

Snowy Mountain Christian School



Stage 5

Year 9 /10

Curriculum Handbook

2022

Contents

Introduction	1
What are Course Performance Descriptors?.....	2
Students with Special Education Needs.....	4
What is an Authority Developed Course?.....	4
What is an Authority Endorsed Course?	4
What is the Purpose of Assessment?.....	4
the School's Assessment Policy.....	5
Reasons for Assessment	6
General Assessment Principles	6
Reporting.....	7
Schedules of Assessment Tasks	7
Submissions of Assessment Tasks.....	8
Appeals (Non-submitted Tasks)	9
Appeals (Submitted Tasks)	9
Malpractice in Assessment Tasks	9
Changes to Assessment Task Schedules.....	9
Results	10
Attendance and Leave of Absence	10
Course completion criteria.....	10
Subjects	11
English.....	12
Mathematics	14
Science.....	16
Geography.....	18
History	21
Personal Development, Health and Physical Education (PD/H/PE)	23
Christian Perspectives and Chapel.....	25

Industrial Technology - Timber	26
Physical Activity & Sports Studies (PASS)	27
Work Education	28
Visual Arts	29
Music	31
Drama.....	32
Appendix 1: Assessment Task Extension Application	34
Appendix 2: Example of an 'N' Warning letter	36

INTRODUCTION

Welcome to Stage 5; a two-year course comprising of Year 9 and Year 10.

Work completed in Stage 5 is included in the Record of School Achievement (RoSA).

This is a cumulative record of all Stage 5 (Years 9 and 10) courses completed, along with grades awarded by the school and hours of study.

- The RoSA is the credential that formally recognises your school achievement if you leave school before completing the HSC.
- It is a **cumulative** credential that doesn't have an end of Year 10 deadline but records all results up until the time that the student leaves school.
- It is not a credential for everyone – it is specifically for those students who choose to leave school after the end of Year 10, but before they receive their HSC.
- The results shown on the RoSA are based on moderated (this is a process undertaken by the NSW Education Standards Authority (NESA) school-based assessments – not external tests.

To qualify for a RoSA a student must have attended an accredited school, completed courses of study that satisfy the NESA curriculum and assessment requirements and completed Year 10: they must attend school up until the final day of Year 10.

Syllabus documents for all NESA developed courses (i.e. all courses except Christian Principles) are available for download on the NSW Education Standards Authority web site (<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>). These documents can be very useful for working through areas of weakness when studying for exams.

Developing good study habits in Year 9 will greatly assist students in their preparation for Year 10.

WHAT ARE COURSE PERFORMANCE DESCRIPTORS?

Course Performance Descriptors are ways of describing the levels of achievement reached by students in each subject. They are used by teachers to allocate school-based grades as part of the Record of Achievement Part A.

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 and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply their knowledge and 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 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 Determination	Where 'N' appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirements: has not followed the course developed by the Board of Studies; has not applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; has not achieved some or all of the course outcomes.

The Descriptors are grouped into five different levels, ranging from elementary to excellent. Your class teacher, in consultation with the Principal, will match you to the Performance Course Descriptor that best fits your overall achievement. The grade that corresponds with that Descriptor is then awarded. The grades are ranked A - E in each subject, for Mathematics A10, A9, B8, B7, C6, C5, D4, D3, E2 (See page 3).

A general outline of the Descriptors follows:-

Each subject studied in Stage 5 has more detailed guidelines for teachers who make the final judgment of the grade deserved on the basis of available assessment information and with reference to the subject specific Course Performance Descriptors.

Course Performance Descriptors – Stage 5

A general outline of the Mathematics Descriptors follows:-

Grade E2	Grade D3	Grade D4
A student performing at this grade uses, with guidance, standard procedures to solve simple familiar problems; identifies simple mathematical relationships.	A student performing at this grade uses the standard procedures to solve simple familiar problems; communicates mathematical ideas using some mathematical language; may identify the strength/weakness of a particular strategy.	A student performing at this grade selects and uses standard procedures to solve simple familiar problems; communicates mathematical ideas using some mathematical language, notations and diagrams; explains and verifies simple mathematical relationships.
Grade C5	Grade C6	Grade B7
A student performing at this grade uses appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; explains mathematical ideas using mathematical language, notations and diagrams; uses some mathematical arguments to reach conclusions.	A student performing at this grade uses appropriate strategies to solve familiar multi-step problems; uses appropriate mathematical language, notations and diagrams; uses some appropriate mathematical arguments to reach and justify conclusions.	A student performing at this grade selects and uses appropriate mathematical language and notations in written, oral and/or graphical form; uses appropriate mathematical arguments to reach and justify conclusions; often requires guidance to determine the most efficient methods.
Grade B8	Grade A9	Grade A10
A student performing at this grade selects and uses appropriate strategies to solve familiar and some unfamiliar multi-step problems; uses formal definitions when explaining solutions; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.	A student performing at this grade selects and uses efficient strategies to solve unfamiliar multi-step problems; uses formal definitions and generalizations when explaining solutions; uses deductive reasoning in presenting mathematical arguments and formal proofs.	A student performing at this grade consistently selects efficient strategies and uses them accurately to solve unfamiliar multi-step problems; uses and interprets formal definitions and generalizations when explaining solutions; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.

STUDENTS WITH SPECIAL EDUCATION NEEDS

If you have undertaken a Special Program of study in Stage 5, you will be awarded grades for any Authority Developed or Authority Endorsed Courses satisfactorily completed.

Students who leave school before completing their HSC, but who have successfully completed Year 11 or Year 10 Life Skills courses will be issued with a RoSA.

WHAT IS AN AUTHORITY DEVELOPED COURSE?

In New South Wales, the NSW Education Standards Authority (NESA) developed courses of study and published syllabuses which outline the knowledge, skills and values to be introduced. All the courses studied in Year 10 are Authority Developed Courses, except Christian Principles.

WHAT IS AN AUTHORITY ENDORSED COURSE?

Schools are able to develop courses and submit them to a panel of endorsement as Stage 5 courses. Christian Principles is the only Authority endorsed course studied in Year 10 at Snowy Mountains Christian School.

WHAT IS THE PURPOSE OF ASSESSMENT?

The rules and regulations which guide the preparation of assessments are set out by NESA.

Assessment relates to your overall achievement in a course. Assessment in a course relates to the stated objectives and outcomes of the syllabus.

Assessments of student achievement are constructed as student's complete assessment tasks. An assessment task is an instrument prepared by the course teacher to measure achievement in the knowledge and skills components of the course.

THE SCHOOL'S ASSESSMENT POLICY

"Be diligent to present yourself approved to God as a workman who does not need to be ashamed". (2 Timothy 2:15)

Snowy Mountains Christian School is committed to a system of ongoing assessment of student performance which includes:

- formative and summative appraisal,
- end-of-semester examinations,
- regular informal and formal reporting to parents, as well as
- formal semester reports.

The assessment procedures are founded on the principle that assessment should be for learning as well as accountability. From the school's viewpoint, assessment is therefore designed to enhance teaching and improve learning. Assessment allows for evaluation of knowledge, strategies and skills already achieved and identification of the knowledge, strategies and skills that should be included in future programming and assessment.

All assessment tasks will give students opportunities to produce work that will lead to the development of knowledge and achievement of the desired strategies and skills.

Snowy Mountains Christian School aims to conduct the assessment program in an open and equitable manner. We encourage students to view their assessment as a positive process - one which opens the way to steady academic improvement if the student is willing to take responsibility for their learning and approach their work in a systematic and disciplined manner.

The Snowy Mountains Christian School Assessment Policy has been designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment. Assessment at Snowy Mountains Christian School encourages progressive development of skills and knowledge while ensuring:

- Consistency across subjects and courses
- Fairness in marking and reporting
- The use of a variety of assessment task types, such as written work, oral presentations, electronic and practical tasks
- Co-ordination of the assessment program to ease the load on students.

The Snowy Mountains Christian School Assessment Policy reflects the concern of the community with justice and the dignity of each person. Assessment is a process of gathering information about your achievement at various stages in the given course. Assessment is also a part of maintaining and monitoring the quality of teaching and student learning.

The variety of tasks set assesses a wide range of syllabus objectives and outcomes. Many tasks are in assignment form; others are in examination form. Some assessment tasks will be completed totally in class time, while others will require work to be completed at home.

REASONS FOR ASSESSMENT

Formal student assessment traditionally has performed an important role in the overall education of children and continues to do so by:

- enabling accurate monitoring of student progress;
- providing teachers with an opportunity to diagnose and address learning difficulties;
- giving teachers the opportunity to give praise and encouragement to students at all levels of achievement with regard to the progress the students are making in their studies;
- facilitating effective reporting of student progress to parents;
- providing for accountability and assessment of the quality of education provided by the school; and
- allowing objective, consistent and continuous assessment to validate the award of the NSW RoSA.

GENERAL ASSESSMENT PRINCIPLES

General principles which apply to assessment include:

1. Assessment tasks should assess the knowledge and skills objectives, and outcomes of the syllabus.
2. The assessment task should relate as closely as possible to the outcomes to be assessed. Over the whole programme the full range of relevant outcomes should be covered.
3. Both formal assessment tasks and informal assessment have a place. Most of the assessment information collected will come from formal tasks undertaken by every student in the class. Informal observation can be used to assist in determining or confirming a student's level of achievement. Informal observations will, at most, be only a minor contributor in the assessment process used for determining grades.
4. Students should be advised of the nature, relative importance, weighting and timing of any assessment tasks.
5. Students will be made aware, in general terms, of the assessment arrangements at the beginning of each course. More substantial information will be given in a timely fashion, in accordance with SMCS's Assessment Policy.
6. Students should be given feedback on their achievement in each task. The feedback may take the form of oral or written comments, a grade or a mark or a combination of some of these. Feedback may not always be appropriate when tasks are informal or if observations are made outside any planned assessment task. For planned tasks and learning activities students should be given feedback on their achievement. Disagreements over the accuracy of a teacher's assessment for a task should be resolved when the task is returned. Where no agreement can be reached the matter should be discussed with the Principal.

REPORTING

Reporting is an important outcome of assessment. It serves a number of functions for a variety of audiences. Parents, students, the school and the community need to have feedback about student performance and achievement.

Reporting in Years 7 – 10 coincides with assessment periods, i.e. at the end of Terms 2 and 4. Written reports are sent home twice a year (at the end of each semester). The Reports are completed in duplicate. The original is sent to parents and the copy is kept on file for future reference by teachers.

The report is intended to convey to parents and students an honest and objective indication of the students' academic progress and the level of achievements and efforts made to satisfy the requirements of the course. In the comments section, the report should point out any needs or weaknesses, acknowledge strengths and achievements, and offer encouragement and advice.

Reports are written by the subject teacher, commented upon where necessary by the homeroom/pastoral teacher, then passed on to the Principal for signing and/or comment before delivery to parents.

In addition, formal consultations (Parent/student/teacher Interviews) are held with parents at the end of Term 1 and Term 3. Should further consultations be considered necessary for individual students, these may be initiated by class teachers, school executive or parents.

The aim of the Assessment programme is to provide an indication of students' attainments based on:

- a wider range of syllabus objectives than can be tested by half yearly and yearly examinations. The assessment allows due weight to be given during a course to student achievement which, although evident to the class teacher, may not be adequately assessed in an examination alone; and
- measures and observations throughout the course rather than in examinations; and
- their values and attitudes (not assessed for the RoSA).

SCHEDULES OF ASSESSMENT TASKS

a) Assessment tasks, set by teachers of the various subjects, are scheduled throughout the course. Students undertake a series of assessment tasks to demonstrate:

- satisfactory progress in their Stage 5 Courses, and
- achievement of a selection of course outcomes as required by NESAs.

Teachers assess students' work, give marks for the submitted tasks and maintain records of the marks.

b) A schedule of assessment tasks in each subject will be provided to students at the beginning of both Year 9 and Year 10. Students must ensure that they refer to this record so that tasks can be planned well in advance of the due dates.

c) Students will be given a minimum of 14-calendar days written notice the precise date on which an assessment task is due. It is the responsibility of the student who

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is absent to find out if any assessment tasks have been announced during his/her absence.

SUBMISSIONS OF ASSESSMENT TASKS

- a) Students are expected to **submit their assessment tasks by the due date**. Extensions will not be granted for technical difficulties experienced (including printing difficulties) while producing the final assessment task.
- b) Extensions of time may be granted only in very exceptional circumstances. Students are not to consider that extensions of time will be automatically granted for assessment tasks. In very exceptional circumstances, it is the student's responsibility to liaise with the relevant teacher **prior to the due date**.

If a student has completed an assessment task and is unable to submit it on the due date, the teacher must be contacted **prior to that day**, so that arrangements can be made for the submission of the task.

- c) When a candidate fails to submit an assessment task on time, or sit for an Examination at the scheduled time without making an application on an Assessment Task Extension Form, zero marks (0%)* will be awarded for a non-attempt. An Authority Warning Letter will be issued. (See Appendix 2)

When a candidate considers he/she has a valid reason for not submitting an assessment task on time or sitting for an examination at the scheduled time (eg. illness, misadventure or circumstance beyond the student's control) he/she can apply in writing **prior to the due date** for an extension of time explaining the reason **or**, in unforeseen circumstances, he/she may make application on an Assessment Task Extension Form (See Appendix 1) **as soon as possible on or after the due date**. A doctor's certificate is required for any absences due to sickness in the semester one and two examination periods.

If the application is upheld, a new due by date will be set or a substitute task may be given. If a substitute task is given, the candidate will be notified in writing of the final date for completion of the assessment task or the date for sitting the examination. In exceptional circumstances, where the completion of a substitute task is not feasible, the Secondary Coordinator may authorise the use of an estimate based on other appropriate evidence.

If the application is declined a Non-Competion Warning Letter (see Appendix 2) will be issued and zero marks (0%) will be awarded for a non-attempt.

- d) Vacations taken outside normal school holidays will not normally be accepted as valid reason for absence from, or non-submission of an assessment task. Applications for vacations must be made in writing to the principal.
- e) Failure to submit an assessment task on the due date because of proven truancy (that is, an unauthorised absence) will automatically result in zero marks being awarded for that task.

APPEALS (NON-SUBMITTED TASKS)

- a) On Appeal, a **Review Panel**, consisting of the Coordinator and others as deemed necessary, will determine the validity of the circumstances of work submitted late.

The Panel will require from the student:

- evidence of notification of absence from the task;
 - a written statement from the parents explaining the absence;
 - a doctor's certificate, where illness, injury or accident is involved.
- b) If it is found by the Panel that the circumstances are valid, they will consider whether;
- the original assessment task is to be accepted;
 - a substitute different task is to be set and completed;
 - a duplicate task is to be set and completed; and/or
 - a recommendation be made to the Principal that an estimate be authorised

APPEALS (SUBMITTED TASKS)

A student may appeal to the class teacher about the mark or result given to a completed task within 48 hours.

A student may appeal in writing, to the Principal, against any decision made concerning Illness/Misadventure/Non-Completion of a Task Examination within seven (7) days of notification.

Where a student's progress in a course is deemed unsatisfactory, an "N" award will be recommended ('N' awards are rarely recommended in Year 9). The student has the right of appeal initially to the Principal and subsequently to the Board of Studies.

MALPRACTICE IN ASSESSMENT TASKS

A Review Panel, consisting of the Coordinator and/or Principal and others as deemed necessary, will adjudicate on claims/accusations of cheating and plagiarism (passing off others work as your own). Proven dishonesty or plagiarism in an assessment task will result in a zero mark. Students should acknowledge all sources in assessment tasks including internet websites.

CHANGES TO ASSESSMENT TASK SCHEDULES

- a) On occasions, some minor aspect of a course's assessment task programme may need to be changed (eg. timing, instruments used). When the need arises, teachers will negotiate with students an acceptable solution for the majority within the abovementioned guidelines.
- b) Notification of changes will be given to students **in writing** at least 7 days before the intended alteration.

RESULTS

It is each student's responsibility to do all that he or she possibly can to obtain the best possible result in every part of the course. Students are encouraged to discuss results from assessment tasks with the class teacher, immediately they receive their results.

ATTENDANCE AND LEAVE OF ABSENCE

An unsatisfactory record of attendance can jeopardise the satisfactory completion of a course. The Principal will consider these functions:

- the nature and duration of the absence,
- the standing of the student within the course at the time of the absence,
- the student's prior attendance, application and achievement.
- ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

In cases of prolonged absence and/or where the Principal is not satisfied that course completion criteria can be met or progress can be maintained because of the absence, the Principal may judge that meeting course outcomes is not possible. As far as possible, early warning of the consequences for a student for such an absence will be given.

In the case of prolonged or recurring illness or injury, a medical certificate will be accepted as satisfactory evidence of legitimate absence.

Any unsatisfactorily explained absence, if its length or pattern is extensive, may result in a course(s) not being satisfactorily completed. NESA warning letters (appendix 2) to the student/parent will indicate how the absence may result in non-completion of course requirements and will set out the steps necessary for the student to satisfactorily complete the course(s).

COURSE COMPLETION CRITERIA

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

- followed the course developed or endorsed by the Authority; and
- applied himself/herself with diligence and sustained effort to each of the set tasks and experiences provided in the course by the school; and
- achieved some or all of the outcomes

Students who do not meet the above criteria are in danger of receiving a "N" (non-completion) determination. In this case, the Principal will advise the student and his/her parents or guardian, in writing, in time for the problem to be corrected.

If the first warning letter is not effective, a further warning letter will be sent.

After a second warning letter, the Principal may then apply the “N” determination. At Snowy Mountains Christian School, “N” warnings are issued to Year 9 students to expose the habits that may cause concern in Year 10. While they will be kept on file as additional evidence, Year 9 “N warnings” will not result in an “N determination”.

SUBJECTS

At Snowy Mountains Christian School, students have the opportunity to study a wide variety of courses. These include compulsory subjects that every student aiming to complete their RoSA must undertake, as well as the option of several electives which a student is required to select two courses.

Compulsory Subjects in Year 9 & 10:

- English
- Mathematics
- Science
- History
- Geography
- Personal Development/Health/Physical Education
- Christian Perspectives

Elective Subjects in Year 9 & 10:

- Industrial Technology – Timber
- PASS
- Work Education
- Visual Arts
- Music
- Drama

Students can also learn, develop new skills and participate in the non-assessable classes of sport, Christian Perspectives and chapel.

ENGLISH

The teaching of English in Years 9 and 10 at Snowy Mountains Christian School is based on an approved course by the NSW Education Standards Authority. The course builds upon the foundations laid in Years 7 and 8. The objectives of the course involve students exploring the following activities and areas: talking and listening, reading, writing, literature, print media, electronic media, film. We aim to develop students' understanding, knowledge and skills in all of these areas and to foster their love of language and literature and to develop intelligent and capable thinkers.

We expect our students to develop listening skills, to be able to concentrate on what other people are saying, to analyse what they hear, and to formulate reasoned responses. We encourage students to gain respect for the power of the spoken word. All students in Years 9 and 10 will give speeches and be involved in class discussions. The students will always be encouraged to exercise these skills and will be reminded that their input is appreciated, so that they will continue to discover the intricacies of verbal communication, become better equipped to succeed in a society where oral communication is so important.

We include wide reading in our teaching programmes as a means of increasing breadth of experience. Close analysis of texts is included as a means of gaining insight, and students learn to recognise a number of writing genres. While we are committed to beginning at the ability level of the student, we are also committed to widening each student's experience, and opening doors for them. Thus, the books set for study include the works of tried and tested authors as well as works published recently. We aim to include a significant body of Australian literature in our programmes. Development of students' comprehension skills is emphasised, and vocabulary building has priority. Years 9 and 10 are recognised as important stepping stones to the more arduous reading tasks of the senior curriculum.

Students write for a range of purposes, in a number of genres and to suit a variety of audiences. Emphasis is placed on accuracy and clarity of written expression and coherent presentation of ideas, as well as the inclusion of the proof necessary to substantiate their points. Students are encouraged to take advantage of recent technological developments to assist them in improving their writing skills. Students' own creative writing is valued.

As well, students examine texts from the electronic and print media and study film as text.

Drama texts are studied in Years 9 and 10. Students consider the processes of theatrical staging, as well as analysing dialogue. In Stage 5, all students will undertake a close study of a Shakespearean drama text at a level appropriate to their ability.

In addition to regular classes, we aim to take students on a number of excursions. These include visits to the theatre, cinema or other performances. On occasion, performance groups may be brought into the school.

Stage 5 English ASSESSMENT – 2022

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Analytical essay or Pecha Kucha Presentation	1A, 4B, 5C, 7D, 8D	Term 1: Week 7	15%
2.	Speech	1A, 3B, 4B, 9E	Term 2: Week 4	15%
3.	Half Yearly Exam	1A, 2A, 3B, 4B, 6C	Term 2: Week 6	15%
4.	Essay	1A, 4B, 5C, 7D, 8D	Term 3: Week 7	20%
5.	Yearly Exam	5C, 6C, 7D, 8D	Term 4: Week 4	20%
6.	Listening Test	3B, 4B, 6C, 8D	Term 4: Week 5	10%
6.	Continuous Assessment: Class work	8D, 9E	Beginning Term 1: Week 1	5%
			TOTAL	100%

MATHEMATICS

The Mathematics Faculty offers two courses in Years 9 and 10. These courses are:

- Pathway 5.3 (previously known as Advanced Mathematics)
- Pathway 5.2 (previously known as Intermediate Mathematics)

The course taken by a student will strongly depend on the student's proficiency at the end of Year 8, each student is guided into a Mathematics course that he/she can successfully study to the end of Year 10.

Students, depending on academic evidence may change course at certain times after due consultation with and approval by the Teacher of Mathematics. It is unlikely that approval will be given after Term 1 of Year 9 for a change in course from 5.2 to 5.3 (that is, an 'up-grade' in course).

The three content strands in each of the three courses 5.1, 5.2, 5.3 are:

1. Number and algebra
2. Statistics and probability
3. Measurement and geometry

Across all strands is the process of **Working Mathematically**. This is five interrelated processes of Communicating, Problem Solving, Reasoning, Understanding, and Fluency. Students will develop knowledge, skills and understanding through inquiry, application of problem solving strategies including the selection and use of appropriate technology, communication, reasoning and reflection. Students will further develop Non Calculator Skills.

The depth of treatment of each strand and the topics covered depends on the level studied. Students in the 5.2 courses will be given the opportunity to achieve at a higher level. That is 5.2 students working at some 5.3 outcomes in preparation for Year 11 and 12 Mathematics.

Success in Year 11 and Year 12 is heavily dependent upon the mathematical foundations formed in Years 9 and 10. Entry into the various Year 11/12 Mathematics courses is based on results achieved by each student in Mathematics at the end of Year 10.

General Mathematics: Any grade in 5.3 and 5.2.

Mathematics: Any grade in the 5.3 Course. Grade A or B in the 5.2 Course. Consideration will be given to written applications from other students.

Extension I: Grades A or B in the 5.3 Course. Consideration will be given to written applications from other students.

Extension II: Entry into the Extension II course is by invitation of the Mathematics teacher and is usually dependent upon outstanding success in the first semester of the Preliminary Extension I Course.

Mathematics Assessment Schedule 2022

Topic Tests

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Working Mathematically	ACMMG219, ACMMG210, MA5.1-1WM, MA5.2-1WM, MA5.2-2WM, MA5.1-3WM, MA5.2-3WM	Term 1: Week 4 Term 1: Week 8	10% 10%
2.	Algebra/ Coordinate Geometry	MA5.1-2WM, MA5.1-3WM, MA5.1-5NA, MA5.1-7NA, MA5.2-9NA, MA5.1-9MG, MA5.2-1WM, MA5.2-3WM, MA5.2-6NA	Term2: Week 4 Term2: Week 8	15% 15%
3.	Measurement	MA5.1-8WM, MA5.2-2WM, MA5.1-10MG, MA5.2-10MG, MA5.2-11MG, MA5.2-12MG, MS5.2.2, MS5.3.1	Term3: Week 4 Term3: Week 8	15% 10%
4.	Probability/Statistics	MA5.1-2WM, MA5.1-3WM, MA5.1-13SP, MA5.2-2WM, MA5.2-15 SP, MA5.2-17SP, MA5.2-12SP, MA5.1-7NA, MA5.1-9MG	Term4: Week 4 Term4: Week 8	10% 15%
			TOTAL	100%

SCIENCE

Stage 5 Science is studied in Years 9 and 10. It will develop students' scientific knowledge and understanding, together with skills, values and attitudes within broad areas of science. These encompass the traditional disciplines of Physics, Chemistry, Biology and the Earth and Space Sciences. As well as acquiring scientific knowledge and skills, students apply their knowledge to everyday life and develop an appreciation of science as a human activity. Students learn about the need to conserve, protect and maintain the environment. They also learn about the importance of technology in advancing science, and the role of science in advancing technology. Students also develop an appreciation of, and skills in, selecting and using resources and systems to solve problems.

Throughout Stage 5, students participate in an assessment program. This is used to award grades for the final assessment.

The internal assessment program is based on the following:

- Formal examinations
- Two individual extended research projects in each year of Year 9 and 10
- Assignments

The grades awarded to individual students will be used to advise them on their subject choices for Year 11. The following table sets out a guide for studying the various Science courses in Year 11.

COURSE	SCHOOL PRE-REQUISITES
Physics	A, B or good C grade in Science Any A or B grade in Stage 5.3 Mathematics A, B or C grade in English
Chemistry	A, B or good C grade in Science Any grade in 5.3 Mathematics A,B or C grade in English
Biology	A, B or good C grade in Science Any grade in Mathematics A, B or C grade in English
Senior Science	Grade C or below in Science Any grade in Mathematics A, B or C grade in English

Stage 5 Science Assessment Schedule 2022

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Ecology Project	SC514LW, SC515LW, SC57WS, SC59WS, SC52VA, SC53VA	Term 1 Week 10	15%
2.	Mid-Year Exam	SC514LW, SC515LW, SC57WS, SC59WS, SC52VA, SC53VA	Term 2 Week 6	25%
3.	Global Systems Assignment	SC512ES, SC513ES, SC51VA, SC52VA, SC53VA	Term 3 Week 4	15%
4.	Scientific Research Project	SC51VA, SC52VA, SC53VA, SC54WS, SC55WS, SC56WS, SC57WS, SC58WS, SC59WS	Term 4 Week 3	20%
5.	Semester 2 Exam	SC512ES, SC513ES, SC51VA, SC52VA, SC53VA, SC510PW, SC511PW, SC516CW, SC517CW, SC51VA, SC52VA, SC53VA, SC54WS, SC55WS, SC56WS, SC57WS, SC58WS, SC59WS	Term 4 Week 6	25%
			TOTAL	100%

GEOGRAPHY

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Geographical inquiry involves students acquiring, processing and communicating geographical information. Through an inquiry approach, students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. This process enables them to apply inquiry skills including: asking distinctively geographical questions; planning an inquiry and evaluating information; processing, analysing and interpreting that information; reaching conclusions based on evidence and logical reasoning; evaluating and communicating their findings; and reflecting on their inquiry and responding, through action, to what they have learned. Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry.

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life

By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternate points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

This subject is covered in a two-year cycle. The following table provides a brief description of the topics that the students will explore.

2023	Topic Focus
Sustainable Biomes	Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.
Changing Places	Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.
2022	Topic Focus
Environmental Change and Management	Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.
Human Wellbeing	Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined

(Board of Studies, Teaching and Educational Standard NSW. (2015). *Geography 7-10 NSW Syllabus for the Australian Curriculum*. Australia)

Stage 5 Geography Assessment Schedule 2022

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Research Paper	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	Term 3: Week 9	20%
3.	Presentation	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7	Term 4: Week 6	20%
4.	Exam	GE5-1, GE5-3, GE5-5, GE5-6	Term 4: Week 5	40%
2.	Class Work and Field Study	ALL	Beginning Term 3 Week 1	20%
			TOTAL	100%

HISTORY

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others in the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.

By the end of Stage 5, students describe, explain and assess the historical forces and factors that shaped the modern world and Australia. They sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. Students explain and analyse the causes and effects of events and developments in the modern world and Australia. Students explain the context for people's actions in the past. They explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework and identify relationships between events across different periods of time and places. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical arguments. In developing these texts and organising and presenting their arguments, students use historical terms and concepts, evidence identified in sources and they reference these sources. Students will have undertaken a relevant site study either by visiting an actual site or through a virtual source.

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).

The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

(Board of Studies NSW. (2012). *History 7-10 NSW Syllabus for the Australian Curriculum*. Australia)

2023	2022
The Making of the Modern World Overview	The Modern World and Australia Overview
Making a Better World?: The Industrial Revolution	Core Study – Rights and freedoms (1945-present)
Core Study – Australians at War: World Wars I and II	The Globalising World: Popular Culture

Stage 5 History Assessment Schedule 2022

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Research Report	HT5-1, HT5-3, HT5-8, HT5-9, HT5-10	Term 1: Week 10	20%
2.	Presentation	HT5-1, HT5-3, HT5-4, HT5-7, HT5-9, HT5-10	Term 2: Week 7	20%
3.	Exam	HT5-1, HT5-4, HT5-5, HT5-9	Term 2: Week 6	40%
4.	Class work and Site Study	ALL	Beginning Term 1 Week 1	20%
			TOTAL	100%

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

PD/H/PE is a compulsory course which is studied for 300 hours in Years 7 – 10.

Part of the need for the personal development of the whole person is derived from the Christian belief about the essential nature of people. God has created people in His own image, and though they have become sinful, God still loves them and places immense value on them. Because individuals are so valuable, it is God's will that they find purpose in their existence, enjoy life and reach their full potential of being human.

There is ample evidence to indicate that, despite a high standard of living, significant spiritual, emotional and health problems exist in Australia. The high cost of these problems both to the community and its individual members, strongly supports the need for our school to assist parents and the church to challenge its students to develop healthy lifestyles and attitudes based on the Lordship of Jesus Christ as outlined in the Bible.

As individuals grow they will gain a satisfying concept of self-worth if they understand that God made them and loves them and has forgiven them. As well, a loving family plus a strong Church and school community of caring friends provides the ideal environment for the development of a healthy body and healthy self-image.

2022 YEAR 9&10 UNITS OF STUDY
Career Choices
Peer Mediation
Safe Living
Healthy Consumers
Tennis
Ball Sports incl AFL Soccer Volleyball Dodgeball
Swimming

Stage 5 PDHPE Assessment Schedule 2022

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Ongoing Class Participation	All	Ongoing	30%
2.	Research Poster	PD5-1, PD5- 9, PD5-10	Term 1: Week 8	15%
3.	Half Yearly Exam	PD5-1, PD5- 9, PD5-10	Term 2: Week 6	10%
4.	Presentation	PD5-1, PD5-2, PD5-9	Term 3: Week 8	15%
5.	Skills	All	Ongoing	10%
6.	Yearly Exam	PD5-4, PD5-4, PD5-6, PD5-7, PD5-9	Term 4: Week 5	20%
			TOTAL	100%

CHRISTIAN PERSPECTIVES AND CHAPEL

Christian Perspectives is a non-assessable course which each High School attends once a week. It involves mostly discussion regarding the world through the eyes of the Bible and in particular, Jesus' death and resurrection. Issues that come up in the world are examined in light of what the Bible says so students are able to critique the many aspects of living today.

Each Friday students attend Chapel. During this time, students are encouraged to serve others which include Reading with the K/1/2 class, peer support with 3/4/5/6 classes and serving the community of the Monaro.



<https://www.thepoachedegg.net/2013/10/three-steps-to-the-cross.html>

INDUSTRIAL TECHNOLOGY - TIMBER

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in: Cabinetwork & Wood Machining.

To satisfy the requirements of the syllabus students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences should be used to develop knowledge and understanding of and skills in designing, producing and evaluating. Student capability, confidence and expertise at their current stage of development are important considerations in determining the teaching and learning sequences in the course.

General Wood 2 and Wood Machining 3

Topics covered include:

- Workshop safety
- Household Units
- Turning

Industrial Technology Timber Assessment Schedule 2022

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Storage Unit Design	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 6.1	Term 2: Week 5	20%
2.	Storage Unit Construction	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 6.1, 7.1, 7.2	Term 2: Week 5	20%
3.	Workshop Safety	IND5-1	Term 2: week 10	10%
4.	Cabinet Project Design and evaluation	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 6.1,	Term 4: Week 6	20%
5.	Cabinet Project Construction	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 6.1,	Term 4: Week 6	20%
6.	Workshop Safety	IND5-1	Term 4: Week 10	10%
			TOTAL	100%

PHYSICAL ACTIVITY & SPORTS STUDIES (PASS)

Physical Activity and Sports Studies provides for a comprehensive study of physical activity and movement. It incorporates a study of the way the body functions and how to prepare to move efficiently in a variety of contexts. It includes study of the social issues related to physical activity and its role in the lives of the individual and Australian society. It also has a focus on moving with skill, in order to enjoy participation and to achieve performance goals.

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates lifelong physical activities, recreational and leisure pursuits, competitive and non-competitive games and sports, individual and group experiences, physical fitness activities, and the use of activity for therapy and remediation.

The promotion of physical activity is fundamental to reducing levels of inactivity among Australians and improving their health status and quality of life. Health experts agree that a reduction in inactivity is a leading strategy for the promotion of health for all. Regular physical activity incorporated in a daily routine is essential to reducing the incidence of the lifestyle diseases of obesity, non-insulin dependent diabetes, coronary heart disease, hypertension and cancers. Regular physical activity has the potential to be effective in stress management, therapy and rehabilitation, and the promotion of physical fitness and general well-being. Through regular participation in physical activity individuals develop the capacity to perform daily activities with ease and to respond to increased demands without undue stress.

Stage 5 PASS Assessment Schedule 2022

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Bronze Medallion Duke of Edinburgh	PASS53, PASS54, PASS57, PASS59 (Are the outcomes for D of E included in this?!))	Term 1, Week 5	15%
2.	Mid-Year Examination	PASS5-1, PASS5-2, PASS5-8, PASS5-10	Term 2, Week 6	20%
3.	Precision Shooting	PASS5-6, PASS5-7, PASS5-10, PASSLS-6, PASSLS-7, PASSLS-10	Term 2, Week 9	15%
4.	Sports Skills Coaching	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASSLS-5, PASSLS-6, PASSLS-7, PASSLS-8	Term 3, Week 9	15%
5.	Bronze Medallion (Swimming) Assessment	PASSLS-1, PASSLS-2, PASSLS-8, PASSLS-10	Term 4, Week 5	15%
6.	End-Year Examination	PASS5-3, PASS5-4, PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10, PASSLS-3, PASSLS-4, PASSLS-5, PASSLS-6, PASSLS-7, PASSLS-8, PASSLS-10	Term 4, Week 4	20%
			TOTAL	100%

WORK EDUCATION

The Work Education syllabus provides students with an opportunity to develop knowledge and understanding of the world of work, the diverse groups within the community, and the roles of education, employment and training. They develop an understanding of the world of work as dynamic, how and why it may change, and what this may mean for their future.

Through their study of Work Education, students prepare for the working world by developing understanding of themselves in relation to work, recognising their aspirations, their rights and responsibilities as workers, employer expectations and the diversity of work opportunities. This process is assisted by students' developing self-evaluation, goal-setting and decision-making skills. They develop employability skills and the capacity to prepare for and adapt to multiple transitions throughout their lives, including post-school pathways. Work Education provides opportunities for students to transfer their knowledge, understanding and skills to a range of work-related contexts.

Through exposure to work-related learning, students develop self-knowledge, contemporary work skills, entrepreneurial behaviours and resilience. They develop an appreciation of the role of collaboration, creativity and analytical skills in workplaces and the importance of diversity and ethical practices. Work Education encourages students to be self-motivated learners and to develop career management skills to navigate the new economies and be productive citizens. Research and communication skills are a key feature of the syllabus, and students are provided with opportunities to apply these to various theoretical and practical contexts.

NESA. (2019). Work Education 7-10 Syllabus. Sydney: NSW Education Standards Authority.

As a part of Work Education, students will be participating in the Stage 5 Work Experience program.

STAGE 5 Work Education Assessment Schedule – 2022

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Class work	All	Ongoing	20%
2.	Report	WE5-1, WE5-2, WE5-6, WE5-8, WE5-9, WE5-10	Term 1: Week 10	10%
3.	Half Yearly Exam	WE5-1, WE5-2, WE5-6, WE5-7, WE5-8, WE5-9, WE5-10	Term 2: Week 6	15%
4.	Safety Plan	WE5-2, WE5-3, WE5-4, WE5-9, WE5-10	Term 3: Week 7	20%
5.	Exam	All	Term 4: Week 5	15%
6.	Work Experience	WE5-6, WE5-7, WE5-8, WE5-9, WE5-10	Term 4: Week 6	20%
			TOTAL	100%

VISUAL ARTS

Visual Arts provides learning opportunities designed to encourage students to understand the visual arts, including the different kinds of creative works they, and others, make. God is our “Creator God”; creating people in His own image. Because He is creative, so we are also able to be creative.

Visual Arts places great value on the development of the students’ intellectual and practical autonomy, reflective action, critical judgment, and understanding of Art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies many kinds of knowledge are increasingly managed through imagery and visual codes and much of students’ knowledge is acquired in this way. Visual Arts empowers students to engage in visual forms of communication. The subject of Visual Arts serves to facilitate an interpretation and organisation of such information.

What will I be able to do:

The knowledge, understanding, skills and values gained from the *Stage 5 course* assists students in building conceptual, practical and critical skills. These can be applied to the diverse fields of art, design and other contexts including employment, enterprise and pathways of learning.

There is no requirement for students to study Stage 5 elective courses in Visual Arts, in order to study Stage 6 Visual Arts, though it is recommended.

Content:

Content is organised in three broad areas as it connects with artmaking and critical and historical interpretations and explanations of art. These areas are:

- Practice - Practice relates to students’ artmaking and critical and historical studies of art
- The Conceptual Framework - identifies the functional and intentional relations of the artist, artwork, world and audience as the agencies of the artworld.
- The Frames. (structural, subjective, postmodern and cultural frames - account for different points of view, values and belief in and about the visual arts.)

Students continue to use their visual arts diary, as they enhance or expand explorations of ideas and interests in the world, experiment with new ways to formulate ideas for artworks and become more practiced in selecting and utilising appropriate materials and techniques for making artworks.

The Stage 5 elective course to be implemented is a 200-hour course.



Photograph: Courtesy CC/Wikimedia Commons/Cybershot8001

2D forms	3D forms	4D forms/time-based works
Drawing* and any of the following: <ul style="list-style-type: none"> • painting including acrylic, oil, watercolour, and the use of mediums, gels and glazes • printmaking including lino block printing, silk screen printing, collographs, etching • photo and digital media • graphics including computer generated and enhanced • collage, frottage and montage • other 2D forms may also be included 	Any of the following: <ul style="list-style-type: none"> • ceramics • sculpture including relief, in the round and conceptual works • installations • textiles • designed images, objects and environments including images, objects, interior and exterior environments, jewellery, wearables, and objects of body adornment • other 3D forms may also be included 	Any of the following: <ul style="list-style-type: none"> • performance works • time-based installation works • digital animation • other 4D forms may also be included

STAGE 5 Visual Arts Assessment Schedule 2022

This year, most assessments are ongoing with weekly marks for homework, class participation, endeavour, including the work within the VAPD. This means that the students don't need to be great artists, but rather to be great learners. This will develop the resilience required to learn something new and to encourage "Personal Bests".

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Ongoing marks for Homework and Class participation. Weekly.	5.1, 5.2, 5.3, 5.6, 5.9	Term 1	15%
2.	Ongoing marks for Homework and Class participation. Weekly.	5.1, 5.2, 5.3, 5.6, 5.9	Term 2	10%
3.	Half yearly Exam	5.1, 5.2, 5.3, 5.4, 5.5, 5.6,	Term 3: Week 6	20%
4.	Ongoing marks for Homework and Class participation. Weekly.	5.1,5.2,5.5, 5.6	Term 3	10%
5.	Art history Research task	5.10, 5.8, 5.7	Term : Week	10%
6.	Ongoing marks for Homework and Class participation. Weekly.	5.1, 5.2, 5.3, 5.6, 5.9	Term 4	10%
7.	Yearly exam	5.1, 5.2, 5.4, 5.5, 5.8, 5.9, 5.10	Term 4: Week 5	25%
			TOTAL	100%

MUSIC

The music elective builds on the previous year's music course with more emphasis on the students own talents being developed. The course has three main outcome areas relating to **Listening, Composing** and **Performing**. There is also the opportunity to record and release an original composition.

STAGE 5 Music Assessment Schedule 2022

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Australian Music / Fusion (Listening)	5.1, 5.2, 5.5, 5.6, 5.7, 5.8, 5.11	Term 2: Week 5	25%
2.	Class band (Composing & Performing)	5.1, 5.2, 5.5, 5.6, 5.7, 5.8, 5.11	Term 2: week 9	25%
4.	Music in Film / Media (Listening)	5.3, 5.4, 5.5, 5.7, 5.9, 5.10, 5.11, 5.12	Term 3: week 10	20%
5.	Song Composition	5.3, 5.4, 5.5, 5.7, 5.9, 5.10, 5.11, 5.12	Term 4: Week 6	20%
6.	MADD Night Performance	5.3, 5.4, 5.5, 5.7, 5.9, 5.10, 5.11, 5.12	Term 4: Week 3	10%
			TOTAL	100%



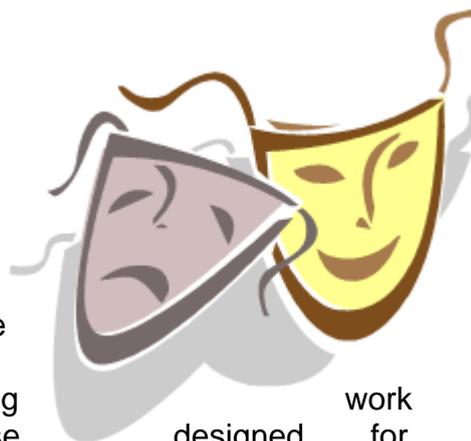
DRAMA

Drama gives the student the opportunity to exercise their God given talents and gifts within the context of Christian values. Drama provides a particularly valuable means of increasing self-confidence and social awareness. The individual and the body are all involved in developing expressive performance, theatrical observation and personal reflection.

Drama gives students the opportunity to develop communication in all its forms. Drama is a unique fusion of many art forms and expressive skills, including writing, acting, movement, music, design and dance. The course provides opportunities for students to develop physical, creative, technical and critical skills.

Some of these areas of study include:

- Improvisation acting
- Playbuilding
- Script Writing
- Performance
- Set design



The teaching program in Years 9 and 10 incorporates integrated activities drawn from the following prescribed content areas:

1. **Improvisation** provides a basis for developing other content areas. It is a dramatic exercise, work in individual or groups, with an open outcome where the emphasis is on the progress designed for the progress of realisation rather than learning a set form.
2. **Play-Building** is the structured development of situations, stories, characters, etc. that may evolve from improvisations.
3. **Dramatic Forms.** Students will become familiar, through practical work, with a variety of dramatic forms in social, historical and cultural contexts.
4. **The reading and writing of scripts as texts for performance.** Scripts as texts for performance will be interpreted as part of this program such as; individual reading, group reading, staged readings.
5. **Performance spaces and conventions of theatre.** Through participation in practical work in the flexible drama room, students become aware of different performance spaces and conventions of theatre. Students explore space and conventions through the perspective of both actors and audience by involvement in the observation of theatre productions
6. **Technical Aspects of Production.** Students become familiar with the many activities involved in mounting a production by practical participation and observation.
7. **Experience of dramatic presentations.** Students will experience as wide a range of performances as possible for observation, reflection and review. Use is made of the school's excursion program and school performances to encourage interest and appreciation of theatre forms.
8. **Discussion, reading and writing about drama and theatre.** This area is an essential part of the Drama Program because it provides a means of drawing together all other content areas in formal and information material. It is used as a resource, providing a basis for informed discussion, development of critical understanding and information for writing. It will reflect the individual student's interest and responses.

STAGE 5 Drama Assessment Schedule 2022

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Mask and Performance	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1	Term 1: Week 10	15%
2.	Half Yearly Exam	5.3.1, 5.3.2, 5.3.3	Term 2: Week 6	15%
3.	Commedia dell'Arte	All	Term 2: Week 9	15%
4.	Shakespearean Drama	All	Term 3: Week 10	20%
5.	Yearly Exam - Theory	5.3.1, 5.3.2, 5.3.3	Term 4: Week 5	15%
6.	Practical Exam	All	Term 4: Week 6	20%
			TOTAL	100

APPENDIX 1: ASSESSMENT TASK EXTENSION APPLICATION



Snowy Mountains Christian School
Cnr. Baroona Avenue & Boona Street PO Box 53, Cooma NSW 2630
T 02 6452 4333 E office@smcs.nsw.edu.au W www.smcs.nsw.edu.au
ACN 076 793 863 ABN 76 076 793 86 3

Snowy Mountains Christian School Assessment Task Extension Application

Ensure appropriate documentation is attached. Return to your teacher before the tasks' due date.

Student name: _____ Subject: _____
Assessment task: _____ Due date: _____
Teacher's name: _____

Reason for Application for Extension

Attach appropriate documentation (*Tick box*)

Illness Misadventure Other _____
Medical Certificate must be attached *Attach documentation* *Please specify*

Outline details of the circumstances that have adversely affected your ability to complete the Assessment by the due date. (Attach extra sheets if necessary)

□
□
□
□

Student's Signature: _____ Date: _____
Parent / Guardian Signature: _____ Date: _____
Comments: _____

Office Use Only

Determination: Approved Not Approved
Teacher's Signature: _____ Date: _____
High School Coordinator Signature: _____ Date: _____
Comments: _____

Educating children... for the journey of life

Original Application Form to be placed in Student file

Assessment Task Extension – Approval Notice (to be attached to Assessment Task by student)

Student's Name: _____

Assessment Task: _____ Teacher: _____

Original Due Date _____ New Date Approved: _____

Reason for Approval

Illness Misadventure Other _____

Comment: _____

APPENDIX 2: EXAMPLE OF AN 'N' WARNING LETTER



Snowy Mountains Christian School
Cnr. Baroona Avenue & Boona Street PO Box 53, Cooma NSW 2630
T 02 6452 4333 E office@smcs.nsw.edu.au W www.smcs.nsw.edu.au
ACN 076 793 863 ABN 76 076 793 863

Date: _____

Dear [Parent/Guardian]

Re: OFFICIAL WARNING – Non-completion of a NSW Education Standards Authority (Authority) Stage 5 Course

I am writing to advise that your son/daughter _____ is in danger of not meeting the Course Completion Criteria for Stage 5 in

_____.
NESA 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; 2nd) **official warning** we have issued concerning

_____.
A minimum of two course specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

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.

_____ is a mandatory course is not a mandatory course.

To date, _____ has not satisfactorily met the Course Completion Criteria by not:

- a. **following** the course developed or endorsed by NSW Education Standards Authority; and
- b. **applying** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c. **achieving** some or all of the course outcomes

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T 02 6452 4333 E office @smcs.nsw.edu.au W www.smcs.nsw.edu.au
ACN 076 793 863 ABN 76 076 793 863

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 _____ to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed:

Task Name/Course Requirement/Course Outcome	Date Task Initially Due (if applicable)	Action required by student	Date to be completed by (if applicable)

Please discuss this matter with _____ and contact the school if further information or clarification is needed.

Yours sincerely

PLEASE DETACH THIS SECTION AND RETURN TO THE SCHOOL

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A SCHOOL CERTIFICATE 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.

Name: _____ Signature: _____

Date: ____/____/____

Educating children... for the journey of life