WM-01 **Core:** MA5-TRG-C-01, MA5-TRG-C-02, MA5-NLI-C-01, MA5-NLI-C-02, MA5-LIN-C-02, MA5-DAT-C-01 **Path:** MA5-EQU-P-01, MA5-EQU-P-02, MA5-TRG-P-01, MA5-FNC-P-01, MA5-POL-P-01, MA5-NLI-P-01

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

Year 9	Task 1	Task 2	Task 3	Task 4
Due Date	**Term 1 Week 8**	**Term 2 Week 1**	**Term 3 Week 6**	**Term 3 Week 9**
Task Type	**Smiling Minds Assessment Task**	**Ultimate Frisbee Assessment Task**	**Sex Unzipped Assessment Task**	**Super Coach Assessment Task**
Name of Unit	Smiling Minds	Ultimate Frisbee	Sex Unzipped	Super Coach
Unit Overview	Developing coping skills to manage stress levels and improve mental health.	Movement Sequence to develop skills and techniques in offense and defence.	Protective factors to reduce risk involved in sexual health.	Role of the coach in player participation and performance.
Total Weighting	**25%**	**25%**	**25%**	**25%**
Outcomes Assessed	PD5-2, PD5-1, PD5-6, PD5-9	PD5-4, PD5-7, PD5-3, PD5-11	PD5-6, PD5-7, PD5-10	PD5-6, PD5-8, PD5-7, PD5-3

SCIENCE

Year 9	Task 1	Task 2	Task 3
Due Date	**Term 2 Week 3**	**Term 3 Week 7**	**Term 4 Week 3/4**
Task Type	**Skills and Knowledge Assessment**	**Internet Research Task**	**Yearly Examination**
Name of Unit	Inside the Atom and the Periodic Table, Ecosystems	Body Systems and Responses	Body Systems and Responses, Energy on the move
Unit Overview	Understanding the Periodic Table and the relationships between living things in Ecosystems.	A study of human body systems and diseases that can affect them as well as how the body responses to pathogens.	A study of human body systems and diseases that can affect them as well as how the body responses to pathogens. Energy and its interactions with society.
Total Weighting	**40%**	**30%**	**30%**
Outcomes Assessed	SC5-4WS, SC5-5WS, SC5-6WS (optional), SC5-7WS, SC5-16CW, SC5-8WS, SC5-9WS,	SC5-7WS, SC5-8WS, SC5-9WS, SC5-3VA, SC5-14LW, SC5-15LW	SC5-10PW, SC5-11PW, SC5-14LW, SC5-15LW, SC5-7WS, SC5-9WS

ELECTIVES

ASTRONOMY

Stage 5	Task 1	Task 2	Task 3
Due Date	**Term 1 Week 8**	**Term 2 Week 9**	**Term 4 Week 4**
Task Type	**Holiday in the Solar System**	**Be an Astronomer**	**PBL** **Students carry out either a first-hand or secondary source investigation**
Name of Unit	The Solar System	Tools of the Astronomer	Students choose from any unit they have studied this year Examples: The Solar System, Professional Astronomer and Tools of the Astronomer
Unit Overview	Students study the different components of the solar system (Planets, Moons, Asteroids and Comets).	Students learn about telescopes and the instruments used in the study of the Universe.	Solar system objects and space travel, measuring the universe using the tools of an Astronomer.
Total Weighting	**30%**	**30%**	**40%**
Outcomes Assessed	AS2, AS3, AS5, AS6, AS10, AS11, AS12	AS2, AS3, AS4, AS5, AS6, AS7, AS9, AS12	At least some but not all: AS1, AS2, AS3, AS4, AS5, AS6, AS7, AS8, AS10, AS12

CHILD STUDIES

Stage 5	Task 1	Task 2	Task 3
Due Date	**Term 1 Week 10**	**Term 2 Week 10**	**Term 4 Week 1**
Task Type	**Digital Recipe**	**Development Research and Presentation**	**Play and development Portfolio**
Name of Unit	Food and Nutrition in Childhood	Growth and Development	Play and the Developing Child
Unit Overview	Students develop their knowledge of the nutritional needs of children with reference to current dietary guidelines. Contemporary issues related to food and nutrition are examined, along with necessary considerations that should be made when planning food for children on special occasions.	Students develop their understanding of the growth and developmental milestones children are expected to progress through and the characteristics associated with each stage.	Students investigate and experience different types of play-based learning which contribute to the positive development of children. They assess a range of play choices, environments and activities in terms of learning, suitability, sustainability and safety.
Total Weighting	**30%**	**35%**	**35%**
Outcomes Assessed	CS5-2, CS5-5, CS5-8, CS5-11, CS5-12	CS5-1, CS5-3, CS5-6	CS5-2, CS5-4, CS5-5, CS5-8, CS5-9

COMMERCE

Stage 5	Task 1	Task 2	Task 3
Due Date	**Term 2 Week 1**	**Term 3 Week 4**	**Term 4 Week 1/2**
Task Type	**Research task**	**Research task**	**Yearly Examination**
Name of Unit	Consumer and Financial Decisions	Promoting and Selling	All Units
Unit Overview	Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions.	Students investigate the contribution of work to the individual and society and the changing nature of work.	N/A
Total Weighting	**30%**	**40%**	**30%**
Outcomes Assessed	COM5-1, COM5-2, COM5-4, COM5-9	COM5-5, COM5-6, COM5-7, COM5-8	COM5-1, COM5-2, COM5-4

COMPUTING TECHNOLOGY

Stage 5	Task 1	Task 2	Task 3	Task 4
Due Date	**Term 1 Week 9**	**Term 2 Week 9**	**Term 3 Week 6**	**Term 4 Week 2**
Task Type	**Creating Games and Simulations Research Task and Prototype**	**Creating Games and Simulations Project and Documentation**	**Designing for User Experience Planning and Documentation Task**	**Designing for User Experience Project**
Name of Unit	Software Development	Software Development	Enterprise Information Systems	Enterprise Information Systems
Unit Overview	A range of games and simulations will be investigated that allows students to understand how innovation, enterprise and automation have inspired the evolution of computing technology.	Students will design and test a system, creating a game or simulation which is coded and iterative in design.	Students will gain an understanding of the evolution of the development and impacts of user interfaces and interactive media, they will explore the functional and non-functional requirements of a variety of media, and will examine real-world problems evaluating social, ethical and legal impacts.	Students will also engage in the design and authoring of an interactive media product, while honing skills in managing, documenting, and explaining work practices during project development.
Total Weighting	**15%**	**35%**	**20%**	**30%**
Outcomes Assessed	CT5-EVL-01, CT5-THI-01	CT5-SAF-01, CT5-DPM-01, CT5-COL-01, CT5-COM-01, CT5-OPL-01, CT5-DES-01.	CT5-COL-01, CT5-DAT-01, CT5-COM-01	CT5-SAF-01, CT5-DPM-01, CT5-COM-01, CT5-THI-01, CT5-DAT-02, CT5-DES-01.

EXTENSION ENGLISH

Stage 5	Task 1	Task 2	Task 3
Due Date	**Term 2 Week 2**	**Term 3 Week 2**	**Term 3 Week 10**
Task Type	**Proposal Submission**	**Multimodal Presentation**	**Major Work Final Submission**
Name of Unit	Representation	Dreams and Illusions	Literary Greats
Unit Overview	In this unit, students will develop an understanding of the contextual and cultural lenses through which concepts are represented. Students will explore ideas of textual integrity, adaptation and appropriation, and will develop skills in crafting and analysing a range of texts. *Students will be introduced to the Major Work component of the Extension English course.*	In this unit, students will explore the 'dreams' and 'illusions' that have underpinned literary movements. Students will engage in a close study of a text to support their understanding of the concept.	Students will develop the understanding that texts are valued for a range of reasons: their aesthetic qualities; the significance of their message and their enduring worth within different contexts. Students will study texts from 'literary greats' and develop an understanding of how these texts innovate and resonate within their context and contemporary worlds.
Total Weighting	**20%**	**30%**	**50%**
Outcomes Assessed	EN5: URB-01, URC-01	EN5: RVL-01, URA-01	EN5: ECA-01, ECB-01

FOOD TECHNOLOGY

Stage 5	Task 1	Task 2	Task 3
Due Date	**Term 2 Week 3**	**Term 3 Week 4**	**Term 4 Week 3**
Task Type	**Practical**	**Written Examination**	**Written and Practical**
Name of Unit	Food for Special Occasions	Food for Specific Needs	Food Selection and Health
Unit Overview	Food is an important component of many special occasions. Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills. NOTE: You will be marked on all your practical lessons throughout the term. Your final mark will be a percentage of all the practicals you have participated in.	Foods for specific needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students explore a range of foods for specific needs and the means to satisfy these. Students plan and prepare safe and nutritious foods to meet specific food needs in various circumstances. NOTE: You will be marked on all your practical lessons throughout the term. Your final mark will be a percentage of all the practicals you have participated in.	The health of communities is related to the nutritional content of the food eaten. Students examine the role of food and its nutritional components in the body. They explore the nutritional needs of individuals and groups, and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan and prepare safe and nutritious foods to reflect national food guides. NOTE: You will be marked on all your practical lessons throughout the term. Your final mark will be a percentage of all the practicals you have participated in.
Total Weighting	**30%**	**30%**	**40%**
Outcomes Assessed	FT5-1, FT5-2, FT5-5, FT5-10	FT5- 6, FT5-7, FT5-12, FT5-13	FT5-3, FT5-8, FT5-9, FT5-11

FRENCH

Stage 5	Task 1	Task 2	Task 3	Task 4
Due Date	**Term 1 Week 9**	**Term 2 Week 3**	**Term 3 Week 9**	**Term 4 Week 3**
Task Type	**Understanding Texts (Listening) Interacting (Speaking)**	**Understanding Texts (Reading) Creating texts (Writing)**	**Understanding Texts (Listening) Interacting (Speaking)**	**Understanding Texts (Reading) Creating texts (Writing)**
Name of Unit	Moi & Mon Ami	Les Passe-temps	Chez Moi et Le Temps	Ma Maison et les Meubles
Unit Overview	Students will be assessed on topics relating to themselves & friends.	Students will be assessed on topics relating to sports, pastimes, hobbies & weekend activities.	Students will be assessed on topics relating to countries & nationalities, weather & places in a town.	Students will be assessed on topics relating to dwellings, house & furniture.
Interacting (Speaking)	10%		10%	
Creating Texts (Writing)		10%		10%
Understanding Texts (Reading)		15%		15%
Understanding Texts (Listening)	15%		15%	
Total Weighting	**25%**	**25%**	**25%**	**25%**
Outcomes Assessed	ML5-1NT-01, ML5-UND-01, ML5-CRT-01	ML5-UND-01, ML5-CRT-01	ML5-1NT-01, ML5-UND-01, ML5-CRT-01	ML5-UND-01, ML5-CRT-01

HISTORY'S MYSTERIES

Stage 5	Task 1	Task 2	Task 3
Due Date	**Term 2 Week 3**	**Term 2 Week 9**	**Term 4 Week 2**
Task Type	**Research/Writing**	**Presentation**	**Topic Test**
Name of Unit	Thematic Study	Society Study	History, Heritage & Archaeology
Unit Overview	This topic provides the opportunity to enjoy the study of history for its intrinsic interest and to develop an understanding of the thematic approach to the study of history. Students apply their understanding of the nature of history and the methods of historical inquiry in this topic.	This topic provides an opportunity for in-depth study of the major features of ancient, medieval or modern societies. Students examine causation and factors contributing to continuity and change.	This topic focuses on the development of students' understanding of the nature of history and the ways in which different perspectives and interpretations of the past are reflected in a variety of historical constructions.
Total Weighting	**30%**	**30%**	**40%**
Outcomes Assessed	HTE5-2, HTE5-4, HTE5-6, HTE5-8	HTE5-1, HTE5-3, HTE5-7, HTE5-10	HTE5-4, HTE5-5, HTE5,6, HTE5-9

INDUSTRIAL TECHNOLOGY – TIMBER

Stage 5	Task 1	Task 2	Task 3
Due Date	**Term 1 Week 10**	**Term 2 Week 3**	**Term 4 Week 4**
Task Type	**Project with Portfolio**	**Project with Portfolio**	**Portfolio**
Name of Unit	Spice Rack	Sling Puck	Knick Knack Cabinet
Unit Overview	Design a simple spice rack to better arrange the kitchen cupboard. Simple joinery will be used for constructing this initial project. A short portfolio will accompany.	Make a game that consists of several discs, a narrow tunnel and an elastic. Win by slinging all your pucks to your opponent's side. A short folio will accompany the project.	Construct a small cabinet utilising a variety of carcase joints. The cabinet will have a pair of hinged doors on the front. A short portfolio will accompany the project.
Total Weighting	**20%**	**35%**	**45%**
Outcomes Assessed	IND5-1, IND5-2, IND5-8	IND5-3, IND5-6, IND5-10	IND5-4, IND5-5, IND5-7

INTENSIVE ENGLISH

Stage 5	Task 1	Task 2	Task 3
Due Date	**Term 1 Week 9**	**Term 2 Week 5**	**Term 3 Week 8**
Task Type	**Reading Task**	**Listening Task**	**Writing Task**
Name of Unit	Literacy	Persuasive Texts	Writing & Reflection
Unit Overview	In this unit, students will develop their literacy skills through a targeted focus on English vocabulary, sentence structure and interpreting meaning in a range of text-types.	In this unit, students will engage with a range of persuasive texts and develop their skills in responding to and writing exposition and discussion text types.	In this unit, students will refine their writing skills by focusing on the crafting of language to shape meaning; they will learn from modelled texts and participate in the planning, drafting and writing process.
Total Weighting	**30%**	**30%**	**40%**
Outcomes Assessed	ESL Scales: 5.6, 5.7, 5.8	ESL Scales: 5.3, 5.8, 5.10	ESL Scales: 5.9, 5.11, 5.12

JAPANESE

Stage 5	Task 1	Task 2	Task 3	Task 4
Due Date	**Term 1 Week 8**	**Term 2 Week 7**	**Term 3 Week 7**	**Term 4 Week 3**
Task Type	**Script Quiz/Writing Task**	**Short Video**	**Online Blog**	**Yearly Examination**
Name of Unit	Introduction to Japanese/Consolidation of previously learnt content	My Family, My friends, My pets	My house, My neighbourhood	All topics
Unit Overview	100 hours: Beginning students are introduced to the hiragana script and will learn how to introduce themselves in Japanese including their name, age and birthday. 200 hours: Students are introduced to the katakana script and will learn how to say their birth date, where they live and where they come from. 300 hours: Students take on the role of assistants and teach the 200 hour students the katakana script while consolidating their knowledge.	100 hours: Students learn to describe the physical appearances and personality traits of their family and friends. 200 hours + 300hours: Students review how to describe their friends and family and are introduced to extended structures, new expressions and vocabulary to enhance their oral and written skills.	Students learn to identify areas of their home, and how to describe their location. They will be introduced to what features in a Traditional Japanese home and compare it with their own home. In addition, students will learn to describe what is in their neighbourhood and what they often do there.	Using the knowledge they have acquired throughout the first three terms, students will sit a formal written examination to demonstrate their Japanese language ability.
Total Weighting	**25%**	**25%**	**25%**	**25%**
Outcomes Assessed	ML5-UND-01, ML5-CRT-01	ML5-INT-01, ML5-CRT-01	ML5-CRT-01	ML5-INT-01, ML5-UND-01, ML5-CRT-01

LIVE SOUND

Stage 5	Task 1	Task 2	Task 3
Due Date	**Term 1 Week 8**	**Term 2 Week 8**	**Term 3 Week 8**
Task Type	**Written and Practical**	**Practical**	**Practical**
Name of Unit	WHS and Audio Introductions	Stage Management and Small Venue Organisation	Large Venue and Lighting
Unit Overview	Participates in technical or creative run-throughs. Prepare for audio operations. Operate professional audio equipment. Identify WHS legislation. Identify WHS hazards. Undertake procedures to respond to and reduce WHS risks.	Prepare for lighting operations. Plot and operate lighting cues. Conduct basic troubleshooting. Analyse the production staging process. Prepare for live performances.	Assist with production operations during and after performances. Participate in production debriefs. Complete post-show procedures.
Total Weighting	**30%**	**30%**	**40%**
Outcomes Assessed	Workplace Health and Safety	Setup of an audio event	Setup of audio and lighting event

MUSIC

Stage 5	Task 1	Task 2	Task 3	Task 4
Due Date	**Term 1 Week 7**	**Term 2 Week 2**	**Term 3 Week 3**	**Term 4 Week 2**
Task Type	**Performance Task 1**	**Composition Task**	**Performance Task 2 (20%)** **Aural Assignment (10%)**	**Aural/Theory Exam**
Name of Unit	An Instrument and it's Repertoire	Popular Music	Global Musical Cultures	Music of 21st Century
Unit Overview	Students will revise instruments they have learned about in Stage 4 and/or Stage 5 Music. In this term, they will choose or continue learning an instrument to perform a piece of their choice.	Students will develop and apply their knowledge of music technologies to compose a song representing popular music. They will produce a composition using the four chords. They will submit their compositions in a preferred mode.	Students will learn about the musical features of diverse cultures. They will perform a song representing a culture of their choice and complete a research assignment analysing music from a culture studied in class.	Students will revise for and complete an aural examination which will cover content from all topics studied in the year. The aural examination will feature prominent genres from popular music in the 21st century.
Total Weighting	**20%**	**20%**	**30%**	**30%**
Outcomes Assessed	5.1, 5.2, 5.3	5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.7, 5.8, 5.10	5.7, 5.8, 5.9, 5.10

PHOTOGRAPHY AND DIGITAL MEDIA

Stage 5		Task 1	Task 2	Task 3	Task 4
Due Date		**Term 1 Week 9**	**Term 2 Week 8**	**Term 3 Week 6**	**Term 4 Week 1**
Task Type		**Practical and Theory Task**	**Theory Task**	**Practical Task**	**Practical Task**
Name of Unit		Through the Lens	Framing History: The Legacy of Photographers	The Concrete Jungle	Influencers of Prairiewood
Unit Overview		Students learn the foundations of photography through the elements and principles of design. Students learn about composition and will complete a series of photography showcasing the elements and principles in an accordion book.	Students conduct a group research task on a chosen Photographer and their impact on social, political or cultural events throughout history. Students will present this in class through a poster, booklet, Slideshow, website etc.	Students will learn about real world application of photography through urban landscapes. They will participate in a site visit of different urban landscapes to document their work utilising their technical skill and ability in Photography. Students to undertake research in preparation for their task. Site visits: Sydney CBD – Chinatown, Hyde Park and George St.	Students engage in photography and film and its impact on social media through influencers. Students will create a series of photographs or a short film covering a school event to be utilised for school platforms. Students will look at the process of creating content for audiences, ethics.
Making	**60%**	20%		20%	20%
PPD – Theory and Making	**10%**	10%			
Critical / Historical – (Theoretical) Component	**30%**		30%		
Total Weighting	**100%**	**30%**	**30%**	**20%**	**20%**
Outcomes Assessed		5.1, 5.4, 5.6	5.7, 5.8, 5.9, 5.10	5.2, 5.3, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8

PHYSICAL ACTIVITY & SPORT STUDIES (PASS)

Stage 5	Task 1	Task 2	Task 3
Due Date	**Term 1 Week 8**	**Term 2 Week 8**	**Term 3 Week 6**
Task Type	**Topic Test**	**Assessment Task** **Planning a 5-day camping trip**	**Practical Task** **AFL Skills**
Name of Unit	The Body In Action	Lifestyle, Leisure and Recreation	AFL
Unit Overview	They will explore the roles and contributions of body systems to efficient movement. Students will investigate the body systems through a range of theoretical and practical task.	Students will explore various leisure activities and explain why people engage and participate in those activities. They will learn the benefits and importance of leisure and recreation activities.	Students will learn and perform the fundamental skills of AFL. They will investigate the nature of AFL in regard to competition structure, rules and junior development.
Total Weighting	**35%**	**35%**	**30%**
Outcomes Assessed	PASS5-1, PASS5-2, PASS5-6, PASS5-7, PASS5-8, PASS5-9,	PASS5-3, PASS5-4, PASS5-10	PASS5-6, PASS5-7, PASS5-10

TEXTILES TECHNOLOGY

Stage 5	Task 1	Task 2	Task 3	Task 4
Due Date	**Term 1 Week 4**	**Term 1 Week 11**	**Term 3 Week 5**	**Term 4 Week 2**
Task Type	**Safety Quiz**	**Design Project 1 – Textiles for Carrying**	**Design Project 2 – Hoodie to Dye For**	**Design project 3 – Textiles and Society**
Name of Unit	Safety in Textiles	Focus Area: Non-Apparel	Focus Area: Apparel	Focus Area: Apparel
Unit Overview	Students show they understand the safety aspects of working with textiles.	Students develop knowledge and skills in identifying fabric structures and describing their functional properties. They consider the functional and aesthetic properties of a variety of bags. They investigate woven items produced by Aboriginal People(s) for carrying goods. This introductory unit aims to develop student skills and confidence when generating and applying design ideas.	Students develop knowledge of the elements of design and investigate colouration and decoration techniques. They understand ethical responsibilities surrounding intellectual property, including Indigenous cultural and intellectual property.	Students develop knowledge and skills in identifying fabric, yarn and fibre structures and describe their functional properties. Using ICT, they create a pictorial timeline of skirts/shorts from different periods throughout history and consider marketing strategies. They design and produce a product label and swing tag for the skirt/shorts.
Total Weighting	**10%**	**20%**	**35%**	**35%**
Outcomes Assessed	TEX5-10	TEX5-1, TEX5-2, TEX5-5, TEX5-6, TEX - 9, TEX5-10, TEX5-11	TEX5-1, TEX5-4, TEX5-5, TEX5-6, TEX5-7, TEX5-8, TEX5-9, TEX510, TEX5-11, TEX5-12	TEX5-1, TEX5-2, TEX5-4, TEX5-6, TEX5-7, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12

VISUAL ARTS

Stage 5	Task 1	Task 2	Task 3	Task 4
Due Date	**Term 2 Week 1**	**Term 3 Week 2**	**Term 4 Week 4**	**Term 4 Week 2**
Task Type	**Practical Task 1** **2D Intensive Drawing Task**	**Practical Task 2** **3D Sculptural Task**	**Practical Task 3** **2D Intensive Painting Task**	**Yearly Examination and Submission of VAPD**
Name of Unit	**FANTASY / SURREALISM** 'Compositional Combinations'	**POSTMODERNISM / URBANISATION** 'Mini Light-Up Houses'	**LANDSCAPE AND THE ENVIRONMENT** 'Colour me Green'	**CRITICAL / HISTORICAL COMPONENT** 'In-Class' Formal Written Examination
Unit Overview	At the completion of a series of heavily scaffolded drawing activities, students will create an A3 sized 'Fantasy' drawing, with a focus on the surreal and compositional principles. Case Studies will focus on the Modernist art movement with a focus on Surrealism and Dada. Renaissance art ideologies will also be investigated as a precursor to Modernism. Teacher sourced hyperrealist drawing images will be used as the inspiration for designs. Students will be given 12 images and must select only six to create their imaginary composition. Students will use lead and coloured pencils for this exercise.	Students will further explore the medium of clay through the study of functional Postmodernist ceramic design. Case Studies will focus on the Postmodernist art movement with a focus on Urban design and architecture. Students will make a multi-purpose 3D functional clay mini terrace house which will also function as a tea light holder. Students will investigate aspects of clay building techniques to construct their ceramic form.	At the completion of a series of heavily scaffolded painting activities, students will create an A4 or A3 sized canvas painting based on the 'Landscape' with a specific focus on environmental concepts. This unit allows students to explore current environmental issues and the notion of postmodern artists as eco-warriors of our uncertain times. Students will use acrylic paint and canvas for this activity.	90-minute exam comprising multiple choice, fill in the blanks, definitions, short answer and extended responses to assess knowledge of theoretical content explored throughout the year. Visual Arts Process Diary to be submitted for marking.
Artmaking	20%	20%	20%	
VAPD – Theory and Artmaking				10%
Critical / Historical (Theoretical) Component				30%
Total Weighting	**20%**	**20%**	**20%**	**40%**
Outcomes Assessed	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10

VISUAL DESIGN

Stage 5		Task 1	Task 2	Task 3	Task 4
Due Date		**Term 2 Week 2**	**Term 3 Week 4**	**Term 4 Week 2**	**Term 4 Week 3**
Task Type		**Making: Print**	**Making: Object**	**Making: Object**	**Critical and Historical Interpretations: Yearly Examination**
Name of Unit		Tattoo Etching Design	Graphics & Illustration: Children's Storybook	Ready to Play: In Clay	Yearly Examination & Submission of VDJ
Unit Overview		After being introduced to the Elements of Design, students will design a linear vector tattoo design using 2D and 4D drawing methods. Students will use printmaking (etching) methods to reproduce their design onto paper. Students will investigate various designers and artists who work in a similar way and use them to inspire and guide students to better understand the practical requirements of this task. Students will learn about the historical and critical aspects of tattoo design and etching (printmaking). Students will document their ideas, planning and methods in their Visual Design Journal (VDJ).	Students will explore the concept of identity and create an 8-page children's storybook. Students will write and illustrate their children's book in a style and medium that they are comfortable with. This can include: drawing, painting, digital drawing, collage etc. Students will research various children's authors and illustrators to inspire and better understand the practical requirements of this task. Students will document their ideas, planning and methods in their Visual Design Journal (VDJ).	Students will explore the process of designing and creating functional objects, focusing on the development of a ceramic *tic-tac-toe* board. Through hands-on practice, students will learn essential skills in clay manipulation and ceramic techniques, emphasizing the balance between form and function. The critical and historical component introduces students to influential object designers, particularly those who specialize in board games and playful objects, providing inspiration and context for their work. This unit highlights the importance of learning through the creative process, fostering problem-solving, innovation, and the joy of designing objects for play and interaction. Students will document their ideas, planning and methods in their Visual Design Journal (VDJ).	A 55-minute exam comprising multiple choice, fill in the blanks, short answer and extended responses to assess knowledge of theoretical content explored throughout the year. Visual Design Journal to be submitted for marking (VDJ).
Making – Practical	**60%**	20%	20%	20%	
VJD – Visual Design Journal	**10%**				10%
Critical / Historical – Theoretical Component	**30%**				30%
Total Weighting		**20%**	**20%**	**20%**	**40%**
Outcomes Assessed		5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10

ULTIMO RTO90072
VET COURSE ASSESSMENT SCHEDULES
2025 Stage 5 VET Board Endorsed Courses

Vocational Education and Training (VET) courses are offered as part of the Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Students in Years 9 and 10 (Stage 5) may access VET courses through two curriculum pathways:

- Stage 5 VET Board Endorsed courses (included in this booklet) – are all classified by NESA as Board Endorsed Courses and contribute 100 hours to the student's pattern of study. Work placement is not compulsory for these courses.
- Early commencement of Stage 6 VET courses - Students completing Early Commencement of Stage 6 courses in Year 10 will need to complete course requirements in addition to addressing all requirements for the RoSA, including 400 hours of elective study. The principles of *HSC: All My Own Work* apply to all Stage 6 VET courses, including early commencement in Stage 5. (NB Early commencement of Stage 6 is recommended for Year 10 students only, please refer to the Preliminary and HSC Assessment booklets for additional information.)

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

Education

Course: Agriculture **RTO - NSW Department of Education - 90333**
Qualification: AHC10222 Certificate I in Agriculture
Cohort 2025
Training Package AHC Agriculture, Horticulture and Conservation and Land Management

School Name: Prairiewood High School **Assessment Schedule Stage 5 - 2025**

Assessment Tasks for AHC10222 Certificate I in Agriculture Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		**Task Work Safely**	**Task Extensive Livestock**	**Task Intensive Livestock**	**Task Chemicals**	**Task Garden**
		Week 1 Term 2	Week 8 Term 2	Week 4 Term 3	Week 8 Term 3	Week 2 Term 4
Code	Unit of Competency	Date 09/05/25	Date 20/06/25	Date 15/08/25	Date 12/09/25	Date 24/10/25
AHCWHS102	Work safely	X				
AHCWRK102	Maintain the workplace	X				
Elective Units						
AHCCHM101	Follow basic chemical safety rules				X	
AHCLSK101	Support extensive livestock work		X			
AHCLSK102	Support intensive livestock work			X		
AHCPGD102	Support gardening work					X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward AHC10222 Certificate I in Agriculture.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent’. In some cases, other descriptive words may be used leading up to “competent”.

Education

Course: Hospitality
Qualification: SIT10222 Certificate I in Hospitality
Cohort: 2025 – 2025
Training Package: SIT Tourism, Travel and Hospitality

RTO: NSW Department of Education, RTO 90333

School Name: Prairiewood High School

SIT10222 Certificate I in Hospitality

Assessment Schedule Stage 5 2025

Assessment Tasks for SIT10222 Certificate I in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students**.**		**Task 1** Safety in the Kitchen	**Task 2** Getting Along	**Task 3** Let's Serve Coffee
		Week 10 Term 2	Week 5 Term 3	Week 5 Term 4
Code	**Unit of Competency**	Date 4-7-25	Date 22-8-25	Date 14-11-25
SITXWHS005	Participate in safe work practices	X		
SITXFSA005	Use hygienic practices for food safety	X		
BSBTWK201	Work effectively with others		X	
BSBPEF202	Plan and apply time management		X	
SITXCCS009	Provide customer information and assistance			X
SITHFAB025	Prepare and serve espresso coffee			X

Depending on the achievement of units of competency, the possible qualification outcome is a SIT10222 Certificate I in Hospitality.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent'. In some cases, other descriptive words may be used leading up to "competent".

NESA

Stage 5 General Performance Descriptors

GRADE	GENERAL PERFORMANCE DESCRIPTORS
A	A grade indicating excellent achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	A grade indicating a high level of achievement in the course. The student has a thorough knowledge of the understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most new situations.
C	A grade indicating substantial achievement in the course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	A grade indicating satisfactory achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	A grade indicating elementary achievement in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.
N	Where A to E grade appears opposite a course, the student has satisfactorily completed the course by meeting the following requirements: a) attendance – meeting the required number of hours b) participation in the required learning experiences and assessment tasks c) meeting requirements in terms of diligent and sustained effort and achievement d) achieving some or all of the course outcomes. Where 'N' appears in place of an A to E grade this indicates the student has failed to meet one or more of the above requirements.

Prairiewood High School

Prairie Vale Road, Wetherill Park. NSW *Principal:* Mrs C. Roberts
Postal Address: Locked Bag 46, Wetherill Park BC NSW 2164 *ABN: 94313031254*
Telephone: (02) 9725 5444 *Fax: (*02) 9604 6127 *email: info@prairiewoodhigh.com.au*

Date

Dear (Parent/Guardian)

Re: Official Warning – Non Completion of a Record of School Achievement (ROSA) Course

I am writing to advise that your son/daughter (name) is in danger of not meeting the Course Completion Criteria for the ROSA in *(course).*
The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

Please regard this letter as the (1st, 4th) **official warning** we have issued concerning (course).
A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. Students who receive an 'N' determination in a mandatory course are not eligible for the award of the ROSA.

(course) ☐ is a mandatory course ☐ is not a mandatory course

To date, (student name) has not satisfactorily met (a, b, c) of the Course Completion Criteria*.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.

In order for *(student name)* to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed.

Task Name/Course Requirement/s	***Date/s Task/s Course Requirement/s Initially Due (if applicable)***	***Action Required by Student***	***Date to be completed by (if applicable)***

Please discuss this matter with (student name) and contact the school if further information or clarification is needed.
Yours sincerely,

_____ _____

Class Teacher/Head Teacher **Principal**

please detach this section and return to the school

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A ROSA COURSE

I have received the letter dated _____ indicating that _____ is in danger of not having satisfactorily completed _____ *(course name).*

I am aware that this course may appear on his/her Record of School Achievement Part A with 'Not Complete' indicated.

I am also aware that the 'N' determination may make him/her ineligible for the award of the ROSA.

Parent/Guardian Signature: _____ **Date: _____**

Student's Signature: _____ **Date: _____**

PRAIRIEWOOD HIGH SCHOOL

Years 7 – 10 APPLICATION FOR ASSESSMENT TASK EXTENSION

Student's Name:	
Teacher's Name:	
Subject/Year Group:	
Head Teacher's Name:	
Assessment Piece/Type:	
Reason for Extension: (attach parent letter or supporting evidence if appropriate)	
Original Due Date:	
Date of Application:	
HT Approved:	Yes ❒ No: ❒ (If **NO** provide brief statement in comment section below)
Negotiated New Date:	
Comments/ Notes/Instructions to Classroom Teacher:	

Head Teacher Signature: _____

Date: _____ / _____ / _____

Important Note:

Your Application for Assessment Task Extension is no guarantee that it will be approved.