This document is intended as a guide to the Year 10 Assessment policies and procedures for students and their parents.
Year 10 is both a beginning and an end. It is, most importantly, the beginning of Senior School, with all the privileges, responsibilities and academic opportunities which that entails. It is also the end of an important phase of curriculum. Although the School Certificate is now a thing of the past, nevertheless the compulsory core curriculum, which governs much of students’ studies in Years 7-10, finishes at the end of Year 10. In Years 11 and 12, a huge variety of choices opens up, allowing students to select a programme of study which meets their interests.

It is thus important to ensure that a rigorous repertoire of assessment is conducted in Year 10. This approach to assessment sets the high standard of achievement which provides the level of personal challenge which will bring out the best in each student. It also provides the basis on which the School can determine Grades which will properly reflect students’ achievements, and ensure that their Year 10 Report is a valuable testament to their hard work in demanding courses at this important juncture in their education.

To make their assessments of students’ learning, Heads of Department formulate a programme of Course based Assessment tasks for each subject. These run throughout Year 10, and are supplemented by class based assessment. Both Course and class based assessment are designed to provide opportunities for students to demonstrate what they know, understand and can do in relation to specific learning outcomes, and to receive feedback on their learning.

A careful examination of the Assessment Overview for each of his subjects allows a student to plan his time to ensure that he is not working at the last minute to complete important tasks. It also helps him to see how the various Assessment tasks will mesh together to give a holistic picture of his accomplishments at the end of Year 10.

I do encourage all Year 10 students to sit with their parents and plan ahead. Successful planning is an important key to achieving the highest Grades of which each student is capable.

I also encourage all students and their parents to regularly consult the School’s Assessment Policy, which is posted at the School Community Website, http://community.trinity.nsw.edu.au/1_senior/mind_senior.html. All the procedures relating to Assessment in Senior School are made clear, and important rules concerning Assessment are published there. Students in Senior School are expected to be aware of these rules and procedures.

For your convenience, some of the most relevant sections of the Policy are reproduced within this booklet. However, reference should always be made to the latest edition on the website.

I wish every Year 10 student success in undertaking this important year in his education.

Deborah Williams
Academic Dean
October 2018
SECTION 1
PURPOSES OF ASSESSMENT

The NSW Education Standards Authority (NESA) defines assessment as “the process of identifying, gathering and interpreting information about students’ learning”. The main purpose of assessment at Trinity Grammar School is to identify where students are in their learning so we can show their growth and achievement and design future learning. This remains true as students enter the challenges of their final school credential: assessment is the primary means by which we gauge student progress and determine the best paths forward for each individual.

In Senior School (Years 10, 11 and 12), however, Assessment takes on the special significance of contributing to the award of important public credentials – the Record of School Achievement, Higher School Certificate and International Baccalaureate.

ASSESSMENT OF LEARNING OUTCOMES

All syllabuses published by NESA for Years 7 - 12 specify required Learning Outcomes. The purpose of assessment is to measure the extent to which students have achieved the Learning Outcomes at a given point in time.

There are no predetermined patterns of marks or grades superimposed on Assessment tasks. The purpose is simply to measure and identify what students know and can do in relation to the required outcomes for each Stage in the subjects they are studying.

Public Assessments conducted for the Higher School Certificate (HSC Examinations) and International Baccalaureate Diploma (IB Examinations) are also based on the measurement of learning outcomes.

ASSESSMENT FOR PUBLIC CREDENTIALS

The Record of School Achievement

Students who leave the NSW school system prior to achieving the Higher School Certificate are eligible for a Record of School Achievement. This credential records the student’s Grades achieved at the end of Year 10, and (where applicable) at the end of Year 11. For students who go on to achieve the Higher School Certificate, this same information will be reported on their HSC testamur.

Year 10

Throughout Year 10, the School conducts a programme of assessment in each subject which enables the School to determine an achievement Grade for each student in each of his subjects. Achievement Grades are in the range A - E (with some variation in Mathematics), where A is the most meritorious result. Grades are awarded in strict accordance with descriptors published by NESA and the pattern of Grades awarded by each school is monitored by NESA. The descriptors define achievement standards; there is no pre-determined pattern of Grades.

In Senior School, Assessment takes on a greater significance, and for Years 11 and 12, it is part of the public credentialling process. Strict rules are laid down by NESA and the International Baccalaureate Organisation and the School must follow these, both to maintain the integrity of the Assessment process and to serve the best interests of Trinity students. The rules which govern Assessment in Years 10-12 are contained in this section.
ASSESSMENT OVERVIEWS

For each Course in Year 10 the Head of Department will publish an Assessment Overview early in the academic year. The Assessment Overview will indicate:

> the Course based Assessment tasks which will take place throughout the academic year
> in general terms what syllabus outcomes each Course based task is intended to measure
> approximately when each Course based task will occur (with specific dates to be supplied later)
> what percentage of the Record of School Achievement (RoSA) grade each Course based task contributes to the overall assessment result in that subject
> the kinds of learning evidence that may be collected from students in class based learning evidence

LEARNING OUTCOMES

Students should note that the nature of Outcome Based Assessment means that the final Assessment mark allocated to each student must be an accurate numeric representation of his level of achievement of the specified Outcomes of the course. While particular weightings are allocated to individual Assessment Tasks, Heads of Department are nevertheless required to ensure that final Assessment marks reflect the student’s overall level of achievement at the end of the course. Course based assessment marks achieved throughout the course will be the most important means of determining this final mark but may be subject to the application of appropriate professional judgment by the Head of Department.

NOTIFICATION OF ASSESSMENT TASKS

At least two (2) weeks prior to the actual conduct of any Assessment task, the Head of Department will give the specific date (or dates) and details of the task, the Outcomes to be assessed, the marking criteria and any special arrangements to students in writing. Such notification will be made available electronically to students via the School’s Learning Management System (Canvas).

In some subjects Assessment takes place over a period of time. In such cases it will be sufficient for the Head of Department to have given students two (2) weeks’ notice of the commencement of the period of Assessment.

In approving the dates for Course based Assessment tasks, the School will endeavour to act to avoid students having to undertake more than one task on a given day. However, experience has shown that this cannot always be avoided, and it will not be grounds for appeal that a student has more than one task on any day, or has several successive days of Assessments, providing that due notice has been given for each.

VARIATION FROM THE PUBLISHED ASSESSMENT PROGRAMME

Should it become necessary in unusual or unforeseen circumstances to change the date of an Assessment task once it has been given in writing to students, the Head of Department will negotiate a new date with the Director of Curriculum and advise the students in writing via the School’s Learning Management System (Canvas). Wherever feasible the Head of Department will endeavour to consult with the classes affected, but this will not always be possible. The three key principles in this procedure will be that:

- the date will not generally be made earlier than that originally advised
- the weighting of the task in the overall Assessment Programme will not generally be varied
- every consideration will be given to ensure that students do not suffer disadvantage.

EXTENSIONS

Extensions will only be granted by a Head of Department in the most exceptional circumstances, and should not be assumed by students. Should a student wish to seek an extension for a Course based Assessment task, he must apply in advance in writing to the Head of the Department involved. A pro forma is available for this purpose. The Head of the Department will deal promptly with the application and advise the outcome.

Generally, technical failures related to computing equipment will not constitute sufficient grounds for the granting of an Extension. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies.

ABSENCE FROM A COURSE BASED ASSESSMENT TASK OR EXAMINATION AND OTHER CASES OF MISADVENTURE

Absence due to illness or misadventure

If a student is very ill on the day of an Assessment task or Examination, he should not sit the task. Rather a medical certificate is to be obtained that specifies their illness and the period of time that the student is determined to be affected by the illness and submitted to the Director of Curriculum as soon as possible, but at the latest on the day of the student’s return to school, for consideration. Students who sit an Assessment task while ill cannot make an illness/misadventure claim, rather, their mark for the Assessment task will stand. Further, students cannot make a claim for illness after they have sat an Assessment task, rather, the mark for the Assessment task will stand. Further, students cannot make a claim for illness after they have sat an Assessment task, rather, the mark for the Assessment task will stand.

Absence due to illness or misadventure

Should an unavoidable and unplanned circumstance preclude a student’s attendance at a Course based Assessment task or examination, they are to notify the Student Services Secretary (02 9581 6033) or the EA to the Academic Dean (02 9581 6135) as early as possible. Such circumstances do not include family holidays (whenever booked), social engagements or other matters of a discretionary nature. Documentation must be submitted to support the claim to the Director of Curriculum as soon as possible, but at the latest on the day the student’s return to School, for consideration.

In the unlikely event that a circumstance eventuates which may prejudice a student’s performance in a Course based Assessment task or examination, the details should be given in writing to the Director of Curriculum as soon as possible for consideration.

Illness or misadventure in the days immediately preceding a Course based Assessment task or examination will not generally be grounds for a misadventure claim. Students are expected to prepare over time and not to depend on last minute preparation.
In cases where an estimate is awarded, the Head of Department will exercise his or her professional judgment, using all available evidence of achievement, to provide the most accurate estimate possible. In the absence of good evidence, the Head of Department cannot predicate estimates on a student’s potential or ability alone. The student’s rank order in the course will not necessarily be maintained.

Note: Students who sustain a short-term injury or encounter a circumstance that may impede their performance in an upcoming Assessment task or Examination will not generally be granted Disability Provisions (such as extra time or a scribe) rather they are to contact the Director of Curriculum who will determine a course of action which may involve the student not undertaking the Assessment task or examination (so long as supporting medical or third party documentation is supplied) and advise the Head of Department to provide an estimate for the relevant Assessment task(s) or examination(s).

Where a student has missed attending a Course based Assessment task or Examination, on the day of his return to School, he must see the relevant Head(s) of Department, who will determine, in consultation with the Director of Curriculum, how to proceed. The Head of Department will determine if it is appropriate and possible for the student to undertake a similar Assessment task or Examination; the student can be required to undertake the alternative on the day of his return to School. Alternatively it may be more appropriate to make an estimate based on other information about the student’s performance.

**Procedures for Applications for Misadventure Consideration**

In normal circumstances, applications for misadventure consideration will not be accepted or considered more than five (5) school days after the date of the affected Assessment task or examination.

**Long Term Illness or Educational Disadvantage**

There may be cases where a student experiences an illness or another means of educational disadvantage that is of a long term nature. Generally, such cases will be accommodated through the UAC Educational Access Scheme, not by consideration for internal Assessment tasks or examinations. Applications for the EAS Scheme are made through the Senior School Office.

**LATE ATTENDANCE AT A COURSE BASED ASSESSMENT TASK OR EXAMINATION**

Students who arrive late for a Course based Assessment task, and who believe that circumstances beyond their control have occasioned the lateness, should report to the Head of Department concerned. The Head of Department will determine an appropriate course of action.

Students who arrive late for a School Examination must report to the Master of the Senior School or the Director of Curriculum, who will determine an appropriate course of action. In general, the procedures of NESA will be followed, i.e. students may only be admitted to an Examination up to one (1) hour late, and will not be granted extra time in compensation. However, for internal School Examinations, the Master of the Senior School or Director of Curriculum may exercise discretion in this regard; for external / public Examinations no such discretion is available.

Alleged misreading of the examination timetable cannot be compensated. Students who fail to attend an examination claiming that they have misread the examination timetable will be awarded zero (0) marks. Students are strictly warned against using draft timetables; only the final examination timetable will provide accurate information about examination scheduling.

**SUBMISSION OF ASSESSMENT TASKS**

Assessment tasks are extremely valuable and must be submitted responsibly in accordance with terms established on the Assessment notification. Tasks completed at home must be submitted directly to the student’s teacher in circumstances conducive to their safe receipt. In the event of the teacher being unavailable, Assessment tasks may be submitted to the respective Head of Department, or failing that to the Director of Curriculum, Master of the Senior School or Director of Curriculum’s Secretary.

In the case of all Assessment tasks completed at home, the student is required to keep a good copy of the submitted task. A digital back-up copy or a photocopy is acceptable. The copy must be produced on request, and will provide the student with security against loss of or damage to the submitted copy. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

**ELECTRONIC SUBMISSION OF ASSESSMENT TASKS**

Students are not to assume that they may submit Assessment tasks by email or by other digital media. However, on some occasions the Head of Department may instruct or allow students to submit electronically. Heads of Department may require subsequent provision of a printed copy of the task. Any such instructions will be clearly specified on the Assessment task notification.

When this is required or permitted, the task may be submitted on CD, DVD or memory stick, by email or via an electronic "drop box", but not on other media (unless specifically authorised by the Head of Department). When electronic submission does occur, the following rules will apply:

1. The School will not be responsible for unreadable, unusable or virus infected files or media.
2. The School will only accept Assessment tasks which are written in applications to which School staff have ready access, and in a format which can be read by most School computers.
3. The Assessment task should be readily identifiable on the medium.
4. An Assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
5. The School will not be responsible for the non-receipt or delay of emails. If submitting work by email, students must specifically request acknowledgement by return email of the receipt of their work. Teachers will acknowledge receipt as soon as feasible. Only receipts generated by the School’s email system will be considered valid. Students who do not receive a receipt within a reasonable time should regard their work as not submitted and take appropriate action.
6. The School will make every endeavour to ensure the safe return of submitted media but cannot guarantee this.
LATE SUBMISSION OF COURSE BASED ASSESSMENT TASKS

Should a student not hand in a Course based Assessment task by the date on which it is due (without extension or acceptable explanation), the following procedure will be followed:

> Marks will be deducted as follows:
  • 20% of the marks awarded for the first day late
  • a further 20% of the marks awarded for the second day late
  • a further 10% of the marks awarded for the third day late
  • a further 10% of the marks awarded for the fourth day late

> No further penalty will be applied; however, Assessment tasks will not be accepted for credit more than seven (7) days late. Work submitted after this time may be reviewed but no mark will be awarded for credit.

> Parents will be advised by the Director of Curriculum as soon as possible of late penalties which have been applied.

FAILURE TO SUBMIT OR UNDERTAKE AN ASSESSMENT TASK

Should a student fail to undertake a Course based Assessment task, or fail to submit a Course based Assessment task for so long that it may no longer be accepted for credit, the Head of Department will advise the Director of Curriculum, who will write to the parents advising them of the fact, and detailing the penalty involved. Parents will be asked to acknowledge receipt of this letter.

The penalty in such cases is the award of zero (0) marks for the task.

ALLEGED MALPRACTICE IN ASSESSMENT TASKS OR EXAMINATIONS

NESA defines malpractice, or cheating, as “dishonest behaviour by a student that gives them an unfair advantage over others.” At Trinity academic malpractice includes, but is not restricted to, the following:

> plagiarism—the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment

> collusion—supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another

> duplication of work—the presentation of the same work for different assessment components or courses

> misconduct during an examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)

Allegations of plagiarism or other forms of malpractice will be reported to the Director of Curriculum and Master of the Senior School, who will consult with the respective Head of Department to investigate the matter and, if proven, determine an appropriate penalty. The award of zero (0) marks may be deemed appropriate. The outcome in such cases will be conveyed in writing to the parents.

The School requires all students, prior to or upon entering Year 11, to complete NESA’s on-line course, All My Own Work, which addresses matters of academic integrity.

As a further reminder, Senior School students will be required to sign and date a statement of compliance upon submission of any Assessment task and when sitting an examination. However a student’s failure to sign this statement will not in any way excuse malpractice.

For examination and in-class test-style Assessment tasks, the wording will be:

The School defines malpractice, or cheating, as “dishonest behaviour by a student that gives them an unfair advantage over others.” I certify that my attempt at this Assessment task does not involve any malpractice or cheating.

For Assessment tasks completed at home or not under examination conditions, the wording will be:

I recognise that collaborative work in the preparation of an Assessment task is permissible, but that what I submit must be my own work, and certify that

1. this is my own work,

2. no part of my submission has been copied from any other source except where due acknowledgement has been made, and

3. I have taken reasonable care to prevent my work being copied by another student.

APPEALS RELATING TO ASSESSMENTS

Appeals relating to the appropriateness of the marks awarded for any Assessment task should be directed to the respective Head of Department at the time of the return of the Assessment task. Should the matter not be satisfactorily resolved through the Head of Department, the student may make further application for reconsideration through the Director of Curriculum. Students should note that marks may either go up or down in the process of remarking.

‘N’ DETERMINATIONS - WARNINGS OF NON COMPLETION OF COURSE REQUIREMENTS

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that a student has:

> followed the course developed or endorsed by NESA as per the relevant syllabus;

> applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

> achieved some or all of the course outcomes.
If at any time it appears that a student is at risk of receiving an ‘N’ determination (non-completion of course requirements) in any course, the School will:

> advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an ‘N’ determination;
> advise the parent or guardian in writing (if the student is under the age of 18);
> request from the student/parent/guardian a written acknowledgement of the warning;
> issue at least one follow-up warning letter if the first letter is not effective.
# CHINESE

## COURSE BASED ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>ROSA Weighting %</th>
<th>Description</th>
<th>Stage 5 Outcomes Referred To</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4</td>
<td>Ongoing class based assessment</td>
<td>15</td>
<td>Listening Comprehension Tasks, Reading Comprehension Tasks, Open Response Writing Tasks, Translation Tasks, Speaking Tasks</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 6</td>
<td>Friday 8 March 10CN1/CNA</td>
<td>Period 3</td>
<td>Friday 8 March 10CN2</td>
</tr>
<tr>
<td>3</td>
<td>Term 2</td>
<td>Ongoing class based assessment</td>
<td>15</td>
<td>Listening Comprehension Tasks, Reading Comprehension Tasks, Open Response Writing Tasks, Translation Tasks, Speaking Tasks</td>
</tr>
<tr>
<td>4</td>
<td>Term 3</td>
<td>Examination Period</td>
<td>40</td>
<td>Yearly Examination, 1. Reading Comprehension, 2. Specific items of grammar/language, 3. Translation to/from Chinese, 4. Extended Response Question(s), 5. Speaking Assessment Task</td>
</tr>
</tbody>
</table>

**Total 100**

**Examples of class based learning evidence:**
Listening Comprehension Tasks, Reading Comprehension Tasks, Open Response Writing Tasks, Translation Tasks and Speaking Tasks.

## COURSE OUTCOMES ARE AS FOLLOWS:

A student:

- **LCH5-1C** manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
- **LCH5-2C** identifies and interprets information in a range of texts
- **LCH5-3C** evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
- **LCH5-4C** experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences
- **LCH5-5U** demonstrates how Chinese pronunciation and intonation are used to convey meaning
- **LCH5-6U** demonstrates understanding of how Chinese writing conventions are used to convey meaning
- **LCH5-7U** analyses the function of complex Chinese grammatical structures to extend meaning
- **LCH5-8U** analyses linguistic, structural and cultural features in a range of texts
- **LCH5-9U** explains and reflects on the interrelationship between language, culture and identity
COURSE BASED ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>ROSA Weighting%</th>
<th>Assessment Tasks</th>
</tr>
</thead>
</table>
| 1    | Part 1 Term 4, Week 6  
  10CS1  Friday 23 & 30 November, Period 6  
  10CS2/7  Monday 19 & 26 November, Period 1  
  10CS3  Tuesday 20 & 27 November, Period 2  
  10CS4/9  Wednesday 21 & 28 November, Period 6  
  10CS5/8  Wednesday 21 & 28 November, Period 4  
  10CS6  Friday 23 & 30 November, Period 4 | N/A | Discussion Forum |
| 2    | Term 1, Weeks10  
  10CS1  Friday 5 April, Period 6  
  10CS2/7  Monday 1 April, Period 1  
  10CS3  Tuesday 2 April, Period 2  
  10CS4/9  Wednesday 3 April, Period 6  
  10CS5/8  Wednesday 3 April, Period 4  
  10CS6  Friday 5 April, Period 4 | N/A | Book Review |
| 3    | Term 3, Week 5  
  10CS1  Friday 23 August, Period 6  
  10CS2/7  Monday 19 August, Period 1  
  10CS3  Tuesday 20 August, Period 2  
  10CS4/9  Wednesday 21 August, Period 6  
  10CS5/8  Wednesday 21 August, Period 4  
  10CS6  Friday 23 August, Period 4 | N/A | Yearly Examination  
  Worldview Study |

Examples of class based learning evidence:
Source based analysis, short answer responses, personal reflection; multiple choice questions and analytical responses

COURSE OUTCOMES ARE AS FOLLOWS:

A student can:

→ use key biblical terms and concepts appropriately
→ analyse the historical reliability of New Testament documents and their transmission to the present day
→ identify, analyse and synthesise relevant sections of the Bible to answer questions about faith and practice, and present well structured written and oral responses
→ explain the implications of Christian faith to everyday life
→ explain the key themes of Genesis 1-11 from the Bible
→ articulate and critically evaluate the worldview presented by Genesis
→ establish connections between the foundational Genesis text with the rest of the biblical story
### COURSE BASED ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>ROSA Weighting %</th>
<th>Description</th>
<th>Stage 5 Outcomes Referred To</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 5</td>
<td>15</td>
<td>Promoting and Selling Mini Research Task Target Market, 4P’s and Ethical Considerations</td>
<td>5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9</td>
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<tr>
<td></td>
<td>Friday 16th November</td>
<td></td>
<td>10CO1 – P3</td>
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<td>10CO2 – P3</td>
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<td>10CO3 – P5</td>
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<td></td>
<td></td>
<td>10CO4 – P5</td>
<td></td>
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<tr>
<td>2</td>
<td>Term 1 Week 8</td>
<td>20</td>
<td>Our Economy News Correspondence – Recorded Presentation on a key indicator of our economy</td>
<td>5.4, 5.5, 5.7, 5.8, 5.9</td>
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<tr>
<td></td>
<td>Friday 22nd March</td>
<td></td>
<td>10CO1 – P3</td>
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<td>10CO4 – P5</td>
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<tr>
<td>3</td>
<td>Term 2 Week 7</td>
<td>25</td>
<td>Global Links Research Report on an Export Annotated Bibliography Annotated Reference List</td>
<td>5.2, 5.4, 5.5, 5.7, 5.8, 5.9</td>
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<td></td>
<td>Friday 14th June</td>
<td></td>
<td>10CO1 – P3</td>
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<td>10CO2 – P3</td>
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<td>10CO3 – P5</td>
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<td></td>
<td>10CO4 – P5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Term 3</td>
<td>40</td>
<td>Yearly Examination Promoting and Selling Our Economy Global Links Political Involvement</td>
<td>5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9</td>
</tr>
<tr>
<td></td>
<td>Examination Period</td>
<td></td>
<td>10CO1 – P3</td>
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<td>10CO2 – P3</td>
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<td>10CO3 – P5</td>
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<td>10CO4 – P5</td>
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</tbody>
</table>

**Examples of class based learning evidence:**
Paragraph writing, essay writing, visual and oral presentations, timeline creation, graph and table analysis, and reflection tasks.

### COURSE OUTCOMES ARE AS FOLLOWS:

A student:

5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts.
5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts.
5.3 examines the role of law in society.
5.4 analyses key factors affecting commercial and legal decisions.
5.5 evaluates options for solving commercial and legal problems and issues.
5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues.
5.7 researches and assesses commercial and legal information using a variety of sources.
5.8 explains commercial and legal information using a variety of form.
5.9 works independently and collaboratively to meet individual and collective goals within specified timelines.
COURSE BASED ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 7</td>
<td>15</td>
<td>Light Research (Hand In)</td>
<td>5.1.1, 5.3.1, 5.3.1, 5.3.2, 5.4.1, 5.6.3, 5.5.1, 5.6.1, 5.6.2, 5.6.3</td>
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<td></td>
<td>Monday 11 March</td>
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<td></td>
<td>Period 6</td>
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</tr>
<tr>
<td>2</td>
<td>Term 2 Week 9</td>
<td>35</td>
<td>Light Product - Folio (Hand In)</td>
<td>5.5.1, 5.6.1, 5.6.2, 5.6.3</td>
</tr>
<tr>
<td></td>
<td>Tuesday 25 June</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Period 3</td>
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<td></td>
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<tr>
<td>3</td>
<td>Term 3 Week 5</td>
<td>35</td>
<td>Head Phone Stand - Folio (Hand In)</td>
<td>5.1.1, 5.3.1, 5.3.1, 5.3.2, 5.4.1, 5.6.3, 5.5.1, 5.6.1, 5.6.2, 5.6.3</td>
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<tr>
<td></td>
<td>Tuesday 20 August</td>
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<td>Period 3</td>
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<td>4</td>
<td>Term 3</td>
<td>15</td>
<td>Yearly Examination</td>
<td>5.2.1, 5.3.1, 5.4.1</td>
</tr>
<tr>
<td></td>
<td>Examination Period</td>
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</tbody>
</table>

Examples of class based learning evidence:
Folio developmental work, class discussion on design development, model prototyping, practice construction methods, and product evaluation.

COURSE OUTCOMES ARE AS FOLLOWS:

A student:

- 5.1.1 analyses and applies a range of design concepts and processes.
- 5.1.2 applies and justifies an appropriate process of design when developing design ideas and solutions.
- 5.2.1 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments.
- 5.3.1 analyses the work and responsibilities of designers and the factors affecting their work.
- 5.3.2 evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design.
- 5.4.1 develops and evaluates innovative, enterprising and creative design ideas and solutions.
- 5.5.1 uses appropriate techniques when communicating design ideas and solutions to a range of audiences.
- 5.6.1 selects and applies management strategies when developing design solutions.
- 5.6.2 applies risk management practices and works safely in developing quality design solutions.
- 5.6.3 selects and uses a range of technologies competently in the development and management of quality design solutions.
COURSE BASED ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>ROSA Weighting %</th>
<th>Description</th>
<th>Stage 5 Outcomes Referred To</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 6</td>
<td>10</td>
<td>Physical Theatre</td>
<td>Performance</td>
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<tr>
<td></td>
<td>Tuesday 20 November</td>
<td></td>
<td></td>
<td>5.2.1 - 2.3</td>
</tr>
<tr>
<td></td>
<td>Period 3</td>
<td></td>
<td></td>
<td>5.3.1 - 3.3</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 11</td>
<td>20</td>
<td>Expressionism Performance</td>
<td>5.1.1, 1.4, 5.2.1, 2.3</td>
</tr>
<tr>
<td></td>
<td>Monday 8 April</td>
<td></td>
<td></td>
<td>5.3.2</td>
</tr>
<tr>
<td></td>
<td>Period 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Continuous in class</td>
<td>35</td>
<td>Political Theatre Workshops</td>
<td>5.1.1 - 1.4, 5.2.1 - 2.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.3.1 - 3.3</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 5</td>
<td>35</td>
<td>Political Theatre Playbuilt</td>
<td>5.1.1, 1.4</td>
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<tr>
<td></td>
<td>Friday 23 August</td>
<td></td>
<td>Performance</td>
<td>5.2.1 - 2.3</td>
</tr>
<tr>
<td></td>
<td>Period 3</td>
<td></td>
<td></td>
<td>5.3.3</td>
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<td></td>
<td>Total 100</td>
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</tr>
</tbody>
</table>

Examples of class based learning evidence:
Teacher observations, workshop activities, rehearsal logs and performance evaluations from teacher, self and peer.

STAGE 5 OUTCOMES - MAKING

A student:
5.1.1 Manipulates the elements of drama to create belief, clarity and tension in character, role, situations and action
5.1.2 Contributes, selects, develops and structures ideas in improvisation and playbuilding
5.1.3 Devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4 Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.

STAGE 5 OUTCOMES - PERFORMING

A student:
5.2.1 Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2 Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3 Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.

STAGE 5 OUTCOMES - APPRECIATING

A student:
5.3.1 Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2 Analyses the contemporary and historical contexts of drama
5.3.3 Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.
**ENGLISH**

### COURSE BASED ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>ROSA Weighting %</th>
<th>Description</th>
<th>Stage 5 Outcomes Referred To</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 6 Wednesday 21 November Period 3</td>
<td>25</td>
<td>Imaginative composition and reflection task. Submission and in class reflection. (Concept Study Conflict)</td>
<td>EN5-1A, EN5-2A, EN5-3B EN5-4B, EN5-5C, EN5-7D EN5-8D</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 8 Wednesday 20 March Period 2</td>
<td>25</td>
<td>Comparative Essay - in class. (Dramatic Monologues)</td>
<td>EN5-1A, EN5-2A, EN5-3B EN5-4B, EN5-5C, EN5-7D EN5-8D</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 2</td>
<td></td>
<td>Reading tasks - unseen texts (Representation and text)</td>
<td></td>
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<tr>
<td>4</td>
<td>Term 2 Weeks 8 and 9 Tuesday 19 June Period 3 through to Thursday 27 June</td>
<td>25</td>
<td>Auteur group presentation (Auteur study)</td>
<td>EN5-1A, EN5-2A, EN5-3B EN5-4B, EN5-5C, EN5-6C EN5-8D, EN5-9E</td>
</tr>
<tr>
<td>5</td>
<td>Term 3</td>
<td>Examination Period</td>
<td>25</td>
<td>Extended response (Critical study of text - Shakespeare)</td>
</tr>
</tbody>
</table>

**Total 100**

**Examples of class based learning evidence:**
In class analytical tasks, Literary Commentaries, critical paragraphs, Reading tasks (unseen texts), Oral tasks, imaginative compositions, student reflections.

### COURSE OUTCOMES ARE AS FOLLOWS:

Each Assessment task will cover specific outcomes. These will be outlined in each Assessment task and will be taken from the list below.

*Through responding to and composing a wide range of texts in context and through close study of texts, a student will develop skills, knowledge and understanding in order to:*

- EN5-1A respond to and compose increasing sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN5-2A effectively use and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
- EN5-3B select and use language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- EN5-4B effectively transfer knowledge, skills and understanding of language concepts into new and different contexts
- EN5-5C think imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
- EN5-6C investigate the relationships between and among texts
- EN5-7D understand and evaluates the diverse ways texts can represent personal and public worlds
- EN5-8D question, challenge and evaluate cultural assumptions in texts and their effects on meaning
- EN5-9E purposefully reflect on, assess and adapt their individual and collaborative skills with increasing independence and effectiveness
FOOD TECHNOLOGY

COURSE BASED ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>ROSA Weighting %</th>
<th>Description</th>
<th>Stage 5 Outcomes Referred To</th>
</tr>
</thead>
</table>
| 1    | Research due: Term 4 Week 6  
      10FT1 Tuesday 20 November Period 3  
      10FT2 Wednesday 21 November Period 2 | 20 | Research task: “It’s a Balancing Act”  
Research Diseases of Affluence, hand in a written report. | 5.1.1, 5.2.1, 5.3.2, 5.5.1, 5.5.2 |
| 2    | Research due: Term 1 Week 7  
      Monday 11 March  
      10FT1 - Period 6  
      10FT2 - Period 3 | 20 | Food Equality  
Class presentation on Aid agencies | 5.3.2, 5.5.1, 5.5.2, 5.6.1 |
| 3    | Research due: Term 2 Week 5  
      Monday 27 May  
      10FT1 - Period 6  
      10FT2 - Period 3 | 30 | Food Trends  
Style food for photography  
Students will style food for a magazine promotion that reflects current trends | 5.3.2, 5.5.1, 5.5.2, 5.6.1 |
| 4    | Term 3 | Examination Period | 30 | Yearly Examination | 5.1.1, 5.1.2, 5.5.2, 5.2.3, 5.6.1 |

Total 100

Examples of class based learning evidence:
Recipe evaluation, food preparation skill development and workbook maintainance.

COURSE OUTCOMES ARE AS FOLLOWS:

A student:
5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
5.2.1 describes the physical and chemical properties of a variety of foods
5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
5.2.3 applies appropriate methods of food processing, preparation and storage
5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
5.3.2 justifies food choices by analysing the factors that influence eating habits
5.4.1 collects, evaluates and applies information from a variety of sources
5.4.2 communicates ideas and information using a range of media and appropriate terminology
5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes
5.6.1 examines the relationship between food, technology and society
5.6.2 evaluates the impact of activities related to food on the individual, society and the environment
### FRENCH

#### COURSE BASED ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>ROSA Weighting %</th>
<th>Description</th>
<th>Stage 5 Outcomes Referred To</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4</td>
<td>15</td>
<td>Listening Comprehension Tasks, Reading Comprehension Tasks, Open Response Writing Tasks, Translation Tasks, Speaking Tasks</td>
<td>LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-7U, LFR5-8U</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 7</td>
<td>30</td>
<td>1. Reading Comprehension, 2. Specific items of grammar/language, 3. Translation to/from French, 4. Extended Response Question(s), 5. Aural Comprehension Task</td>
<td>LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-7U, LFR5-8U</td>
</tr>
<tr>
<td>3</td>
<td>Term 2</td>
<td>15</td>
<td>Listening Comprehension Tasks, Reading Comprehension Tasks, Open Response Writing Tasks, Translation Tasks, Speaking Tasks</td>
<td>LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-7U, LFR5-8U</td>
</tr>
<tr>
<td>4</td>
<td>Term 3</td>
<td>40</td>
<td>Yearly Examination, 1. Reading Comprehension, 2. Specific items of grammar/language, 3. Translation to/from French, 4. Extended Response Question(s), 5. Speaking Assessment Task</td>
<td>LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-7U, LFR5-8U</td>
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<td>Total 100</td>
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</table>

**Examples of class based learning evidence:**
Listening Comprehension Tasks, Reading Comprehension Tasks, Open Response Writing Tasks, Translation Tasks and Speaking Tasks.

**COURSE OUTCOMES ARE AS FOLLOWS:**

A student:

- **LFR5-1C** manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
- **LFR5-2C** identifies and interprets information in a range of texts
- **LFR5-3C** evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
- **LFR5-4C** experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences
- **LFR5-5U** demonstrates how French pronunciation and intonation are used to convey meaning
- **LFR5-7U** analyses linguistic, structural and cultural features in a range of texts
- **LFR5-8U** explains and reflects on the interrelationship between language, culture and identity
COURSE BASED ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>ROSA Weighting %</th>
<th>Description</th>
<th>Stage 5 Outcomes Referred To</th>
</tr>
</thead>
</table>
| 1    | Term 1 2018 Week 6  
10GG1: 5 March - Period 2  
10GG2: 6 March - Period 4  
10GG3: 7 March - Period 4  
10GG4: 6 March - Period 4  
10GG5: 6 March - Period 6  
10GG6: 7 March - Period 3  
10GG7: 5 March - Period 2  
10GG8: 6 March - Period 6  
10GG9: 6 March - Period 4 | 30 | Extended Response (in class) Human Wellbeing | GE5-1, GE5-2, GE5-6, GE5-7, GE5-8 |
| 2    | Term 2 Week 7  
Wednesday 12 June (Hand in by 8am) | 30 | Structured Report using Fieldwork (hand in) Environmental Management & Change | GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8 |
| 3    | Term 3 | Examination Period | 40 | End of Year Examination All topics studied to date | GE5-1, GE5-2, GE5-3, GE5-4 GE5-6 |

Total 100

Examples of class based learning evidence:
Essay plans; inquiry-based plan and online quizzes, geographical research, interview fieldwork questions, paragraph writing responses and fieldwork tool use on excursions.

COURSE OUTCOMES ARE AS FOLLOWS:

A student:
GE5 1 explains the diverse features and characteristics of a range of places and environments
GE5 2 explains processes and influences that form and transform places and environments
GE5 3 analyses the effect of interactions and connections between people, places and environments
GE5 4 accounts for perspectives of people and organisations on a range of geographical issues
GE5 5 assesses management strategies for places and environments for their sustainability
GE5 6 analyses differences in human wellbeing and ways to improve human wellbeing
GE5 7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5 8 communicates geographical information to a range of audiences using a variety of strategies
## Course Based Assessment Schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>ROSA Weighting %</th>
<th>Description</th>
<th>Stage 5 Outcomes Referred To</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4</td>
<td>15</td>
<td>Listening Comprehension Tasks, Reading Comprehension Tasks, Open Response Writing Tasks, Translation Tasks, Speaking Tasks</td>
<td>LGE5-1C, LGE5-2C, LGE5-3C, LGE5-4C, LGE5-5U, LGE5-7U, LGE5-8U</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 6</td>
<td>30</td>
<td>1. Reading Comprehension, 2. Specific items of grammar/language, 3. Translation to/from German, 4. Extended Response Question(s), 5. Aural Comprehension Task</td>
<td>LGE5-1C, LGE5-2C, LGE5-3C, LGE5-4C, LGE5-5U, LGE5-7U, LGE5-8U</td>
</tr>
<tr>
<td>3</td>
<td>Term 2</td>
<td>15</td>
<td>Listening Comprehension Tasks, Reading Comprehension Tasks, Open Response Writing Tasks, Translation Tasks, Speaking Tasks</td>
<td>LGE5-1C, LGE5-2C, LGE5-3C, LGE5-4C, LGE5-5U, LGE5-7U, LGE5-8U</td>
</tr>
<tr>
<td>4</td>
<td>Term 3</td>
<td>40</td>
<td>Yearly Examination, 1. Reading Comprehension, 2. Specific items of grammar/language, 3. Translation to/from German, 4. Extended Response Question(s), 5. Speaking Assessment Task</td>
<td>LGE5-1C, LGE5-2C, LGE5-3C, LGE5-4C, LGE5-5U, LGE5-7U, LGE5-8U</td>
</tr>
</tbody>
</table>

Total 100

Examples of class based learning evidence:
- Listening Comprehension Tasks, Reading Comprehension Tasks, Open Response Writing Tasks, Translation Tasks and Speaking Tasks.

**Course Outcomes are as follows:**

A student:
- LGE5-1C manipulates German in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
- LGE5-2C identifies and interprets information in a range of texts
- LGE5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
- LGE5-4C experiments with linguistic patterns and structures to compose texts in German, using a range of formats for a variety of contexts, purposes and audiences
- LGE5-5U demonstrates how German pronunciation and intonation are used to convey meaning
- LGE5-7U analyses linguistic, structural and cultural features in a range of texts
- LGE5-8U explains and reflects on the interrelationship between language, culture and identity
## COURSE BASED ASSESSMENT SCHEDULE

<table>
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<tr>
<th>Task</th>
<th>Due Date</th>
<th>ROSA Weighting %</th>
<th>Description</th>
<th>Stage 5 Outcomes Referred To</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Term 4 2018, Week 8&lt;br&gt;Monday 3 December&lt;br&gt;Hand in by 8:30am</td>
<td>15</td>
<td>Oral History Project (hand-in)&lt;br&gt;&lt;i&gt;Reginald Marsh Prize&lt;/i&gt;</td>
<td>E5.1, E5.2, E5.5</td>
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<tr>
<td>2</td>
<td>Term 1 Week 7&lt;br&gt;Wednesday 13 March&lt;br&gt;Hand in by 8:30am</td>
<td>25</td>
<td>Research Essay (hand-in)&lt;br&gt;Depth Study 3: Australians at War&lt;br&gt;&lt;i&gt;G.M White Prize&lt;/i&gt;</td>
<td>HT5-1, HT5-5, HT5-6, HT5-7, HT5-9</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 8&lt;br&gt;Presentations commence -&lt;br&gt;10HI1: 17 June Period 4&lt;br&gt;10HI2: 17 June Period 4&lt;br&gt;10HI3: 19 June Period 6&lt;br&gt;10HI4: 18 June Period 2&lt;br&gt;10HI5: 18 June Period 2&lt;br&gt;10HI6: 17 June Period 4&lt;br&gt;10HI7: 17 June Period 4&lt;br&gt;10HI8: 17 June Period 4&lt;br&gt;10HI9: 18 June Period 2</td>
<td>25</td>
<td>Source-Based Oral Presentation (in-class)&lt;br&gt;Depth Study 6: Australia in the Cold War Era</td>
<td>HT5-1, HT5-2, HT5-4, HT5-6, HT5-7, HT5-8, HT5-9, HT5-10</td>
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<tr>
<td>4</td>
<td>Term 3</td>
<td>35</td>
<td>Yearly Examination&lt;br&gt;Depth Study 3: Australians at War&lt;br&gt;Depth Study 4: Rights and Freedoms&lt;br&gt;Depth Study 6: Australia in the Cold War Era</td>
<td>HT5-1, HT5-2, HT5-3, HT5-5, HT5-6, HT5-7, HT5-9, HT5-10</td>
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### Examples of class based learning evidence:

Historical research, extended responses, paragraph responses, interview questions, audio visual recordings, source portfolios, take-home tests and quizzes.

### COURSE OUTCOMES ARE AS FOLLOWS:

A student:

- **HT5-1** explains and assesses the historical forces and factors that shaped the modern world and Australia
- **HT5-2** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- **HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- **HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia
- **HT5-5** identifies and evaluates the usefulness of sources in the historical inquiry process
- **HT5-6** uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- **HT5-7** explains different contexts, perspectives and interpretations of the modern world and Australia
- **HT5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- **HT5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past
- **HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences
- **E5.1** applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- **E5.2** examines the ways in which historical meanings can be constructed through a range of media
- **E5.5** evaluates the contribution of cultural groups, sites and/or family to our shared heritage
INFORMATION AND SOFTWARE TECHNOLOGY

COURSE BASED ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>ROSA Weighting %</th>
<th>Description</th>
<th>Stage 5 Outcomes referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 7&lt;br&gt;Tuesday 27/11 10IST1 Period 3&lt;br&gt;Wednesday 28/11 10IST2 Period 2</td>
<td>20</td>
<td>Practical Project - Ardvino</td>
<td>5.1.1, 5.1.2, 5.2.1, 5.2.2</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 8&lt;br&gt;Tuesday 19/3 10IST1 Period 3&lt;br&gt;Wednesday 20/3 10IST2 Period 2</td>
<td>30</td>
<td>Practical Project Unity</td>
<td>5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.2.2, 5.2.1, 5.3.2</td>
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<td>3</td>
<td>Term 2 Week 9&lt;br&gt;Tuesday 25/6 10IST1 Period 3&lt;br&gt;Wednesday 26/6 10IST2 Period 2</td>
<td>10</td>
<td>Dobot</td>
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<td>4</td>
<td>Term 3 Week 6&lt;br&gt;Tuesday 27/8 10IST1 Period 3&lt;br&gt;Wednesday 28/8 10IST2 Period 2</td>
<td>20</td>
<td>Practical Project (Hand In) Choice Project</td>
<td>5.1.1, 5.2.1, 5.2.2, 5.3.2, 5.5.2</td>
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<tr>
<td>5</td>
<td>Term 3</td>
<td>Examination Period</td>
<td>20</td>
<td>Yearly Examination</td>
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<td>Total 100</td>
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Examples of class based learning evidence:
Learning new software and hardware, designing story boards, researching emerging technology, discussing social and ethical issues, designing algorithms and discussing regarding the use of data structures.

COURSE OUTCOMES ARE AS FOLLOWS:

A student:

5.1.1 selects and justifies the application of appropriate software programs to a range of tasks
5.1.2 selects, maintains and appropriately uses hardware for a range of tasks
5.2.1 describes and applies problem-solving processes when creating solutions
5.2.2 designs, produces and evaluates appropriate solutions to a range of problems
5.2.3 critically analyses decision-making processes in a range of information and software solutions
5.3.1 justifies responsible practices and ethical use of information and software technology
5.3.2 acquires and manipulates data and information in an ethical way
5.4.1 analyses the effects of past, current and emerging information and software technologies on individuals and society
5.5.1 applies collaborative work practices to complete tasks
5.5.2 communicates ideas, processes and solutions to a targeted audience
5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology
## INDUSTRIAL TECHNOLOGY - TIMBER

### COURSE BASED ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx. Due Date</th>
<th>ROSA Weighting %</th>
<th>Description</th>
<th>Stage 5 Outcomes Referred To</th>
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<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 4</td>
<td>15</td>
<td>Table Report (Part A)</td>
<td>5.2.1, 5.3.1, 5.4.1, 5.6.1</td>
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<td></td>
<td>Monday 18 February</td>
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<tr>
<td></td>
<td>10ITC1 - Period 6 10ITC2 - Period 3</td>
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<td>2</td>
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<td>Preliminary Construction</td>
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**Examples of class based learning evidence:**
Project Report development, skill development, model prototyping, practice construction methods and product evaluation.

### COURSE OUTCOMES ARE AS FOLLOWS:
A student:

5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes

5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes

5.2.1 applies design principles in the modification, development and production of projects

5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects

5.3.1 justifies the use of a range of relevant and associated materials

5.3.2 selects and uses appropriate materials for specific applications

5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

5.4.2 works cooperatively with others in the achievement of common goals

5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects

5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications

5.7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally
INDUSTRIAL TECHNOLOGY - METAL

COURSE BASED ASSESSMENT SCHEDULE

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<tr>
<th>Task</th>
<th>Approx. Due Date</th>
<th>ROSA Weighting %</th>
<th>Description</th>
<th>Stage 5 Outcomes Referred To</th>
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<tr>
<td>1</td>
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<td>15</td>
<td>Table Report (Part A)</td>
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</table>

Examples of class based learning evidence:
Project Report development, skill development, model prototyping, practice construction methods and product evaluation.

COURSE OUTCOMES ARE AS FOLLOWS:

A student:

5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes
5.2.1 applies design principles in the modification, development and production of projects
5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5.3.1 justifies the use of a range of relevant and associated materials
5.3.2 selects and uses appropriate materials for specific applications
5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
5.4.2 works cooperatively with others in the achievement of common goals
5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications
5.7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally
COURSE BASED ASSESSMENT SCHEDULE

<table>
<thead>
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<th>Task</th>
<th>Approx Date Due</th>
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<td>[1.4, 1.5, 2.3, 2.4, 3.3, 3.4]</td>
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<td>→ Translation</td>
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<td>→ Civilisation</td>
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</table>

Examples of class based learning evidence:
Vocabulary tests, tables tests, unseen translations, grammar analysis worksheets and society extended responses.

COURSE OUTCOMES ARE AS FOLLOWS:

A student:

1.1 reads extended passages of Latin, recognising language structures and overall meaning.
1.2 analyses familiar grammatical structures of complex sentences in extended passages of Latin.
1.3 translates passages of Latin into fluent and idiomatic English.
2.1 demonstrates understanding of the nature of languages as systems by describing linguistic features.
2.2 demonstrates the ways in which meaning is conveyed by exploring features and structures of Latin.
3.1 explores the relationship of language and culture, as manifested in a range of texts and contexts.
3.2 identifies, explains and discusses references to cultural, social and historical features of the ancient Roman world.

Extension Outcomes:

In addition an extension student:

1.4 reads, analyses and evaluates extracts of original Latin.
1.5 demonstrates advanced skills in translating.
2.3 engages in discussion about linguistic issues.
2.4 analyses ways in which the structures and features of written Latin can be manipulated by authors for particular effect.
3.3 evaluates and demonstrates the importance of moving between cultures.
3.4 evaluates expressions and representations of cultural, social and historical features of the ancient Roman world in a range of texts.
## COURSE BASED ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>ROSA Weighting %</th>
<th>Description *</th>
<th>Stage 5 Outcomes Referred To *</th>
</tr>
</thead>
</table>
| 1    | Term 4 2018 Week 7  
Friday 30 November | Period 2 | 20 | Written Test:  
Financial Mathematics & Indices | MA5.1-4NA, MA5.1-9NA, MA5.2-4NA, MA5.2-7NA, MA5.3-6NA, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM |
| 2    | Term 1 Week 6  
Friday 8 March | Period 2 | 20 | Written Test:  
Equations and Linear Relationships | MA5.1-6NA, MA5.2-6NA, MA5.2-8NA, MA5.2-9NA, MA5.3-5NA, MA5.3-7NA, MA5.3-8NA, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM |
| 3    | Term 2 Week 7  
Friday 14 June | Period 2 | 20 | Written Test:  
Non-linear relationships and other graphs | MA5.1-7NA, MA5.2-5NA, MA5.3-4NA, MA5.3-2WM, MA5.3-3WM |
| 4    | Term 3 | Examination Period | 40 | Written Test Yearly Examination:  
All topics studied to date and confirmed by an Assessment notification including Number and Algebra, Geometry, Measurement, Statistics and Probability | MA5.1-4NA, MA5.1-5NA, MA5.1-6NA, MA5.1-7NA, MA5.1-8MG, MA5.1-9MG, MA5.1-10MG, MA5.1-11MG, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-4NA, MA5.2-5NA, MA5.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.2-9NA, MA5.2-10NA, MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.2-14MG, MA5.2-15SP, MA5.2-16SP |

Total 100

Examples of class based learning evidence:

**Financial Mathematics & Indices**: solves financial problems involving earning, spending and investing money and compound interest; operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases; applies index laws to operate with algebraic expressions involving integer indices; performs operations with surds and indices.

**Equations & Linear Relationships**: determines the midpoint, gradient and length of an interval, and graphs linear relationships; uses the gradient-intercept form to interpret and graph linear relationships; solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques; uses the gradient-intercept form to interpret and graph linear relationships; solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations; uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line.

**Non-Linear Relationships & Other Graphs**: graphs simple non-linear relationships; recognises direct and indirect proportion, and solves problems involving direct proportion; draws, interprets and analyses graphs of physical phenomena.

**Yearly Examination**: selects appropriate notations and conventions to communicate mathematical ideas and solutions; interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems; constructs arguments to prove and justify results.

The outcomes from the list below that are not mentioned in the schedule above are assumed knowledge from Year 9. It is intended that working **mathematically** outcomes will be referred to and hence, embedded in the above tasks.

### COURSE OUTCOMES ARE AS FOLLOWS:

A student:

- **MA4-1WM**: communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
- **MA4-2WM**: applies appropriate mathematical techniques to solve problems
- **MA4-3WM**: recognises and explains mathematical relationships using reasoning
- **MA5.1-1WM**: uses appropriate terminology, diagrams and symbols in mathematical contexts
- **MA5.1-2WM**: selects and uses appropriate strategies to solve problems
- **MA5.1-3WM**: provides reasoning to support conclusions that are appropriate to the context
- **MA5.2-1WM**: selects appropriate notations and conventions to communicate mathematical ideas and solutions
- **MA5.2-2WM**: interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
- **MA5.2-3WM**: constructs arguments to prove and justify results
- **MA5.3-1WM**: uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
- **MA5.3-2WM**: generalises mathematical ideas and techniques to analyse and solve problems efficiently
- **MA5.3-3WM**: uses deductive reasoning in presenting arguments and formal proofs
- **MA5.4-5NA**: operates with fractions, decimals and percentages
- **MA5.1-4NA**: solves financial problems involving earning, spending and investing money
- **MA5.1-5NA**: operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- **MA5.1-6NA**: determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA graphs simple non-linear relationships
MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG describes and applies the properties of similar figures and scale drawings
MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-4NA solves financial problems involving compound interest
MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP describes and calculates probabilities in multi-step chance experiments
MA5.3-4NA draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA performs operations with surds and indices
MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-9NA sketches and interprets a variety of non-linear relationships
MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA uses function notation to describe and sketch functions
MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems
MA5.3-18SP uses standard deviation to analyse data
MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes
COURSE BASED ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
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<th>Description</th>
<th>Stage 5 Outcomes Referred To</th>
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<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 6</td>
<td>Tuesday 20 November</td>
<td>Period 3</td>
<td>10 Assessment Task 1 Performance of Ensemble arrangement</td>
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<tr>
<td>2</td>
<td>Term 1 Week 6</td>
<td>Tuesday 5 March</td>
<td>Period 3</td>
<td>25 Assessment Task 2 Listening and Viva Voce</td>
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<td>Term 2 Week 7</td>
<td>Tuesday 11 June</td>
<td>Period 3</td>
<td>25 Assessment Task 3 Composition</td>
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<td>4</td>
<td>Term 3</td>
<td>Examination Period</td>
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<td>40 Assessment Task 4 Ensemble and Solo Performance</td>
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</table>

Examples of class based learning evidence:
- Teacher observation of student solo and ensemble performances
- Students will engage in improvisation tasks to manipulate rhythm, melody, and harmony
- Student self-reflection on their preparation and performance
- Student self and peer assessment of performance tasks
- Progress feedback will be provided in composition diaries
- Students will share, discuss, and critique their creative ideas
- Students will experiment with chord progressions, scale patterns, and rhythms
- Analysis and comparison of how the musical concepts are used in a range of genres and styles within a historical context
- Students will demonstrate their understanding of unity and contrast in music
- Students will demonstrate their understanding of social and cultural influences on the development of musical style.

COURSE OUTCOMES ARE AS FOLLOWS:

**Performing**
A student:
- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness

**Composing**
A student:
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging, and composing in the styles of genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process

**Listening**
A student:
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural, and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation, and notation in the music selected for study
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music

**Appreciation and Engagement**
A student:
- 5.11 demonstrates an appreciation, tolerance, and respect for the aesthetic value of music as an art form
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing, and listening experiences
COURSE BASED ASSESSMENT SCHEDULE

<table>
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<td>1</td>
<td>Term 4 Week 7 in Theory lesson</td>
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<td>Drive to Survive Task.</td>
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<td>10.3 Fri period 4, 10.4 Thur period 3</td>
<td>10.5 Thu period 3, 10.6 Wed period 6</td>
<td>10.7 Wed period 6, 10.8 Tue period 2</td>
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<td>Bronze Medallion Practical Assessment.</td>
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Examples of class based learning evidence:
Literacy tasks, numeracy tasks, critical feedback sessions (practical skills and techniques), collaboration and communication tasks, reflection tasks, evaluation tasks, questionnaires and quizzes, practical demonstrations of skill and game design.

COURSE OUTCOMES ARE AS FOLLOWS:

A student:
5.1 analyses how they can support their own and others’ sense of self
5.2 evaluates their capacity to reflect on and respond positively to challenges
5.3 analyses factors that contribute to positive, inclusive and satisfying relationships
5.4 adapts, transfers and improves movement skills and concepts to improve performance
5.5 composes, performs and appraises movement in a variety of challenging contexts
5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people
5.7 analyses influences on health decision making and develops strategies to promote health and safe behaviours
5.8 critically analyses health information, products and services to promote health
5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity
5.10 adopts roles to enhance their own and others’ enjoyment of physical activity
5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
5.14 confidently uses movement to satisfy personal needs and interests
5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
5.16 predicts potential problems and develops, justifies and evaluates solutions
## PHOTOGRAPHY & DIGITAL MEDIA

### COURSE BASED ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>ROSA Weighting %</th>
<th>Description</th>
<th>Outcomes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 4 22 February Period 3</td>
<td>30 (20 Practical 10 Theory)</td>
<td>Ongoing Moment Photographic essay</td>
<td>5.1, 5.4, 5.5, 5.6, 5.7, 5.10</td>
</tr>
<tr>
<td>2</td>
<td>Term 2 Week 5 27 May Period 6</td>
<td>20 (Practical)</td>
<td>Music Video. Found images and digital editing.</td>
<td>5.1, 5.2, 5.3, 5.4, 5.5, 5.6</td>
</tr>
<tr>
<td>3</td>
<td>Term 3 Week 4 16 August Period 3</td>
<td>30 (20 Practical 10 Theory)</td>
<td>Reflections. Self Portrait photography. Digital studio</td>
<td>5.1, 5.2, 5.4, 5.6, 5.8, 5.9</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Examination Period</td>
<td>20 (Theory)</td>
<td>Yearly Examination Photography and Digital Media Criticism and History</td>
<td>5.7, 5.8, 5.9, 5.10</td>
</tr>
<tr>
<td></td>
<td><strong>Total 100</strong></td>
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<td></td>
</tr>
</tbody>
</table>

Examples of class based learning evidence:
Photographic and Digital Media Process Diary developmental work, worksheets on photographers and technical application of cameras and post production processes, class based discussion on understanding content (frames and conceptual framework), class based evaluation of final photographic images.

### COURSE OUTCOMES ARE AS FOLLOWS:

A student:

5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works

5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist-artwork-world-audience

5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning

5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital media works

5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works

5.6 selects appropriate procedures and techniques to make and refine photographic and digital works

5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works

5.8 uses their understanding of the function of and relationships between the artist-artwork-world-audience in critical and historical interpretations of photographic and digital works

5.9 uses the frames to make different interpretations of photographic and digital works

5.10 constructs different critical and historical accounts of photographic and digital works
COURSE BASED ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>ROSA Weighting %</th>
<th>Description</th>
<th>Stage 5 Outcome referred to</th>
</tr>
</thead>
</table>
| 1    | Term 4 Weeks 6  
      Thursday 22 November | Period 2 | 10 | Reflection Task | (SC5-) 4WS, 7WS, 8WS, 9WS |
| 2    | Term 1 Week 5  
      Thursday 28 February | Period 2 | 25 | Research Essay | (SC5-) 7WS, 9WS |
| 3    | Term 2 Week 6  
      Tuesday 4 June | Period 4 | 25 | Cronulla Field Trip/Depth Study | (SC5-) 4-9WS, 13ES, 14LW, 16CW, 10PW |
| 4    | Term 3 | Examination Period | 40 | Yearly Examination | (SC5-) 10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW, 7WS, 8WS |

100

Examples of class based learning evidence:

Students will demonstrate an understanding of independent, dependent and controlled variables to design a valid scientific investigation. Students will undertake self-reflection on the design of an experiment to produce reliable and accurate data. Students will discuss and evaluate different approaches to performing an investigation. Students will engage with data analysis and discuss the variety of ways data can be presented. Students will reflect on the most appropriate way to communicate information depending on the data and situation. Students will demonstrate effective research skills to gather information. Students will self and peer assess on the quality of information collected from a variety of sources, to determine the validity of information. Students will develop planning skills by working through a sequence in a task, meeting milestones along the way and self-reflection on their progress. Students will demonstrate creative and critical thinking by engaging in novel solutions to everyday problems. Students will apply models, theories and laws to explain phenomena and situations involving energy, force and motion, the structure of the Earth, origins of the universe and the diversity of life on the Earth. Students will explain how scientific understanding has contributed to knowledge about global patterns of geological activity and interactions between global systems. Students will explain the organisation of the periodic table, chemical reactions and natural radioactivity in terms of atoms.

COURSE OUTCOMES ARE AS FOLLOWS:

Skills – Working Scientifically
A student:
SC5-4 WS develops questions or hypotheses to be investigated scientifically
SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

Knowledge & Understanding
A student:
SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW analyses interactions between components and processes within biological systems
SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials
TELEVISION PRODUCTION

COURSE BASED ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>ROSA Weighting %</th>
<th>Description</th>
<th>Outcomes Referred To</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 7, 27 November, Period 3</td>
<td>10</td>
<td>Soap Opera Scene</td>
<td>5.1.1- .3, 5.2.1-.2, 5.3.1</td>
</tr>
<tr>
<td>2</td>
<td>Term 2 Week 1, 30 April, Period 3</td>
<td>20</td>
<td>Kick That Goal Segment</td>
<td>5.1.1-.3, 5.2.1-.2, 5.3.1</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 9, 25 June, Period 3</td>
<td>30</td>
<td>Music Video Director’s Commentary</td>
<td>5.1.1-.3, 5.2.1-.2, 5.3.1</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 6, 27 August, Period 3</td>
<td>40</td>
<td>Music Video</td>
<td>5.1.1-.3, 5.2.1-.2, 5.3.1</td>
</tr>
</tbody>
</table>

100

Examples of class based learning evidence:
Observation of participation in crew meetings and roles, the level of detail and insight in production logs, response to written and oral feedback.

COURSE OUTCOMES ARE AS FOLLOWS:

Stage 5. Area 1: Knowledge (Generating):
Students will develop:
5.1.1 an understanding of the variety of ways in which television creates meaning for both maker and audience
5.1.2 an understanding and effective use of appropriate television language
5.1.3 the ability to draw together their knowledge, research and experience, and apply them creatively and analytically in diverse television contexts

Stage 5. Area 2: Skills (Realising):
Students will develop:
5.2.1 originality, creativity and organisation in developing an idea through the various stages from conception to finished production in diverse television contexts
5.2.2 technical skills and an appropriate use of available technology

Stage 5. Area 3. Values and Attitudes (Responding):
Students will develop:
5.3.1 an understanding and appreciation of the historical and ongoing influence of television in a variety of political, cultural and social contexts

ADDITIONAL COURSE OUTCOMES (100 HOURS)

Stage 5. Area 1: Knowledge (Generating):
Students will develop:
5.1.1 an understanding of and ability to analyse the variety of ways in which television creates meaning for both maker and audience
5.1.2 a substantial understanding; efficient and effective use of appropriate television language
5.1.3 the ability to synthesise their knowledge, research and experience, and apply them creatively and analytically in diverse television contexts

Stage 5. Area 2: Skills (Realising):
Students will develop:
5.2.1 originality, creativity and organisation in developing and refining an idea through the various stages from conception to finished production in diverse television contexts
5.2.2 sophisticated technical skills and a proficient use of available technology

Stage 5. Area 3. Values and Attitudes (Responding):
Students will develop:
5.3.1 an understanding, appreciation and evaluation of the historical and ongoing influence of television in a variety of political, cultural and social contexts
**COURSE BASED ASSESSMENT SCHEDULE**

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>ROSA Weighting %</th>
<th>Description</th>
<th>Outcomes Referred To</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 4</td>
<td>30 (20 Practical</td>
<td>Self Identity. Portfolio of Drawings</td>
<td>5.1, 5.4, 5.5, 5.6</td>
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<tr>
<td></td>
<td>22 February</td>
<td>10 Theory)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>10VA1 Period 3</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>10VA2 Period 5</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Term 2 Week 5</td>
<td>20 (Practical)</td>
<td>Developing a Practice.</td>
<td>5.1, 5.2, 5.3, 5.4, 5.5, 5.6</td>
</tr>
<tr>
<td></td>
<td>27 May</td>
<td></td>
<td>Sculpture / Mixed Media</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10VA1 Period 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10VA2 Period 3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Term 3 Week 5</td>
<td>30 (20 Practical</td>
<td>Modern Muse. Submitted artwork with presentation.</td>
<td>5.1, 5.2, 5.4, 5.6, 5.8, 5.9</td>
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<tr>
<td></td>
<td>23 August</td>
<td>10 Theory)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>10VA1 Period 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10VA2 Period 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Examination Period</td>
<td>20 (Theory)</td>
<td>Semester 2 Examination</td>
<td>5.7, 5.8, 5.9, 5.10</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Art Criticism and Art History</td>
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</tbody>
</table>

- **Examples of class based learning evidence:**
  Visual Arts Process Diary developmental work, worksheets on artists and techniques, class based discussion on understanding content (frames & conceptual framework) and class based evaluation of final artworks.

**COURSE OUTCOMES ARE AS FOLLOWS:**

A student will:

5.1 Develop range and autonomy in selecting and applying visual arts conventions
5.2 Make artworks informed by the agencies of the conceptual framework
5.3 Makes artwork informed by an understanding of how the frames affect meaning
5.4 Investigate the world as a source of ideas
5.5 Make informed choices to develop and extend concepts and different meanings in their artworks
5.6 Demonstrate developing technical accomplishment and refinement in making artworks
5.7 Apply their understanding of aspects of practice to critical and historical interpretations of art
5.8 Use their understanding of the function of and relationships between artist – artwork – world - audience in critical interpretations of art
5.9 Demonstrate how the frames provide different interpretations of art
5.10 Demonstrate how art criticism and art history construct meaning.
### COURSE BASED ASSESSMENT SCHEDULE

<table>
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<tr>
<th>Task</th>
<th>Due Date</th>
<th>ROSA Weighting %</th>
<th>Description</th>
<th>Outcomes Referred To</th>
</tr>
</thead>
</table>
| 1    | Term 1 Week 3  
15 February  
Period 5 | 30 (20 Practical  
10 Theory) | Typography.  
Word Power. Digital media | 5.1, 5.4, 5.5, 5.6, 5.7, 5.10 |
| 2    | Term 2 Week 5  
27 May  
Period 3 | 20 (Practical) | Architectural Design.  
“Fly thru my Bedroom.”  
Digital media | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 |
| 3    | Term 3 Week 4  
16 August  
Period 5 | 30 (20 Practical  
10 Theory) | Logo Skate.  
Laser cut + Design | 5.1, 5.2, 5.4, 5.6, 5.8, 5.9 |
| 4    | Examination Period | 20 (Theory) | Yearly Examination  
Visual Design Criticism and History | 5.7, 5.8, 5.9, 5.10 |

**Examples of class based learning evidence:**
Visual Design Process Diary developmental work, worksheets on designers and techniques, class based discussion on understanding content (Frames & conceptual framework), class based evaluation of final designs.

### COURSE OUTCOMES ARE AS FOLLOWS:

A student will:

5.1 develop range and autonomy in selecting and applying visual design conventions and procedures to make visual design artworks.

5.2 make visual design artworks informed by the agencies of the conceptual framework.

5.3 make visual design artworks informed by an understanding of how the frames affect meaning.

5.4 investigate and respond to the world as a source of ideas, concepts and subject matter for visual design artworks.

5.5 makes informed choices to develop and extend concepts and different meanings in their visual design artworks.

5.6 select appropriate procedures and techniques to make and refine visual design artworks.

5.7 applies their understanding of aspects of practice to critically and historically interpret visual design artworks.

5.8 uses their understanding of the function of and relationship between artist-artwork-audience-world in critical and historical interpretations of visual design artworks.

5.9 demonstrate how the frames provide different interpretations of visual design artworks.

5.10 construct different how art criticism and acritical and historical accounts of visual design artworks.
## CONTACT US

### ACADEMIC DEAN
Mrs Deborah Williams  
Academic Dean  
02 9581 6135  
dwilliams@trinity.nsw.edu.au

### DIRECTOR OF CURRICULUM
Mr Andrew Scott  
Director of Curriculum  
02 9581 6120  
arscott@trinity.nsw.edu.au

### MASTER OF THE SENIOR SCHOOL
Dr Heath De Lany  
Master of the Senior School  
02 9581 6167  
hdelany@trinity.nsw.edu.au

### SECOND MASTER OF THE SENIOR SCHOOL
Mr Andrew Yarad  
Second Master of the Senior School  
02 9581 6005  
ayarad@trinity.nsw.edu.au

### DEANS
Dr Timothy Barden  
Science  
02 9581 6089  
tbarden@trinity.nsw.edu.au

Ms Norma Kamhieh  
English  
02 9581 6036  
nkamhieh@trinity.nsw.edu.au

Mr David Van Tol  
HSIE  
02 9581 6114  
dvantol@trinity.nsw.edu.au

Mr Edward Habkouk  
Mathematics  
02 9581 6056  
ehabkouk@trinity.nsw.edu.au

Mr Michael Leadbeatter  
Technological & Applied Studies  
02 9581 6160  
mleadbeatter@trinity.nsw.edu.au

### HEADS OF DEPARTMENT
Dr Chris Thanopoulos  
Christian Studies  
02 9581 6149  
cthanopoulos@trinity.nsw.edu.au

Mr Brendan Duhigg  
Drama/Film/Entertainment  
02 9581 6131  
bduhigg@trinity.nsw.edu.au

Mr Ian Moore  
Economics  
02 9581 6101  
imoor@trinity.nsw.edu.au

Mr Anthony Bosco  
English  
02 9581 6091  
abosco@trinity.nsw.edu.au

Mr Adrian Shipp  
Geography  
02 9581 6000  
ashipp@trinity.nsw.edu.au

Ms Stephanie Gaspari  
Information Services  
02 9581 6038  
sgaspari@trinity.nsw.edu.au

Mr Mark Mikulandra  
Mathematics  
02 9581 6060  
mnikulandra@trinity.nsw.edu.au

Mr Ashley Lucas  
Languages  
02 9581 6082  
alucas@trinity.nsw.edu.au

Mr Phil Pratt  
Music  
02 9581 6116  
ppratt@trinity.nsw.edu.au

Mr Andrew Simos  
P.D. Health and PE  
02 9581 6041  
asimos@trinity.nsw.edu.au

Mrs Maryellen Ottaway  
Science  
02 9581 6107  
mottaway@trinity.nsw.edu.au

Ms Jennifer Nixon  
Technological & Applied Studies  
02 9581 6009  
jnixon@trinity.nsw.edu.au

Mr Steve Collins  
Visual Arts  
02 9581 6059  
scollins@trinity.nsw.edu.au

Ms Fabienne Arora  
Trinity Education Support Services  
02 9581 6035  
farora@trinity.nsw.edu.au

### HOUSE MASTERS
Mr Andrea Folli  
House Master – ARCHER  
02 9581 6081  
afolli@trinity.nsw.edu.au

Mr Chris Aschman  
House Master – DULWICH  
02 9581 6162  
caschman@trinity.nsw.edu.au

Ms Marian Dunbar  
House Master – FOUNDER’S  
02 9581 6060  /mdunbar@trinity.nsw.edu.au

Mr David Chilton  
House Master – HENDERSON  
02 9581 6043  
dchilton@trinity.nsw.edu.au

Mr Nicholas Pay  
House Master – HILLIARD  
02 9581 6006  
npay@trinity.nsw.edu.au

Mr Joseph Vaccarella  
House Master – HOLWOOD  
02 9581 6087  
jvaccarella@trinity.nsw.edu.au

Mrs Anna Giulani  
House Master – KERRIGAN  
02 9581 6077  
aguliani@trinity.nsw.edu.au

Mr Kai Ikeuchi  
House Master – LATHAM  
02 9581 6044  
kikeuchi@trinity.nsw.edu.au

Ms Sabine Wieczorek  
House Master – MURPHY  
02 9581 6045  
swieczorek@trinity.nsw.edu.au

Mr Ben Cook  
House Master – SCHOOL  
02 9581 6077  
bcok@trinity.nsw.edu.au

Mr Michael Spratt  
House Master – STEPHENSON  
02 9581 6128  
mspratt@trinity.nsw.edu.au

Mr Andrew Pierce  
House Master – TAUBMAN  
02 9581 6043  
apierce@trinity.nsw.edu.au

Mr Matthew Hirst  
House Master – WEEKS  
02 9581 6335  
mhirst@trinity.nsw.edu.au

Mr Guy Dennis  
House Master – WILSON HOGG  
02 9581 6097  	gdennis@trinity.nsw.edu.au

Mr Mark Waters  
House Master – WYNN JONES  
02 9581 6046  
mwaters@trinity.nsw.edu.au

Mr Peter Bamford  
House Master – YOUNG  
02 9581 6127  
 pbamford@trinity.nsw.edu.au
SENIOR SCHOOL | MIDDLE SCHOOL | JUNIOR SCHOOL
119 Prospect Road, Summer Hill NSW 2130
Telephone  02 9581 6000
International  61 2 9581 6000
Facsimile   02 9799 9449

PREPARATORY SCHOOL
115-125 The Boulevarde, Strathfield NSW 2135
Telephone  02 8732 4600
International  61 2 8732 4600
Facsimile   02 9742 5419

WOOLLAMIA, FIELD STUDIES CENTRE
335 Woollamia Road, Woollamia NSW 2540
Telephone  02 9581 6000
International  61 2 9581 6000
Facsimile   02 9799 9449

Council of Trinity Grammar School, CRICOS Code 02308G

ISSUED: OCTOBER 2018