



NORTHLAKES HIGH SCHOOL
ASSESSMENT SCHEDULES
AND RECORD OF SCHOOL ACHIEVEMENT
(ROSA)

YEAR 10
2022

ROSA Assessment Information

This booklet is issued to all students of Northlakes High School, Term 1 2022. It has been prepared to provide students and their parents / carers with information on Record of School Achievement (ROSA) assessment of Year 10 courses. Every school is required by the NSW Education Standards Authority (NESA) to devise an Assessment Schedule for each course operating within the school, based on the current NESA syllabus documents and other advice from the NESA.

For each course studied, students are provided with an Assessment Schedule, showing tasks to be completed and their weightings. Students sign when they receive each course Assessment Schedule and when they receive this booklet.

Detailed information is available on the NESA website www.educationstandards.nsw.edu.au

Students Online

Students Online <http://studentonline.nesa.edu.au/> is the NESA site where student access their individual enrolment details and results as well as information about study from Year 10 to the HSC. All NSW high school students in Years 10, 11 and 12 are eligible for an account.

Students activate their account

<https://studentonline.nesa.nsw.edu.au/go/access/>

Record of School Achievement (ROSA)

The Record of School Achievement (ROSA) is the NESA credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). The RoSA will record all courses that a student has completed, an A to E grade for each course mapped to the NESA Common Grade Scale as well as courses that a student may be enrolled in but has not yet completed (without a grade) at the date of leaving school.

The grades for a course will be determined based on student performance in assessment tasks, as detailed in the Assessment Schedule, using the RoSA Common Grade Scale outlined below. The RoSA grade will be issued by NESA to students when they indicate they are leaving school.

NESA Common Grade Scale:

The Common Grade Scale shown below is used to report student achievement in Year 10 in all NSW schools.

- A. The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
- B. The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
- C. The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

- D. The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
- E. The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

HSC Minimum Standards

Students need reading, writing and numeracy for everyday life after school. This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC. To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life. Provisions for the minimum standard tests are available for some students with disability. Some students with disability studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential. Students get up to four opportunities per year to sit each minimum standard reading, writing or numeracy test. At least 30 calendar days is required before re-attempting a test in the same domain.

Students can take the tests from Year 10 until up to five years after starting their first HSC course. Northlakes High School will run tests for groups of students, or individual students throughout the year. Students will receive their test results via Students Online. To book in to do your tests contact Ms Honeyands or the Teaching and Learning faculty.

Leaving school before the HSC

Students planning to leave school before achieving their HSC may take the minimum standard online tests to gain a record of their level of literacy and numeracy skills. NESAs recommends that students sit for the tests as close as possible to the date that they are leaving school. A student who sits for the tests in anticipation of leaving school for work or further training, and then returns to school for further study later may re-sit the tests. It's important to schools to make sure students who intend to leave school know they can sit for the minimum standard online tests.

Attendance in relation to the satisfactory completion of a course

Students should not plan absences during term time unless there are exceptional circumstances (e.g. medical operation). In general, students travelling or holidaying outside of DoE vacation dates cannot be exempted from attendance at school. An application for extended leave should be submitted to the Principal. A certificate of extended leave is issued if the Principal determines the travel is in the student's best interest. The taking of holidays will not be considered to be exceptional circumstances. Any requests for special consideration should be discussed with the Principal well before the date in question.

Granting of Leave

Granting of leave is a matter for the school Principal to determine. The Principal has discretion in granting leave provided that he or she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the leave requested is for an extended period, the student must demonstrate to the Principal that outcomes in each course will be achieved.

Year 10 RoSA Assessment

All assessment is made within the school; there is no external NESAs assessment.

The assessment marks for a course are intended to indicate achievements at the end the Year 10 course. The assessment marks will be based on achievements measured at points throughout the course by assessment tasks listed in the Assessment Schedule.

Teachers will assess your actual performance not potential performance. Assessment marks will not be modified to take into account possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimated marks based on other tasks. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task.

A minimum of two weeks formal notification is given for each assessment task.

In every faculty a register is maintained to indicate the date that each student receives formal notification of tasks. If a student is absent it is their responsibility to acquaint themselves with the details of any task notifications. Students should note that an agreed scheduling date may have to be changed due to unforeseen circumstances.

Where two or more classes undertake a common in-class assessment task, classes will complete it simultaneously where logistically possible. If not, every endeavour will be made to ensure that no student is advantaged / disadvantaged.

Students are provided with formal feedback for each assessment. This may involve exemplar scripts, marking grids/ rubrics, verbal discussion and written advice.

Completion of Year 10 ROSA Assessment Tasks

NESA requires that all courses have an Assessment Schedule and that students attempt all assessment tasks in the Assessment Schedule.

Assessment tasks are scheduled to be completed and submitted for marking by specified dates. Tasks must be submitted before 3.00pm unless otherwise instructed. Attendance, on the day the assessment task is either to be performed or submitted, is essential. Students who are unable to attend school to submit the assessment task may be eligible to apply for consideration on the basis of illness or misadventure (see later in this booklet). Task may be required to be submitted electronically.

Policy with Regard to Non completion of Assessment Tasks

Students studying a ROSA course must make a genuine attempt at assessment tasks, which contribute in excess of 50% of the available marks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. If a student does not attempt tasks worth in excess of 50%, the Principal may indicate that the course has not been satisfactorily completed.

Students who do not comply with the assessment requirements in any course will be unable to satisfactorily complete ROSA requirements.

If a student is unable to complete any assessment task by the due date, he or she may hand it in unfinished and receive marks according to the quality of the work done.

If a student

- does not hand in any evidence of work by the due date or
- is absent from an assessment task **he/she will automatically be awarded zero.**

The student may complete an Illness/Misadventure Appeal form and hand it to the faculty Head Teacher within 5 days following the specified due date for the task or by the first day of return to school after an absence which encompasses the due date. Students are strongly urged to supply evidence to support

consideration of their claim in such circumstances. If an appeal is not lodged under these conditions then the awarded mark will stand. Copies of appeal forms can be found with Deputy Principals.

NOTES:

- There is no ground for appeal against the value of the mark awarded.
- Medical certificates and/or other supplementary evidence must be provided to cover absences.
- The NESAs guidelines of illness and misadventure shall form the basis for determination of appeals.
- In the event of a student missing a significant number of tasks, other assessment avenues may be explored.

Malpractice

If a student is found to have engaged in malpractice in an assessment task, a mark of zero will be awarded.

Non-completion of Course 'N' Determination

NESA has delegated to Principals the authority to determine if students seeking the award of the ROSA at their school have satisfactorily completed each course in which they are enrolled in accordance with the requirements issued.

Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

While NESAs does not stipulate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences

The Principal must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent/carer in writing (if the student is under 18 years of age);
- request from the student/parent/carer a written acknowledgement of the warning; e issue at least one follow-up warning letter if the problem has not been corrected;
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirement for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course.

The Principal will submit a 'N' Determination if a student fails to complete tasks which contribute in excess of 50% of the final assessment marks in that course.

The Principal must advise the student of the 'N' Determination, its consequences and the student's right to a school review and subsequent appeal to NESAs.

Review of 'N' Determination

The procedures for a school review of an 'N' Determination are as follows:

- A student seeking a review of a 'N' Determination must apply to the Principal.
- The school upholds the appeal, the school advises NESAs by the date stipulated in the ROSAs Events Timetable.
- If the appeal is declined, the student may appeal to NESAs.

NESA's review will focus on whether the school reviewed properly and correctly considering the matters before it. NESAs will advise students and Principals of the outcome of any appeal as soon as possible.

Students who don't qualify 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 don't meet RoSA requirements they will be issued with a Transcript of Study.

The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

While formal RoSA credentials are for school leavers, all Year 11 and 12 students will be able to access their cumulative academic results, the courses they are enrolled in and print an eRecord via their Student Online Account.

Additional Information for Students

Disability Provisions (for students with special needs)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Disability Provisions are available for a range of medical and learning conditions. These are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an examination. For example, students with Diabetes made need to monitor blood glucose levels and eat during an examination, students with an anxiety disorder may need to be seated in smaller groups, or students with conditions that prevent them from reading the examination questions and/or communicating responses may require a reader or writer. For Year 10 assessments, these will be assessed and approved by the school.

Life Skills

Students with disability can complete the Life Skills curriculum option.

Students who leave school before completing the HSC, but who have satisfactorily completed Year 11 or Year 10 Life Skills courses, can receive a RoSA.

For every satisfactorily completed Life Skills course an accompanying Profile of Student Achievement is included with the RoSA to provide students with more details of their achievements from each course.

School Sanctioned Activities

It is the student's responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment task requirements and deadlines. Students must make prior arrangements with their teacher or Head Teacher if attendance in class or assessment task requirements will be disrupted by work placement or other school-sanctioned activities. This must be done as soon as it becomes evident.

Extensions

If there are difficulties of which students are aware before the due date students may apply for an extension of time for submission of the task. The application for extension must be submitted to the faculty Head Teacher at least 5 school days before the assessment due date. Applications for extensions should be avoided because it often means that there is less time available for the preparation of the next task. Planning ahead will usually mean that an application for extension is not necessary.

Illness or Misadventure

If students are ill on the day an assessment task is due, or are unable to attend school through circumstances beyond the student's control, the student should attempt to have it delivered to the school or submitted online. If circumstances arise unexpectedly and the task is unable to be submitted by the student, we advise that a parent or caregiver notify the school. The student may be eligible to apply for consideration of the assessment task being submitted late.

Within 5 school days (or on return to school) an Illness or Misadventure Appeal Form must be completed. The form is available from the Deputy Principals office. Documentary evidence should be attached to the Appeal form (e.g. Medical Certificate). Failure to complete the document will result in a mark of zero for the task.

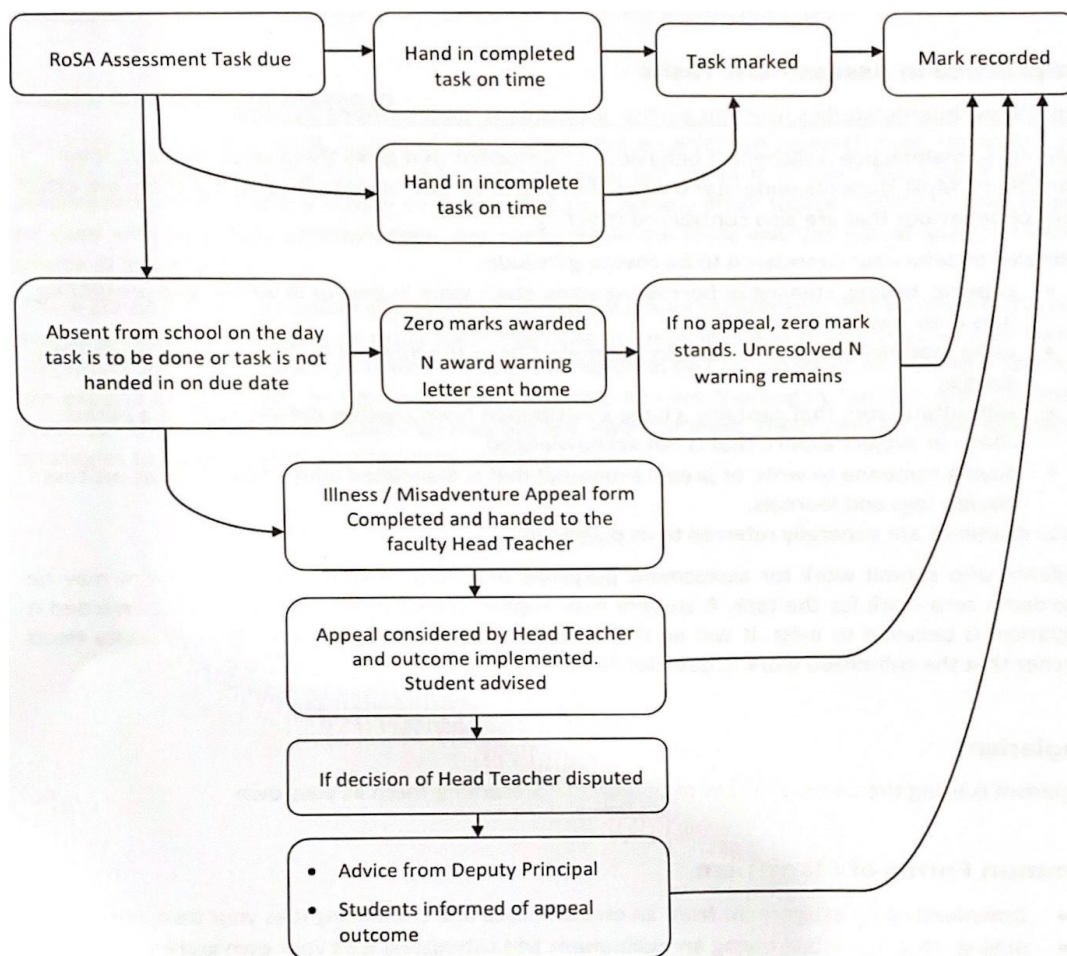
Technological Malfunction

Computer failure will not be accepted as a reason for failing to submit an assessment task. It is expected that all computer-generated work should be saved in more than one location or format.

Assessment tasks must be submitted on paper (handwritten or printed) except where otherwise notified. A teacher may request you to submit your task by email or through google classroom. Where the malfunction of computers or printers prevents the production of a final copy, evidence of completion of the task must be shown to the teacher on the due date. It is recommended that students do not leave the printing of an assessment task until the day the task is due. Students are also reminded that the technology resources of the school can be utilised if necessary.

ROSA Assessment Flow Chart

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand. Leave approval may need to be sought.



NOTE: There are no grounds for an appeal in regards to the mark awarded to a completed assessment task. If a candidate becomes ill during the course of an examination an Illness/ Misadventure Appeal must be lodged as per policy.

School Assessments under Examination Conditions

In-school assessments are often carried out under examination conditions. NHS uses examination procedures modelled on those used for NESA external examinations. The majority of students are well behaved and will always meet expectations. Students need to be aware of the examination procedures and code of conduct. They ensure the smooth running of examinations and an environment in which all students are able to respond to the best of their ability without disruption from others.

Students must make a serious attempt at the examination. Where it is considered that a student has made a non-serious attempt, a zero may be awarded and an 'N' Determination issued.

Malpractice in Assessment Tasks

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work/scholarship-principles-practices/3-malpractice>

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Examples of behaviour considered to be cheating include:

- copying, buying, stealing or borrowing some else's work in part or in whole, and presenting it as their own;
- using material directly from books, journals, CDs or the Internet without acknowledging the source;
- submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged;
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

These examples are generally referred to as plagiarism.

Students who submit work for assessment purposes that contain evidence of plagiarism may be awarded a zero mark for the task. A student may appeal against the value of the mark awarded if plagiarism is believed to exist. It will be the student's responsibility to prove to the faculty Head Teacher that the submitted work in question is their own.

Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own.

Common Forms of Plagiarism

- Downloading an assignment from an online source and submitting it as your own work.
- Buying, stealing or borrowing an assignment and submitting it as your own work.
- Copying a section of a book or an article and submitting it as your own work.
- Quoting from a source 'word for word', without using quotation marks is plagiarism.
- Copying, cutting and pasting text from an electronic source and submitting it as your own work.
- Using the words of someone else and presenting them as your own.
- Using significant ideas from someone else and presenting them as your own.
- Putting someone else's ideas into your own words and not acknowledging the source of the ideas is plagiarism.
- Copying the written expressions of someone else without proper acknowledgement. Lifting sentences or paragraphs from someone else, even with proper acknowledgement' gives the impression that the idea or information comes from the source cited, but that the Phrasing, the choice of words to express it, is your own contribution.
- Relying too much on other people's material.

Avoid repeated use of long quotations. Too many direct quotations (even with quotation marks and with proper acknowledgement) result in your sources speaking for you, meaning your own contribution is minimal. Use your own words more and rely less on quotations.

Plagiarism and the Internet

The Internet can be a great source of information and an effective research tool. However, just because electronic information is easily available does not mean it is 'free'. Remember that the information you find online should be referenced, just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way you would any print-based source of information.

There are an increasing number of websites that feature school assignments that students can access and download. Downloading an assignment from one of these sites and submitting it as your own is plagiarism and carries heavy penalties. If you are tempted to do this, please remember that teachers are experts in the words and ideas of their discipline and are thoroughly familiar with the latest research - this is why they are teaching! They are also aware of these 'cheat' sites and have developed strategies to identify internet plagiarists

AVID Stage 5

Components	Weighting	Task 1	Task 2
		Week 4 Term 2, 2022	Week 4 Term 4, 2022
		<i>Semester 1 Portfolio</i>	<i>Semester 2 Portfolio</i>
TOTAL MARKS	100%	50%	50%
Outcomes		1, 2, 3, 4, 5	1, 2, 3, 4, 5
OUTCOMES			
1	Writing – Students will complete extended pieces of writing and take focussed notes using the Cornell notes strategy		
2	Inquiry – Students are able to develop higher order questions and participate in a Socratic Seminar		
3	Collaboration – Students participate with skill and enthusiasm in weekly tutorials		
4	Organisation – Students will show organisation in their bookwork and Tutorial Referral Form preparation		
5	Reading – Students demonstrate their ability to use critical reading strategies		

English

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9, Term 1, 2022	Week 9, Term 2, 2022	Week 8, Term 3, 2022	Week 4, Term 4, 2022
		<i>Reading and writing task- ALARM table/essay</i>	<i>Speaking & Writing (Reflection)- Burton critical study</i>	<i>Multimodal- Shakespeare Macbeth website</i>	<i>Listening/ Writing- Speculative Fiction</i>
Reading	25%	15%		10%	
Writing	30%	15%	5%		10%
Speaking	15%		15%		
Listening	15%				15%
Viewing/ Representing	15%			15%	
TOTAL MARKS:	100%	30%	20%	25%	25%
Outcomes		EN5-1A, EN5-4B, EN5-6C	EN5-3B, EN5-9E	EN5-2A, EN5-7D, EN5-8D	EN5-1A, EN5-3B, EN5-5C
OUTCOMES					
EN5-1A	A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure				
EN5-2A	A student 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	A student 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	A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts				
EN5-5C	A student 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	A student investigates the relationships between and among texts				
EN5-7D	A student understands and evaluates the diverse ways texts can represent personal and public worlds				
EN5-8D	A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning				
EN5-9E	A student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness				

Stage 5.1- Mathematics

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 5	Term 3 Week 9	Term 4 Week 4
		<i>Topic/Content</i> Number & Algebra, Measurement & Geometry, Working Mathematically	<i>Topic/Content</i> Number & Algebra, Measurement & Geometry, Working Mathematically	<i>Topic/Content</i> Number & Algebra, Measurement & Geometry, Statistics & Probability, Working Mathematically	<i>Topic/Content</i> Number & Algebra, Measurement & Geometry, Statistics & Probability, Working Mathematically
		Task Type: Assignment/ Investigation task	Task Type: Written Exam	Task Type: Assignment/ Investigation task	Task Type: Written Exam
Understanding, Fluency and Communication	50%	10%	15%	10%	15%
Problem Solving, Reasoning and Justification	50%	10%	15%	10%	15%
Total	100%	20%	30%	20%	30%
Course Outcomes		MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-9MG, MA4-16MG, MA5.1-9NA	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-9NA, MA5.1-9MG, MA4-12MG, MA4-13MG, MA5.1-8MG	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-13SP, MA5.1-6NA, MA5.1-10MG, MA5.1-7NA	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-7NA, MA5.1-4NA, MA5.1-11MG, MA5.1-12SP

Note that up to 30% of the internal assessment in Stage 5 Mathematics may be based on the Stage 4 course. Some questions, based on the Stage 4 Course will be included in each assessment task.

OBJECTIVES

Knowledge, skills and understanding	Students
Working Mathematically	Develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.
Number and Algebra	Develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation
Measurement and Geometry	Identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems.
Statistics and Probability	Collect, represent, analyse, interpret and evaluate data, assign and use probabilities and make sound judgements.

Stage 5.2 Mathematics

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 5	Term 3 Week 9	Term 4 Week 4
		Topic/Content Number & Algebra, Measurement & Geometry, Working Mathematically	Topic/Content Number & Algebra, Measurement & Geometry, Working Mathematically	Topic/Content Number & Algebra, Measurement & Geometry, Working Mathematically	Topic/Content Number & Algebra, Statistics & Probability, Working Mathematically
		Task Type: Assignment/ Investigation task	Task Type: Written Exam	Task Type: Assignment/ Investigation task	Task Type: Written Exam
Understanding, Fluency and Communication	50%	10%	15%	10%	15%
Problem Solving, Reasoning and Justification	50%	10%	15%	10%	15%
Total	100%	20%	30%	20%	30%
Course Outcomes		MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-5NA, MA5.2-7NA, MA4-16MG, MA4-7NA, MA5.2-6NA, MA5.2-4NA	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-4NA, MA5.1-8MG, MA5.2-11MG, MA5.2-12MG, MA5.2-6NA	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-6NA, MA5.2-14MG, MA5.1-10MG, MA5.2-13MG, MA5.2-8NA	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA, MA5.2-15SP, MA5.2-16SP, MA5.2-9NA

Note that up to 30% of the internal assessment in Stage 5 Mathematics may be based on the Stage 4 course. Some questions, based on the Stage 4 Course will be included in each assessment task.

OBJECTIVES

Knowledge, skills and understanding	Students
Working Mathematically	Develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.
Number and Algebra	Develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation
Measurement and Geometry	Identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems.
Statistics and Probability	Collect, represent, analyse, interpret and evaluate data, assign and use probabilities and make sound judgements.

Stage 5.3 Mathematics

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 4	Term 3 Week 7	Term 4 Week 4
		<i>Topic/Content</i> Number & Algebra, Measurement & Geometry, Working Mathematically	<i>Topic/Content</i> Number & Algebra, Measurement & Geometry, Working Mathematically	<i>Topic/Content</i> Number & Algebra, Statistics & Probability, Working Mathematically	<i>Topic/Content</i> Number & Algebra, Measurement & Geometry, Statistics & Probability, Working Mathematically
		Task Type: Assignment/ Investigation task	Task Type: Written Exam	Task Type: Assignment/ Investigation task	Task Type: Written Exam
Understanding, Fluency and Communication	50%	10%	15%	10%	15%
Problem Solving, Reasoning and Justification	50%	10%	15%	10%	15%
Total	100%	20%	30%	20%	30%
Course Outcomes		MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-4NA, MA5.3-6NA, MA5.2-12MG, MA5.3-13MG, MA5.3-14MG	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-5NA, MA5.2-12MG, MA5.3-13MG, MA5.3-14MG	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-15MG, MA5.3-18SP, MA5.3-7NA, MA5.3-8NA	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-16SP, MA5.3-8NA, MA5.3-16MG

Note that up to 30% of the internal assessment in Stage 5 Mathematics may be based on the Stage 4 course. Some questions, based on the Stage 4 Course will be included in each assessment task.

OBJECTIVES

Knowledge, skills and understanding	Students
Working Mathematically	Develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.
Number and Algebra	Develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation
Measurement and Geometry	Identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems.
Statistics and Probability	Collect, represent, analyse, interpret and evaluate data, assign and use probabilities and make sound judgements.

Science

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 1, 2022	Week 6 Term 2, 2022	Week 9 Term 3, 2022	Week 5 Term 4, 2022
		<i>Individual Student Research Project 25%</i>	<i>Depth Study – Practical 20%</i>	<i>Depth Study – Communication 25%</i>	<i>Yearly Theory Examination 30%</i>
Topic		Physics	Chemistry	Biology	Earth Sciences
Knowledge	40%			15%	25%
Skills	60%	25%	20%	10%	5%
Total Marks	100%	25%	20%	25%	30%
Outcomes		3, 4	3, 4	5	1,2,4

OUTCOMES

1	<p>Applies knowledge and understanding of scientific concepts to familiar situations.</p> <p>SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion</p> <p>SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems</p> <p>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</p> <p>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</p> <p>SC5-14LW analyses interactions between components and processes within biological systems</p> <p>SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p> <p>SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p> <p>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</p>
2	<p>Applies knowledge and understanding of scientific concepts to problem solve in unfamiliar situations.</p> <p>SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p>
3	<p>Plans and conducts scientific investigations.</p> <p>SC5-4WS develops questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p>
4	<p>Organises and analyses data and evaluates a scientific investigation.</p> <p>SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p>
5	<p>Demonstrates scientific literacy when communicating scientific concepts.</p> <p>SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>

PDHPE

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 10, Term 1	Week 9-10 Term 2	Week 9-10 Term 3	Week 1-5 Term 4
White Ribbon	15%	15%			
Risk Taking- Drugs/Mind Matters	15%		15%		
Diversity, acceptance and inclusion	20%			20%	
Practical	50%	15% PD5-4, PD5-5, PD5-11	10% PD5-4, PD5-5, PD5-11	15% PD5-4, PD5-5, PD5-11	10% PD5-4, PD5-5, PD5-11
TOTAL MARKS:	100%	30%	25%	35%	10%
Outcomes		PD5-1, PD5-10	PD5-2, PD5-6, PD5-8,	PD5-3, PD5-7, PD5-9	PD5-4, PD5-5 PD5-11

OUTCOMES

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

Geography

Course Outline: Stage 5 Topics: 1.Environmental change and Management 2. Human Wellbeing	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 6, 2022	Term 2 Week 5, 2022	Term 2 Week 5, 2022	Term 2 Week 6, 2022
		<i>Research: Human Wellbeing</i>	<i>Geography Tools Skills Exam</i>	<i>Bookwork: Environmental change and Management</i>	<i>Avid Engagement</i>
Objective One	40%	30%		10%	
Objective Two	60%	10%	40%		10%
TOTAL MARKS	100%	40%	40%	10%	10%
Outcomes		GE5-3, GE5-2, GE5-6, GE5-7, GE5-8	GE5-7, GE5-8	GE5-1, GE5-4, GE5-5,	GE5-7, GE5-8

OUTCOMES

Objective 1: Students:

- **Develop knowledge and understanding of the features and characteristics of places and environments across a range of scales**
- **Develop knowledge and understanding of interactions between people, places and environments**

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
Objective 2:	
<ul style="list-style-type: none"> • Apply geographical tools for geographical enquiry • Develop skills to acquire, process and communicate geographical information 	
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	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 3 Week 6, 2022	Term 3 Week 10, 2022	Term 4 Week 5, 2022	Term 4 Week 6, 2022
		<i>Research: Popular Culture</i>	<i>Knowledge & Source Analysis Exam: Rights and Freedoms</i>	<i>Bookwork</i>	<i>AVID Engagement</i>
Objective 1	20%		10%	10%	
Objective 2	40%	20%	20%		
Objective 3	40%	20%	10%		10%
TOTAL MARKS	100%	40%	40%	10%	10%
Outcomes		HT5-6 HT5-8 HT5-9 HT5-10	HT5-1 HT5-2 HT5-5 HT5-7 HT5-9 HT5-10	HT5-3, HT5-4	HT5-9 HT5-10

OUTCOMES

Outcomes:

Objective 1: Students:

- develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia
- develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia.

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
	Objective 2: Students develop skills to undertake the process of historical inquiry.
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
	Objective 3: Students develop skills to communicate their understanding of history.
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

Aboriginal Studies 100hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 8 Term 1, 2022	Week 5 Term 2, 2022	Week 10 Term 3, 2022	Week 5 Term 4, 2022
		<i>Case Study Aboriginal Identities</i>	<i>NAIDOC Task Aboriginal Peoples & Media</i>	<i>Research/Media Article Aboriginal Peoples & sport</i>	<i>AVID Engagement</i>
Objective 1	25%	25%			
Objective 2	10%			10%	
Objective 3	10%		10%		
Objective 4	20%		10%	10%	
Objective 5	35%	5%	10%	10%	10%
TOTAL MARKS	100%	30%	30%	30%	10%
Outcomes		AST5-1 AST5-2 AST5-3 AST5-4 AST5-5 AST5-10 AST5-11	AST5-7 AST5-8 AST5-9 AST5-10 AST5-11	AST5-6 AST5-9 AST5-10 AST5-11	AST5-10 AST5-11
OUTCOMES					
Objective 1	Students develop knowledge and understanding of similarities and diversity in Aboriginal identities, communities and cultural expression.				
AST5-1	Describes the factors that contribute to an Aboriginal person's identity				
AST5-2	Explains ways in which Aboriginal Peoples maintain identity				
AST5-3	Describes the dynamic nature of Aboriginal cultures				
AST5-4	Explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location				
AST5-5	Explains the importance of families and communities to Aboriginal Peoples				
Objective 2	Students develop understanding of the importance of Aboriginal self-determination and autonomy.				
AST5-6	Explains the importance of self-determination and autonomy to Aboriginal Peoples' participation nationally and internationally				
Objective 3	Students develop understanding of Aboriginal Peoples' ongoing local, regional, national and international roles, and range of relationships with non-Aboriginal peoples				
AST5-7	Assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally				
AST5-8	Analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples				
Objective 4	Students develop knowledge and understanding of the factors influencing non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures, and the effects of these perceptions.				
AST5-9	Analyses the factors that influence – peoples' range of perceptions of Aboriginal Peoples and cultures				
Objective 5	Students develop research and communication skills that use appropriate protocols and ethical practices when working with Aboriginal communities.				
AST5-10	Identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data				
AST5-11	Selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings				

Agriculture 100hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 11 Term 1, 2022	Week 6 Term 2, 2022	Week 9 Term 3, 2022	Week 2 Term 4, 2022
Introduction	20%			20%	
Vegetable Garden	30%		30%		
Animal Production	20%	20%			
Yearly Exam	30%				30%
TOTAL MARKS	100%	20%	30%	20%	30%
Outcomes		1,2,3	1,2,3	5	1, 2, 3, 4, 5
OUTCOMES					
1	<p>Demonstrates knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives</p> <p>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</p> <p>AG5-2 explains the interactions within and between agricultural enterprises and systems</p> <p>AG5-3 explains the interactions within and between the agricultural sector and Australia's economy, culture and society</p>				
2	<p>Demonstrates knowledge of and skills in the effective and responsible production and marketing of agricultural products</p> <p>AG5-4 Investigates and implements responsible production systems for plant and animal enterprises</p> <p>AG5-5 investigates and applies responsible marketing principles and processes</p> <p>AG5-6 explains and evaluates the impact of management decisions on plant production enterprises</p> <p>AG5-7 explains and evaluates the impact of management decisions on animal production enterprises</p>				
3	<p>Develops an understanding of sustainable and ethical practices that support productive and profitable agriculture</p> <p>AG5-8 evaluates the impact of past and current agricultural practices on agricultural sustainability</p> <p>AG5-9 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics</p> <p>AG5-10 implements and justifies the application of animal welfare guidelines to agricultural practices</p>				
4	<p>Demonstrates skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts</p> <p>AG5-11 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts</p> <p>AG5-12 collects and analyses agricultural data and communicates results using a range of technologies</p>				
5	<p>Demonstrates knowledge and skills in implementing collaborative and safe work practices in agricultural contexts.</p> <p>AG5-13 applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery</p> <p>AG5-14 demonstrates plant and/or animal management practices safely and in collaboration with others</p>				

Agriculture 200hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 11 Term 1, 2022	Week 6 Term 2, 2022	Week 9 Term 3, 2022	Week 2 Term 4, 2022
Introduction	20%			20%	
Vegetable Garden	30%		30%		
Animal Production	20%	20%			
Yearly Exam	30%				30%
TOTAL MARKS	100%	20%	30%	20%	30%
		1, 2, 4	1, 2, 4	3, 5	1, 2, 3, 4, 5

OUTCOMES

1	<p>Demonstrates knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives</p> <p>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</p> <p>AG5-2 explains the interactions within and between agricultural enterprises and systems</p> <p>AG5-3 explains the interactions within and between the agricultural sector and Australia's economy, culture and society</p>
2	<p>Demonstrates knowledge of and skills in the effective and responsible production and marketing of agricultural products</p> <p>AG5-4 Investigates and implements responsible production systems for plant and animal enterprises</p> <p>AG5-5 investigates and applies responsible marketing principles and processes</p> <p>AG5-6 explains and evaluates the impact of management decisions on plant production enterprises</p> <p>AG5-7 explains and evaluates the impact of management decisions on animal production enterprises</p>
3	<p>Develops an understanding of sustainable and ethical practices that support productive and profitable agriculture</p> <p>AG5-8 evaluates the impact of past and current agricultural practices on agricultural sustainability</p> <p>AG5-9 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics</p> <p>AG5-10 implements and justifies the application of animal welfare guidelines to agricultural practices</p>
4	<p>Demonstrates skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts</p> <p>AG5-11 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts</p> <p>AG5-12 collects and analyses agricultural data and communicates results using a range of technologies</p>
5	<p>Demonstrates knowledge and skills in implementing collaborative and safe work practices in agricultural contexts.</p> <p>AG5-13 applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery</p> <p>AG5-14 demonstrates plant and/or animal management practices safely and in collaboration with others</p>

Child Studies 100hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 8 Term 1 2022	Week 8 Term 2 2022	Week 8 Term 3 2022	Week 4 Term 4 2022
		<i>Research Task</i>	<i>In Class Task</i>	<i>Research Task</i>	<i>In Class Task</i>
Knowledge and Understanding	40%	10%	10%	10%	10%
Investigation and Research	40%	10%	10%	10%	10%
Communication	20%	5%	5%	5%	5%
TOTAL MARKS:	100%	25%	25%	25%	25%
Outcomes		CS5-7, CS5-8, CS5-9	CS5-1, CS5- 11	CS5-6, CS5-10	CS5-2, CS5-12
OUTCOMES					
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 setting 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				

Child Studies 200hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Week 7 Term 1 2022	Week 5 Term 2 2022	Week 6 Term 2 2022	Week 10 Term 3 2022	Week 5 Term 4 2022
		<i>Toy/Story Design</i>	<i>Newborn Care Task</i>	<i>Half Yearly Exam</i>	<i>Health and Safety Task</i>	<i>Yearly Exam</i>
Knowledge and Understanding	50%	5%	5%	20%		20%
Investigation and Research	20%	10%	5%		5%	
Communication	30%	5%	10%		15%	
TOTAL MARKS:	100%	20%	20%	20%	20%	20%
Outcomes		3.2, 4.2	2.1, 2.2	1.1, 2.2, 2.3, 3.2	1.2, 4.3	1.3, 3.1, 4.1, 4.2
OUTCOMES						
1.1	Identifies the characteristics of a child at each stage of growth and development					
1.2	Describes the factors that affect the health and wellbeing of a child					
1.3	Analyses the evolution of childhood experiences and parenting roles over time					
2.1	Plans and implements engaging activities when educating and caring for young children within a safe environment					
2.2	Evaluates strategies that promote the growth and development of children					
2.3	Describes a range of appropriate parenting practices for optimal growth and development					
3.1	Discusses the importance of positive relationships on the growth and development of children					
3.2	Evaluates the role of community resources that promote and support the wellbeing of children and families					
3.3	Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing					
4.1	Demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts					
4.2	Analyses and compares information from a variety of sources to develop an understanding of child growth and development					
4.3	Applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development					

Dance 100hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 1, 2022	Week 2 Term 3, 2022	Week 10 Term 3, 2022	Week 3 Term 4, 2022
		<i>Practical Assessment of CCDF Audition Dance + Written Safe Dance Practice Task</i>	<i>Composition Task</i>	<i>Appreciation in-class Examination (safe dance practice and history of jazz)</i>	<i>Practical Assessment of Group Musical Theatre composition + Poster/Program Design</i>
Performance	40%	25%			15%
Composition	30%		20%		10%
Appreciation	30%			20%	10%
TOTAL MARKS	100%	25%	20%	20%	35%
Outcomes		5.1.1, 5.1.3	5.2.1, 5.2.2	5.3.1, 5.3.2, 5.3.3	5.1.1, 5.1.2, 5.1.3
OUTCOMES					
5.1.1	Applies safe dance practice to exercises and dance techniques				
5.1.2	Demonstrates an understanding of the elements of dance				
5.1.3	Applies aspects of performance quality and interpretation through performance				
5.2.1	Explores dance as the basis of the communication of ideas				
5.2.2	Composes dance movement that communicates an idea				
5.3.1	Describes and analyses dance				
5.3.2	Analyses the link between performances and dance works of art				
5.3.3	Applies understanding and experiences drawn from their own work and dance works of art				

Food Technology 100hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 6 Term 1, 2022	Week 7 Term 2, 2022	Week 6 Term 3, 2022	Week 5 Term 4, 2022
		<i>Food in Australia</i>	<i>Food for Specific Needs</i>	<i>Food Selection and Health</i>	<i>Yearly Examination</i>
Knowledge and Understanding	40%	25%		10%	5%
Investigating and Researching	10%		5%		5%
Communication	15%			15%	
Food preparation	15%		10%	5%	
Problem solving	20%	5%	15%		
TOTAL MARKS	100%	30%	30%	30%	10%
Outcomes		FT5-8, FT5-9, FT5-12	FT5-7, FT5-3, FT5-11	FT5-6, FT5-8, FT5-9	FT5-2, FT5-6, FT5-7, FT5-13
OUTCOMES					
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				

Food Technology 200hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 7 Term 1, 2022	Week 6 Term 2, 2022	Week 6 Term 3, 2022	Week 4 Term 4, 2022
		<i>Food Equity</i>	<i>Food Trends</i>	<i>Food Product Development</i>	<i>Yearly Examination</i>
Knowledge and Understanding	40%	25%		10%	5%
Investigating and Researching	10%		5%		5%
Communication	15%			15%	
Food Preparation	15%		10%	5%	
Problem Solving	20%	5%	15%		
Total Marks	100%	30%	30%	30%	10%
Outcomes		FT5-2, FT5-6, FT5-8, FT5-10	FT5-9, FT5-11, FT5-12	FT5-1, FT5-3, FT5-4, FT5-5,	FT5-2, FT5-6, FT5-7, FT5-13

OUTCOMES

A student develops knowledge and understanding about:	
FT5-1	Demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	Identifies, assesses and manages the risk of injury and WHS issues associated with handling of food
FT5-3	Describes the physical and chemical properties of a variety of food
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
FT5-7	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

Information Software Technology 100hr

Components	Weighting	Task 1	Task 2	Task 3
		Week 9 Term 1, 2022	Week 2 Term 3, 2022	Week 4 Term 4, 2022
		<i>The Internet & Website Development</i>	<i>Software Development & Programming</i>	<i>Group Project Programming a website</i>
Skills	50%	10%	20%	20%
Knowledge	50%	20%	10%	20%
TOTAL MARKS	100%	30%	30%	40%
Outcomes		5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.4.1	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.3	5.1.1, 5.2.2, 5.2.3, 5.5.1, 5.5.2
OUTCOMES				
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 challenging 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 manner			
5.4.1	Analyses the effects of past, current and emerging information and software technologies on the individual 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			

Japanese 100hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week:9 Term 1, 2022	Week:5 Term 2, 2022	Week:8 Term 3, 2022	Week:4 Term 4,2022
		<i>Dialogue script and speaking task</i>	<i>Writing script for a “blog”</i>	<i>Comprehension and writing task</i>	<i>End of year in class test</i>
Interacting	15%	10%			5%
Accessing and Responding	15%			10%	5%
Composing	30%	5%	15%	5%	5%
Systems of Language	20%	5%	5%	5%	5%
The Role of Language and Culture	20%	5%	5%	5%	5%
Total Marks 100	100%	25%	25%	25%	25%
OUTCOMES		LJA5-1C LJA5-4C LJA5-5U LJA5-7U LJA5-8U LJA5-9U	LJA5-4C LJA5-4U LJA5-6U LJA5-7U LJA5-8U LJA5-9U	LJA5-2C LJA5-3C LJA5-4C LJA5-6U LJA5-7U LJA5-8U LJA5-9U	LJA5-1C LJA5-2C LJA5-3C LJA5-4C LJA5-7U LJA5-8U LJA5-9U
OUTCOMES					
COMMUNICATING Interacting	LJA5-1C	manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate			
Accessing and Responding	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			
Composing	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			
Understanding Systems of Language	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			
The Role of Language and Culture	LJA5-9U	explains and reflects on the interrelationship between language, culture and identity			

Japanese 200hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week:9 Term 1, 2022	Week:5 Term 2, 2022	Week:8 Term 3, 2022	Week:4 Term 4,2022
		<i>Dialogue/role play</i>	<i>Writing script for a "blog"</i>	<i>Comprehension and writing task</i>	<i>End of year in class test</i>
Interacting	15%	10%			5%
Accessing and Responding	15%			10%	5%
Composing	30%	5%	15%	5%	5%
Systems of Language	20%	5%	5%	5%	5%
The Role of Language and Culture	20%	5%	5%	5%	5%
Total Marks 100	100%	25%	25%	25%	25%
OUTCOMES		LJA5-1C LJA5-4C LJA5-5U LJA5-7U LJA5-8U	LJA5-4C LJA5-4U LJA5-6U LJA5-7U LJA5-8U LJA5-9U	LJA5-2C LJA5-3C LJA5-4C LJA5-6U LJA5-7U LJA5-8U LJA5-9U	LJA5-1C LJA5-2C LJA5-3C LJA5-4C LJA5-7U LJA5-8U LJA5-9U

OUTCOMES

COMMUNICATING Interacting	LJA5-1C	manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
Accessing and Responding	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
Composing	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
Understanding Systems of Language	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
The Role of Language and Culture	LJA5-9U	explains and reflects on the interrelationship between language, culture and identity

Industrial Technology – Metal 100hr

Components	Weighting	Task 1	Task 2	Task 3
		Week 5 Term 2, 2022	Week 3 Term 3, 2022	Week 3 Term 4, 2022
		<i>Practical Project and Portfolio</i>	<i>Research Assignment</i>	<i>Practical Project and Portfolio</i>
Skills Based Learning	40%	20%		20%
Investigation & Researching	20%		20%	
Knowledge & Understanding	20%	10%		10%
Communication	20%	10%		10%
TOTAL MARKS:	100%	40%	20%	40%
Outcomes		IND5-1 IND5-2 IND5-3 IND5-5 IND5-7	IND5-1 IND5-4 IND5-9 IND5-10	IND5-2 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8
OUTCOMES				
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 – Metal 200hr

Components	Weighting	Task 1	Task 2	Task 3
		Week 5 Term 2, 2022	Week 3 Term 4, 2022	Week 3 Term 4, 2022
		<i>Practical Project and Portfolio</i>	<i>Practical Project and Portfolio</i>	<i>Yearly Exam</i>
Skills based learning - Producing	40%	20%	20%	
Investigation & Researching	10%			10%
Knowledge & Understanding	30%	10%	10%	10%
Communication, Designing and Evaluating	20%	10%	10%	
TOTAL MARKS:	100%	40%	40%	20%
Outcomes		IND5-1 IND5-2 IND5-3 IND5-5 IND5-7	IND5-2 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8	IND5-1 IND5-4 IND5-9 IND5-10
OUTCOMES				
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 – Timber 100hr

Components	Weighting	Task 1	Task 2	Task 3
		Week 5 Term 2, 2022	Week 3 Term 3, 2022	Week 3 Term 4, 2022
		<i>Practical Project and Portfolio</i>	<i>Research Assignment</i>	<i>Practical Project and Portfolio</i>
Skills Based Learning	40%	20%		20%
Investigation & Researching	20%		20%	
Knowledge & Understanding	20%	10%		10%
Communication	20%	10%		10%
TOTAL MARKS:	100%	40%	20%	40%
Outcomes		IND5-1 IND5-2 IND5-3 IND5-5 IND5-7	IND5-1 IND5-4 IND5-9 IND5-10	IND5-2 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8
OUTCOMES				
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 - Timber 200hr

Components	Weighting	Task 1	Task 2	Task 3
		Week 5 Term 2, 2022	Week 3 Term 4, 2022	Week 3 Term 4, 2022
		<i>Practical Project and Portfolio</i>	<i>Practical Project and Portfolio</i>	<i>Yearly Exam</i>
Skills based learning - Producing	40%	20%	20%	
Investigation & Researching	10%			10%
Knowledge & Understanding	30%	10%	10%	10%
Communication, Designing and Evaluating	20%	10%	10%	
TOTAL MARKS:	100%	40%	40%	20%
Outcomes		IND5-1 IND5-2 IND5-3 IND5-5 IND5-7	IND5-2 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8	IND5-1 IND5-4 IND5-9 IND5-10
OUTCOMES				
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			

Physical Activity & Sport Studies 100hr

Components	Weighting	Task 1	Task 2	Task 3	Practical Assessment
		Week 10 Term 1, 2022	Week 9-10 Term 2, 2022	Week 10, Term 3, 2022	Weeks 5-6 Term 2 Weeks 3-4 Term 4, 2022
Technology, participation & performance	25%	25%			
Nutrition & physical activity	25%		25%		
Australia's sporting identity	25%			25%	
Practical Units	25%				25%
TOTAL MARKS:	100%	25%	25%	25%	25%
Outcomes		5-6, 5-10	5-1, 5-2, 5-8	5-3, 5-4	5-5, 5-9
OUTCOMES					
PASS5-1	Discusses factors that limit and enhance the capacity to move and perform.				
PASS5-2	Analyses the benefits of participation and performance in physical activity and sport.				
PASS5-3	Discusses the nature and impact of historical and contemporary issues in physical activity and sport.				
PASS5-4	Analyses physical activity and sport from personal, social and cultural perspectives.				
PASS5-5	Demonstrates actions and strategies that contribute to active participation, enjoyment and skilful performance.				
PASS5-6	Evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport.				
PASS5-7	Works collaboratively with others to enhance participation, enjoyment and performance.				
PASS5-8	Displays management and planning skills to achieve personal and group goals.				
PASS5-9	Performs movement skills with increasing proficiency.				
PASS5-10	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.				

Physical Activity & Sport Studies 200hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 1, 2022	Week 8 Term 2, 2022	Week 2-10 Term 3, 2022	Weeks 8-9 T1 Weeks 3-4 T4
		<i>Drugs in Sport</i>	<i>Fitness Analysis</i>	<i>Coaching Presentation</i>	<i>Practical</i>
Drugs in Sport	25%	25%			
Fitness	25%		25%		
Coaching	25%			25%	
Practical Units	25%				25%
TOTAL MARKS	100%	25%	25%	25%	25%
Outcomes		5-3, 5-4	5-6, 5-10	5-1, 5-8	5-5, 5-9

OUTCOMES

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

Photography 100hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 1, 2022	Week 2 Term 2, 2022	Week 7 Term 3, 2022	Week 3 Term 4, 2022
		<i>Portfolio 1</i>	<i>Research Assignment</i>	<i>Research Assignment</i>	<i>Portfolio 2</i>
Critical and Historical	40%		20%	20%	
Making	60%	30%			30%
TOTAL MARKS	100%	30%	20%	20%	30%
Outcomes		5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.7, 5.8, 5.9 5.10	5.1, 5.2, 5.3 5.4, 5.5, 5.6
OUTCOMES					
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 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 constructs different critical and historical accounts of photographic and digital works				
5.10	Constructs different critical and historical accounts of photographic and digital works				

Photography 200hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 1, 2022	Week 2 Term 2, 2022	Week 7 Term 3, 2022	Week 3 Term 4, 2022
		<i>Portfolio 1</i>	<i>Research Assignment</i>	<i>In Class Essay</i>	<i>Portfolio 2</i>
Critical and Historical	40%		20%	20%	
Making	60%	30%			30%
TOTAL MARKS	100%	30%	20%	20%	30%
Outcomes		5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.7, 5.8, 5.9 5.10	5.1, 5.2, 5.3 5.4, 5.5, 5.6
OUTCOMES					
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 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 constructs different critical and historical accounts of photographic and digital works				
5.10	Constructs different critical and historical accounts of photographic and digital works				

Visual Arts 100hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 1, 2022	Week 4 Term 2, 2022	Week 5 Term 3, 2022	Week 3 Term 4, 2022
		<i>Body of Work</i>	<i>Research Assignment</i>	<i>Research Assignment</i>	<i>Final Body of Work</i>
Making	60%	30%			30%
Critical/Historical Study	40%		20%	20%	
TOTAL MARKS	100%	30%	20%	20%	30%
Outcomes		5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
OUTCOMES					
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.				

Year 10 Assessment Calendar 2022

	Term 1, 2022	Term 2, 2022	Term 3, 2022	Term 4, 2022
Week 1				
Week 2		<ul style="list-style-type: none"> • Photography 100hr • Photography 200hr 	<ul style="list-style-type: none"> • Information Software Technology 100hr • PASS 200hr –ongoing to Week 10 • Dance 100hr 	<ul style="list-style-type: none"> • Agriculture 100hr • Agriculture 200hr • PD/H/PE
Week 3			<ul style="list-style-type: none"> • Industrial Technology – Metal 100hr • Industrial Technology - Timber 100hr 	<ul style="list-style-type: none"> • Industrial Technology - Timber 100hr • Industrial Technology – Timber 200hr • Industrial Technology – Metal 100hr • Industrial Technology – Metal 200hr • Photography 100hr • Photography 200hr • Visual Arts 100hr • PASS 100hr • PASS 200hr • Dance 100hr
Week 4		<ul style="list-style-type: none"> • AVID • Mathematics 5.3 • Visual Arts 100hr 		<ul style="list-style-type: none"> • AVID • English • Child Studies 100hr • Information Software Technology 100hr • Mathematics 5.1 • Mathematics 5.2 • Mathematics 5.3 • Japanese 100hr • Japanese 200hr • PASS 100hr • PASS 200hr • Food Technology 200hr
Week 5		<ul style="list-style-type: none"> • Aboriginal Studies 100hr • Geography • Child Studies 200hr • Japanese 100hr • Japanese 200hr • Industrial Technology – Metal 100hr • Industrial Technology – Metal 200hr • Industrial Technology - Timber 100hr • Industrial Technology - Timber 200hr • Mathematics 5.1 • Mathematics 5.2 • PASS 100hr 	<ul style="list-style-type: none"> • Visual Arts 100hr 	<ul style="list-style-type: none"> • Aboriginal Studies 100hr • Food Technology 100hr • History • Child Studies 200hr • Science
Week 6	<ul style="list-style-type: none"> • Food Technology 100hr • Geography 	<ul style="list-style-type: none"> • Agriculture 100hr • Agriculture 200hr • Geography • Food Technology 200hr • Child Studies 200hr • PASS 100hr • Science 	<ul style="list-style-type: none"> • Food Technology 100hr • Food Technology 200hr • History 	<ul style="list-style-type: none"> • History
Week 7	<ul style="list-style-type: none"> • Child Studies 200hr • Food Technology 200hr 	<ul style="list-style-type: none"> • Food Technology 100hr 	<ul style="list-style-type: none"> • Mathematics 5.3 • Photography 100hr • Photography 200hr 	

Week 8	<ul style="list-style-type: none"> • Aboriginal Studies 100hr • Child Studies 100hr • PASS 200hr (Practical) 	<ul style="list-style-type: none"> • Child Studies 100hr • PASS 200hr 	<ul style="list-style-type: none"> • Child Studies 100hr • Japanese 100hr • Japanese 200hr • English 	
Week 9	<ul style="list-style-type: none"> • English • Dance 100hr • Information Software Technology 100 hr • Japanese 100hr • Japanese 200hr • PASS 200hr • Photography 100 hr • Photography 200hr • Visual Arts 100hr • Science 	<ul style="list-style-type: none"> • English • PD/H/PE • PASS 100hr 	<ul style="list-style-type: none"> • Agriculture 100hr • Agriculture 200hr • Geography • Mathematics 5.1 • Mathematics 5.2 • PD/H/PE • Science 	
Week 10	<ul style="list-style-type: none"> • Mathematics 5.1 • Mathematics 5.2 • Mathematics 5.3 • PASS 100hr • PD/H/PE 		<ul style="list-style-type: none"> • Aboriginal Studies 100hr • Child Studies 200hr • Dance 100hr • History • PASS 100hr • PASS 200hr – end of ongoing task. 	
Week 11	<ul style="list-style-type: none"> • Agriculture 100hr • Agriculture 200hr 			



NORTHLAKES HIGH SCHOOL

ASSESSMENT

Student Appeal Form

Student Name: _____

SUBJECT: _____ Teacher: _____

(Please circle) HSC / PRELIMINARY / STAGE 5 ROSA

Title of Assessment Task: *e.g. Task 1 – Oral Presentation*

Original Date Task Due: _____

Details of circumstances that led to failure to complete, failure to submit by due date, or details of misadventure.

YOU MUST ATTACH ADDITIONAL INFORMATION, MEDICAL CERTIFICATE/STATUTORY DECLARATION OR ANY OTHER DOCUMENTATION TO SUPPORT YOUR APPEAL. INSUFFICIENT SUPPORTIVE EVIDENCE WILL NOT ASSIST THE APPEAL PANEL IN MAKING A DETERMINATION
(APPEAL CONSIDERATION MADE ONLY ON WRITTEN MATERIALS PROVIDED HEREIN)

APPEAL MUST BE SUBMITTED TO THE DEPUTY PRINCIPAL NO LATER THAN 3 DAYS AFTER RETURN TO SCHOOL **OR** IN CASES OF PROLONGED ABSENCE PHONE THE HEAD TEACHER & ARRANGE SOMEONE ELSE TO RETURN THIS FORM PRIOR TO RETURN TO SCHOOL, NO LONGER THAN 5 DAYS FROM DATE OF TASK

Student Signature: _____ Date: _____

Parent/Caregiver Signature: _____ Date: _____

Consulted with Faculty HT: _____ Date: _____

REVIEW BY ASSESSMENT COMMITTEE – RESULT OF APPEAL

Alternative Task Date of Alternative Task: _____
 Extension Date of Extension: _____
 Estimate _____ Comment: _____
 Zero _____
 Other Signature (Convenor of Panel) _____

Distribute copies to: Student Teacher Faculty Original to Student File