

Tenterfield

High School



Year 10 Assessment 2020



RESPECT, RESPONSIBILITY, DO YOUR BEST

CONTENTS

Introduction.....	i
Record of School Achievement.....	ii
Grades & Reporting of Student Achievement.....	ii
VET.....	ii
Life Skills.....	iii
Students ineligible for a RoSA.....	iii
The Year 10 Assessment Program.....	iii
Mandatory Requirements for Year 10.....	iv
Literacy and Numeracy Tests.....	iv
Up2now.....	iv
What is Assessment?.....	v
Completion of Assessment Tasks.....	v
The Appeals Process.....	v
Unsatisfactory Progress and Attendance.....	v
Situations Which May Arise Regarding Tasks.....	vi, vii, viii
TAFE Delivered Vocational Education and Training Assessment Policy.....	ix
Appeals Procedure.....	x, xi
Explanation of Absence from an Assessment Task Form.....	xii
Illness or Misadventure Form.....	xiii
Sample Warning Letter.....	xiv
'N' Determination Procedure.....	xv
Year 10 Assessment Calendar	xvi
MANDATORY	
English.....	1
Mathematics Stage 5.1.....	2
Mathematics Stage 5.2.....	3
Mathematics Stage 5.3.....	4
Science.....	5
Geography.....	6
History.....	7
PD/H/PE.....	8
ELECTIVES	
Adventure.....	9
Agriculture.....	10
Child Studies.....	11
Commerce.....	12
Drama.....	13
Electronics & Engineering.....	14
Food Technology.....	15
Industrial Technology – Metal.....	16
Industrial Technology – Wood.....	17
Japanese Beginners.....	18
Japanese Continuers.....	19
Music.....	20
Photography & Digital Media.....	21
Physical Activity and Sports Science.....	22
Visual Arts.....	23

This booklet outlines the assessment schedule for the cohort of students at Tenterfield High School undertaking their Record of School Achievement (ROSA) in Year 10 in 2020. Dates included are correct at the time of printing, but unforeseen circumstances may result in some changes over the year.

Record of School Achievement (RoSA)

The ROSA has been created for students who leave school after completing Year 10, but before receiving their Higher School Certificate. While there are no external tests at the end of Year 10, teachers still need to enter grades for Year 10 students using the results of school-based assessments. Students are expected to maintain a satisfactory attendance record (>85%).

The RoSA records completed Year 10 and Year 11 courses and grades, and Year 12 HSC results. It also records participation in any uncompleted Year 11 or Year 12 courses, minimum standard literacy and numeracy test results, and the date of leaving school. The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning. The RoSA is also available to students who, from 2020, have not demonstrated the HSC minimum standard for the HSC credential. Students who subsequently (in the five-year accumulation period) become eligible for the HSC by demonstrating the HSC minimum standard will be issued with a Higher School Certificate testamur and have their results re-issued on a Record of Achievement.

The RoSA will:

- Record grades for courses students complete in Year 10 and Year 11.
- Report results of moderated, school-based assessment.

RoSA grades and reporting of student achievement:

The RoSA includes an A to E grade for all Year 10 and Year 11 courses the student has satisfactorily completed. Grades are:

- based on student achievement in their assessment work
- submitted to NESA in Term 4
- monitored by NESA for fairness and consistency.

NESA provides schools with information about the historical allocation or patterns of grades awarded by that school over recent years. This helps guide the allocation of grades to current students.

Vocational Educational and Training (VET) and Life Skills courses are reported differently to graded courses.

VET:

- Students who have undertaken a VET course as part of their RoSA will be issued with additional VET certification documentation that recognises their achievement towards a nationally recognised Australian Qualifications Framework (AQF) VET qualification.
- NESA distributes VET certification documentation on behalf of school system Registered Training Organisations (RTO).

Life Skills:

- For every successfully completed Life Skills course, an accompanying Profile of Student Achievement is included with the RoSA.
- The Profile of Student Achievement lists all the Life Skills syllabus outcomes achieved by the student in each Life Skills course completed. NESA prints and issues the profile to school leavers along with their RoSA.
- Where students satisfactorily complete a Life Skills course, the course is listed on the RoSA with the annotation Refer to Profile of Student Achievement.

Students ineligible for a Rosa:

- Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still do not meet RoSA requirements they will be issued with a Transcript of Study.
- The Transcript of Study is a record of courses satisfactorily completed.

The Year 10 Assessment Program

Assessing student achievement is the process of collecting information on student performance in certain tasks in relation to the objectives of a course. This allows teachers to build a profile on the achievement of each student in relation to the Course Performance Descriptors.

In order to determine Year 10 grades, teachers will be required to:

- Devise and administer a variety of assessment tasks that address the knowledge and skills, and objectives and outcomes of the syllabus.
- Observe and record assessment judgments (e.g. marks, grades, comments).
- Use assessment information to make a summative judgment of each student's overall level of achievement at the end of the course.
- Refer to the Course Performance Descriptors (CPDs) to award a grade that most appropriately describes a student's achievement (A – E).

Mandatory Requirements For Year 10

Students at Tenterfield High School will qualify for grades in the following by virtue of having completed the requisite number of hours mandated by the New South Wales Education Standards Authority (NESA) and a schedule of assessment tasks during Year 10 in the following subjects:

- English
- Mathematics
- Science
- History and Geography (HSIE)
- Additional Elective Subjects (100 and 200 hour courses)
- Personal Development/Health/Physical Education

In addition to those subjects deriving a grade, students whose attendance and application is considered acceptable during Stage 4 and 5 will qualify for a satisfactory result on their Record of Achievement for the mandated General Experience subjects as follows:

- Design and Technology (200 hours Stage 4)
- Language (Japanese) (100 hours Stage 4)
- Visual Arts (100 hours Stage 4)
- Music (100 hours Stage 4)
- History (100 hours Stage 4)
- Geography (100 hours Stage 4)
- PD/H/PE (300 hours Stage 4/5)

Literacy and Numeracy tests

Optional tests in literacy (reading and writing) and numeracy are available for students who intend to leave high school before completing the HSC. These tests are the same as the online minimum standard literacy and numeracy tests.

Taking these tests allows students to prove to employers or places of further learning that they have the basic reading, writing and numeracy skills essential for success in everyday life. Test results are reported separately from the RoSA and are not a requirement for its award. If students proceed to the HSC, however, they are required to achieve the HSC minimum standard in each of the three domains of reading, writing and numeracy to be eligible to receive the HSC.

Schools can enrol students to sit the optional literacy and numeracy tests via Schools Online.

Up2now

Many employers and places of further education are interested in more than just academic results. The up2now website is a great place for secondary students to share information about their learning and extracurricular activities and to capture personalised transition planning.

The website works like an ongoing portfolio where students can present their broader learning, awards and achievements, community service and volunteering experience, showcase their artwork and create resumes. Students can create multiple portfolios and export to PDF or share a portfolio online with prospective employers or use it to access other education and training pathways.

Careers advisors and class teachers employed in schools can use up2now to work with students intending to leave school prior to the HSC.

Only schools can register to access up2now. Once registered, schools receive further details about how to enrol students.

What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about a student's learning. The key purposes of assessment are to provide information on student achievement and progress in each course in relation to the syllabus standards and to report on the standard of performance attained at the end of the course. The feedback given to students and parents is a valuable source of information on the effectiveness of student work practices and the appropriateness of course selections.

Completion of Assessment Tasks

Students are to attempt all assessment tasks set. The minimum requirement is that the student must make a genuine attempt at enough tasks to achieve >50% of the available marks in each course studied. Any assessment tasks missed without reasonable grounds (medical certificate or prior permission of the Principal) will receive a zero mark. Students should not take holidays when assessment tasks are due without the prior permission of the Principal.

Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

The Appeals Process

The Appeals Panel consists of the Deputy Principal, the subject teacher and the subject Head Teacher. The panel will consider the written information supplied by the appealing student and the Tenterfield High School Assessment Appeal process.

The panel will make a decision and explain the reasons for the decision to the appellant. The panel is concerned with the assessment process and will not review the teacher's judgments of the worth of a particular task.

Unsatisfactory Progress and Attendance

Poor attendance and unsatisfactory progress are closely linked. Attendance in each course needs to meet satisfactory levels in order to complete sufficient course outcomes. Where attendance and/or course outcome completion are of concern the student will be notified in writing and a letter will be sent home. This will be the first official warning that the student may be withdrawn from that course if the completion of outcomes does not improve. A second letter of concern will be a final warning and will require a parent/carer interview. Continued unsatisfactory progress will result in the student being withdrawn from the course. This may result in failure to complete the required courses for the award of the Record of School Achievement.

In extreme circumstances the Principal may expel a student from the school or make a submission to the Director-General recommending the expulsion of a student from the school.

The grounds for expulsion will be 'unsatisfactory participation in learning by a student of post-compulsory age: e.g. a documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives and/or non-compliance with NESA requirements for the award of a Record of School Achievement'.

Situations Which May Arise Regarding Tasks

1. Absence On The Day Of Notification Of An Assessment Task

If a student is absent on the day of notification of the task the onus is on the student to find out about the task on their first day back at school.

2. Late Arrival On The Day Of An Assessment Task

School records must show that a student attended a full day of school on the day of an assessment task. This is to ensure that no student is advantaged by using school time to work on an assessment task. Failure to attend all classes may result in a zero mark being given for the task.

3. At-Home Tasks

Unless otherwise stated by the teacher, tasks completed at home will be due at the beginning of the first period of the subject on the day determined. Late work will receive a zero mark unless there is a valid reason.

4. Absence On The Day Of A Hand-In Assessment Task

If a student is away from school on the day of a hand-in task, it is their responsibility to arrange for someone to fax, email or deliver their work to the school. This should be accompanied by a completed Explanation of Absence from an Assessment Task form. If the absence is due to a medical condition that prevented them from completing the task, they must fill in the Explanation of Absence from an Assessment Task form and support this with a medical certificate completed by a medical professional. If the student is able to complete the task during their absence, the assessment task is to be submitted on the first day of their return to school, with the form attached to the front of the task, to the relevant subject Head Teacher.

A student who misses an assessment task for medical reasons must only use a Medical Certificate as documentation. This is to be attached to the Explanation of Absence from an Assessment Task form.

If the student is not able to complete the task, due to the nature of their illness, they must submit the Explanation of Absence from an Assessment Task form and appropriate documentation to the subject Head Teacher on their first day back at school and make arrangements in relation to the completion of the task.

5. Requesting Leave Of Absence On The Day Of An In-Class Assessment Task

Use Explanation of Absence from an Assessment Task form. Should special circumstances arise where a student is aware in advance they will be absent on the day of an assessment task, they should write to the relevant subject Head Teacher requesting leave of absence, outlining the reason for the absence and attaching supporting evidence.

If the reason is accepted, a substitute task and/or an alternate date will be given, whichever is appropriate. Under exceptional circumstances, the Principal may authorise the use of an estimated mark.

6. Absence On The Day Of An In-Class Assessment Task Due To Illness Or Other Unforeseen Circumstances

Use Explanation of Absence from an Assessment Task Form. A student who is absent due to illness or other unforeseen circumstances on the day of an assessment task must complete the Explanation of Absence from an Assessment Task form and submit this to the relevant subject Head Teacher at the beginning of the first day of return to school. In the case of a medical reason, a student must use a Medical Certificate as documentation. This is to be attached to the Explanation of Absence from an Assessment Task form.

On the first day of return to school, students should arrive ready to sit the task. If the reason for the absence is accepted, a substitute task may be given or the Principal may authorise the use of an estimated mark. If a student misses an assessment task without a genuine reason, supported by written evidence, they will be given a Zero mark.

7. Illness/Misadventure On The Day Of An Assessment Task

Use Illness or Misadventure Appeal form. If a student feels well enough to do a task but believes that circumstances occurring immediately prior to the day or on the day of an assessment task may have diminished their performance, they should inform the relevant subject Head Teacher prior to the task. Students may complete an Illness/Misadventure Appeal form and hand it to the Deputy Principal with the appropriate documentation. For medical reasons a student must use a Medical Certificate as documentation. Illness/Misadventure Forms must be submitted on the day of the assessment task or on the first day of return to school following the assessment task to the subject Head Teacher. No Illness/Misadventure Appeal will be considered after results of the assessment task have been distributed to students.

8. Work On Assessment Tasks In Class Time

Students are not permitted to miss class or use the class time of another subject to complete assessment tasks and/or major works for other courses.

9. Suspended Students - Assessments

If a student is suspended when an assessment task is due you must:

- Not attend school for the duration of your suspension
- Submit school assessment tasks by either email, mail or by delivery to the Front Office
- Miss your in-school assessment task for which you may be given an alternative task
- It is the student's responsibility to arrange to sit the task upon their return to school, if appropriate.

10. All Assessment Tasks Must Be Attempted

Except in exceptional circumstances (eg long-term illness), all assessment tasks must be attempted. More than fifty per cent (>50%) of subject assessment tasks must be completed to be eligible for the Higher School Certificate. If this is not done, the student will be expected to sit tasks (more than 50% of the total assessment tasks) but will receive a zero mark for the task. The only exception to the rule is when a student has notified the school of a long-term illness via the appropriate form found in the assessment booklet or under exceptional circumstances. An Illness/Misadventure form would be lodged in this situation. Late attempts may result in that task not being included in a student's total assessment for that subject, but it will be marked and returned. However, it is expected all students will complete all assessment tasks in each subject as it is important for skill development and feedback.

11. Do You Have to Do Non-Assessment Assignments/Tasks?

One of the conditions of completing a course satisfactorily is that the student must apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school (Education Standards Authority ACE Manual 11.4). Class work, homework and assignment work may also be based on mandatory experiences for the course as described by the Syllabus for that course and as such must be completed satisfactorily.

12. Disability Provisions For Assessment Tasks

If a student is entitled to NESA approved Disability Provisions, it is their responsibility to request these provisions for any in-class tasks prior to the set date of the task. Students must apply for Disability Provisions via the Head Teacher Learning Support where a form and appropriate medical documentation needs to be provided. The NESA may approve disability provisions for the Higher School Certificate examinations if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:

1. Reading the examination questions, and/or
2. Communicating his or her responses

It is the responsibility of the student to inform their teacher they wish to use their NESA pre-approved Disability Provisions at least one week prior to the scheduled date of the task

13. Plagiarism

Plagiarism is the illegal use of, copying (from book, internet or other source) with or without permission, stealing of intellectual property, breach of copyright. This will result in the person submitting the copied work receiving zero marks. If a student allows another person to copy all or part of their original work, they will receive half the awarded mark for the task.

TAFE Delivered Vocational Education and Training Assessment Policy

TAFE Delivered Vocational Education and Training (TVET) Courses enable students to study subjects that enhance future employment opportunities. Students will complete NESA units that count towards their Higher School Certificate as well as completing a nationally recognised TAFE NSW qualification.

1. Expectations

Students are expected to:

- Arrive on time and remain until the completion of class
- Attend regularly
- Bring the necessary books, equipment and/or clothing to class
- Comply with Work Health and Safety practices
- Sit for assessments on the nominated date or seek approval to extend the due date
- Hand in assignments by the due date or seek approval to extend the due date
- Plan activities so that the TAFE study, school study and other activities can be achieved
- Follow written and spoken directions
- Stay on task
- Treat staff and other students with respect and courtesy
- Refrain from inappropriate behaviour such as swearing, littering, harassment, stealing, damaging or misusing property and/or being under the influence of drugs or alcohol
- Follow TAFE New England policies

2. Attendance

Students are expected to attend every TVET lesson. An official record of attendance is maintained throughout the course. If a student is sick or unable to attend, they must notify the school so that TAFE can be informed. Students are expected to attend on pupil free days and exam times.

3. Dress Code

Where special clothing and/or footwear or other personal protective equipment (PPE) is required for safety reasons, it must be worn without exception. No thongs are to be worn to TVET classes.

4. Assessments

An assessment scheme is given for each course and each unit. Assessment schedules are also given for each course indicating when and where the assessments will take place. It is essential that the TAFE teacher be notified if a student will be absent for an assessment task. TAFE procedures are to be followed. Warning letter/s and 'N' determinations support the process when guidelines are not followed by enrolled students. Work placement is a mandatory component of many courses.

Detailed information is available in the TAFE TVET Student Support Guide.

Appeals Procedure

The Appeals Committee consists of the Deputy Principal, the relevant subject Head Teacher, the classroom teacher, and in some instances, the Year Adviser. If an appeal is granted, the means by which the student is to be awarded a mark is determined. The impact on a student's overall performance in the course will be outlined.

Examinations, Topic Tests, Practicals

Where a student fails to attend an examination or test/practical assessment, that student will automatically be awarded a zero score for which an appeal may be lodged within 48 hours of the student returning to normal classes. If the absence was due to illness/misadventure, the appeal must be accompanied by full documentation of the nature of the illness/misadventure – including medical evidence.

Reasons such as license tests, interviews, and non-urgent appointments are not considered valid reasons for absence. An emergency situation, that can be sustained by evidence, may be deemed by the Appeals Committee as a valid reason for absence. If the student is representing Tenterfield High School at an approved event, e.g. sports competition, music/drama/public speaking, excursion etc., arrangements may be made with the relevant subject teacher to undertake the task prior to the class group or at the earliest convenient time upon the student's return to classes. Such instances do not require the lodging of an appeal.

If an appeal is upheld on the basis of illness or misadventure, the Appeals Committee make a rule authorising one of the following three options:

1. that the student sit the task at the earliest opportunity
2. that the student undertake a substitute task
3. in exceptional circumstances, e.g. where the completion of a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate, the Appeals Committee may authorise the use of an estimate such that the mark awarded is consistent with the student's current cumulative rank, prior to the completion of that assessment task.

If there is no valid reason for non-completion of an assessment task, the zero mark awarded will stand and be used to assess eligibility for the award.

Should a student attempt an examination, test, practical task etc., and be awarded a zero mark, it is a matter for the teacher's professional judgment whether the attempt is a genuine one, and it will be used to assess eligibility for the award.

Assignments, Research Topics, Projects

These tasks are designated long-term tasks, and must be submitted on or before the due date or be registered as a non-attempt. Non-attempts attract a zero mark.

Where a student has been unable to complete a long-term assignment by the due date because of a long-term illness/disability, they may lodge an appeal to the Appeals Committee. There is no guarantee that the appeal will be upheld, unless the Committee is certain that the illness/disability has prevented the student from having sufficient time to make a reasonable attempt at the assessment.

It is expected that students given long-term tasks would undertake such tasks over the full term of the assessment and not solely in the days immediately preceding submission. Students are encouraged to seek regular guidance and assistance with the planning of long-term tasks if necessary to ensure an even workload. It is most important to submit work by the due date and time even if incomplete

Extensions are not given for long-term tasks unless the Appeals Committee upholds an appeal.

Students who are absent on the day of a submission of a long-term task should contact the school concerning their absence and obtain a Doctor's certificate or other evidence to verify that the absence is a genuine one and not for the purpose of completing the task. Students need to indicate how the work is to be submitted, e.g., through a third party or by email. Whenever a student fails to submit an assessment task and/or receives a zero for an assessment task, an official NESAs 'N' award warning letter will be sent to the parents/carers.

Procedures for Lodging an Appeal

Students should:

- Obtain a copy of the Appeal Form from the Deputy Principal within 48 hours of the due date for a task or returning to normal classes
- Complete the Appeal Form within 48 hours
- Attach medical and/or other documentation to the Appeal form
- Return the completed form to the Deputy Principal

The Appeals Committee will meet and consider the authenticity of the appeal, supporting information, and the recommendation of the subject teacher. If the appeal is granted, then the means by which the student is to be awarded a mark is determined. The decision of the Appeals Committee will be communicated to students. In the case of an appeal not being granted, the impact on a student's overall performance in a course will be outlined.

EXPLANATION OF ABSENCE FROM AN ASSESSMENT TASK FORM

(for all course in-class assessment tasks)

In-Class Assessment Tasks - Take this form to the subject Head Teacher

Note: failure to fully complete this form or provide necessary detail and supporting documentation will result in an application being declined.

Student's name: _____

Date: _____

Course name: _____

Teacher: _____

Date of assessment task: _____

Assessment task details – attach a copy of the assessment notification to this form
Explain the reason for absence from the assessment task: (evidence should be attached to this form) _____

Student's signature: _____

Parent's signature: _____

Take this form to the subject Head Teacher

For Office Use Only

Was this Assessment Task rescheduled? Yes No subject Head Teacher Decision:

Date: _____

Date student informed: _____

ILLNESS OR MISADVENTURE FORM

A student who believes that circumstances occurring immediately prior to or on the day of an assessment task and which were beyond their control, leading to a possible diminished result in the task, should complete this form and give it to the subject Head Teacher

In dealing with illness/misadventure there can be no consideration for:

- Difficulties in preparation or general loss of preparation time
- Alleged deficiencies in teaching
- Loss of study time or facilities prior to the formal assessment
- Misreading of the timetable or examination instructions
- Long term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experience further difficulties
- Attendance at a sporting or cultural event
- Matters that could have been avoided by the student.

Please see the subject Head Teacher for further information.

Note: failure to fully complete this form or provide necessary detail and supporting documentation will result in an application being declined.

Student's name: _____

Assessment task affected: _____ **Date of assessment task:** _____

Attach a copy of the assessment notification for an in-class assessment task

Describe how the illness or misadventure you have suffered has affected your performance in the assessment task. You must attach independent evidence of the illness or misadventure (Medical Certificate, School Counsellor report etc. (If the space below is not adequate please use the reverse))

Was the task completed? Yes No **If 'Yes' when did you sit it?** _____

Did you notify a teacher that you were submitting an Illness /Misadventure Form immediately prior to, or during the task? Yes No **If 'Yes' then who?** _____

Student's signature: _____ **Date:** _____

Parent's signature: _____ **Date:** _____

For Office Use Only

Date submitted: _____ **Received by:** _____

Assessment Committee Decision: _____

SAMPLE WARNING LETTER
Non-Completion of a Higher School Certificate Course

Dear [Parent/Carer]

Re: Official Warning – Non-completion of a Higher School Certificate Course

I am writing to advise that _____ (student name) is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course _____ (course name).

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (e.g. 1st, 2nd) official warning we have issued concerning _____ (course name).

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

Course Completion Criteria

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

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at Assessment Tasks that contribute in excess of 50% weighting of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, _____ (student name) has not satisfactorily met _____% of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____ (student name) to satisfy Course Completion Criteria, _____ (student name) the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

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

Yours sincerely,

Mrs S Rosner
Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by the Half-yearly examination period.

Please detach this section and return to the School

Requirements for the satisfactory completion of a Higher School Certificate Course

- I have received the letter dated _____ indicating that _____ (student name) is in danger of not having satisfactorily completed course requirements for _____ (course name).
- I am aware that this course may not appear on her Higher School Certificate Record of Achievement.
- I am also aware that the 'N' determination may make her ineligible for the award of the Higher School Certificate.

Parent/Carer's signature: _____

Date: _____

Student's signature: _____

Date: _____

'N' DETERMINATION PROCEDURE

Each student is issued with, and signs for, an Assessment Booklet containing the Assessment schedules for all subjects on offer for that academic year at the beginning of the HSC, Preliminary or Year 10 RoSA course. A copy is also placed on the school's website. The 'N' award procedure is clearly outlined in that booklet and discussed with students at its distribution. Individual assessment tasks will be distributed by the classroom teacher and a copy placed on the student drive.

Student has not met course outcomes, applied himself/herself with diligence to set tasks or has not submitted an assessment task on the due date.



Classroom Teacher discusses situation with the student and issues an appeal form where appropriate. Discussion takes place regarding the process of submitting the task to meet requirements. Minutes of the meeting are recorded on the Log Sheet in the HSC Monitoring Folder. Head Teacher is informed.



NON SUBMISSION OF TASK – FIRST N AWARD IN A SUBJECT

Head Teacher interviews the student, phones home and completes the first 'N' determination warning – notification is submitted to HT for processing and Sentral registration. A revised due date, 10 school days from the date of processing, is given for the task to be completed. The notification letter is mailed home to parents and a copy given to the student.



Classroom Teacher issues two verbal reminders during this time period which are recorded on the Record of Action (log) sheet and on Sentral entry.



Course requirement is completed in the time period. Sentral records are changed to 'completed'. A zero mark is awarded but course outcomes are satisfied. A zero mark letter is generated and sent home.



Student does not submit task. **Classroom Teacher** completes letter of non-compliance to be sent home. Action is recorded on the log sheet. Student returns the slip to acknowledge receipt of the letter.

NON SUBMISSION OF TASK – SECOND N AWARD (in the same subject) (a previous task has not been submitted, not applied with diligence)

Head Teacher interviews student, phones home and completes second 'N' determination warning. Verbal reminders are recorded and non-compliance letter is sent if required. **Deputy Principal** interviews student and parent/carer. Interview is recorded on the log sheet.

= REPEAT OF PROCESS AS FOR FIRST AWARD



'N' awards remain unresolved and/or student has missed more than 50% of weighted assessment marks for the course. Student is awarded an 'N' determination.



Principal's Action
A third 'N' determination letter has been issued or, after 10 days, the student has not complied with the second warning, a referral is made to the Principal. The Principal will arrange a formal meeting with student, parents, DP and HT and determine whether the 'n' determination will stand. A new review date may be set which is 15 days from the time of interview. Failure to meet this deadline will usually result in an 'N' determination for that subject.



Student resolves 'N' determinations and/or more than 50% of the weighted assessment marks for the course have been completed.



Student continues with studies.

Student resolves 'N' determinations and/or more than 50% of the weighted assessment marks for the course have been completed.



Student continues with studies.



Under post compulsory age



Repeat the course under a Pathways option.



Post compulsory age



Expulsion from that course or even the school.

ASSESSMENT CALENDAR

WK	1	2	3	4	5	6	7	8	9	10	11
TERM 1					Commerce Geography A	History A Music Maths 5.2 Maths 5.3	Maths 5.1 English Science	Child Studies Metal Japanese Beg. Japanese Cont.	Wood Visual Arts Agriculture Engineering PDHPE Pass	Photography PDHPE (Prac) PASS (Prac) Adventure	Drama
TERM 2			Music	Mid Course Assessments	Mid Course Assessments	Adventure Commerce	Food Technology	Visual Arts Drama	Photography		
TERM 3				Agriculture Engineering	Science Maths 5.1 Wood Geography B	History B Music	Commerce Maths 5.2 Maths 5.3	Japanese Beg. Japanese Cont. Food Technology Child Studies Metal	Music Visual Arts	English Drama Adventure PDHPE PASS	
TERM 4			Food Technology	Yearly Examinations	Yearly Examinations	Adventure					

English

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 7	TERM 2 WEEK 4/5	TERM 3 WEEK 10	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Listening, Reading and Extended Response	Mid-Course Examination	Speaking, Reading & Writing	Yearly Examination
Outcomes to be assessed		EN5-1A, EN5-2A, EN5-3B, EN5-4B	EN5-3B, EN5-4B, EN5-5C, EN5-6C	EN5-2A, EN5-3B, EN5-7D, EN5-8D	EN5-6C, EN5-7D, EN5-8D, EN5-9E
Discovery – Film: Life of Pi	25%	25			
From Vietnam to Australia and still laughing – Non-Fiction: Happiest Refugee	25%		25		
True Love? – Shakespearean Drama: Taming of the Shrew and 10 Things I Hate about you	25%			25	
Harsh Truths – Prose Fiction: The Fault in our Stars	25%				25
Total	100%	25%	25%	25%	25%

OUTCOMES

A student:

- EN5-1A. responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
- EN5-2A. effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.
- EN5-3B. selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.
- EN5-4B. effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
- EN5-5C. thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.
- EN5-6C. investigates the relationships between and among texts.
- EN5-7D. understands and evaluates the diverse ways texts can represent personal and public worlds.
- EN5-8D. questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
- EN5-9E. purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

Mathematics Stage 5.1

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 7	TERM 2 WEEK 5	TERM 3 WEEK 5	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Assessment Test	Assessment Test	Investigation Assignment	Assessment Test
Outcomes to be assessed		MA5.1 – 4NA MA5.2 – 4NA	MA5.1 – 5NA, MA5.2 – 7NA, MA5.1 – 9MG	MA5.1 – 12SP MA5.2 – 15SP MA5.2 – 16SP	MA5.1 – 10MG MA5.2 – 13MG
Financial Mathematics	25%	25			
Algebraic Expressions and Indices	25%		25		
Single variable and Bivariate Data Analysis	25%			25	
Right-angled Triangles (Trigonometry)	25%				25
Total	100%	25%	25%	25%	25%

OUTCOMES

A student:	
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
MA5.2-4NA.	Solves financial problems involving compound interest
MA5.2-7NA.	Applies index laws to operate with algebraic expressions involving integer indices
MA5.1-9MG.	Interprets very small and 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
MA5.2-13MG.	Applies trigonometry to solve problems, including problems involving bearings
MA5.1-12SP.	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
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
MA5.1-9MG.	Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

Mathematics Stage 5.2

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 6	TERM 2 WEEK 5	TERM 3 WEEK 7	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Assessment Test	Investigation Assignment	Assessment Test	Assessment Test
Outcomes to be assessed		MA5.1 – 8MG, MA5.1 – 9MG, MA5.2 – 11MG, MA5.2 – 12MG	MA5.1 – 12SP, MA5.2 – 15SP, MA5.2 – 16SP	MA5.1 – 10MG, MA5.2 – 13MG	MA5.1 – 7NA, MA5.2 – 6NA, MA5.2 – 8NA
Measurement	25%	25			
Single Variable and Bivariate Statistics	30%		30		
Trigonometry	20%			20	
Equations	25%				25
Total	100%	25%	30%	20%	25%

OUTCOMES

A student:	
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
MA5.2-6NA.	Simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-8NA.	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
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
MA5.1-12SP.	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
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

Mathematics Stage 5.3

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 6	TERM 2 WEEK 5	TERM 3 WEEK 7	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Assessment Test	Investigation Assignment	Assessment Test	Assessment Test
Outcomes to be assessed		MA5.2-11MG, MA5.2-12MG, MA5.3-13MG, MA5.3-14MG	MA5.2-15SP, MA5.2-16SP, MA5.3-18SP, MA5.3-19SP	MA5.2-13MG, MA5.3-15MG	MA5.2-6NA, MA5.2-8NA, MA5.3-5NA, MA5.3-7NA
Measurement	25%	25			
Single Variable and Bivariate Statistics	30%		30		
Trigonometry	20%			20	
Quadratic Expressions and Equations	25%				25
Total	100%	25%	30%	20%	25%

OUTCOMES

A student:

MA5.2-6NA.
MA5.2-8NA.
MA5.2-11MG.
MA5.2-12MG.
MA5.2-13MG.
MA5.3-5NA.
MA5.3-7NA.
MA5.3-9NA.
MA5.3-13MG.
MA5.3-14MG.
MA5.3-15MG.
MA5.2-15SP.
MA5.2-16SP.
MA5.3-18SP.
MA5.3-19SP.

simplifies algebraic fractions, and expands and factorises quadratic expressions
solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
calculates the surface areas of right prisms, cylinders and related composite solids
applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
applies trigonometry to solve problems, including problems involving bearings
selects and applies appropriate algebraic techniques to operate with algebraic expressions
solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
sketches and interprets a variety of non-linear relationships
applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
uses quartiles and box plots to compare sets of data, and evaluates sources of data
investigates relationships between two statistical variables, including their relationship over time
uses standard deviation to analyse data
investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

Science

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 7	TERM 2 WEEK 4/5	TERM 3 WEEK 5	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Depth Study	Mid-Course Assessment	Practical Assessment (Chemistry)	Yearly Examination
Outcomes to be assessed		SC5-1VA, SC5-3VA SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-10PW, SC5-11PW, SC5-14LW, SC5-15LW, SC5-7WS	SC5-2VA, SC5-5WS, SC5-6WS, SC5-7WS, SC5-16CW, SC5-17CW	SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW
Knowledge and Understanding	30%		10		20
Investigating and Researching	25%	10		15	
Communicating	10%	10			
Interpreting Data and Problem Solving	35%	10	10	10	5
Total	100%	30%	20%	25%	25%

OUTCOMES

A student:

SC5-1VA.	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them.
SC5-2VA.	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.
SC5-3VA.	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.
SC5-4WS.	develops questions or hypotheses to be investigated scientifically.
SC5-5WS.	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
SC5-6WS.	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
SC5-7WS.	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
SC5-8WS.	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
SC5-9WS.	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
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.

Geography

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2
	<u>Rotation 1</u>	TERM 1 WEEK 5	TERM 2 WEEK 4/5
	<u>Rotation 2</u>	TERM 3 WEEK 5	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK
		Geographical Report	Yearly Examination
Outcomes to be assessed		GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-3, GE5-4, GE5-6
Environmental Change & Management	50%	50	
Human Wellbeing	50%		50
Total	100%	50%	50%

OUTCOMES

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.

History

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2
	<u>Rotation 1</u>	TERM 1 WEEK 6	TERM 2 WEEK 4/5
	<u>Rotation 2</u>	TERM 3 WEEK 6	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK
		Multimedia Presentation & Site Study	Yearly Examination
Outcomes to be assessed		HT5-1, HT5-2, HT5-3, HT5-4, HT5-6	HT5-5, HT5-6, HT5-7, HT5-8, HT5-9, HT5-10
Depth Study 4 – Core Study (Mandatory): Rights and Freedoms 1945 – present (including the Modern World & Australia overview)	60%	50	10
Depth Study 5 – The Globalising World: Popular Culture (1945 – present)	20%		20
Depth Study 6 – School – Developed Topic: The Vietnam War	20%		20
Total	100%	50%	50%

OUTCOMES

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.

PD/H/PE

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 9	TERM 1 WEEK 10	TERM 3 WEEK 10	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Research Task	Practical Skills Assessment -Touch/Oz Tag/AFL	Practical Skills Assessment -Dance -Fit for Life	Yearly Examination
Outcomes to be assessed		PD5-1, PD5-6, PD5-7, PD5-9	PD5-4, PD5-5, PD5-10	PD5-4, PD5-5, PD5-10	PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9
Demonstrates knowledge and understanding of PD/H/PE concepts	30%	10			20
Applies knowledge and understanding of PD/H/PE concepts to life situations	25%	10			15
Demonstrates ability to perform skills in a game/movement situation	45%		15	30	
Total	100%	20%	15%	30%	35%

OUTCOMES

A student:

- PD5-1. assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2. researches and appraises the effectiveness of health information and support services available in the community
- PD5-3. analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-4. adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5. appraises and justifies choices of actions when solving complex movement challenges
- PD5-6. critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7. plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8. designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9. assesses and applies self-management skills to effectively manage complex situations
- PD5-10. critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11. refines and applies movement skills and concepts to compose and perform innovative movement sequences

Adventure

	PREREQUISITE	TERM 1	TERM 2	TERM 3	TERM 4
		Week 10 via observation	Week 6 via observation	Week 10 via observation	Week 6 via observation
Competencies					
Participate in work health and Safety processes	Nil				
Complete junior First Aid Certificate	Nil				
Assess a site for safety concerns	Nil				
Pitch a tent	Nil				
Pack a hiking bag	Nil				
Adventure food preparation	Nil				
Plan an adventure	Nil				
Read key features of a map	Nil				
Create a travel brochure	Nil				
Create a report on an adventurer	Nil				
Pack an evacuation box	Nil				
Adventure log book	Nil				

Agriculture

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 9	TERM 2 WEEK 4/5	TERM 3 WEEK 4	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Practical Skills	Powerpoint (Beef Cattle)	Practical Skills	Yearly Examination
Outcomes to be assessed		AG5-10, AG5-11, AG5-13, AG5-14	AG5-1, AG5-3, AG5-4, AG5-5, AG5-7, AG5-9, AG5-12, AG5-14	AG5-10, AG5-11, AG5-13, AG5-14	AG5-1, AG5-2, AG5-3, AG5-5, AG5-6, AG5-7, AG5-8
Knowledge and Understanding	35%		20		15
Research and Communication	10%		5		5
Application of knowledge/problem solving	15%	5		5	5
Practical Skills	40%	20		20	
Total	100%	25%	25%	25%	25%

OUTCOMES

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

Child Studies

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 8	TERM 2 WEEK 5	TERM 3 WEEK 8	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Research Task	Research Task	Research Task	Yearly Examination
Outcomes to be assessed		CS5-5, CS5-7, CS5-8, CS5-9	CS5-1, CS5-2, CS5-8, CS5-11	CS5-2, CS5-6, CS5-7, CS5-10	CS5-1, CS5-5, CS5-11, CS5-12
Knowledge and Understanding	65%	15	15	15	20
Values and Attitudes	35%	10	10	10	5
Total	100%	25%	25%	25%	25%

OUTCOMES

A student:

- CS5-1. identifies the characteristics of a child at each stage of growth and development
- CS5-2. describes the factors that affect the health and wellbeing of the child
- CS5-3. analyses the evolution of childhood experiences and parenting roles over time
- CS5-4. plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5-5. evaluates strategies that promote the growth and development of children
- CS5-6. describes a range of parenting practices for optimal growth and development
- CS5-7. discusses the importance of positive relationships for the growth and development of children
- CS5-8. evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5-9. analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-10. demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- CS5-11. analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12. applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Commerce

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 5	TERM 2 WEEK 6	TERM 3 WEEK 7
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Comparison and in-class response	Travel Itinerary	Yearly Examination
Outcomes to be assessed		COM5.1, COM5.4, COM5.7, COM5.9	COM5.4, COM5.5, COM5.6, COM5.7, COM5.8, COM5.9	COM5.1, COM5.2, COM5.3, COM5.4, COM5.5, COM5.6, COM5.7, COM5.8, COM5.9
Core 1 - Consumer and Financial Decision	35%	30		5
Option 6 - Travel	30%		25	5
Option 3 – Promoting and Selling	35%			35
Total	100%	30%	25%	45%

OUTCOMES

A student:

- COM5-1. applies consumer, financial, economic, business, legal and employment concepts and terminology in a variety of contexts
- COM5-2. analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political, and employment contexts
- COM5-3. examines the role of law in society
- COM5-4. analyses key factors affecting decisions
- COM5-5. evaluates options for solving problems and issues
- COM5-6. develops and implements plans designed to achieve goals
- COM5-7. researches and assesses information using a variety of sources
- COM5-8. explains information using a variety of forms
- COM5-9. works independently and collaboratively to meet individual and collective goals within specified timelines

Drama

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 11	TERM 2 WEEK 8	TERM 3 WEEK 10
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Creative Movement	Group Research, Devise and Perform	Play Building
Outcomes to be assessed		5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2	5.1.4, 5.2.3, 5.3.1, 5.3.2	5.1.2, 5.2.1, 5.3.3
History of Theatre: Greek Theatre	40%	40		
Political/Street Theatre	40%		40	
Non Naturalism and Play Building	20%			20
Total	100%	40%	40%	20%

OUTCOMES

A student:

- 5.1.1. manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
- 5.1.2. contributes, selects, develops and structures ideas in improvisation and 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
- 5.2.1. applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
- 5.2.2. selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.2.3. employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
- 5.3.1. responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.2. analyses the contemporary and historical contexts of drama
- 5.3.3. analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Engineering & Electronics

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 9	TERM 2 WEEK 4/5	TERM 3 WEEK 4	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Practical Skills	Research Task	Practical Skills	Yearly Examination
Outcomes to be assessed		5.1.1, 5.1.2, 5.6.1, 5.6.2	5.2.1, 5.3.1, 5.3.2	5.4.1, 5.5.2, 5.6.2	5.1.1, 5.1.2, 5.4.1, 5.5.2, 5.6.1, 5.6.2, 5.7.1, 5.8.1
Knowledge and Understanding	20%				20
Research	15%	5	5	5	
Problem Solving	30%	10	10	10	
Practical Skills	35%	5	15	15	
Total	100%	20%	30%	30%	20%

OUTCOMES

A student:

- 5.1.1 develops ideas and explores solutions to STEM based problems
- 5.1.2 demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities
- 5.2.1 describe how scientific and mechanical concepts relate to technological and engineering practice
- 5.2.2 applies cognitive processes to address real world STEM based problems in a variety of contexts
- 5.3.1 applies a knowledge and understanding of STEM principles and processes
- 5.3.2 identifies and uses a range of technologies in the development of solutions to STEM based problems
- 5.4.1 plans and manages projects using an iterative and collaborative design process
- 5.4.2 develops skills in using mathematical, scientific and graphical methods whilst working as a team
- 5.5.1 applies a range of communication techniques in the presentation of research and design solutions
- 5.5.2 critically evaluates innovative, enterprising and creative solutions
- 5.6.1 selects and uses appropriate problem solving and decision making techniques in a range of STEM contexts
- 5.6.2 will work individually or in teams to solve problems in STEM contexts
- 5.7.1 demonstrates an appreciation of the value of STEM in the world in which they live
- 5.8.1 understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

Food Technology

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 2 WEEK 7	TERM 3 WEEK 8	TERM 4 WEEK 3	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Portfolio	Portfolio	Development Portfolio	Portfolio
Outcomes to be assessed		FT5-8, FT5-9, FT5-10, FT5-12	FT5-2, FT5-5, FT5-6,	FT5-8, FT5-9, FT5-10, FT5-12	FT5-2, FT5-5, FT5-6,
Knowledge, Understand and Skills	60%	15	15	15	15
Values & Attitudes	40%	10	10	10	10
Total	100%	25%	25%	25%	25%

OUTCOMES

A student:

- FT5-1. demonstrates hygienic handling of food to ensure a safe and appealing product
- FT5-2. identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- FT5-3. describes the physical and chemical properties of a variety of foods
- FT5-4. accounts for changes to the properties of food which occur during food processing, preparation and storage
- FT5-5. applies appropriate methods of food processing, preparation and storage
- FT5-6. describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- FT5-7. justifies food choices by analysing the factors that influence eating habits
- FT5-8. collects, evaluates and applies information from a variety of sources
- FT5-9. communicates ideas and information using a range of media and appropriate terminology
- FT5-10. selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- FT5-11. plans, prepares, presents and evaluates food solutions for specific purposes
- FT5-12. examines the relationship between food, technology and society
- FT5-13. evaluates the impact of activities related to food on the individual, society and the environment

Industrial Technology - Metal

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 8	TERM 2 WEEK 5	TERM 3 WEEK 8	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Project & Portfolio Mark	Practical Mark	Project & Portfolio Mark	Project & Portfolio Mark
Outcomes to be assessed		IND5-1, IND5-3, IND5-6	IND5-3, IND5-9, IND5-10	IND5-3, IND5-7, IND5-8	IND5-2, IND5-4, IND5-5
Knowledge, Understand and Skills	60%	15	15	15	15
Values and Attitudes	40%	5	10	10	15
Total	100%	20%	25%	25%	30%

OUTCOMES

A student:

- IND5-1. identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5-2. applies design principles in the modification, development and production of projects
- IND5-3. identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4. selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5. selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6. identifies and participates in collaborative work practices in the learning environment
- IND5-7. applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8. evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9. describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10. describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Industrial Technology - Wood

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 9	TERM 2 WEEK 5	TERM 3 WEEK 5	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Project & Portfolio Mark	Practical Mark	Project & Portfolio Mark	Project & Portfolio Mark
Outcomes to be assessed		IND5-1, IND5-3, IND5-6	IND5-3, IND5-9, IND5-10	IND5-3, IND5-7, IND5-8	IND5-2, IND5-4, IND5-5
Knowledge, Understand and Skills	60%	15	15	15	15
Values and Attitudes	40%	5	10	10	15
Total	100%	20%	25%	25%	30%

OUTCOMES

A student:

- IND5-1. identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5-2. applies design principles in the modification, development and production of projects
- IND5-3. identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4. selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5. selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of Ideas and projects
- IND5-6. identifies and participates in collaborative work practices in the learning environment
- IND5-7. applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8. evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9. describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10. describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Japanese Beginners

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 8	TERM 2 WEEK 4/5	TERM 3 WEEK 8	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Language	Mid-Course Assessment	Language	Yearly Examination
Outcomes to be assessed		LJA5-2C, LJA5-4C, LJA5-6U	LJA5-2C, LJA5-4C, LJA5-5U, LJA5-6U	LJA5-1C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U
Communicating	50%	10	15	10	15
Understanding	50%	10	15	10	15
Total	100%	20%	30%	20%	30%

OUTCOMES

A student:

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

Japanese Continuers

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 8	TERM 2 WEEK 4/5	TERM 3 WEEK 8	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Language	Mid-Course Assessment	Language	Yearly Examination
Outcomes to be assessed		LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U	LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U	LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U LJA5-7U
Communicating	50%	10	20	10	20
Understanding	50%	5	15	5	15
Total	100%	15%	35%	15%	35%

OUTCOMES

A student:

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

Music

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 6	TERM 2 WEEK 3	TERM 3 WEEK 6	TERM 3 WEEK 9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Performance	Listening	Performance	Composition
Outcomes to be assessed		5.1, 5.2, 5.3, 5.10, 5.11, 5.12	5.7, 5.8 5.9, 5.10, 5.11, 5.12	5.1, 5.2, 5.3, 5.10, 5.11, 5.12	5.4, 5.5, 5.6, 5.9, 5.10, 5.11, 5.12
Performing	40%	20		20	
Composing	30%				30
Listening	30%		30		
Total	100%	20%	30%	20%	30%

OUTCOMES

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.
- 5.4. demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or 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.
- 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.
- 5.11. demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform.
- 5.12. demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

Photography & Digital Media

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 10	TERM 2 WEEK 4/5	TERM 2 WEEK 9	TERM 4 WEEK 4
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Digital Photos	Class Test	Video	Individual / Collaboration Class Test
Outcomes to be assessed		5.3, 5.4, 5.6, 5.7, 5.9	5.7, 5.10	5.1, 5.5, 5.7	5.2, 5.5, 5.6, 5.7, 5.8, 5.10
Making	60%	20		20	20
Critical and Historical Studies	40%	10	10	10	10
Total	100%	30%	10%	30%	30%

OUTCOMES

A student:

- 5.1. develops range and autonomy in selecting and applying photographic & digital conventions & procedures to make photographic & 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 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

Physical Activity and Sports Studies

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 9	TERM 1 WEEK 10	TERM 3 WEEK 10	TERM 4 WEEK 4/5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Nutrition Research Task	Practical Skills Assessment - Basketball	Practical Skills Assessment - Volleyball - Athletics - Sports Coaching	Yearly Examination
Outcomes to be assessed		PASS5-1, PASS5-2, PASS5-8, PASS 5-10	PASS5-1, PASS5-5, PASS5-9	PASS5-1, PASS5-5, PASS5-6, PASS5-9	PASS5-1, PASS5-2, PASS5-3, PASS5-4, PASS5-7, PASS5-8, PASS 5-10
Demonstrates knowledge and understanding of PASS concepts	30%	10			20
Applies knowledge and understanding of PASS concepts to life situations	25%	10			15
Demonstrates ability to perform skills in a game/movement situation	45%		15	30	
Total	100%	20%	15%	30%	35%

OUTCOMES

A student:

- PASS5-1. discusses factors that limit the capacity to move and perform
- PASS5-2. discusses factors that limit and enhance the capacity to move and perform.
- PASS5-3. analyses the benefits of participation and performance in physical activity and sport
- PASS5-4. discusses the nature and impact of historical and contemporary issues in physical activity and sport
- PASS5-5. analyses physical activity and sport from personal, social and cultural perspectives
- PASS5-6. demonstrates actions and strategies that contribute to active participation and skilful performance
- PASS5-7. evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS5-8. works collaboratively with others to enhance participation, enjoyment and performance
- PASS5-9. displays management and planning skills to achieve personal and group goals
- PASS 5-10. performs movement skills with increasing proficiency
- analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Visual Arts

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 9	TERM 2 WEEK 8	TERM 3 WEEK 9	TERM 4 WEEK 5
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Practical and Class Test	Practical and Assignment	Practical	Practical and Class Test
Outcomes to be assessed		5.1, 5.2, 5.4, 5.6, 5.7, 5.8	5.1, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.5, 5.6	5.1, 5.2, 5.4, 5.6, 5.7, 5.9, 5.10
Art Making	70%	20	10	20	20
Critical and Historical Studies	30%	10	10		10
Total	100%	30%	20%	20%	30%

OUTCOMES

A student:

- 5.1. develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.
- 5.2. makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience.
- 5.3. makes artworks informed by an understanding of how the frames affect meaning.
- 5.4. investigates the world as a source of ideas, concepts and subject matter in the visual arts.
- 5.5. makes informed choices to develop and extend concepts and different meanings in their artworks.
- 5.6. demonstrates developing technical accomplishment and refinement in making artworks.
- 5.7. applies their understanding of aspects of practice to critical and historical interpretations of art.
- 5.8. uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art.
- 5.9. demonstrates how the frames provide different interpretations of art.
- 5.10. demonstrates how art criticism and art history construct meanings.