



*Pittwater High School*



YEAR 10 (ROSA)

ASSESSMENT

GUIDE

YEAR 10

2024



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# ASSESSMENT FOR YEAR 10 2024

As students enter Year 10, we put into place activities and processes that will begin to orient and prepare them for the demands of the senior school. This includes now wearing the senior uniform, stepping up expectations in regard to quality and quantity of work and the introduction of a senior study skills program. Pivotal to this is an assessment schedule including formal exam experiences and summative and formative assessments embedded throughout the year to ensure quality and rigorous learning for maximum growth of skills and knowledge.

## PURPOSE OF ASSESSMENT

The purpose of school assessment is to:

- Provide multiple opportunities for students to demonstrate their learning
- Inform & support student learning and growth
- Provide information on student learning
- Provide evidence of satisfactory completion of courses

Overall assessment grades are awarded against each of the outcome statements on the school report for each subject studied.

These grades are determined by not only the assessments outlined in this book, but also through ongoing course work and formative assessment tasks.

Formative assessment tasks allow students to practice skill application and receive ongoing feedback on their progress.

The award of the Year 10 Record of School Achievement (ROSA) grade is dependent on the satisfactory progress and completion of course work and assessment tasks.

More information can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

## REQUIREMENTS OF STUDENTS

It is expected that:

- Student attendance, conduct and progress will be satisfactory, with attendance not falling below 85% for each subject.
- Students who are absent from school for any reason are to catch up on any missed work in a timely manner.
- Students will complete their class work, homework, assigned work and set tasks to each faculty's requirements.
- Students will make serious attempts in all tasks and participate in all learning experiences.
- Students will apply themselves with diligence and sustained effort throughout the course.

## 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 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.

## MALPRACTICE AND PLAGIARISM

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. All Year 10 students, as part of their careers course will complete the *All My Own Work program*.

*All My Own Work* is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete *All My Own Work* before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

Dishonesty and unfair advantage during an assessment task will be directed to the subject's Head Teacher. Plagiarism will lead to an N-Award warning and the work will have to be resubmitted. Plagiarism and malpractice include: copying someone else's work in part or in whole and presenting it as your own, cheating in a test or exam, and submitting work which another person such as a parent, coach or subject expert has prepared.

### **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 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.

### **Regarding AI and assessment tasks:**

- The use of AI tools to generate or summarise content is strictly prohibited.
- 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 and may face additional consequences.
- 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.
- Misbehaviour during an exam or assessment task will be reported to a Deputy Principal.

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

## **STUDY SKILLS PROGRAM**

All year 10 will be involved in developing both in classrooms and in studies skills throughout the year both in class and in targeted programs.

## **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.

## **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>



# ASSESSMENT CALENDAR 2024

## Year 10 Term 1 2024

| Week 1        | Week 2        | Week 3     | Week 4          | Week 5   | Week 6                                | Week 7                       | Week 8   | Week 9  | Week 10   | Week 11                |
|---------------|---------------|------------|-----------------|--|---------------------------------------|------------------------------|--|---|---|------------------------|
| NO ASSESSMENT | NO ASSESSMENT | IT -Timber | Musical Theatre | Drama<br>Mathematics 5.1<br>Mathematics 5.2<br>Mathematics 5.3 | Agriculture<br>Design &<br>Technology | History<br>Music<br>Textiles | Food<br>Technology<br>Graphics Technology<br>Musical Theatre PDHPE | Commerce<br>Drama<br>Geography<br>Mathematics 5.1<br>Mathematics 5.2<br>Mathematics 5.3<br>PASS | Agriculture<br>Drama<br>English<br>ForensicScience<br>& Archaeology<br>French<br>Japanese<br>Mathematics 5.1<br>Mathematics 5.2<br>Mathematics 5.3<br>PASS<br>PDHPE<br>Visual Arts<br>Visual Design | Drama Live Performance |

# ASSESSMENT CALENDAR 2024

| Year 10 Term 2 2024 |  |                 |   |                  |  |                       |   |                                |                              |
|---------------------|--|-----------------|---|------------------|--|-----------------------|---|--------------------------------|------------------------------|
| Week 1              | Week 2   | Week 3          | Week 4  | Week 5           | Week 6   | Week 7                | Week 8  | Week 9                         | Week 10                      |
| NO ASSESSMENT TASKS | Hospitality<br>IT-Multimedia ACC<br>PDHPE<br>Science | Musical Theatre | Mathematics 5.1<br>Mathematics 5.2<br>Mathematics 5.3 | Commerce<br>PASS | Forensic Science &<br>Archaeology<br>Geography<br>History<br>PASS<br>PDHPE<br>Work Education | Music<br>PASS<br>PHPE | Design & Technology<br>Drama<br>English<br>Graphics Technology<br>Food Technology<br>Mathematics 5.1<br>Mathematics 5.2<br>Mathematics 5.3<br>Musical Theatre<br>Textiles Technologies<br>IT-Timber | French<br>Japanese<br>Textiles | Visual Arts<br>Visual Design |

# ASSESSMENT CALENDAR 2024

## Year 10 Term 3 2024

| Week 1              | Week 2              | Week 3                     | Week 4 | Week 5  | Week 6   | Week 7                       | Week 8  | Week 9  | Week 10  |
|---------------------|---------------------|----------------------------|--------|---|--|------------------------------|---|---|--|
| NO ASSESSMENT TASKS | NO ASSESSMENT TASKS | IT-Multimedia ACC<br>PDHPE | PDHPE  | Mathematics 5.1<br>Mathematics 5.2<br>Mathematics 5.3<br>PASS<br>PDHPE<br>IT Timber | Agriculture<br>Hospitality<br>Musical Theatre<br>Science | Drama<br>History<br>Textiles | Commerce<br>Design & Technology<br>Forensic Science &<br>Archaeology<br>Graphics Technology<br>Music<br>PASS<br>Textiles Technologies | Design & Technology<br>French<br>Food Technology<br>Geography<br>Japanese<br>Mathematics 5.1<br>Mathematics 5.2<br>Mathematics 5.3<br>Music | English<br>Mathematics 5.1<br>Mathematics 5.2<br><br>Mathematics 5.3<br><br>Visual Arts<br>Visual Design |

# ASSESSMENT CALENDAR 2024

| Year 10 Term 4 2024 |                              |   |               |                                     |   |  |   |                     |                     |
|---------------------|------------------------------|---|---------------|-------------------------------------|---|--|---|---------------------|---------------------|
| Week 1              | Week 2                       | Week 3                                      | Week 4        | Week 5                              | Week 6  | Week 7   | Week 8  | Week 9              | Week 10             |
|                     | PASS<br>PDHPE<br>Hospitality | Hospitality<br>Musical Theatre<br>IT-Timber | PDHPE<br>PASS | Commerce<br>PDHPE<br>Work Education | Design & Technology<br>Drama<br>Forensic Science & Archaeology<br>French<br>Geography<br>History<br>Japanese<br>Music<br>PASS<br>Textiles<br>Visual Arts<br>Visual Design | Exam Period<br>Mathematics 5.1<br>Mathematics 5.2<br>Mathematics 5.3<br>Science<br>English | Food Technology<br>Graphics Technology<br>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.

| Week & Term                 | Focus Outcomes  | Task Description              |
|-----------------------------|---|-------------------------------|
| Term 1, Week 6 & 10         | AG5-1, AG5-3, AG5-4, AG5-8, AG5-10  | Research task- Edible insects |
| Term 3 Week 6               | AG5-6, AG5-9, AG5-11, AG5-12  | Practical Assessment Task     |
| Year 10 Exam period: Term 4 | 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 | Yearly exam                   |

## 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 CERAMICS

## ASSESSMENT TASKS

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

| Term              |   | Task Description   | Components |                           |
|-------------------|---|--|------------|---------------------------|
| Term 1<br>Week 10 | 5.1, 5.2, 5.3, 5.4<br>5.5, 5.6, 5.7, 5.8, 5.9 | <b>Semester One Assessment</b><br>- Body of Work Submissions<br>- Ceramicist Case Studies<br>- Practical E-Portfolio | <b>A</b>   | <b>B</b>                  |
| Term 2<br>Week 10 | 5.1, 5.2, 5.3, 5.4<br>5.5, 5.6, 5.7, 5.8, 5.9 |  | Art Making | Art History and Criticism |
| Term 3<br>Week 10 | 5.1, 5.2, 5.3, 5.4,<br>5.5, 5.6, 5.7, 5.10    | <b>Semester Two Assessment</b><br>- Body of Work Submissions<br>- Ceramicist Case Studies<br>- Practical E-Portfolio | Art Making | Art History and Criticism |
| Term 4<br>Week 10 | 5.1, 5.2, 5.3, 5.4,<br>5.5, 5.6, 5.7, 5.10    |  |            |                           |

| COMPONENTS                   | WEIGHTINGS |
|------------------------------|------------|
| a. Art Making                | 60%        |
| b. Art History and Criticism | 40%        |

## OUTCOMES

|  |
|--|
| 5.1 develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks  |
| 5.2 makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience                                  |
| 5.3 makes visual design artworks informed by an understanding of how the frames affect meaning   |
| 5.4 investigates and responds to the world as a source of ideas, concepts, and subject matter for visual design artworks   |
| 5.5 makes informed choices to develop and extend concepts and different meanings in their visual design artworks   |
| 5.6 selects appropriate procedures and techniques to make and refine visual design artworks  |
| 5.7 applies their understanding of aspects of practice to critically and historically interpret visual design artworks   |
| 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks |
| 5.9 uses the frames to make different interpretations of visual design artworks  |
| 5.10 constructs different critical and historical accounts of visual design artworks   |

# YEAR 10 COMMERCE

## ASSESSMENT TASKS

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

| Week & Term      | Focus Outcomes                  | Task Description                                   |
|------------------|---------------------------------|--|
| Term 1<br>Week 9 | 5.1, 5.2,<br>5.5, 5.8           | Law Society & Political Involvement Report         |
| Term 2<br>Week 5 | 5.2, 5.3, 5.7,<br>5.9           | Economic/Business Event, Topic Test                |
| Term 3<br>Week 8 | 5.1, 5.2, 5.7,<br>5.9           | Employment &<br>Work Futures HR<br>Report & Resume |
| Term 4<br>Week 5 | 5.1, 5.2, 5.3, 5.5,<br>5.3, 5.8 | Topic Test   |

## OUTCOMES

**5.1** applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts

**5.2** analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts

**5.3** examines the role of law in society

**5.4** analyses key factors affecting commercial and legal decisions

**5.5** evaluates options for solving commercial and legal problems and issues

**5.6** monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues

**5.7** researches and assesses commercial and legal information using a variety of sources

**5.8** explains commercial and legal information using a variety of forms

**5.9** works independently and collaboratively to meet individual and collective goals within specified timelines



# YEAR 10 DESIGN & TECHNOLOGY

## ASSESSMENT TASKS

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

| Term / week           | Focus Outcomes             | Task Description  |
|-----------------------|----------------------------|-------------------|
| Term 1<br>Week 6      | DT5-1, DT5-2, DT5-3        | Design Project 1  |
| Term 2<br>Week 8      | DT5-1, DT5-6, DT5-7, DT5-8 | Assessment Task 1 |
| Term 3<br>Weeks 8 & 9 | DT5-8, DT5-9, DT5-10       | Design Project 2  |
| Term 4<br>Week 6      | DT5-3, DT5-4, DT5-6, DT5-8 | Design Project 3  |

## OUTCOMES

### DT5-1

analyses and applies a range of design concepts and processes

### DT5-2

applies and justifies an appropriate process of design when developing design ideas and solutions

### DT5-3

evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments

### DT5-4

analyses the work and responsibilities of designers and the factors affecting their work

### DT5-6

develops and evaluates creative, innovative and enterprising design ideas and solutions

### DT5-7

uses appropriate techniques when communicating design ideas and solutions to a range of audiences

### DT5-8

selects and applies management strategies when developing design solutions

### DT5-9

applies risk management practices and works safely in developing quality design solutions

### DT5-10

selects and uses a range of technologies competently in the development and management of quality design solutions

# YEAR 10 DRAMA

## ASSESSMENT TASKS

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

| Week & Term                        | Focus Outcomes | Task Description   |
|------------------------------------|----------------|--|
| Term 1<br>Week 5 & 9               | 5.1.3          | Improvisation:<br>"Status" & "Making a Transition"<br>+ Term Summary |
| Term 1<br>Week 11<br>12 April 2024 | 5.3.3          | Live Performance Review<br>"Little Shop of Horrors"                  |
| Term 3<br>Week 7                   | 5.1.1          | Group Performance/s  |
| Term 4<br>Week 6                   | 5.2.2          | Monologue:<br>"Family Values" + Portfolio                            |

## OUTCOMES

**5.1.1** Manipulates the elements of drama to create belief, clarity and tension in character, role, situation, and action

**5.1.3** Devises, interprets, and enacts drama using scripted and unscripted material or text

**5.2.2** Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience

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

## OUTCOMES

**5.1** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure

**5.2** 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

**5.3** 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

**5.4** effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

**5.5** 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

**5.6** investigates the relationships between and among texts

**5.7** understands and evaluates the diverse ways texts can represent personal and public worlds

**5.8** questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

**5.9** purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

# YEAR 10 FOOD TECHNOLOGY

## ASSESSMENT TASKS

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

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

## OUTCOMES

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

# YEAR 10 FORENSIC SCIENCE AND ARCHAEOLOGY

## ASSESSMENT TASKS

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

| Week & Term       | Focus Outcomes  | Task Description   |
|-------------------|---|--|
| Term 1<br>Week 10 | FSA 1, FSA3, FSA4, FSA5<br>HTE5 -1, HTE5 - 5, HTE5 – 6, HTE5- 8 | Archaeological evidence display  |
| Term 2<br>Week 6  | FSA 1, FSA3, FSA4, FSA5<br>HTE5 -1, HTE5 - 5, HTE5 – 6, HTE5- 8 | Portfolio of work check in incorporating relevant class work and case studies. |
| Term 3<br>Week 8  | FSA 1, FSA3, FSA4, FSA5<br>HTE5 -1, HTE5 - 5, HTE5 – 6, HTE5- 8 | Research Task and Google Site  |
| Term 4<br>Week 6  | FSA 1, FSA3, FSA4, FSA5<br>HTE5 -1, HTE5 - 5, HTE5 – 6, HTE5- 8 | Portfolio of work check in incorporating relevant class work and case studies. |

## OUTCOMES

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

# YEAR 10 FRENCH

## ASSESSMENT TASKS

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

| Week & Term       | Focus Outcomes                           | Task Description  |
|-------------------|--|---|
| Term 1<br>Week 10 | LFR5-1C<br>LFR5-4C                       | Slides presentation – Introducing a friend<br>(Composing and interacting) |
| Term 2<br>Week 9  | LFR5-2C                                  | In-class test<br>(accessing & responding)                                 |
| Term 3,<br>Week 9 | LFR5-1C<br>LFR5-4C<br>LFR5-5U            | Digital - Diary + Interview   |
| Term 4,<br>Week 6 | LFR5-1C<br>LFR5-2C<br>LFR5-4C<br>LFR5-5U | Job Interview<br>(Interacting and Accessing and Responding)               |

### OUTCOMES

**LFR5-1C**- Manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

**LFR5-2C**- Identifies and interprets information in a range of texts

**LFR5-3C**- Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

**LFR5-4C**- Experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences

**LFR5-5U**- Demonstrates how French pronunciation and intonation are used to convey meaning

**LFR5-6U**- Analyses the function of complex French grammatical structures to extend meaning

**LFR5-7U**- Analyses linguistic, structural and cultural features in a range of texts

**LFR5-8U**- Explains and reflects on the interrelationship between language, culture and identity

# YEAR 10 GEOGRAPHY

## ASSESSMENT TASKS

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

| Week & Term           | Focus Outcomes             | Task Description                     |
|-----------------------|----------------------------|--------------------------------------|
| Terms 1 & 3<br>Week 9 | 5.1, 5.2, 5.5,<br>5.7, 5.8 | Research and in-class response       |
| Terms 2 & 4<br>Week 6 | 5.2, 5.5, 5.6,<br>5.8      | Geography Skills and Case Study Exam |

### OUTCOMES

- 5.1** explains the diverse features and characteristics of a range of places and environments
- 5.2** explains processes and influences that form and transform places and environments
- 5.3** analyses the effect of interactions and connections between people, places and environments
- 5.4** accounts for perspectives of people and organisations on a range of geographical issues
- 5.5** assesses management strategies for places and environments for their sustainability
- 5.6** analyses differences in human wellbeing and ways to improve human wellbeing
- 5.7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- 5.8** 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.

| Week & Term           | Focus Outcomes         | Task Description                     |
|-----------------------|------------------------|--------------------------------------|
| Terms 1 & 3<br>Week 7 | 5.1, 5.7, 5.8,<br>5.10 | Source-based test                    |
| Terms 2 & 4<br>Week 6 | 5.5, 5.6, 5.7,<br>5.8  | Historical Source Analysis and Essay |

## OUTCOMES

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



# YEAR 10 JAPANESE

## ASSESSMENT TASKS

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

| Week & Term       | Focus Outcomes                           | Task Description  |
|-------------------|--|---|
| Term 1<br>Week 10 | LJA5-1C<br>LJA5-4C<br>LJA5-6U            | Slides presentation – Introducing a friend<br>(Composing and interacting) |
| Term 2<br>Week 9  | LJA5-2C                                  | In-class test<br>(Assessing and responding)                               |
| Term 3<br>Week 9  | LJA5-1C<br>LJA5-4C<br>LJA5-5U            | Digital Diary and Interview<br>(Composing and interacting)                |
| Term 4<br>Week 6  | LJA5-1C<br>LJA5-2C<br>LJA5-4C<br>LJA5-5U | Job interview<br>(Interacting and Accessing and Responding)               |

## OUTCOMES

**LJA5-1C**- Manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

**LJA5-2C**- Identifies and interprets information in a range of texts

**LJA5-3C**- Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

**LJA5-4C**- Experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences

**LJA5-5U**- Demonstrates how Japanese pronunciation and intonation are used to convey meaning

**LJA5-6U**- Demonstrates understanding of how Japanese writing conventions are used to convey meaning

**LJA5-7U**- Analyses the function of complex Japanese grammatical structures to extend meaning

**LJA5-8U**- Analyses linguistic, structural and cultural features in a range of texts

**LJA5-9U**- Explains and reflects on the interrelationship between language, culture and identity

# YEAR 10 MATHEMATICS 5.1

## ASSESSMENT TASKS

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

| Week & Term       | Focus Outcomes   | Task Description   |
|-------------------|--|--|
| Term 1<br>Week 5  | MA4-1 WM, MA4-2 WM, MA4-3 WM, MA4-4 NA, MA4-5 NA   | Topic Test   |
| Term 1<br>Week 9  | MA4-1 WM, MA4-2 WM, MA4-3 WM, MA4-4 NA, MA4-5 NA, MA4-6 NA, MA5.1-1 WM, MA5.1-2 WM, MA5.1-3 WM, MA5.1-4 NA | Term 1 Exam (Multiple topics that have been taught in the term)  |
| Term 1<br>Week 10 | MA5.1-1WM, MA5.1-2WM, MA5.1-3WM  | ROSA Exam (Numeracy)   |
| Term 2<br>Week 4  | MA4-1 WM, MA4-2 WM, MA4-3 WM, MA4-8 NA   | Topic Test   |
| Term 2<br>Week 8  | MA4-1 WM, MA4-2 WM, MA4-3 WM, MA4-7 NA, MA4-8 NA   | Term 2 Exam (Multiple topics that have been taught in the term)  |
| Term 3<br>Week 5  | MA5.1-1 WM, MA5.1-2 WM, MA5.1-3 WM, MA5.1-13 SP  | Topic Test   |
| Term 3<br>Week 9  | MA4-1 WM, MA4-2 WM, MA4-13MG, MA4-14 MG, MA5.1-1 WM, MA5.1-2 WM, MA5.1-8 MG, MA5.1-13 SP                   | Term 3 Exam (Multiple topics that have been taught in the term)  |
| Term 3<br>Week 10 | MA5.1-1WM, MA5.1-2WM, MA5.1-3WM  | ROSA Exam (Numeracy)   |
| Term 4<br>Week 7  | MA4-1 WM, MA4-2 WM, MA4-16 MG, MA5.1-1 WM, MA5.1-2 WM, MA5.1-31 WM, MA5.1-12 SP, MA5.2-15 SP               | Term 4 Exam in Hall (Multiple topics that have been taught in the term, plus any poor performance topics.) |

## OUTCOMES

**Communicating** MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts

**Problem Solving** MA5.1-2WM selects and uses appropriate strategies to solve problems

**Reasoning** MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context

**Financial Mathematics** MA5.1-4NA solves financial problems involving earning, spending and investing money

**Indices** MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

**Linear Relationships** MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships

**Non-Linear Relationships** MA5.1-7NA graphs simple non-linear relationships

**Area and Surface Area** MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms

**Numbers of Any Magnitude** MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

**Right-Angled Triangles (Trigonometry)** MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

**Properties of Geometrical Figures** MA5.1-11MG describes and applies the properties of similar figures and scale drawings

**Single Variable Data Analysis** MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

**Probability** MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events

# YEAR 10 MATHEMATICS 5.2

## ASSESSMENT TASKS

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

| Term / Week       | Focus Outcomes  | Task Description   |
|-------------------|---|--|
| Term 1<br>Week 5  | MA4-5NA, MA4-6NA, MA5.1-4NA, MA5.2-4NA  | Topic Test   |
| Term 1<br>Week 9  | MA4-5NA, MA4-6NA, MA5.1-4NA, MA5.2-4NA, MA4-8NA MA5.2-6NA MA5.1-9MG MA4-9NA MA5.1-5NA MA5.2-7NA | Term 1 Exam (Multiple topics that have been taught in the term)  |
| Term 1<br>Week 10 | MA5.1-1WM, MA5.1-2WM, MA5.1-3WM   | ROSA Exam (Numeracy)   |
| Term 2<br>Week 4  | MA4-21SP, MA5.1-13SP, MA5.2-17SP  | Topic Test   |
| Term 2<br>Week 8  | MA4-21SP, MA5.1-13SP, MA5.2-17SP MA5.1-9MG, MA4-12MG, MA4-3MG                                   | Term 2 Exam (Multiple topics that have been taught in the term)  |
| Term 3<br>Week 5  | MA4-19SP, MA4-20SP, MA5.1-12SP, MA5.2-15SP, MA5.2-16SP  | Topic Test   |
| Term 3<br>Week 9  | MA4-19SP, MA4-20SP, MA5.1-12SP, MA5.2-15SP, MA5.2-16SP, MA5.1-9MG, MA4-12MG, MA4-13MG           | Term 3 Exam (Multiple topics that have been taught in the term)  |
| Term 3<br>Week 10 | MA5.1-1WM, MA5.1-2WM, MA5.1-3WM   | ROSA Exam (Numeracy)   |
| Term 4<br>Week 7  | MA5.2-14MG, MA5.2-14MG, MA5.2-6NA   | Term 4 Exam in Hall (Multiple topics that have been taught in the term, plus any poor performance topics.) |

## OUTCOMES

**Communicating** MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions

**Problem Solving** MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems

**Reasoning** MA5.2-3WM constructs arguments to prove and justify results

**Financial Mathematics** MA5.2-4NA solves financial problems involving compound interest

**Ratios and Rates** MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion

**Algebraic Techniques** MA5.2-6NA simplifies algebraic fractions and expands and factorises quadratic expressions

**Indices** MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices

**Equations** MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques

**Linear Relationships** MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships

**Non-Linear Relationships** MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships

**Area and Surface Area** MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids

**Volume** MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

**Right-Angled Triangles (Trigonometry)** MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings

**Properties of Geometrical Figures** MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar

**Single Variable Data Analysis** MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data

**Bivariate Data Analysis** MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time

# YEAR 10 MATHEMATICS 5.3

## ASSESSMENT TASKS

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

| Week & Term       | Focus Outcomes  | Task Description   |
|-------------------|---|--|
| Term 1<br>Week 5  | MA5.1-9MG, MA4-12MG, MA4-13MG, MA5.1-8MG, MA5.2-11MG, MA5.3-13MG, MA4-14MG, MA5.2-12MG, MA5.3-14MG  | Topic Test   |
| Term 1<br>Week 9  | MA4-9NA, MA5.1-5NA, MA5.2-7NA, MA5.3-6NA, MA5.1-9MG, MA4-12MG, MA4-13MG, MA5.1-8MG, MA5.2-11MG, MA5.3-13MG, MA4-14MG, MA5.2-12MG, MA5.3-14MG  | Term 1 Exam (Multiple topics that have been taught in the term)  |
| Term 1<br>Week 10 | MA5.1-1WM, MA5.1-2WM, MA5.1-3WM   | ROSA Exam (Numeracy)   |
| Term 2<br>Week 4  | MA4-19SP MA4-20SP, MA5.1-12SP, MA5.2-15SP, MA5.3-18SP, MA5.2-16SP, MA5.3-19SP   | Topic Test   |
| Term 2<br>Week 8  | MA4-8NA, MA5.2-6NA, MA5.3-5NA, MA4-10NA, MA5.2-8NA, MA5.3-7NA, MA4-11NA, MA5.3-8NA MA5.1-6NA, MA5.2-9NA, MA4-19SP MA4-0SP, MA5.1-12SP, MA5.2-15SP, MA5.3-18SP, MA5.2-16SP, MA5.3-19SP | Term 2 Exam (Multiple topics that have been taught in the term)  |
| Term 3<br>Week 5  | MA4-16MG, MA5.1-10MG, MA5.2-13MG, MA5.3-15MG  | Topic Test   |
| Term 3<br>Week 9  | MA5.2-6NA, MA5.3-5NA, MA4-16MG, MA5.1-10MG, MA5.2-13MG, MA5.3-15MG, MA5.1-7NA, MA5.2-10NA, MA5.3-9NA, MA5.2-5NA MA5.3-4NA, MA5.3-12NA   | Term 3 Exam (Multiple topics that have been taught in the term)  |
| Term 3<br>Week 10 | MA5.1-1WM, MA5.1-2WM, MA5.1-3WM   | ROSA Exam (Numeracy)   |
| Term 4<br>Week 7  | MA5.3-11NA, MA5.3-10NA, MA5.1-7NA, MA5.2-10NA, MA5.3-9NA, MA5.2-5NA MA5.3-4NA, MA5.3-12NA   | Term 4 Exam in Hall (Multiple topics that have been taught in the term, plus any poor performance topics.) |

## OUTCOMES

**Communicating** MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures

**Problem Solving** MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently

**Reasoning** MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs

**Financial Mathematics** MA5.2-4NA solves financial problems involving compound interest

**Ratios and Rates** MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion

**Ratios and Rates** MA5.3-4NA draws, interprets and analyses graphs of physical phenomena

**Algebraic Techniques** MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions

**Surds and Indices** MA5.3-6NA performs operations with surds and indices

**Equations** MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations

**Linear Relationships** MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line

**Non-Linear Relationships** MA5.3-9NA sketches and interprets a variety of non-linear relationships

**Polynomials** MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems

**Logarithms** MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms

**Functions and Other Graphs** MA5.3-12NA uses function notation to describe and sketch functions

**Area and Surface Area** MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids

**Volume** MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids

**Trigonometry and Pythagoras' Theorem** MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions

**Properties of Geometrical Figures** MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals

**Single Variable Data Analysis** MA5.3-18SP uses standard deviation to analyse data

# YEAR 10 INDUSTRIAL TECHNOLOGY MULTIMEDIA ACCELERATED

## ASSESSMENT TASKS

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

| Term & Week                 | Task Description                                  | Outcomes   | Component |           | Weight     |
|-----------------------------|---|--|-----------|-----------|------------|
|                             |   |  | A         | B         |            |
| Term 2<br>Week 2            | <b>Assessment task 1</b><br>Industry case study   | P1.1, P1.2, P5.1,<br>P.6.2 P7.1, P7.2                            | 10        | 10        | 20         |
| Term 3<br>Week 3            | <b>Assessment task 2</b><br>Project and portfolio | P2.1, P2.2, P3.1,<br>P3.2, P3.3, P4.1,<br>P4.2, P4.3, P5.2, P6.1 | 10        | 30        | 40         |
| Term 3 (also)<br>Week 8 & 9 | <b>Assessment task 3</b><br>Year 11 Examination   | P1.1, P1.2, P2.1,<br>P3.3, P4.3, P5.1,<br>P6.1, P6.2, P7.1, P7.2 | 20        | 20        | 40         |
| <b>Total</b>                |   |  | <b>40</b> | <b>60</b> | <b>100</b> |

## COMPONENTS & WEIGHTINGS

|          |  |    |
|----------|--|----|
| <b>A</b> | Knowledge and understanding of course content                                    | 40 |
| <b>B</b> | Knowledge and skills in the management, communication and production of projects | 60 |

## OUTCOMES

|      |   |
|------|---|
| P1.1 | Describes the organisation and management of an individual business within the focus area industry                      |
| P1.2 | Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies    |
| P2.1 | Describes and uses safe working practices and correct workshop equipment maintenance techniques                         |
| P2.2 | Works effectively in team situations  |
| P3.1 | Sketches, produces and interprets drawings in the production of projects  |
| P3.2 | Applies research and problem-solving skills   |
| P3.3 | Demonstrates appropriate design principles in the production of projects  |
| P4.1 | Demonstrates a range of practical skills in the production of projects  |
| P4.2 | Demonstrates competency in using relevant equipment, machinery and processes  |
| P4.3 | Identifies and explains the properties and characteristics of materials/components through the production of projects   |
| P5.1 | Uses communication and information processing skills  |
| P5.2 | Uses appropriate documentation techniques related to the management of projects   |
| P6.1 | Identifies the characteristics of quality manufactured products   |
| P6.2 | Identifies and explains the principles of quality and quality control   |
| P7.1 | Identifies the impact of one related industry on the social and physical environment                                    |
| P7.2 | Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment |

# YEAR 10 MUSIC

## ASSESSMENT TASKS

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

| Week/<br>Term      | Focus Outcomes                     | Task description                        | Component |   |   |
|--------------------|------------------------------------|---|-----------|---|---|
|                    |                                    |   | A         | B | C |
| Term 1<br>Week 7   | 5.1, 5.2, 5.3, 5.4, 5.5,<br>5.6    | Performance                             | *         |   |   |
| Term 2<br>Week 7   | 5.1, 5.2, 5.3, 5.4, 5.5,<br>5.6    | Composition                             |           |   | * |
| Term 3<br>Wk 8 & 9 | 5.1, 5.2, 5.3, 5.4,                | Performance<br>Aural Skills Examination | *         | * |   |
| Term 4<br>Week 6   | 5.1, 5.7, 5.8, 5.9,<br>5.10, 5.11. | Musicology project                      |           | * | * |

### COMPONENTS

- A. Performance
- B. Composition
- C. Musicology

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

# YEAR 10 MUSICAL THEATRE

## ASSESSMENT TASKS

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

| Week & Term          | Task Description  | Component |          |          |
|----------------------|---|-----------|----------|----------|
|                      |   | A         | B        | C        |
| Term 1<br>Week 4 & 8 | Musical Analysis:<br>1. <i>Jesus Christ Superstar</i><br>2. <i>Joseph &amp; the Technicolor Dreamcoat</i> |           |          | 10<br>10 |
| Term 2<br>Week 3 & 8 | Musical Performances<br>Pre-1980's<br>1980's+   | 5<br>5    | 10<br>10 |          |
| Term 3<br>Week 6     | 'The Greatest Show, Man'<br>PowerPoint Presentation   |           |          | 20       |
| Term 4<br>Week 3 & 7 | Musical Performances<br>1990's<br>2000's+   | 5<br>5    | 10<br>10 |          |

### COMPONENTS & WEIGHTINGS

|          |               |    |
|----------|---------------|----|
| <b>A</b> | Making        | 20 |
| <b>B</b> | Demonstrating | 40 |
| <b>C</b> | Appreciating  | 40 |

**Practical (60%) and Written (40%)**

### OUTCOMES

| DATE       | TASK                    | AIM TO:  |
|------------|-------------------------|--|
| Term One   | Musical Analysis        | Develop an appreciation of Musical Theatre.  |
| Term Two   | Musical Performances    | Applies performance techniques expressively and collaboratively to communicate musicality.             |
| Term Three | PowerPoint Presentation | Presents a demonstration of deep knowledge and understanding of the criteria for a successful musical. |
| Term Four  | Musical Performances    | Applies performance techniques expressively and collaboratively to communicate musicality.             |

# YEAR 10 PDHPE

## 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<br>Week 8-10 | Task 1<br>Striking Sports - Practical skills         | PD5-4; PD5-5; PD5-10;<br>PD5-11 | 20%       |
| Term 2<br>Week 2    | Task 2<br>"My Personal Fitness Plan"<br>Written Task | PD5-6; PD5-7; PD5-8             | 20%       |
| Term 2<br>Week 6-7  | Task 3<br>Invasion Games - Practical Skills          | PD5-4; PD5-5 PD5-10;<br>PD5-11  | 20%       |
| Term 4<br>Week 2-5  | Task 4<br>Staying Safe - Presentation                | PD5-1; PD5-2; PD5-3;<br>PD5-10  | 20%       |
| Term 4<br>Weeks 4-5 | Task 5<br>Dance practical (Cha Cha)                  | PD5-4; PD5-10; PD5-11           | 20%       |

## 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 & 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

**PD5-10** 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



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

### 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 skillful 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.

# YEAR 10 SCIENCE

## ASSESSMENT TASKS

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

| Week & Term      | Focus Outcomes           | Task Description                     |
|------------------|--------------------------|--------------------------------------|
| Term 2<br>Week 2 | SC5-4,6,7,8,9WS          | Practical Exam                       |
| Term 3<br>Week 6 | SC5-4,5,6,7,8,9WS        | Depth Study/Student Research Project |
| Term 4<br>Week 7 | ALL Content<br>SCWS7,8,9 | Yearly Exam                          |

## OUTCOMES

### Working Scientifically Outcomes (WS)

**SC5-4WS** develops questions or hypotheses to be investigated scientifically

**SC5-5WS** produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

**SC5-6WS** undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively

**SC5-7WS** processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

**SC5-8WS** applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

**SC5-9WS** presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

### Content Outcomes

**SC5-10PW** applies models, theories and laws to explain situations involving energy, force and motion

**SC5-11PW** explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

**SC5-12ES** describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

**SC5-15LW** explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

**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

# YEAR 10 TEXTILES TECHNOLOGIES

## ASSESSMENT TASKS

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

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

## OUTCOMES

**TEX5-1** explains the properties and performance of a range of textile items

**TEX5-2** justifies the selection of textile materials for specific end uses

**TEX5-3** explains the creative process of design used in the work of textile designers

**TEX5-4** generates and develops textile design ideas

**TEX5-5** investigates and applies methods of colouration and decoration for a range of textile items

**TEX5-6** analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use

**TEX5-7** evaluates the impact of textiles production and use on the individual consumer and society

**TEX5-8** selects and uses appropriate technology to creatively document, communicate and present design and project work

**TEX5-9** critically selects and creatively manipulates a range of textile materials to produce quality textile items

**TEX5-10** selects appropriate techniques and uses equipment safely in the production of quality textile projects

**TEX5-11** demonstrates competence in the production of textile projects to completion

**TEX5-12** evaluates textile items to determine quality in their design and construction

# YEAR 10 INDUSTRIAL TECHNOLOGY TIMBER

## ASSESSMENT TASKS

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

| Week & Term      | Focus Outcomes                                       | Task Description  |
|------------------|--|---|
| Term 1<br>Week 3 | IND5-1   | Work, Health and Safety tests   |
| Term 2<br>Week 8 | IND5-1, IND5-2,<br>IND5-3, IND5-4,<br>IND5-5, IND5-6 | Specialised Timber Module:<br>Bedside Table with Design folio (Milestone 1)                                     |
| Term 3<br>Week 5 | IND5-5, IND5-8,<br>IND5-9, IND5-10                   | Specialised Timber Module:<br>Bedside tabletop and Drawer with Production and<br>Evaluation Folio (Milestone 2) |
| Term 4<br>Week 3 | IND5-9, IND5-10                                      | Industry Study (Booklet)  |
| Term 4<br>Week 8 | IND5-1, IND5-3<br>IND5-4, IND5-5<br>IND5-7, IND5-8   | Specialised Timber Module:<br>Laminated Skateboard Deck with Design & Production<br>Folio                       |

## 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.

# YEAR 10 VISUAL ARTS

## ASSESSMENT TASKS

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

| Week & Term       | Focus Outcomes                                       | Task Description  |
|-------------------|--|---|
| Term 1<br>Week 10 | 5.1, 5.2, 5.3, 5.4,<br>5.5, 5.6, 5.7, 5.8, 5.9, 5.10 | E-portfolio and Visual Arts Process Diary<br>Final Artwork<br>Artist Case Study |
| Term 2<br>Week 10 | 5.1, 5.2, 5.3, 5.4,<br>5.5, 5.6                      | E-portfolio and Visual Arts Process Diary<br>Final Artwork<br>Artist Case Study |
| Term 3<br>Week 10 | 5.1, 5.2, 5.3, 5.4,<br>5.5, 5.6                      | E-portfolio and Visual Arts Process Diary<br>Final Artwork<br>Artist Case Study |
| Term 4<br>Week 6  | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6                         | Final Artwork   |

### 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 VISUAL DESIGN

## ASSESSMENT TASKS

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

| Week & Term       | Focus Outcomes                                       | Task Description  |
|-------------------|--|---|
| Term 1<br>Week 10 | 5.1, 5.2, 5.3, 5.4,<br>5.5, 5.6, 5.7, 5.8, 5.9, 5.10 | E-portfolio and Visual Design Process Diary<br>Final Artwork<br>Artist Case Study |
| Term 2<br>Week 10 | 5.1, 5.2, 5.3, 5.4,<br>5.5, 5.6                      | E-portfolio and Visual Design Process Diary<br>Final Artwork<br>Artist Case Study |
| Term 3<br>Week 10 | 5.1, 5.2, 5.3, 5.4,<br>5.5, 5.6                      | E-portfolio and Visual Design Process Diary<br>Final Artwork<br>Artist Case Study |
| Term 4<br>Week 6  | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6                         | Final Artwork   |

## 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.

| Week & Term      | Focus Outcomes  | Task Description         |
|------------------|---|--------------------------|
| Term 1<br>Week 9 | WE5-1, WE5-2, WE5-3, WE5-4, WE5-5, WE5-6, WE5-7, WE5-8, WE5-9, WE5-10 | <b>Assessment Task 1</b> |
| Term 2<br>Week 6 | WE5-1, WE5-2, WE5-3, WE5-4, WE5-5, WE5-6, WE5-7, WE5-8, WE5-9, WE5-10 | <b>Assessment Task 2</b> |
| Term 3<br>Week 9 | WE5-1, WE5-2, WE5-3, WE5-4, WE5-5, WE5-6, WE5-7, WE5-8, WE5-9, WE5-10 | <b>Assessment Task 3</b> |
| Term 4<br>Week 5 | WE5-1, WE5-2, WE5-3, WE5-4, WE5-5, WE5-6, WE5-7, WE5-8, WE5-9, WE5-10 | <b>Assessment Task 4</b> |

## 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                                  |

## **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.





School Name: Pittwater High School

Assessment Schedule 2024

This course is subject to change. A new TAS and assessment schedule will be provided at the commencement of Term 1 when the new BEC is released by NESA.

COURSE: STAGE 5 - Hospitality

| Assessment Events for<br>Certificate I in Hospitality SIT10222 |   | Cluster A              | Cluster B                         | Cluster C        | Cluster D        |
|--|---|------------------------|-----------------------------------|------------------|------------------|
|  |   | Getting Ready for Work | Prepare and Serve Espresso Coffee | Well Catered For | Spice of Life    |
|  |   | Week:1<br>Term:2       | Week:3<br>Term: 4                 | Week:6<br>Term:3 | Week:2<br>Term:4 |
| Code   | Unit of Competency                          |                        |                                   |                  |                  |
| SITXWHS005   | Participate in safe work practices          | X                      |                                   |                  |                  |
| SITXFSA005   | Use hygienic practices for food safety      | X                      |                                   |                  |                  |
| SITHFAB025   | Prepare and serve espresso coffee           |                        | X                                 |                  |                  |
| TLIE1009   | Carry out basic workplace calculations      |                        |                                   | X                |                  |
| SITHCCC025   | Prepare sandwiches                          |                        |                                   | X                |                  |
| BSBTWK201  | Work effectively with others                |                        |                                   | X                |                  |
| SITXCCS009   | Provide customer information and assistance |                        |                                   |                  | X                |

**N.B. Competency outcomes must be entered onto Schools Online by the due date. All Cluster tasks must be completed, and assessed by Term 4 Week 5.**

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate I in Hospitality SIT10216 or a Statement of Attainment towards a Certificate I in Hospitality SIT10216.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. In addition to Assessment Events, some assessment may occur in an informal setting in the classroom. Competency assessment is graded as "Achieved" or "Not Achieved". This means a course mark is not allocated.



# PITTWATER HIGH SCHOOL

## ILLNESS, MISADVENTURE OR LATE SUBMISSION APPEAL

Submit this form to the Head Teacher of the subject concerned by roll call on the first day back following the illness, misadventure or late submission. Complete one form for each subject.

### SECTION A (STUDENT TO COMPLETE)

|   |   |
|---|---|
| <b>Student Full Name</b>                    | <b>Appeal Type</b> (Tick one)<br><input type="checkbox"/> Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> Late Submission Appeal |
| <b>Date &amp; Time of Appeal Submission</b> | <b>Course Level</b> (Tick one)<br><input type="checkbox"/> ROSA <input type="checkbox"/> Year 11 <input type="checkbox"/> Year 12                       |

|   |                              |                         |                  |
|---|------------------------------|-------------------------|------------------|
| <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                                       |                              |                         |                  |
| <b>Supporting documentation</b> – List the documentation that 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 AND CLASS TEACHER TO COMPLETE)

|  |  |
|--|--|
| Student phoned school before 9am to advise of illness, misadventure or late submission   | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| o Office to enter initial details on Sentral   |  |
| 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</b>   | <b>Teacher Signature</b>                                 |
| <b>Head Teacher Recommendation</b>   | <b>Head Teacher Signature</b>                            |
| <b>Appeal Panel Recommendation</b>   | <b>Delegate Signature</b>                                |
| <b>Student advised by</b>  | <b>Date</b>  |

Office to enter illness, misadventure or late submission into Sentral once form has been completed. Keep a copy of this form and any supporting documents in the relevant RoSA, Year 11 or Year 12 Monitoring folder; give the original to your Head Teacher.

## ILLNESS, MISADVENTURE OR LATE SUBMISSION CHECKLIST

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.

### ***If you know before the due date:***

1. Complete the Illness, Misadventure or Late Submission appeal as soon as you know there is a problem or no later than the day before the due date for all affected tasks.
2. Submit the form to the Head Teacher no later than the day before the due date.
3. Head Teacher will arrange an alternative date and/or refer to the Assessment Review Panel.

### ***If you DO NOT know before the due date:***

1. **Phone the school before 9:00am** 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 / late submission
2. **For illness see a doctor** for a medical certificate (NB doctor's will not postdate certificates and post-dated certificates will not be considered)
3. **Complete the Illness, Misadventure or Late Submission Appeal Form.**
4. The first day the student returns to school, **report to the Head Teacher immediately**
5. **Submit the completed form to Head Teacher** attaching the medical certificate or other documentation.
6. **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.
7. Head Teacher will submit their recommendation to the Principal who will decide and/or consult with the **Assessment Review Panel**.

