



**Pittwater High School**



**YEAR 10 (RoSA)  
ASSESSMENT  
GUIDE**

**YEAR 10  
2025**



## CONTENTS

Assessment Preface	4-10
Assessment Calendar	11-14
Assessment Schedules	15
Agriculture	16
Child Studies	17
Commerce	18
Dance	19
Drama	20
English	21
Explosive History	22
Food Technology	23
Forensic Science and Archaeology	24
Geography	25
History	26
Industrial Technology Timber	27
Mathematics Fundamentals	28
Mathematics Core	29
Mathematics Challenger	30
Music	31
PASS (Physical Activity Sport Studies)	32
PDHPE	33
Science	34
Sports Training and Coaching	35
Textiles Technologies	36
Visual Arts	37
Visual Design	38
Work Education	39
SIT10222 Certificate I in Hospitality	40
Public schools NSW RTO's vocational Education and Training	41
Illness, Misadventure or Late Submission Appeal Form	42
Illness, Misadventure or Late Submission Checklist	43

## ACHIEVING THE RoSA

Over years 7-10 students need to complete mandatory curriculum requirements in English, Mathematics, Science, HSIE, Technological Applied Studies, Languages other than English, Creative Arts and PDHPE.

To receive a RoSA, students must attend school until the final day of Year 10.

## ASSESSMENT FOR THE YEAR 10 COURSE 2025

The purpose of school assessment is to:

- Assist student learning
- Evaluate and improve teaching and learning programs
- Provide information on student learning
- Provide evidence of satisfactory completion of courses
- Provide multiple opportunities for students to demonstrate their achievements

An overall assessment grade is awarded for each course studied. This mark is indicative of the student's achievement of course outcomes or competencies across a range of tasks including class tasks, formal and informal assessments, presentations and practical works.

The award of the Year 10 Course is dependent upon the satisfactory progress and completion of course work and assessment tasks. Students need to be aware that all formal assessment tasks throughout the course contribute to their final grade. Informal assessments, coursework and class tasks are essential to the development of knowledge and skills in formative assessments for the RoSA.

## SATISFACTORY COMPLETION OF COURSES

Course completion criteria for the Year 10 course:

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

- a) **Followed the course** developed or endorsed by NESAs; and
- b) **Applied themselves** with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **Achieved** some or all of the course outcomes

Should a student not satisfy the above criteria, they will be at risk of being given an 'N' determination (non-completion of course requirements). The Principal or delegate will warn the student as soon as possible and advise the parent or guardian (if the student is less than 18 years of age) in writing (non-completion warning). Refer to 'N' Determinations.

## COMPLETION OF ASSESSMENT TASKS

Assessment tasks must be submitted on time. If students are unable to submit a task by the due date and have a reasonable explanation, they must complete an illness misadventure form to be submitted with accompanying required documentation. For illness this will include a detailed contemporary medical certificate. Lack of organisation, preparation or failure of technology will not be an acceptable reason. Failure to complete work or assessment tasks will lead to an N-Award warning for that subject which could impact on the student being eligible for a Year 10 RoSA and moving forward into Year 11.

There is an eligibility checklist at the end of this booklet, as well as a copy of the form to apply for an illness/misadventure.

## REQUIREMENTS OF STUDENTS

It is expected that:

- Student attendance, conduct and progress will be satisfactory. To successfully complete the course student attendance should not drop below a minimum 85% of timetabled lessons
- Continuity of learning is an essential element of senior high school education. The standards set by the school and expectations of its staff are such that only unavoidable absence due to illness, bereavement etc. should come in the way of attending school. Students who miss school must catch-up work and are expected to develop a plan to do so for any missed work, so that learning opportunities are maximised
- Students will complete **classwork, homework, assigned work and set tasks and experiences** to the satisfaction of each faculty's requirements
- Students will make a **serious attempt** at all set work and participate in all experiences provided in courses run by the school
- Students will **apply themselves with diligence and sustained effort** throughout the course
- Students will have achieved some or all of the course outcomes.

## SCHOOL RESPONSIBILITIES

NESA outlines the requirement that schools establish a RoSA assessment program for each course we teach within the guidelines outlined in each syllabus.

Schools are responsible for nominating a student for a RoSA through the enrolments section in Schools Online. Once schools have finalised the requests, the student can download the RoSA from their Students Online account. Students cannot make a request for a RoSA, it must come from their school.

## N AWARD WARNINGS

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made. The letters are sent to parents or guardians.

The student and/or parent/guardian should return the acknowledgement slip to the teacher. To support the student in meeting the course requirements, we request that parents or guardians discuss this matter with them and encourage and support them to carry out the required actions.

## ILLNESS AND MISADVENTURE

Definitions of illness and misadventure:

- Illness or injury – that is, illness or physical injuries suffered directly by the student which affected the student's performance in the assessment task (e.g. influenza, an asthma attack, a cut hand)
- Misadventure – that is, any other event beyond the student's control which affected the student's performance in the assessment task (e.g. death of a family member, involvement in a traffic accident, isolation caused by a flood).

You or your parents/carers must contact the school on the day of the missed assessment task or exam. Call or send an email to the school with your name, course, assessment task description and indicate that you are applying for an Illness or Misadventure consideration.

If you have a valid reason for missing an in-school assessment task or late submission of a task you need to complete an Illness and Misadventure form. The forms are available online at the school website, from the Year Adviser, Deputy Principal or Head Teachers. Applications must be contemporary, that is, made at the time of the assessment task. It is your responsibility to arrange for an Illness and Misadventure application to be submitted within 5 school days earliest of the due date of the assessment task or upon the first day of return to school.

**There is an eligibility checklist at the end of this booklet, as well as a copy of the form.**

When completing the form attach as much supporting information as possible e.g. Medical certificates (see important details below), funeral notices etc. and return the completed form to your teacher or Head Teacher as soon as possible after your return to school (within 5 days). Tasks should be submitted or attempted the day you return to school, even if the application is yet to be approved.

The faculty Head Teacher will make a recommendation in the appropriate place on the form for the Assessment Review Panel and forward the application to the Panel Convener.

If a student has an upheld illness/misadventure application, the school will give an opportunity for the student to attempt the assessment task by either:

- providing an extension of time to complete the original assessment task or
- providing the student with a substitute assessment task.

In exceptional circumstances (approved by the Principal), where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes.

Your teacher will let you know the outcome of the application.

## MEDICAL CERTIFICATES

When requesting a medical certificate, please give the following information to the medical practitioner (doctor or pharmacist) to ensure the necessary documentation is provided.

**Please note, a certificate that only states 'unfit for work/school' is not sufficient:**

- the time and date of the consultation
- the nature of the student's illness
- an explanation of how this illness would affect the student's performance on an assessment task or exam.

Independent supporting evidence must:

- be current, specific to the date and time of the task or exam
- clearly outline the impact experienced by the student at the time of attempting the task or exam.

At a time when competition for the very best results is sought by so many students for acceptance into tertiary education, business cadetships and apprenticeships, it is important for the school's ARP to be able to accurately ascertain the extent to which the student has been disadvantaged by illness and therefore the appropriate outcome, e.g. how much extra time he/she be given to complete a task.

Should you have any concerns please telephone the Principal on 9999 4035.

## MALPRACTICE AND PLAGIARISM

Malpractice is any attempt to gain an unfair advantage over other students.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. Pittwater High School and NESAs treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Teachers will investigate all suspected malpractice in consultation with the Head Teacher. You may be required to provide evidence that the work is your own such as research notes, drafts or version history. Malpractice during an assessment task will result in:

- a zero mark
- the student being issued with an N Award warning
- the school recording malpractice offences to NESAs in the Malpractice Register.

No student should gain an unfair advantage by having all or part of the task produced by another person. Teachers and Head Teachers must be satisfied that the work is the student's own.

To avoid Malpractice (including plagiarism) students should:

- Take careful notes when researching and reading and use your own words when summarising and paraphrasing information.

Use proper citation styles, as guided by your teachers, to give credit to the original author of the work. If you are unsure about how to cite something, ask your teacher for help.

- Avoid using AI tools to generate or summarise content, as these tools often produce content that is not original and can lead to plagiarism.
- Avoid using material directly from books, journals, or the internet without reference to the source.
- Be sure not to buy, steal or borrow another person's work and presenting it as your own, or submit work to which another person such as a parent, coach or subject expert has prepared.
- Avoid having someone **(or AI)** to write or prepare material.
- Refrain from breaching school examination rules.
- Avoid using non-approved aides during an assessment task.
- Avoid making false claims to explain work not handed in by the due date.
- You are not to assist another student to engage in malpractice.

## AI AND ASSESSMENT TASKS

- The use of AI tools to generate or summarise content is strictly prohibited.
- The use of AI tools for citation and grammar checking is permitted, but students should not rely solely on these tools to check their work.
- If a student is found to have used AI tools and presented this as their own work, the student will receive a zero for the task, receive an N Award warning and may face additional consequences.

Misbehaviour during an assessment or failure to comply with assessment rules and procedures also constitutes malpractice. Disruption to others during an exam or assessment task will be reported to the Head Teacher who may issue a zero result for the task and an N Award warning.

Remember that academic success comes from hard work, dedication, and original thinking.

All My Own Work (AMOW) is designed to give students the opportunity to understand, value and use ethical practices when locating and using information during their studies. This includes following the principles of ethical practice to avoid malpractice when students prepare their work.

To be eligible for entry into a Preliminary and/or Higher School Certificate (HSC) course, and for the award of the HSC, all students must complete AMOW or its equivalent. Students studying a full Stage 6 Life Skills pattern of study are not required to complete AMOW.

## NON-SERIOUS ATTEMPTS

To meet the eligibility requirements for the RoSA, students must attend and make a serious attempt in all their course work and assessment tasks. For a serious attempt, students need to respond to and demonstrate academic engagement.

Non-serious attempts include but are not limited to:

- answering only multiple-choice questions, and/or
- responses containing objectionable material

Students who do not make a serious attempt in an assessment task may receive zero and an N Award Warning letter will be issued.

## APPEALS

Students may appeal a result or finding such as an illness and misadventure or a malpractice finding. Note - This does not include an appeal regarding professional teacher judgement in



applying the marking criteria.

## 'N' DETERMINATION

If students don't complete a course's requirements, they will receive an 'N' determination. Students are warned via a letter from their school if it looks like they might not meet course requirements. NESAs aim is to give the student time to complete the course and fix the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study. Courses that received an 'N' determination will not be listed on the transcript.

If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

Principals need to contact NESAs student records if they feel a student is eligible for a RoSA after being deemed ineligible at the end of Year 10 because they failed to meet the mandatory course requirements.

Students who have received an 'N' determination have the right to appeal.

## APPEAL PROCEDURES FOR 'N' DETERMINATIONS

The Principal's Report will be completed, and a copy given, together with the Student Appeal Form to the student, or forwarded to the student's home address. The Principal will advise the student's parent or guardian in writing (if the student is under 18 years of age) of their right to appeal against the Principal's determination. NESAs will review appeals only on the information submitted with the Principal's report and the Student Appeal Form. No further information will be sought.

## 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. Some students with disability studying Life Skills courses may be [exempt](#) from meeting the minimum standard to receive their HSC credential. Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

During Year 10 students will begin sitting online HSC Minimum Standards testing. When students pass they are eligible to receive an HSC in Year 12. For students who do not pass first time, this allows teachers to support and develop their skills accordingly. Students are given multiple attempts to resit when they are ready.

### What is the HSC minimum standard?

The HSC minimum standard was created to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020.

The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan.

The standard is assessed through online tests across three areas: reading, writing and numeracy.

The minimum standard online tests are 45 minutes long and include a multiple-choice reading test, a multiple-choice numeracy test and a short writing test based on a choice between a visual or written prompt.

Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

### **Who needs to complete HSC minimum standard online tests?**

From 2021 *all* students must sit the NESA HSC minimum standard online tests in reading, writing and numeracy.

### **When can students take the HSC minimum standard online tests?**

Students will have four opportunities per year to sit the HSC minimum standard online tests in each area of reading, numeracy and writing, in Year 10, 11 and 12.

Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests.

### **Disability provisions and exemptions:**

Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Parents should contact the school to find out more information.

Life Skills courses are designed to provide an equitable pathway to the HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Please contact your school for more information.

### **Telephone Interpreter Service**

If you need an interpreter to assist you to contact the school, please call the Telephone Interpreter Service on 13 14 50 and ask for an interpreter in your language. Tell the operator the phone number you want to call and the operator will get an interpreter on the line to assist you with the conversation. You will not be charged for this service.

### **Further information from**

NSW Education Standards Authority (NESA)

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

## **WORK EXPERIENCE**

Work experience is a highly valued activity. Not only does it help to prepare students for future employment, but it is an excellent opportunity for students to begin to create a vision for their future careers.

Work experience in Year 10 is encouraged at Pittwater High School but is not compulsory. Students are to seek their own work experience as this is good practice and a skill needed for seeking future employment. Our Careers Adviser, is also there for advice. Year 10 students are able to choose any week of the year for work experience; however, it is expected that they avoid exam periods and catch up on missed schoolwork and any assessments.

Students who wish to do work experience must discuss this with the Careers Adviser and complete the relevant paperwork and seek approval before they go.

# ASSESSMENT CALENDAR 2025

Year 10 Term 1 2025										
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
NO ASSESSMENT TASKS	NO ASSESSMENT TASKS	IT -Timber	Musical Theatre	Drama Mathematics Fundamentals Mathematics Core Mathematics Challengers	Agriculture Child Studies Sports Training and Coaching	History Music Textiles	Explosive History Food Technology Musical Theatre PDHPE Science Dance	Commerce Drama Geography Mathematics Fundamentals Mathematics Core Mathematics Challengers PASS PDHPE	Agriculture English Forensic Science & Archaeology PASS PDHPE Work Education	Drama Live Performance

# ASSESSMENT CALENDAR 2025

## Year 10 Term 2 2025

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Hospitality	PDHPE	Musical Theatre	Mathematics Fundamentals Mathematics Core Mathematics Challengers PASS	Child Studies History PDHPE Science Visual Arts Visual Design	Child Studies Forensic Science & Archaeology PDHPE	Music Geography	Commerce Design & Technology English Explosive History Graphics Technology Food Technology Mathematics Fundamentals Mathematics Core Mathematics Challengers Musical Theatre Textiles Technologies Work Education	Sports Training and Coaching Textiles Dance	IT – Timber Dance

# ASSESSMENT CALENDAR 2025

## Year 10 Term 3 2025

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Hospitality	NO ASSESSMENT TASKS	NO ASSESSMENT TASKS	NO ASSESSMENT TASKS	Child Studies Mathematics Fundamentals Mathematics Core Mathematics Challengers	Agriculture Child Studies Explosive History Musical Theatre Sports Training and Coaching	Drama History Textiles Dance	Forensic Science & Archaeology Graphics Technology Music Textiles Technologies Dance	Commerce Food Technology Geography Mathematics Fundamentals Mathematics Core Mathematics Challengers Music PASS Work Education	English IT – Timber PASS

# ASSESSMENT CALENDAR 2025

Year 10 Term 4 2025									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
NO ASSESSMENT TASKS	PASS	Musical Theatre PASS	Child Studies PASS PDHPE	Child Studies History PDHPE Visual Arts Hospitality Dance	Agriculture Child Studies Drama Forensic Science & Archaeology Music Textiles Visual Design Dance	Commerce English Geography Mathematics Fundamentals Mathematics Core Mathematics Challengers Musical Theatre Science Work Education	Explosive History Food Technology IT-Timber	NO ASSESSMENT TASKS	NO ASSESSMENT TASKS

# ASSESSMENT SCHEDULES

# YEAR 10 AGRICULTURE

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term & Week	Task Description	Focus Outcomes
Term 1 Week 6 & 10	Research task - Edible insects	AG5-1, AG5-3, AG5-4, AG5-8, AG5-10
Term 3 Week 6	Practical Assessment Task	AG5-6, AG5-9, AG5-11, AG5- 12
Term 4 Week 6	Written Exam	AG5-1, AG5-2, AG5-3, AG5-4, AG5-5, AG5-6, AG5-7, AG5-8, AG5-9, AG5-10, AG5-11, AG5- 12, AG5-13, AG5-14, AG5-15

## OUTCOMES

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



# YEAR 10 CHILD STUDIES

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term & Week	Task Description	Focus Outcomes
Term 1 Week 6	Task 1 Planning for Parenthood: Budgeting for a Baby	CS5-5, CS5-9
Term 2 Week 5-6	Task 2 Pregnancy Journal	CS5-1, CS5-2, CS5-5, CS5-11
Term 3 Week 5-6	Task 3 Creation of child's book	CS5-4, CS5-5, CS5-8
Term 4 Week 4-6	Task 4 Birthday Party Food, Assessment task	CS5-1, CS5-2, CS5-4

## OUTCOMES

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

# YEAR 10 COMMERCE

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term & Week	Task Description	Focus Outcomes
Term 1 Week 9	TASK 1 Law Society & Political Involvement Research Task	5.1, 5.2, 5.3, 5.5, 5.6, 5.7
Term 2 Week 8	Task 2 Economic/Business Environment, Topic Test	5.1, 5.2, 5.4, 5.8
Term 3 Week 9	Task 3 Employment & Work Futures Research & Persuasive Task	5.1, 5.2, 5.7, 5.9
Term 4 Week 7	Task 4 Towards Independence - Topic Test	5.1, 5.2, 5.5, 5.8

## OUTCOMES

<b>5.1</b>	Applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
<b>5.2</b>	Analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
<b>5.3</b>	Examines the role of law in society
<b>5.4</b>	Analyses key factors affecting commercial and legal decisions
<b>5.5</b>	Evaluates options for solving commercial and legal problems and issues
<b>5.6</b>	Monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
<b>5.7</b>	Researches and assesses commercial and legal information using a variety of sources
<b>5.8</b>	Explains commercial and legal information using a variety of forms
<b>5.9</b>	Works independently and collaboratively to meet individual and collective goals within specified timelines

# YEAR 10 DANCE

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term & Week	Task Description	Focus Outcomes
Term 1 Week 8	Safe Dance Practice Report	5.1.1, 5.1.2
Term 2 Week 9-10	Dance Performance – Sydney North Dance Festival	5.1.1, 5.1.2, 5.1.3
Term 3 Week 7-8	Dance Appreciation – Study of Seminal Dance Work	5.3.1, 5.3.2, 5.3.3
Term 4 Week 5-6	Dance Composition - Group Work	5.2.1, 5.2.2, 5.3.2

## OUTCOMES

5.1.1	demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
5.1.2	demonstrates enhanced dance technique by manipulating aspects of the elements of dance
5.1.3	demonstrates an understanding and application of aspects of performance quality and interpretation through performance
5.2.1	explores the elements of dance as the basis of the communication of ideas
5.2.2	composes and structures dance movement that communicates an idea
5.3.1	describes and analyses dance as the communication of ideas within a context
5.3.2	identifies and analyses the link between their performances and compositions and dance works of art
5.3.3	applies understandings and experiences drawn from their own work and dance works of art

# YEAR 10 DRAMA

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Task Description	Focus Outcomes
Term 1 Week 5 & 9	Commedia & Melodrama & Performance Reflection	5.1.2, 5.1.3, 5.2.2, 5.2.3, 5.3.1, 5.3.3
Term 1 Week 11	Monologues & Duologues Performance Performance Review	5.1.1, 5.1.2, 5.2.1, 5.2.3, 5.3.1, 5.3.2
Term 3 Week 7	Group Performance/s & Essay	5.1.1, 5.1.2, 5.2.3, 5.3.2, 5.3.3
Term 4 Week 6	Group Performance & Portfolio	5.1.1, 5.1.3, 5.2.3

## OUTCOMES

<b>5.1.1</b>	Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
<b>5.1.2</b>	Contributes, selects, develops and structures ideas in improvisation and playbuilding
<b>5.1.3</b>	Devises, interprets and enacts drama using scripted and unscripted material or text
<b>5.1.4</b>	Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies
<b>5.2.1</b>	Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
<b>5.2.2</b>	Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
<b>5.2.3</b>	Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
<b>5.3.1</b>	Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
<b>5.3.2</b>	Analyses the contemporary and historical contexts of drama
<b>5.3.3</b>	Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

# YEAR 10 ENGLISH

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Task Description	Focus Outcomes
Term 1 Week 10	Close study of a novel – essay response	5.1, 5.3, 5.4, 5.8, 5.9
Term 2 Week 8	Imaginative Writing	5.1, 5.3, 5.9
Term 3 Week 10	Tragic Hero representation and rationale	5.3, 5.4, 5.5, 5.7
Term 4 Week 7	Short answer exam	5.1, 5.2, 5.6

## OUTCOMES

<b>5.1</b>	Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure
<b>5.2</b>	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
<b>5.3</b>	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
<b>5.4</b>	Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
<b>5.5</b>	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
<b>5.6</b>	Investigates the relationships between and among texts
<b>5.7</b>	Understands and evaluates the diverse ways texts can represent personal and public worlds
<b>5.8</b>	Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
<b>5.9</b>	Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

# YEAR 10 EXPLOSIVE HISTORY

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term & Week	Task Description	Focus Outcomes
Term 1 Week 8	Task 1 Tutankhamun's tomb – Source Portfolio	E5.4, E5.6, E5.7, E5.8, E5.10
Term 2 Week 8	Task 2 Golden Age of Piracy – Extended Response	E5.3, E5.4, E5.8, E5.10
Term 3 Week 6	Task 3 Crime & Punishment – Class Presentation	E5.1, E5.6, E5.8, E5.10
Term 4 Week 8	Task 4 Mysteries & Conspiracies – Multi Modal	E5.1, E5.2, E5.6, E5.7, E5.8

## OUTCOMES

<b>E5.1</b>	Applies an understanding of history, heritage, archaeology and the methods of historical inquiry
<b>E5.2</b>	Examines the ways in which historical meanings can be constructed through a range of media
<b>E5.3</b>	Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
<b>E5.4</b>	Explains the importance of key features of past societies or periods, including groups and personalities
<b>E5.5</b>	Evaluates the contribution of cultural groups, sites and/or family to our shared heritage
<b>E5.6</b>	Identifies and evaluates the usefulness of historical sources in an historical inquiry process
<b>E5.7</b>	Explains different contexts, perspectives and interpretations of the past
<b>E5.8</b>	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
<b>E5.9</b>	Applies a range of relevant historical terms and concepts when communicating an understanding of the past
<b>E5-10</b>	Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

# YEAR 10 FOOD TECHNOLOGY

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term & Week	Task Description	Focus Outcomes
Term 1 Week 8	Food service catering	5.3.1, 5.6.1
Term 2 Week 8	Food for special needs	5.1.1, 5.1.2
Term 3 Week 9	Food product development	5.4.1, 5.4.2, 5.5.2
Term 4 Week 8	Food for special occasions	5.1.1, 5.3.2

## OUTCOMES

<b>5.1.1</b>	Demonstrates hygienic handling of food to ensure a handling of food to ensure a safe and appealing product
<b>5.1.2</b>	Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
<b>5.2.1</b>	Describes the physical and chemical properties of a variety of foods
<b>5.2.2</b>	Accounts for changes to the properties of food which occur during food processing, preparation and storage
<b>5.2.3</b>	Applies appropriate methods of food processing, preparation and storage
<b>5.3.1</b>	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
<b>5.3.2</b>	Justifies food choices by analysing the factors that influence eating habits
<b>5.4.1</b>	Collects, evaluates and applies information from a variety of sources
<b>5.4.2</b>	Communicates ideas and information using a range of media and appropriate terminology
<b>5.5.1</b>	Selects and employs appropriate techniques and equipment for a variety of food-specific purposes
<b>5.5.2</b>	Plans, prepares, presents and evaluates food solutions for specific purposes
<b>5.6.1</b>	Examines the relationship between food, technology and society
<b>5.6.2</b>	Evaluates the impact of activities related to food on the individual, society and the environment

# YEAR 10 FORENSIC SCIENCE AND ARCHAEOLOGY

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term & Week	Task Description	Focus Outcomes
Term 1 Week 10	History: Interactive display on theories related to case study	HTE5-1, HTE5-6, HTE5-8, HTE5-10
Term 2 Week 6	Science: Practical logbook quality check	FSA1, FSA3, FSA4, FSA5
Term 3 Week 8	History: Report on case study	HTE5-1, HTE5-6, HTE5-8, HTE5-10
Term 4 Week 6	Science: Practical logbook quality check	FSA1, FSA3, FSA4, FSA5

## OUTCOMES

<b>FSA1</b>	Safely conducts firsthand investigations to collect primary data
<b>FSA3</b>	Evaluates primary and secondary data to develop evidence-based arguments and conclusions
<b>FSA4</b>	Explains how a range of scientific tests/techniques can be used to collect and analyse forensic data
<b>FSA5</b>	Explains how society's knowledge of crime and history has changed over time as a result of technological improvements to forensics
<b>HTE5-1</b>	Applies an understanding of history, heritage, archaeology, and the methods of historical inquiry
<b>HTE5-5</b>	Evaluates the contribution of cultural groups, sites and/or family to our shared heritage
<b>HTE5-6</b>	Explains different contexts, perspectives, and interpretations of the past
<b>HTE5-8</b>	Selects and analyses a range of historical sources to locate information relevant to historical inquiry



# YEAR 10 GEOGRAPHY

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term & Week	Task Description	Focus Outcomes
Terms 1 & 3 Week 9	Research and in-class response	5.1, 5.2, 5.5, 5.7, 5.8
Terms 2 & 4 Week 7	Geography Skills and Case Study Topic Test	5.2, 5.3, 5.4, 5.6, 5.8

## OUTCOMES

<b>5.1</b>	Explains the diverse features and characteristics of a range of places and environments
<b>5.2</b>	Explains processes and influences that form and transform places and environments
<b>5.3</b>	Analyses the effect of interactions and connections between people, places and environments
<b>5.4</b>	Accounts for perspectives of people and organisations on a range of geographical issues
<b>5.5</b>	Assesses management strategies for places and environments for their sustainability
<b>5.6</b>	Analyses differences in human wellbeing and ways to improve human wellbeing
<b>5.7</b>	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
<b>5.8</b>	Communicates geographical information to a range of audiences using a variety of strategies

# YEAR 10 HISTORY

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term & Week	Task Description	Focus Outcomes
Terms 1 & 3 Week 7	Source-based test	5.3, 5.5, 5.6, 5.7, 5.8
Terms 2 & 4 Week 5	Historical Source Analysis and Essay	5.1, 5.2, 5.7, 5.8, 5.10

## OUTCOMES

5.1	Explains and assesses the historical forces and factors that shaped the modern world and Australia
5.2	Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
5.3	Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
5.4	Explains and analyses the causes and effects of events and developments in the modern world and Australia
5.5	Identifies and evaluates the usefulness of sources in the historical inquiry process
5.6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
5.7	explains different contexts, perspectives and interpretations of the modern world and Australia
5.8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
5.9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
5.10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

# YEAR 10 INDUSTRIAL TECHNOLOGY TIMBER

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Task Description	Focus Outcomes
Term 1 Week 3	Work, Health and Safety tests	IND5-1
Term 2 Week 10	Specialised Timber Module: Bedside Table with Design folio (Milestone 1)	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6
Term 3 Week 10	Specialised Timber Module: Bedside tabletop and Drawer with Production and Evaluation Folio (Milestone 2)	IND5-5, IND5-8, IND5-9, IND5-10
Term 4 Week 8	Completed Bedside Table with Design Folio	IND5-1, IND5-3 IND5-4, IND5-5 IND5-7, IND5-8

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

# YEAR 10 MATHEMATICS FUNDAMENTALS

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Task Description	Focus Outcomes
Term 1 Week 5	Topic Test	MA5-ALG-C-01, MA5-EQU-C-01
Term 1 Week 9	Assessment Task 1 Term 1 Examination	MA5-DAT-C-01, MA5-DAT-P-01, MA5-ALG-C-01, MA5-EQU-C-01
Term 2 Week 4	Topic Test	MA5-IND-01 <u>or</u> MA5-TRG-C-01, MAG-TRG-C-02
Term 2 Week 8	Semester 1 Examination	<b>All the above outcomes</b> + MA5-FIN-C-02
Term 3 Week 5	Topic Test	MA5-ARE-P-02, MA5-VOL-P-02 <u>or</u> MA5-LIN-C-01, MA5-LIN-C-01
Term 3 Week 9	Assessment Task 2 Term 3 Examination	MA5-PRO-C-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-ARE-P-02, MA5-VOL-P-02
Term 4 Week 7	Semester 2 Examination	<b>All the above outcomes</b> + MA5-PRO-P-01, MA5-GEO-C-01, MA5-GEO-P-01

## OUTCOMES

<b>MAO-WM-01</b>	Working Mathematically	Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
<b>MA5-ALG-01</b>	Algebra Techniques	Simplifies algebraic fractions with numerical denominators and expands algebraic expressions
<b>MA5-EQU-C-01</b>	Equations	Solves linear equations of up to 3 steps, limited to one algebraic fraction
<b>MA5-DAT-C-01</b>	Data	Compares and analyses datasets using summary statistics and graphical representations
<b>MA5-DAT-P-01</b>		Displays and interprets datasets involving bivariate data
<b>MA5-IND-C-01</b>	Indices	Simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
<b>MA5-TRG-C-01</b>	Trigonometry	Applies trigonometric ratios to solve right-angled triangle problems
<b>MA5-TRG-C-02</b>		Applies trigonometry to solve problems, including bearings and angles of elevation and depression
<b>MA5-FIN-C-02</b>	Financial Maths	Solves financial problems involving compound interest and depreciation
<b>MA5-ARE-P-02</b>	Area, Surface Area B and volume	Applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems ( <i>Path: Stn, Adv</i> )
<b>MA5-VOL-P-02</b>		applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids ( <i>Path: Stn, Adv</i> )
<b>MA5-LIN-C-01</b>	Linear relationship:	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
<b>MA5-LIN-C-02</b>		Graphs and interprets linear relationships using the gradient/slope-intercept form
<b>MA5-PRO-C-01</b>	Probability	Solves problems involving probabilities in multistage chance experiments and simulations
<b>MA5-PRO-P-01</b>		Solves problems involving Venn diagrams, 2-way tables and conditional probability ( <i>Path: Adv</i> )
<b>MA5-GEO-C-01</b>	Properties of Geometric figures	Identifies and applies the properties of similar figures and scale drawings to solve problems
<b>MA5-GEO-P-01</b>		Establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes ( <i>Path: Ext</i> )
<b>MA5-NET-P-01</b>	Network Concept	Solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits ( <i>Path: Stn</i> )

# YEAR 10 MATHEMATICS CORE

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Task Description	Focus Outcomes
Term 1 Week 5	Topic Test	MAO-WM-01, MA5-ALG-P-01, MA5-ALG-P-02, MA5-EQU-P-01, MA5-EQU-P-01
Term 1 Week 9	Assessment Task 1 Term 1 Examination	MAO-WM-01, MA5-ALG-P-01, MA5-ALG-P-02, MA5-EQU-P-01, MA5-EQU-P-01, MA5-DAT-P-01, MA5-DAT-P-02
Term 2 Week 4	Topic Test	MAO-WM-01, MA5-IND-C-01, MA5-IND-P-01 <b>or</b> MA5-TRG-P-01
Term 2 Week 8	Semester 1 Examination	<b>All the above outcomes</b> + MA5-FIN-C-02
Term 3 Week 5	Topic Test	MAO-WM-01, MA5-ARE-P-02, MA5-VOL-P-02 <b>or</b> MA5-LIN-P-01
Term 3 Week 9	Assessment Task 2 Term 3 Examination	MAO-WM-01, MA5-RAT-P-01, MA5-LIN-P-01, MA5-ARE-P-02, MA5-VOL-P-02, MA5-NLI-C-01, MA5-NLI-C-02
Term 4 Week 7	Semester 2 Examination	<b>All the above outcomes</b> + MA5-PRO-P-01, MA5-GEO-C-01, MA5-GEO-P-01

## OUTCOMES

<b>MAO-WM-01</b>	Working Mathematically	Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
<b>MA5-ALG-P-01</b>	Algebra Techniques	Simplifies algebraic fractions with numerical denominators and expands algebraic expressions
<b>MA5-ALG-P-02</b>		Selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions ( <i>Path: Adv</i> )
<b>MA5-EQU-P-01</b>	Equations	Solves monic quadratic equations, linear inequalities and cubic equations of the form $k = ax^3$ ( <i>Path: Adv</i> )
<b>MA5-EQU-P-02</b>		Solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations ( <i>Path: Adv</i> )
<b>MA5-DAT-P-01</b>	Data	Displays and interprets datasets involving bivariate data
<b>MA5-DAT-P-02</b>		Plans, conducts and reviews a statistical inquiry into a question of interest ( <i>Path: Stn, Adv</i> )
<b>MA5-IND-C-01</b>	Indices	Simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
<b>MA5-IND-P-01</b>		applies the index laws to operate with algebraic expressions involving negative-integer indices ( <i>Path: Adv</i> )
<b>MA5-TRG-P-01:</b>	Trigonometry	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings ( <i>Path: Stn, Adv</i> )
<b>MA5-FIN-C-02</b>	Financial Maths	Solves financial problems involving compound interest and depreciation
<b>MA5-ARE-P-02</b>	Area, Surface Area B and volume	Applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems ( <i>Path: Stn, Adv</i> )
<b>MA5-VOL-P-02</b>		applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids ( <i>Path: Stn, Adv</i> )
<b>MA5-LIN-P-01</b>	Linear relationship:	Describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems ( <i>Path: Adv</i> )
<b>MA5-NLI-C-01</b>	Non – Linear relationship	Identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
<b>MA5-NLI-C-02</b>		Identifies and compares features of parabolas and exponential curves in various contexts
<b>MA5-PRO-P-01</b>	Probability	Solves problems involving Venn diagrams, 2-way tables and conditional probability ( <i>Path: Adv</i> )
<b>MA5-RAT-P-01</b>	Change of rate	Identifies and solves problems involving direct and inverse variation and their graphical representations ( <i>Path: Stn, Adv</i> )
<b>MA5-RAT-P-02</b>		Analyses and constructs graphs relating to rates of change ( <i>Path: Stn, Adv</i> )
<b>MA5-GEO-C-01</b>	Properties of Geometric figures	Identifies and applies the properties of similar figures and scale drawings to solve problems
<b>MA5-GEO-P-01</b>		Establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes ( <i>Path: Ext</i> )
<b>MA5-NET-P-01</b>	Network Concept	Solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits ( <i>Path: Stn</i> )

# YEAR 10 MATHEMATICS CHALLENGER

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Task Description	Focus Outcomes
Term 1 Week 5	Topic Test	MAO-WM-01, MA5-ALG-P-01, MA5-ALG-P-02, MA5-EQU-P-01, MA5-EQU-P-01
Term 1 Week 9	Assessment Task 1 Term 1 Examination	MAO-WM-01, MA5-ALG-P-01, MA5-ALG-P-02, MA5-EQU-P-01, MA5-EQU-P-01, MA5-DAT-P-01, MA5-DAT-P-02
Term 2 Week 4	Topic Test	MAO-WM-01, MA5-IND-P-01, MA5-IND-P-02 <b>or</b> MA5-LOG-P-01
Term 2 Week 8	Semester 1 Examination	<b>All the above outcomes</b> + MA5-TRG-P-01, MA5-TRG-P-02
Term 3 Week 5	Topic Test	MAO-WM-01, MA5-FIN-C-02, <b>or</b> MA5-LIN-P-01
Term 3 Week 9	Assessment Task 2 Term 3 Examination	MAO-WM-01, MA5-LIN-P-01, MA5-FIN-C-02, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01
Term 4 Week 7	Semester 2 Examination	<b>All the above outcomes</b> + MA5-PRO-P-01, MA5-GEO-C-01, MA5-GEO-P-0, MA5-GEO-P-02

## OUTCOMES

<b>MAO-WM-01</b>	Working Mathematically	Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
<b>MA5-ALG-P-01</b>	Algebra Techniques	Simplifies algebraic fractions with numerical denominators and expands algebraic expressions
<b>MA5-ALG-P-02</b>		Selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions ( <i>Path: Adv</i> )
<b>MA5-EQU-P-01</b>	Equations	Solves monic quadratic equations, linear inequalities and cubic equations of the form $k = ax^3$ ( <i>Path: Adv</i> )
<b>MA5-EQU-P-02</b>		Solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations ( <i>Path: Adv</i> )
<b>MA5-DAT-P-01</b>	Data	Displays and interprets datasets involving bivariate data
<b>MA5-DAT-P-02</b>		Plans, conducts and reviews a statistical inquiry into a question of interest ( <i>Path: Stn, Adv</i> )
<b>MA5-IND-P-01</b>	Indices	Applies the index laws to operate with algebraic expressions involving negative-integer indices ( <i>Path: Adv</i> )
<b>MA5-IND-P-02</b>		describes and performs operations with surds and fractional indices ( <i>Path: Adv</i> )
<b>MA5-TRG-P-01:</b>	Trigonometry	Applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings ( <i>Path: Stn, Adv</i> )
<b>MA5-TRG-P-02</b>		Establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations ( <i>Path: Adv</i> )
<b>MA5-FIN-C-02</b>	Financial Maths	Solves financial problems involving compound interest and depreciation
<b>MA5-LIN-P-01</b>	Linear relationship:	Describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems ( <i>Path: Adv</i> )
<b>MA5-NLI-C-01</b>	Non – Linear relationship	Identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
<b>MA5-NLI-C-02</b>		Identifies and compares features of parabolas and exponential curves in various contexts
<b>MA5-NLI-P-01</b>		Interprets and compares non-linear relationships and their transformations, both algebraically and graphically ( <i>Path: Adv</i> )
<b>MA5-PRO-P-01</b>	Probability	Solves problems involving Venn diagrams, 2-way tables and conditional probability ( <i>Path: Adv</i> )
<b>MA5-LOG-P-01</b>	Logarithms	Establishes and applies the laws of logarithms to solve problems ( <i>Path: Adv</i> )
<b>MA5-GEO-C-01</b>	Properties of Geometric figures	Identifies and applies the properties of similar figures and scale drawings to solve problems
<b>MA5-GEO-P-01</b>		Establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes ( <i>Path: Ext</i> )
<b>MA5-GEO-P-02</b>		Constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes ( <i>Path: Ext</i> )
<b>MA5-FNC-P-01</b>	Functions and other graphs	Uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables ( <i>Path: Adv</i> )
<b>MA5-POL-P-01</b>	Polynomials	Defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems ( <i>Path: Adv, Ext</i> )

# YEAR 10 MUSIC

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term & Week	Task description	Focus Outcomes	Component		
			A	B	C
Term 1 Week 7	Performance	5.1, 5.2, 5.3	*		
Term 2 Week 7	Composition	5.4, 5.5, 5.6			*
Term 3 Week 8 & 9	Performance Aural Skills Examination	5.3, 5.4	*	*	
Term 4 Week 6	Project	5.2, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12		*	*

### COMPONENTS

A	Performance
B	Composition
C	Musicology

### OUTCOMES

### OBJECTIVES

<b>5.1</b>	Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts	Develop knowledge, understanding and skills in the musical concepts through <b>performing</b> as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
<b>5.2</b>	Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology	
<b>5.3</b>	Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness	
<b>5.4</b>	Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study	Develop knowledge, understanding and skills in the musical concepts through <b>composing</b> as a means of self-expression, musical creation and problem-solving
<b>5.5</b>	Notates own compositions, applying forms of notation appropriate to the music selected for study	
<b>5.6</b>	Uses different forms of technology in the composition process	
<b>5.7</b>	Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts	Develop knowledge, understanding and skills in the musical concepts through <b>listening</b> as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts
<b>5.8</b>	Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study	
<b>5.9</b>	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	
<b>5.10</b>	Demonstrates an understanding of the influence and impact of technology on music	
<b>5.11</b>	Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform	
<b>5.12</b>	Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences	Value and appreciate the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening

# YEAR 10 PASS

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Task Description	Outcomes	Weighting
Term 1 Week 9-10	Task 1 Contemporary Issues in Sport (Pair Research Project & Presentation)	PASS5-3, PASS5-4	25%
Term 2 Week 4	Task 2 Training, Performance and Sports Medicine (Quiz)	PASS5-1, PASS5-6, PASS5-7, PASS5-10	25%
Term 3 Week 9-10	Task 3 Sports Coaching (Plan and Coach)	PASS5-5, PASS5-7, PASS5-8	25%
Term 4 Week 2-4	Task 4 Lifelong Physical Activity (Practical)	PASS5-1, PASS5-2, PASS5-5, PASS5-7, PASS5-8, PASS5-9	25%

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



# YEAR 10 PDHPE

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term & Week	Task Description	Outcomes	Weighting
Term 1 Week 8-10	Task 1 Striking Sports - Practical skills	PD5-4, PD5-5, PD5-10, PD5-11	20%
Term 2 Week 2	Task 2 "My Personal Fitness Plan" Written Task	PD5-6, PD5-7, PD5-8	20%
Term 2 Week 5-6	Task 3 Invasion Games - Practical Skills	PD5-4, PD5-5, PD5-10, PD5-11	20%
Term 4 Week 4	Task 4 Collaborative Research Project	PD5-2, PD5-6, PD5-10	20%
Term 4 Weeks 4-5	Task 5 Dance practical (Cha Cha)	PD5-4, PD5-10, PD5-11	20%

## OUTCOMES

<b>PD5-1</b>	Assesses their own and others' capacity to reflect on and respond positively to challenges
<b>PD5-2</b>	Researches and appraises the effectiveness of health information and support services available in the community
<b>PD5-3</b>	Analyses factors and strategies that enhance inclusivity, equality and respectful relationships
<b>PD5-4</b>	Adapts & improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
<b>PD5-5</b>	Appraises and justifies choices of actions when solving complex movement challenges
<b>PD5-6</b>	Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
<b>PD5-7</b>	Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
<b>PD5-8</b>	Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
<b>PD5-10</b>	Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
<b>PD5-11</b>	Refines and applies movement skills and concepts to compose and perform innovative movement sequences

# YEAR 10 SCIENCE

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Task Description	Focus Outcomes
Term 1 Week 8	Skills Exam	SC5-4WS, SC5-7WS, SC5-8WS, SC5-9WS
Term 2 Week 5	Depth Study/Student Research Project	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW
Term 4 Week 7	Yearly Exam	ALL Content SC5-7WS, SC5-8WS, SC5-9WS

## OUTCOMES

### Working Scientifically Outcomes (WS)

<b>SC5-4WS</b>	Develops questions or hypotheses to be investigated scientifically
<b>SC5-5WS</b>	Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
<b>SC5-6WS</b>	Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
<b>SC5-7WS</b>	Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
<b>SC5-8WS</b>	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
<b>SC5-9WS</b>	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

### Content Outcomes

<b>SC5-10PW</b>	Applies models, theories and laws to explain situations involving energy, force and motion
<b>SC5-11PW</b>	Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
<b>SC5-12ES</b>	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
<b>SC5-15LW</b>	Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
<b>SC5-17CW</b>	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

# YEAR 10 SPORTS TRAINING AND COACHING (80HR)

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Task Description	Outcomes	Weighting
Term 1 Week 6	Task 1 Fitness Testing and Training Program	PASS5-1, PASS5-2, PASS5-5, PASS5-7, PASS5-8, PASS5-9	30%
Term 2 Week 9	Task 2 Athlete Depth Study	PASS5-3, PASS5-4	30%
Term 3 Week 6	Task 3 Sports Coaching Individual (Plan and Coach)	PASS5-5, PASS5-7, PASS5-8	40%

## OUTCOMES

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

# YEAR 10 TEXTILES TECHNOLOGIES

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Task Description	Focus Outcomes
Term 1 Week 7	Terrific Trends Portfolio	TEX5-1, TEX5-4, TEX5-8
Term 2 Week 9	Terrific Trends- Final Project Submission	TEX5-2, TEX5-9, TEX5-10, TEX5-11
Term 3 Week 7	Textile Art Portfolio	TEX5-1, TEX5-4, TEX5-5, TEX5-8
Term 4 Week 6	Textile Art Project Submission	TEX5-1, TEX5-9, TEX5-10

## OUTCOMES

<b>TEX5-1</b>	Explains the properties and performance of a range of textile items
<b>TEX5-2</b>	Justifies the selection of textile materials for specific end uses
<b>TEX5-3</b>	Explains the creative process of design used in the work of textile designers
<b>TEX5-4</b>	Generates and develops textile design ideas
<b>TEX5-5</b>	Investigates and applies methods of colouration and decoration for a range of textile items
<b>TEX5-6</b>	Analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
<b>TEX5-7</b>	Evaluates the impact of textiles production and use on the individual consumer and society
<b>TEX5-8</b>	Selects and uses appropriate technology to creatively document, communicate and present design and project work
<b>TEX5-9</b>	Critically selects and creatively manipulates a range of textile materials to produce quality textile items
<b>TEX5-10</b>	Selects appropriate techniques and uses equipment safely in the production of quality textile projects
<b>TEX5-11</b>	Demonstrates competence in the production of textile projects to completion
<b>TEX5-12</b>	Evaluates textile items to determine quality in their design and construction

# YEAR 10 VISUAL ARTS

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term & Week	Task Description	Focus Outcomes
Term 2 Week 5	Visual Arts Process Diary Body of Work Artist Case Study	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8,
Term 4 Week 5	Visual Arts Process Diary Body of Work Artist Case Study	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.9, 5.10

## 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 VISUAL DESIGN

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term & Week	Task Description	Focus Outcomes
Term 2 Week 5	E-portfolio and Visual Design Process Diary Final Artwork Artist Case Study	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10
Term 4 Week 6	E-portfolio and Visual Design Process Diary Final Artwork Artist Case Study Final Artwork	5.1, 5.2, 5.3, 5.4, 5.5, 5.6

## OUTCOMES

<b>5.1</b>	Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
<b>5.2</b>	Makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
<b>5.3</b>	Makes artworks informed by an understanding of how the frames affect meaning
<b>5.4</b>	Investigates the world as a source of ideas, concepts and subject matter in the visual arts
<b>5.5</b>	Makes informed choices to develop and extend concepts and different meanings in their artworks
<b>5.6</b>	Demonstrates developing technical accomplishment and refinement in making artworks
<b>5.7</b>	Applies their understanding of aspects of practice to critical and historical interpretations of art
<b>5.8</b>	Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
<b>5.9</b>	Demonstrates how the frames provide different interpretations of art
<b>5.10</b>	Demonstrates how art criticism and art history construct meanings

# YEAR 10 WORK EDUCATION

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term & Week	Task Description	Focus Outcomes
Term 1 Week 10	<b>Assessment Task 1</b> What is work? Career Magazine	WE5-1, WE5-4, WE5-5, WE5-8, WE5-9
Term 2 Week 8	<b>Assessment Task 2</b> Managing Finances, Budget Task	WE5-6, WE5-7, WE5-8, WE5-9, WE5-10
Term 3 Week 9	<b>Assessment Task 3</b> Technology, Media Fire & Persuasive Response	WE5-1, WE5-2, WE5-7, WE5-9, WE5-10
Term 4 Week 7	<b>Assessment Task 4</b> Preparation for the Workforce Topic Test	WE5-3, WE5-5, WE5-6, WE5-8, WE5-10

## OUTCOMES

<b>WE5-1</b>	Analyses employment trends and changes in the nature of work
<b>WE5-2</b>	Analyses current workplace issues and their implications
<b>WE5-3</b>	Examines the roles of diverse organisations in the Australian community
<b>WE5-4</b>	Evaluates the roles and responsibilities of individuals within the Australian community
<b>WE5-5</b>	Explains the roles of education, employment, and training organisations
<b>WE5-6</b>	Assesses personal goals, attributes, and values in the context of education, training and employment
<b>WE5-7</b>	Explains skills, attributes, and entrepreneurial behaviours in a range of contexts
<b>WE5-8</b>	Assesses options for career development and managing transitions
<b>WE5-9</b>	Selects and analyses relevant information from a variety of sources

School Name: Pittwater High School

Assessment Schedule Year - 2025

<i>Assessment Tasks for SIT10222 Certificate I in Hospitality</i>		Task 1	Task 2	Task 3	EXAM (School Based Exam Optional)
		Week 1 Term 2 Date	Week 1 Term 3 Date	Week 5 Term 4 Date	
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>					Week Term Date
Unit Code	Unit Name				
SITXWHS005	Participate in safe work practices	X			
SITXFSA005	Use hygienic practices for food safety	X			
BSBTWK201	Work effectively with others		X		
BSBPEF202	Plan and apply time management		X		
SITXCCS009	Provide customer information and assistance			X	
SITHFAB025	Prepare and serve espresso coffee			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT10222 Certificate I in Hospitality. This course will be credentialled as a 100-hour elective study on the Record of School Achievement (RoSA)

**The exam will be confirmed by your teacher.**

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

sed leading up to “competent”.



## **PUBLIC SCHOOLS NSW RTOs VOCATIONAL EDUCATION AND TRAINING**

### **School Delivered Vocational Education and Training (VET) Courses**

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

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

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

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

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved.

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



## PITTWATER HIGH SCHOOL ILLNESS OR MISADVENTURE APPEAL

Complete this form for illness/misadventure suffered immediately before or during an assessment task. Submit this form to your teacher of the subject concerned on the first day back following the illness or misadventure. Complete one form for each subject.

SECTION A (Student to complete)			
<b>Student Full Name</b>	<b>Appeal Type (Tick one)</b> <input type="checkbox"/> Illness <input type="checkbox"/> Misadventure		
<b>Date &amp; Time of Appeal Submission</b>	<b>Course Level (Tick ONE)</b> <input type="checkbox"/> RoSA <input type="checkbox"/> Preliminary <input type="checkbox"/> HSC		
<b>Subject</b>	<b>Assessment Task Title</b>	<b>Weighting</b>	
<b>Teacher</b>	<b>Original Due Date</b>	<b>Date Submitted</b>	
<b>Reason for appeal</b> – Briefly state the reason for your appeal and how you were impacted			
<b>Supporting documentation</b> – List the contemporary evidence you have attached in support of your appeal			
<b>Student Signature</b>	<b>Parent Print Name</b>	<b>Parent Signature</b>	<b>Date</b>

SECTION B (Head Teacher & Class Teacher to complete)	
Student phoned school before 9am to advise of illness, misadventure or late submission Office to enter initial details on Sentral	YES <input type="checkbox"/> NO <input type="checkbox"/>
Student submitted form on the first day of return and either submitted task OR made arrangements to complete the task in class	YES <input type="checkbox"/> NO <input type="checkbox"/>
<b>Teacher Comment (with observations on how the student's performance may have been impacted)</b>	<b>Teacher Signature</b>
<b>Head Teacher Recommendation</b>	<b>Head Teacher Signature</b>
<b>Appeal Panel Recommendation</b>	<b>Delegate Signature</b>

**\*Deputy Principal Assessment and Reporting to enter outcome in Sentral and tag Head Teacher. Subject teacher to inform student of outcome.**

## ILLNESS OR MISADVENTURE CHECKLIST

### 1. Complete the eligibility check

#### ELIGIBILITY CHECK

Note: If one or more of the reasons below are ticked, you cannot submit an application

Check if any of the following are your reason for this application:

- difficulties in or loss of preparation time, e.g. due to an earlier/pre-existing illness
- long-term illnesses, e.g., glandular fever, unless you suffer a flare-up during the exam
- the same grounds for which you received disability provisions, except for other difficulties during the exam
- alleged deficiencies in teaching, e.g., extended teacher absences
- loss of study time or facilities.
- misreading the exam timetable - if you miss an exam or arrive late to an exam because you misread the timetable, contact your principal immediately. They may make a submission to NESAs on your behalf
- misreading exam instructions
- failure to enrol/enter for the exam in the correct course
- illness and/or misadventure in a course that is undertaken as a self-tuition student
- other commitments, such as participation in entertainment, family holiday, work or sporting events, or attendance at exams conducted by other education organisations

\*If one or more of the reasons above are ticked, you **cannot** submit an application

If a student has a valid reason for not submitting an assessment task or not completing an in-class assessment task on the due date, the following procedure is to be followed:

2. **Phone or email the school before 8:30 am** on the day the task is scheduled or due, providing the following details:
  - Name
  - Subject and type of assessment task
  - Class teacher
  - Brief detail of the Illness / Misadventure
3. **For illness see a doctor** for a medical certificate (NB doctors will not postdate certificates and post-dated certificates will not be considered)

#### Ask the doctor to include:

- the illness experienced by the student, and
- contemporary evidence of the illness, as observed by the attending medical professional, and
- the date of onset of the illness, and
- a statement about how the student's performance in the task may have been impacted

#### 4. Complete the Illness or Misadventure Appeal form.

The first day the student returns to school, **report to the Teacher or Head Teacher immediately**. Submit the completed form to Head Teacher attaching the medical certificate or the documentation.

**Hand in the assessment task OR arrange a time to complete the task.**

**Be prepared to complete the task on the first day of your return to school.**

Head teachers will submit the form to the Assessment Review Panel convenor.