



Stage 5 Assessment Handbook 2021



Inspired Learning

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Table of Contents

Table of Contents	1
Stage 5 Assessment Procedures	6
The purpose of assessment	6
How will assessment be undertaken?	6
Notification of assessment tasks	6
Submission of assessment tasks	7
Hand-in assessment tasks	7
In-class assessment tasks and examinations	8
Maintaining honesty and integrity	8
Always acknowledge your sources.....	8
Malpractice.....	8
School leave affecting assessment tasks	11
When student leave clashes with an assessment task.....	11
Absence due to school business.....	11
Absence due to suspension	12
Procedures for requesting a rescheduling of an assessment task	13
Procedures for requesting an extension of the due date of an assessment task	14
Procedures for applying for illness/misadventure	15
Summary procedures for applying for illness or misadventure.....	17
Outcome of illness/misadventure	18
Procedures for an assessment appeal application	19
Reporting on student progress	21
Steps to manage assessment tasks	22
Frequently Asked Questions	23
Year 9 Mandatory Course Assessment Schedules	25
English: Year 9 English	26
HSIE: Year 9 History – Semester 1	27
HSIE: Year 9 Geography – Semester 2	27
Mathematics: Year 9 Mathematics 5.1	28
Mathematics: Year 9 Mathematics 5.2	29
Mathematics: Year 9 Mathematics 5.3	30
Personal Development, Health and Physical Education: Year 9 PDHPE.....	31
Science: Year 9 Science	32
Year 10 Mandatory Course Assessment Schedules	33
English: Year 10 English	34

HSIE: Year 10 Geography – Semester 1	35
HSIE: Year 10 History – Semester 2.....	35
Mathematics: Year 10 Mathematics 5.1	36
Mathematics: Year 10 Mathematics 5.2	37
Mathematics: Year 10 Mathematics 5.3	38
Personal Development, Health and Physical Education: Year 10 PDHPE.....	39
Science: Year 10 Science	40
Stage 5 Electives Course Assessment Schedules	41
Creative and Performing Arts (CAPA) Elective Courses	42
Dance.....	42
Dance: DN01 - Performance and Composition	42
Dance: DN02 - Jazz and Contemporary.....	43
Dance: DN03 - Urban and Musical Theatre	44
Dance: DN04 - Choreography and Dance on Film.....	45
Drama	46
Drama: DR01 – Putting it all Together (Playbuilding).....	46
Drama: DR02 – On the Spot (Improvisation).....	47
Drama: DR03 - All the World’s a Stage.....	48
Drama: DR04 – The Power of Drama	49
Music.....	50
Music: MS01 - Australian Music	50
Music: MS03 – Just Like that Old Time Rock ‘n Roll.....	51
Music: MS04 - Recording Industry Skills.....	52
Visual Arts.....	53
Visual Arts: CA01 - Drawing.....	53
Visual Arts: CA02 - Painting.....	54
Visual Arts: CA03 - Ceramics.....	55
Visual Design	56
Visual Design: VD01 – Visual Design 1.....	56
Photography.....	57
Photography: PH01 - Photography 1.....	57
Photography: PH02 – Photography 2.....	58
English Elective Courses.....	59
English Elective: EWW1 - Writers and Writing	59
English/HSIE Elective Courses	60
History Elective: EHM1 - History at the Movies	60
HSIE Elective Courses	61

Commerce.....	61
Commerce: HC05 - The Consumer and Business World	61
Commerce: HC06 - Towards Independence	62
Commerce: HC07 - Economics and Business in Action.....	63
Commerce: HC08 - Law and Politics.....	64
Geography Elective Courses.....	65
Elective Geography: HG01 - World Disasters	65
Elective Geography: HG02 - Political Geography	66
History Elective	67
Elective History: HH01 - History's Mysteries	67
Elective History: HH02 - History of Technological Warfare	68
Elective History: HH04 - CSI in the Ancient World	69
Elective History: HH05 - Hitler to JFK.....	70
Languages Elective Courses.....	71
Japanese: LJ01 - Japanese 1	71
Japanese: LJ02 - Japanese 2	72
Japanese: LJ03 - Japanese 3	73
Japanese: LJ04 - Japanese 4	74
Mathematics Elective Courses.....	75
Mathematics Elective: MM02 - Preparing for Senior Maths.....	75
Mathematics Elective: MM03 - Trade Maths	76
PDHPE Elective Courses	77
Child Studies	77
Child Studies: CS01 – The World is My Playground	77
Child Studies: CS02 – Best Start to Life.....	78
Physical Activity and Sports Studies (PASS)	79
PASS: PP01 - Sports Performance	79
PASS: PP02 - Sports Fitness.....	80
PASS: PP03 - Sports Medicine	81
PASS: PP04 - Sports Coaching	82
PASS: PP05 - Anatomy and Physiology	83
High Performance Sports	84
HP Sport: HP01 - High Performance Soccer.....	84
HP Sport: HP02 - High Performance Cricket.....	85
TAS Elective Courses.....	86
Food Technology.....	86
Food Technology: TF11 – Food Technology 1.....	86

Food Technology: TF12 – Food Technology 2.....	87
Food Technology: TF13 – Food Technology 3.....	88
Food Technology: TF14 – Food Technology 4.....	89
Design and Technology.....	90
Design & Technology: TG01 – Graphics Design.....	90
Design & Technology: TI01 – Fashion Design.....	91
Design & Technology: TI04 – Interior Design.....	92
Design & Technology: TJ01 – Core 1: Jewellery Design.....	93
Industry Technology – Electronics.....	94
Electronics: TEL1 - Core 1: Electronics 1.....	94
Electronics: TEL2 - Core 2: Electronics 2.....	95
Electronics: TEL3 – Module 3: Electronics 3.....	96
Industrial Technology – Metal.....	97
Metal: TM01 – General Metal: Core Module 1.....	97
Metal: TM02 – General Metal: Core Module 2.....	98
Industrial Technology – Multimedia.....	99
Multimedia: TMM5 – Core Module 1: Design (Graphics and Web).....	99
Multimedia: TMM6 – Core Module 2: Video Production.....	100
Industrial Technology – Timber.....	101
Timber: TW01 – General Wood: Core Module 1.....	101
Timber: TW02 – General Wood: Core Module 2.....	102
Timber: TW03 - Cabinetwork: Specialised Module 1.....	103
Timber: TW04 - Cabinetwork: Specialised Module 2.....	104
Information and Software Technology.....	105
IST: TC01 – Core 1: Processing Data.....	105
IST: TC02 – Core 2: Connecting With the World.....	106
IST: TC03 – Robotics and Artificial Intelligence.....	107
IST: TC04 – Game Programming.....	108
IST: TC05 – Digital Media.....	109
IST: TC06 – App Development.....	110
iSTEM.....	111
iSTEM: IS01 - Engineering Fundamentals.....	111
iSTEM: IS02 - 3D CAD/CAM.....	112
iSTEM: IS03 - Motion and Mechatronics.....	113
iSTEM: IS04 - Independent Research Project.....	114
Textiles Design.....	115
Textiles: TT05 – Textiles 1.....	115

Appendices.....	116
Appendix 1	117
Appendix 2	118
Appendix 3	119
Appendix 4	120
Appendix 5	121
Appendix 6	122
Appendix 7	123
Appendix 8	124

Stage 5 Assessment Procedures

The purpose of assessment

Assessment is the process of identifying, gathering and interpreting information about student learning. Assessment is designed to provide information on student achievement and progress in each subject in relation to syllabus standards, and to report on the standard of performance reached. Assessment measures performance throughout the whole course in each subject, including knowledge, understanding, skills and processes. Students are assessed on what they understand, know, and can do.

This booklet lists formal assessment items that are common to all students. Students will also be given tasks that do not appear in this booklet, and are required to complete these also. They contribute to students' ability to develop their knowledge, skills and understanding just as much as formal tasks. The Years 7–10 syllabuses advocate assessment *for* learning, and these tasks are important to the development of student awareness about their progress.

The evidence teachers gather about student achievement is used for assessment *of* learning, which takes place at key points in the assessment cycle, such as at the end of each semester, when students receive academic reports indicating their levels of achievement.

Assessment may also be used as a tool to enable students and teachers to identify core strengths and areas for improvement.

How will assessment be undertaken?

The NSW Education Standards Authority (NESA) has provided a syllabus and a set of performance descriptors for each subject. The syllabus contains a statement of outcomes and content for each course.

NESA recommends a maximum of four assessment tasks for each year group. Assessment tasks may include tests, assignments, projects, research tasks, class presentations, practical tests, class exercises and examinations.

Notification of assessment tasks

Students will be notified in writing of the specific details of an assessment task **at least two weeks** prior to the task. The written notification will be on a yellow sheet of paper and must include:

- The date and time of the task and/or when the task is due.
- Outcomes assessed.
- Description of the nature of the task.
- Task weighting.
- Marking criteria/information about how the task will be assessed and how feedback will be provided.

Submission of assessment tasks

The *Stage 5 Assessment Handbook 2020* shows the general timing of assessment tasks in regards to the school term and week. Precise submission dates and times for a hand-in task will be clearly specified on the assessment notification for that particular task. Teachers will provide students with an acknowledgement of the task being received. Dates and times for examinations will be provided on the examination timetable.

It is the student's responsibility to check the submission method detailed on the assessment notification, as this may vary due to the nature of the assessment task, such as fieldwork, excursions, pieces of major work and in-school tasks, as well as whether or not electronic submissions will be accepted, preferred or stated. In certain situations, students may be required to complete a Student Attendance Slip for in-class assessment tasks and examinations as evidence of their attempt in tasks of this nature.

Hand-in assessment tasks

Hand-in assessment tasks are those that are completed outside the classroom. These tasks are to be submitted by the designated date and time as specified on each task notification. Tasks submitted via Canvas are to be submitted by the date and time specified on the assessment task notification. All tasks may be submitted early.

Late submission of assessment tasks

Any task submitted after the designated date and time will be deemed to be late. Failure to submit a task on time will result in a mark deduction as follows:

One day late:	50% of total marks
Two or more days late:	100% of total marks

Late days **include** non-school days, such as weekends, public holidays and school holidays; therefore, students should submit hand-in assessment tasks online via Canvas or email to avoid higher penalties. Even though late tasks may not be awarded marks, tasks must still be completed and submitted in order to meet course outcomes.

If a student is unable to meet a deadline due to illness, misadventure or another school event ("School Business"), they may apply for an extension following the procedures outlined in this handbook. Concessions can be made at the Head Teacher's discretion or for students with PLPs, learning needs or in extenuating circumstances.

Failure of computer equipment is NOT an acceptable reason. Students should develop a pattern of regularly backing up work on a transportable storage device which can be brought to school in the event of any computer failure e.g. printer out of ink.

In-class assessment tasks and examinations

In-class assessment tasks are those that require the student to be present at school in order to complete, such as topic tests, presentations, speeches, performances and practical tasks. Examinations are those held in an examination period under examination conditions and draws from most or all content areas, topics or modules of the syllabus.

Absence on the day of an in-class assessment task or examination

If a student is absent on the day of an in-class assessment task or examination, they must be prepared to complete the task on the next day of their return to school. Failure to complete a task on time will result in a mark deduction as per hand-in assessment tasks. Students may appeal this deduction on the grounds of illness or misadventure following the procedures outlined in this handbook. If a student is absent due to another school event ("School Business"), students may apply for an extension following the procedures outlined in this handbook. Concessions can be made at the Head Teacher's discretion or for students with PLPs, learning needs or in extenuating circumstances.

Maintaining honesty and integrity

Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

Always acknowledge your sources

Students must acknowledge any part of their work that was written, created or developed by someone else, in the form of a bibliography or other referencing method as instructed by their teacher. This includes any material from other sources like books, journals, electronic resources and the internet. Students do not need to formally acknowledge material that they learned from their teacher in class.

Malpractice

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- Copying part or all of someone else's work and presenting it as their own.
- Using material directly from books, journals, CDs or the internet without giving its source.
- Building on someone else's ideas without giving their source.
- Buying, stealing or borrowing someone else's work and presenting it as their own.
- Submitting work that someone else, like a parent, coach or subject expert, substantially contributed.
- Using someone else's words, ideas, designs or work in projects and performance tasks without giving their source.
- Paying someone to write or prepare material.
- Breaching school exam rules.
- Cheating in an HSC exam.
- Using non-approved aids in an assessment task.
- Giving false reasons for not handing in work by the due date.
- Helping another student to engage in malpractice.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the relevant Faculty Head Teacher, who will determine the appropriate action should malpractice be proven. This may include a **zero mark** being awarded and the student being required to re-attempt the task in order for an accurate assessment to be made. Should the student wish to appeal this decision, they must complete and submit an [Assessment Task Appeal Application Form](#) to the Stage Head Teacher **within two school days** of the decision being taken (see the appeals section of this handbook).

1. Students must read the examination timetable carefully and be prepared to attend exams at the times and venues that the school arranges. Students must arrive at the exam as per school instructions. Concessions will not be made (such as extra time given) for students who arrive late for an examination or who miss an examination due to poor organisation.
2. Students must sit for all exams unless they have an illness or misadventure, in which case they must notify the school immediately and follow the appropriate procedures.
3. Students should bring the equipment they need and know what equipment is allowed for each exam. Students are responsible for ensuring their equipment is in good working order because the school will not uphold misadventure applications for equipment failure. Students may not borrow equipment during exams. Exam staff may inspect equipment when a student enters the room, and will tell them where to place any unauthorised items. However, exam staff are not responsible for these items.

Permitted Items	Prohibited Items
<ul style="list-style-type: none"> • Black pens • Pencils, erasers and a sharpener • A ruler • Highlighter pens • A clear bottle of water • A non-programmable watch, which must be taken off, placed on your desk in clear view and not touched during the exam • Other equipment as specified in the exam notification, like a calculator 	<ul style="list-style-type: none"> • Mobile phones • Programmable watches, like smart watches • Any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries • Paper or any printed or written material (including your exam timetable) unless specified • Dictionaries (except in language exams, if allowed) • Correction fluid or correction tape.

4. Students must sit as instructed, which may be labelled with their name and/or student number.
5. During the exam, students must:
 - a) Always follow the exam supervisors' instructions.
 - b) Read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
 - c) Write their name and/or student number on all writing booklets, question and answer booklets and answer sheets (unless that information is already printed on them).
 - d) Write clearly with black pen (only use pencil if instructed to).
 - e) Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet, and write a note on the front and back of both booklets stating that you wrote an answer in the wrong place. Do not rewrite answers, but make sure you label and hand in all parts of your answers.

- f) Answer in English, unless the question paper directs otherwise. If you do not write in English, you will receive zero marks for your answer.
 - g) Make a serious attempt at the exam by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt.
 - h) Stop writing immediately when the supervisor tells you to.
 - i) Follow the supervisor's instructions for arranging completed answers, and wait for the supervisor to collect them.
6. During each exam, students must not:
- a) Start writing until the Supervisor in Charge tells you.
 - b) Write on anything other than writing books, answer booklets or other writing material provided by the Supervisor in Charge. You should not write on any other equipment including your body, clothing or tissues.
 - c) Leave the room, except in an emergency. If you have to leave and want to come back to continue the exam, you must be supervised while you are out of the room.
 - d) Take an exam paper out of the room. Speak to your teacher if you want to see a paper afterwards.
7. Students must follow the normal school rules, behaving politely and courteously towards the exam supervisors and other students. Specifically, students must not:
- a) Cheat.
 - b) Include frivolous or objectionable material.
 - c) Take any prohibited items prohibited into the room.
 - d) Speak to anyone other than a supervisor.
 - e) Behave in any way likely to disturb another student or upset the exam's running.
 - f) Be affected by alcohol or illegal drugs.
 - g) Eat unless approved by the school (for example, if you have diabetes).
 - h) Take any writing booklets or exam paper, whether used or not, out of the room.
 - i) Write on your body (for example your arms), tissues or material that is not exam material.
 - j) Leave the room.
8. Supervisors can ask you to leave the exam if you do not follow these rules. It may also result in **zero marks** being awarded. If your actions might be illegal, you may also be reported to the police.

School leave affecting assessment tasks

Leave from school **may** be granted by the Principal upon completion of a [Leave Application Form](#), which details all coursework to be completed whilst on leave and any assessment requirements are indicated.

Students are expected to be present at school to complete all tasks, submit all assessment tasks and sit all examinations set as part of the assessment program for a course at the specified time. Students and parents/caregivers should **NOT** assume leave will be granted, particularly in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks.

The Department of Education's position in relation to student leave is stated in the [Student Attendance in Government Schools Procedures School Attendance Policy](#), in which students are discouraged from taking leave during the school term. This policy has been developed by the Learning and Engagement Directorate in 2015:

- 14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School – Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.
- 14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons should be specified on the application.

When student leave clashes with an assessment task

The school has well-established protocols for illness and misadventure; however, requests for leave do not fall within these protocols. Students and families are expected to make arrangements to ensure that any leave does not clash with school assessment schedules.

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the relevant **Faculty Head Teacher at least two weeks** prior to the scheduled task. Failure to consult within adequate time, and failure to comply with task submission requirements, may result in a **zero mark** being awarded.

All hand-in tasks due during the period of leave must be submitted prior to leave commencing.

Students with a scheduled in-class task, such as an examination, test, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, a **zero mark** may be awarded, an estimate mark awarded or an exemption may be granted.

Absence due to school business

Where a student has a clash between an assessment task and another official school activity, it is the student's responsibility to complete and submit an [Assessment Task Reschedule Application Form](#) to the **Faculty Head Teacher**. The student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a **zero mark** will be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Stage Head

Teacher (see [Procedures for an Assessment Appeal Application](#), p.16 and [Assessment Task Appeal Application Form](#)).

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

Absence due to suspension

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension will **NOT** be entitled to apply for an extension or assessment reschedule. At the time of suspension, the Deputy Principal will notify the Stage Head Teacher and relevant Faculty Head Teachers of the student's suspension. The following procedures will then apply:

- **Hand-in assessment tasks** – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable.
- **In-class assessment tasks** – the relevant Faculty Head Teacher will reschedule an alternative date for the task, which will be communicated to the student, parent/carer and class teacher
- **Examinations** – the relevant Faculty Head Teacher will arrange for the student to sit the examination at the schedule time in an alternative school-based location, which will be communicated to the student, parent/caregiver and class teacher.

The consequences of not following these procedures may result in a **zero mark** being awarded.

Procedures for requesting a rescheduling of an assessment task

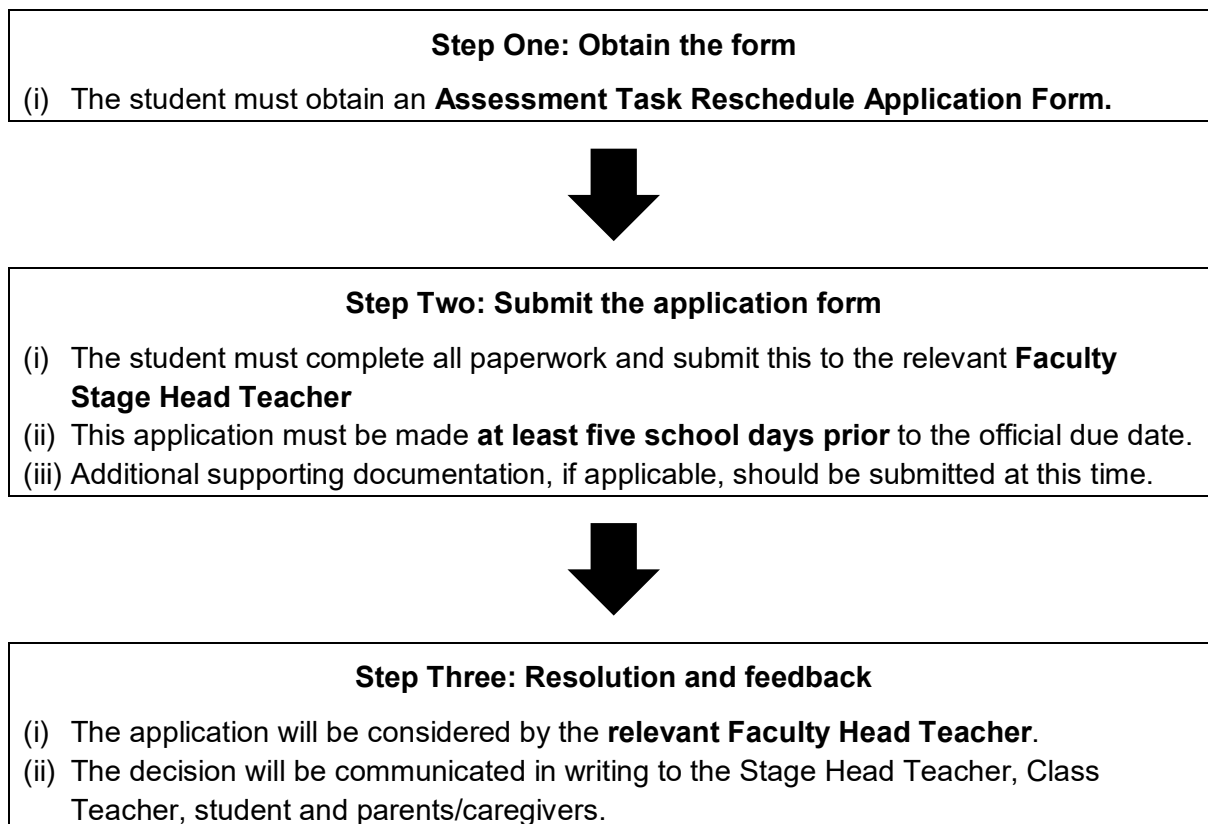
The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

All students are provided with the opportunity to request a rescheduling of their assessment task if the due date clashes with an official school activity in which they are involved.

Applications are to be expressed in writing using the **Assessment Task Reschedule Application Form** provided by the school. These forms are to be obtained by the student from the [school's website](#), school office or Stage Head Teacher and must be returned to the relevant Faculty Head Teacher.

All applications for a rescheduled assessment task must be submitted **at least five school days prior** to the due date. If the student becomes aware of a situation requiring a reschedule within this period, students are required to submit an appeal in writing to the Stage Head Teacher (see [Procedures for an Assessment Appeal Application](#), p.16 and [Assessment Task Appeal Application Form](#)).

Students wishing to request an assessment task rescheduling must follow the procedure outlined below:



If approved, the student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a **zero mark** will be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Stage Head Teacher (see [Procedures for an Assessment Appeal Application](#), p.16 and [Assessment Task Appeal Application Form](#)).

Procedures for requesting an extension of the due date of an assessment task

All students may request an extension if they feel they have a genuine reason for being unable to meet a scheduled due date. Extensions will only be granted in cases of severe illness or other exceptional circumstances. A *Medical Certificate* will be required in all cases of illness.

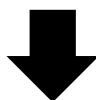
Applications are to be expressed in writing using the **Assessment Task Extension Application Form** provided by the school. These forms are to be obtained by the student from the [school's website](#), school office or Stage Head Teacher and must be returned to the relevant Faculty Head Teacher.

All applications for an extension must be made **at least five school days prior** to the due date.

Students wishing to request an extension must follow the procedure outlined below:

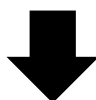
Step One: Obtain the form

- (i) The student must obtain an **Assessment Task Extension Application Form**.



Step Two: Submit the application

- (i) The student must complete all paperwork and submit this to the relevant **Faculty Head Teacher**, who will forward this to the relevant Faculty Head Teacher
- (ii) This application must be made **at least five days prior** to the official due date.
- (iii) Additional supporting documentation, if applicable, should be submitted at this time.



Step Three: Resolution and feedback

- (i) The application will be considered by the **relevant Faculty Head Teacher**.
- (ii) The decision will be communicated in writing to the Stage Head Teacher, Class Teacher, student and parents/caregivers.

If an extension is not a, the student must submit the task on the due date. Unless prior application for an extension has been approved by the relevant Faculty Head Teacher, the late submission of a task will result in a **zero mark** being awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Stage Head Teacher (see [Procedures for an Assessment Appeal Application](#), p.16 and [Assessment Task Appeal Application Form](#)).

Procedures for applying for illness/misadventure

Consideration is given to students who suffer illness or misadventure at the time of a task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students.

Students need to be aware that if they commence or attempt an assessment task the result they achieve will be recorded. In this case, Illness/Misadventure therefore does not apply retrospectively.

Students wishing to apply for illness/misadventure should follow the relevant procedure specific to the situation as outlined below.

Procedures to follow in the event of:

1. Absence due to illness/misadventure on the day of an assessment task

- The parent/caregiver should contact the school **by 8:30am** on the day the task is scheduled by either phone: 02 9626 3562; or email: theponds-h.school@det.nsw.edu.au
- For a **hand-in assessment task**, the student should make every attempt to have the task delivered in-person (e.g. by a third party) or submitted electronically (e.g. email or Canvas)
- For an **in-class assessment task or examination**, the student must be prepared to complete the task on the day of their next lesson for that class
- Students must obtain an [Illness/Misadventure Application Form](#) and any other relevant documentation, such as the school's [Medical Certificate](#).
- Completed forms and documentation must be returned to the **Faculty Head Teacher within two school days** of his/her return to school (i.e. no later than his/her third day back at school).
- For group performances, group members should be prepared to complete the task on the scheduled day without their group member present. Another opportunity to complete the task may be offered at the discretion of the relevant Faculty Head Teacher.

2. Illness/misadventure during an in-school assessment

- The student **MUST** notify the supervisor of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment **BEFORE** they view the task. At this stage, the student will need to decide to either:
 - a) Sit the task, in which case the mark earned will be awarded and the student **cannot apply retrospectively** for any special consideration due to illness or misadventure; or,
 - b) Leave the task and apply for illness or misadventure by immediately obtaining an [Illness/Misadventure Application Form](#) and the school's [Medical Certificate](#) (if applicable) and following the Illness/Misadventure procedure.
- If the task has already commenced, the student must notify the supervisor of the task of the circumstance related to illness or misadventure and the mark earned to that point shall be awarded. Students may then submit an appeal should they feel their mark was negatively affected.

In all cases where a task needs to be completed, the student must:

- Be prepared to **complete the task on the first day of their return to school** unless an alternative arrangement has been made with the relevant Head Teacher.
- Complete an [Illness/Misadventure Application Form](#) and any other relevant documentation and return to the relevant Head Teacher within **two school days** of the student's return to school.

Relevant written evidence from a medical practitioner is **mandatory** for any application relating to illness for the application to be considered by the relevant Head Teacher. To do so, the medical practitioner **SHOULD** use the **school's Medical Certificate**. It is the student's responsibility to obtain this [Medical Certificate](#), ensure that it is completed in its entirety by the medical practitioner and submitted to the school with the [Illness/Misadventure Application Form](#).

The Illness/Misadventure Application Form and Medical Certificate are available online on the [school's website](#), at the school office and from the Stage Head Teacher.

The consequences of not following these procedures may result in the application for Illness/Misadventure being rejected and a **zero mark** being awarded.

Summary procedures for applying for illness or misadventure

Students missing an assessment task and wishing to make an application for illness/misadventure must follow the procedure outlined below:

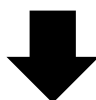
Step One: Contact the school

- (i) Student or parent/caregiver **MUST** inform the school **on the day of the absence** by either phone: 02 9626 3562; or email: theponds-h.school@det.nsw.edu.au
- (ii) If possible, submit the task electronically via email or Canvas



Step Two: Obtain relevant documentation

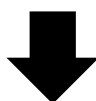
- (i) Student must obtain an **Illness/Misadventure Application Form**.
- (ii) For illness, the student **SHOULD** obtain the school's **Medical Certificate** and ensure it is completed by the medical practitioner for the period of absence.
- (iii) For misadventure, the student should obtain a statement or any supporting documentation, where possible, outlining the situation.



Step Three: On first day of return to school

It is the student's responsibility to:

- (i) Report to the **relevant Faculty Head Teacher** to reschedule the assessment task.
- (ii) Be prepared to submit or sit the assessment **on that day**.



Step Four: Submission, resolution and feedback

- (i) Submit the **Illness/Misadventure Application Form** and relevant documentation to the **relevant Faculty Head Teacher within two school days** of returning to school.
- (ii) The relevant Faculty Head Teacher will consider the application.
- (iii) The decision will be communicated in writing to the Stage Head Teacher, Class Teacher, student and parents/caregivers.

If the application is not accepted, a **zero mark** will be awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Stage Head Teacher (see [Procedures for an Assessment Appeal Application](#), p.16 and [Assessment Task Appeal Application Form](#)).

Outcome of illness/misadventure

The relevant Faculty Head Teacher will consider illness/misadventure cases specific to assessment tasks for courses within their faculty. They will judge the presented evidence and decide whether the application is to be accepted or rejected.

If the application is accepted, one of three things may occur:

1. **Original or substitute task is to be completed** – the student will be required to complete the original task or a substitute task and will be awarded the marks earned. Failure to complete the task will result in **zero marks** awarded.
2. **Awarded mark remains** – the student's performance in the assessment task may be considered unaffected. In this case, the student's original result in the task will remain as marked.
3. **Estimate mark awarded** – in exceptional circumstances, where undertaking an alternative task is not possible, the relevant Faculty Head Teacher, may determine that an estimate mark be awarded using the student's previous assessment performance.

If the application is rejected, then the **task must be submitted or attempted** and then one of two things may occur:

1. **Original task was submitted or attempted on time** – the original task will be marked and this earned mark will apply.
2. **Original task was submitted or attempted late** – the original task will be marked; however, any applicable late penalties will apply.

In all cases, any student wishing to appeal this decision must do so in writing to the **Stage Head Teacher** (see [Procedures for an Assessment Appeal Application](#), p.16 and [Assessment Task Appeal Application Form](#)) **within two school days of receiving the initial decision.**

Procedures for an assessment appeal application

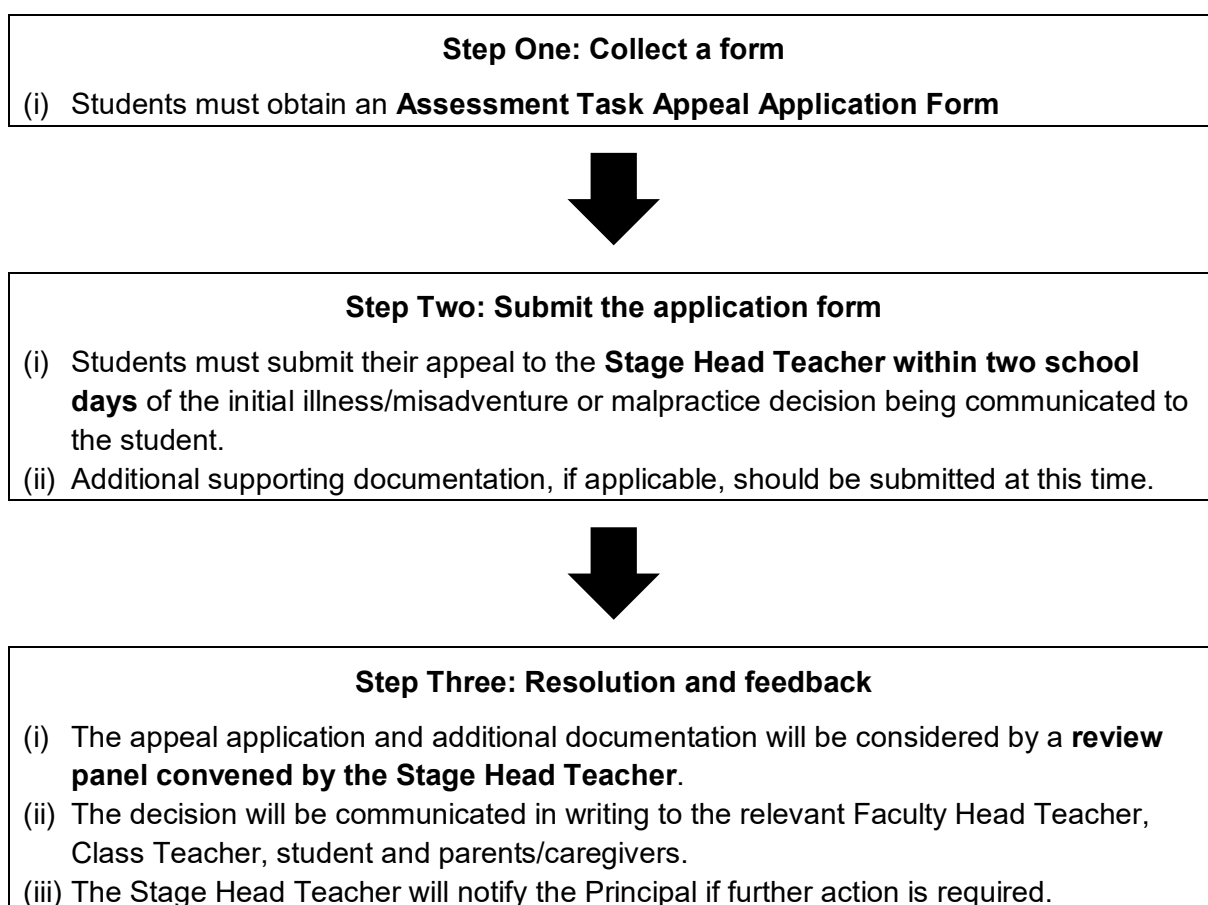
All students have the right to appeal a decision made regarding an: application for illness/misadventure; malpractice, or; an assessment task result. A student must submit an [Assessment Appeal Application Form](#) to the relevant Head Teacher, depending on the nature of the appeal.

In reviewing the determination of a student's appeal, the relevant Head Teacher will consider the following as applicable:

- The student's original Illness/Misadventure application.
- Documentation submitted with the original application.
- Any additional statement and/or documentation submitted with the student's appeal form.
- All evidence presented which relates to the malpractice.

Students wishing to appeal a decision must follow the relevant procedure outlined below:

To appeal an illness/misadventure or malpractice decision:



To appeal an assessment task result:

Step One: Collect a form

- (i) Students must obtain an **Assessment Task Appeal Application Form**



Step Two: Submit the application

- (i) Students must submit their appeal to the relevant **Faculty Head Teacher within two school days** of the receipt of the assessment task result.
- (ii) Additional supporting documentation, if applicable, should be submitted at this time.



Step Three: Resolution and feedback

- (i) The appeal application and additional documentation will be considered by the relevant **Faculty Head Teacher**.
- (ii) The decision will be communicated in writing to the Stage Head Teacher, Class Teacher, student and parents/caregivers.

Reporting on student progress

The Ponds High School provides written student progress reports in Semester 1 and Semester 2.

Achievement levels are recorded for each course outcome by a grade scale using word descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Level of Achievement	Grade	Descriptor
Outstanding Achievement	A	The student demonstrates extensive knowledge of content and understanding content concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
High Achievement	B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
Sound Achievement	C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
Basic Achievement	D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
Limited Achievement	E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

Note that the grade determination process is subject specific, rather than a school-wide process. Each faculty will determine what marks achieve the associated grade (A–E).

Each course report contains a grades for each applicable course outcomes, an overall grade and achievement of attitudes to learning (based on the school's 5 P's value system), as well as a comment from the class teacher highlighting strengths and areas for improvement. Reports may also include information indicating student participation in other certain activities during the year.

Parent-Teacher interviews are scheduled before the end of Semester 1. These evenings are held to allow parents/caregivers and teachers to discuss student progress. It is important that all parents/caregivers make an appointment via the [Sentral Parent Portal](#), to discuss their child's progress.

At other times during the year, parents/caregivers are encouraged to discuss their child's progress by contacting the relevant Class Teacher or Head Teacher for curriculum matters, or the Year Adviser for other issues, such as student wellbeing. Parents/caregivers are asked to refer to the school's *Communication Policy* to determine the most appropriate means of contacting the school.

Steps to manage assessment tasks

Students are advised to:

- Start tasks early so that you can ask for help if you need it.
- Read the task notification sheet carefully, so you are aware of all requirements.
- Be aware of due dates. Keep your school diary up-to-date with all assessment activities and other commitments.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save, back up and print any work completed on a computer. The failure of technology is **NOT** an acceptable reason for the late submission of work.
- Keep all your earlier drafts and copies of your tasks/resources.
- Keep a copy of any work you submit for marking.

Frequently Asked Questions

1. **What must I do to have satisfactorily completed a course?**

NESA expects students to have:

- a) Followed the course developed or endorsed by the Board; 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

In simple terms, you must complete all assessment tasks, hand in class work on time and be present at school. If you continually hand in work late, truant, are absent without justification or your behaviour affects your studies or that of others, you will not satisfy the criteria of applying yourself *“with diligence and sustained effort”*.

2. **What do the terms “examination”, “in-class” and “hand-in” assessment task mean?**

An *“examination”* is one that is held in an examination period under examination conditions and draws from most or all content areas, topics or modules of the syllabus. An *“in-class assessment task”* is one that requires you to be present at school in order to complete, such as topic tests, presentations, performances and submissions of major works. *“Hand-in assessment tasks”* are those that are completed at home and submitted by a designated due date and time.

3. **How do I know when I have an assessment task?**

The *Stage 5 Assessment Handbook 2020* outlines the weeks in which tasks are due for ALL courses. You will receive an Assessment Task Notification for each task with a specific due date at least 2 weeks before the task is due.

4. **What happens if I am not present when an assessment task is issued?**

It is your responsibility to obtain the task from your teacher. Extensions will not be granted based on the task not being received.

5. **What happens if I have a valid reason for being unable to submit an assessment task on time?**

You have to complete and submit a form to apply for the task to be rescheduled or for an extension of the due date.

6. **What happens if I am absent the day a task is due?**

Every effort must be made to submit the task on that day. If it is not submitted or attempted in the case of an examination or in-class task, then you must contact the school on the day by phone: 02 9626 3562 or email: theponds-h.schools@det.nsw.edu.au and apply for Illness/ Misadventure. In the case of illness, the School's Medical Certificate should be completed by the medical practitioner.

7. **What is the School's Medical Certificate?**

The school requires a medical practitioner to certify how your illness has affected your ability to complete or attempt a task. The school's medical certificate is preferred; however, in Stage 5, the generic letter produced by the medical practice **WILL** be accepted.

8. **What happens if I do not submit a task or sit an examination?**

You will be awarded zero marks for that task and an N-warning letter will be issued as a supportive measure to ensure that you complete the task.

9. *What happens if I do not make a serious attempt in an assessment task or examination?*

You will be awarded zero marks for the task, an N-warning letter will be issued and you will be required to re-attempt the task.

10. *What does “non-serious attempt” mean?*

This includes very poor attempts that contain an insufficient amount of work in which to assess a student’s work, the use of derogatory remarks, obscene language and graffiti (e.g. drawing on an examination paper).

11. *What happens if I have been found guilty of malpractice?*

You will be awarded zero marks for the task, an N-warning letter will be issued and you will be required to re-attempt the task.

12. *What happens if my application for the rescheduling of a task or an extension to the due date of a task is rejected?*

You will be required to submit the task by the due date.

13. *What happens if my application for illness/misadventure is rejected?*

If the task was submitted on time, you will be awarded the marks earned. If it was submitted late, you will be awarded zero marks. If it has not been attempted, you must attempt the task.

14. *Can I appeal the decision of an application for reschedule, extension or illness/misadventure or if I have been found guilty of malpractice?*

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the Review Panel will consider.

15. *Can I appeal an assessment task result for an individual task?*

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the relevant Faculty Head Teacher will consider.

Year 9 Mandatory Course Assessment Schedules

English: Year 9 English

Areas of Assessment

Reading and Viewing	Writing and Representing
Responding and Composing	Speaking and Listening
Reflecting on Learning	

Year 9 Task Schedule

Task	Approximate Date	Areas of Learning	Weighting (%)
In-class Imaginative Composition	Term 1 Week 9	Reading and Viewing Responding and Composing	25
Analytical Response	Term 2 Week 5	Writing and Representing, Responding and Composing	25
Multimodal Speech	Term 3 Week 8	Speaking and Listening, Reflecting on Learning	25
Semester 2 Examination	Term 4 Week 3/4	Reading and Viewing, Writing and Representing	25

HSIE: Year 9 History – Semester 1

Pattern of Study

History and Geography are semesterised courses. This means that students study History for half of the year (Semester 1 – Terms 1 & 2), and Geography for the other half of the year (Semester 2 – Terms 3 & 4), rather than studying both courses simultaneously for the entire year.

Areas of Assessment

Knowledge and understanding
Historical Inquiry Skills

Year 9 Task Schedule – Semester 1

Task	Approximate Date	Areas of Learning	Weighting (%)
Source Analysis/ Extended Response	Term 1 Week 7	Depth Study 1: The Movement of People	40
End of Course Examination	Term 2 Week 6	Depth Study 3: World War 1 and 2 Historical Skills	50
Coursework	Ongoing	Coursework Historical Skills Homework	10

HSIE: Year 9 Geography – Semester 2

Areas of Assessment

Knowledge and Understanding
Geographical Skills to acquire, process and communicate geographical information

Year 9 Task Schedule – Semester 2

Task	Approximate Date	Areas of Learning	Weighting (%)
Research Task	Term 3 Week 7	Sustainable Biomes	40
End of Course Examination	Term 4 Week 3/4	Sustainable Biomes Changing Places Geographical Skills	50
Coursework	Ongoing	Coursework Geographical Skills Homework	10

Mathematics: Year 9 Mathematics 5.1

Areas of Assessment

Knowledge Skills and Understanding	
Working Mathematically <ul style="list-style-type: none"> Communicating Problem Solving Reasoning 	Number and Algebra <ul style="list-style-type: none"> Computation with Integers Indices Fractions and Decimals Ratios and Rates Algebraic Techniques Equations
Measurement and Geometry <ul style="list-style-type: none"> Length Area Right Angled Triangles (Pythagoras) Volume Properties of Geometrical Figures 	
	Statistics and Probability <ul style="list-style-type: none"> Data Collection and Representation Probability

Year 9 Task Schedule

Task	Approximate Date	Areas of Learning	Weighting (%)
In-class Topic Test	Term 1 Week 8	<ul style="list-style-type: none"> Number Length 	20
Semester 1 Examination	Term 2 Week 6	<ul style="list-style-type: none"> Area and Surface Area Volume Right-Angled Triangles (Pythagoras' Theorem) 	30
Working Mathematically Task	Term 3 Week 8	<ul style="list-style-type: none"> Data Collection and Representation 	20
Semester 2 Examination	Term 4 Week 3/4	<ul style="list-style-type: none"> Probability Algebraic Techniques 	30

Mathematics: Year 9 Mathematics 5.2

Areas of Assessment

Knowledge Skills and Understanding	
Working Mathematically <ul style="list-style-type: none"> Communicating Problem Solving Reasoning 	Number and Algebra <ul style="list-style-type: none"> Indices Linear Relationships Ratios and Rates Financial Mathematics Algebraic Techniques Equations
Measurement and Geometry <ul style="list-style-type: none"> Numbers of Any Magnitude Area and Surface Area Right Angled Triangles (Trigonometry) Properties of Geometrical Figures 	

Year 9 Task Schedule

Task	Approximate Date	Areas of Learning	Weighting (%)
In-class Topic Test	Term 1 Week 8	<ul style="list-style-type: none"> Financial Mathematics 	20
Semester 1 Examination	Term 2 Week 6	<ul style="list-style-type: none"> Area and Surface Area Indices Ratios and Rates 	30
Working Mathematically Task	Term 3 Week 8	<ul style="list-style-type: none"> Right Angled Triangles (Trigonometry) 	20
Semester 2 Examination	Term 4 Week 3/4	<ul style="list-style-type: none"> Linear Relationships Algebraic Techniques 	30

Mathematics: Year 9 Mathematics 5.3

Areas of Assessment

Knowledge Skills and Understanding	
Working Mathematically <ul style="list-style-type: none"> Communicating Problem Solving Reasoning 	Number and Algebra <ul style="list-style-type: none"> Indices Linear Relationships Ratios and Rates Financial Mathematics Algebraic Techniques Equations
Measurement and Geometry <ul style="list-style-type: none"> Numbers of Any Magnitude Area and Surface Area Right Angled Triangles (Trigonometry) Properties of Geometrical Figures 	
	Statistics and Probability <ul style="list-style-type: none"> Single Variable Data Analysis Probability

Year 9 Task Schedule

Task	Approximate Date	Areas of Learning	Weighting (%)
In-class Topic Test	Term 1 Week 8	<ul style="list-style-type: none"> Financial Mathematics 	20
Semester 1 Examination	Term 2 Week 6	<ul style="list-style-type: none"> Area and Surface Area Indices Linear Relationships 	30
Working Mathematically Task	Term 3 Week 8	<ul style="list-style-type: none"> Numbers of Any Magnitude Right Angled Triangles (Trigonometry) 	20
Semester 2 Examination	Term 4 Week 3/4	<ul style="list-style-type: none"> Algebraic Techniques Equations Properties of Geometrical Figures 	30

Personal Development, Health and Physical Education: Year 9 PDHPE

Areas of Assessment

Knowledge and Understanding	Values and Attitudes
Skills	

Year 9 Task Schedule

Task	Approximate Date	Areas of Learning	Weighting (%)
Diversity Presentation	Term 1 Week 6	Diversity; identity; inclusion; relationships; media messages	30
Under the Influence Written Report and Board Game	Term 3 Week 8	Drugs; Alcohol; personal safety; wellbeing; influences on health; health promotion	30
Practical Assessment	Term 1-4 Ongoing	Movement performance; promoting physical activity; Striking: cricket; Gymnastics; Court: Basketball; Invasion: Touch	40

Science: Year 9 Science

Areas of Assessment

Knowledge	Practical Skills
Process Skills	Communication Skills

Year 9 Task Schedule

Task	Approximate Date	Areas of Learning	Weighting (%)
Skills Assessment Task	Term 1 Week 6	Topic – Plug it in	20
Semester 1 Examination	Term 2 Week 6	Topics – Plug it in, Nature's Fury & Ecosystems	30
Student Research Project	Term 3 Week 2	Topic – Keeping it Under Control	20
Semester 2 Examination	Term 4 Week 3/4	Topics – In Our Element & Keeping it Under Control	30

Year 10 Mandatory Course Assessment Schedules

English: Year 10 English

Areas of Assessment

Reading and Viewing	Writing and Representing
Responding and Composing	Speaking and Listening
Reflecting on Learning	

Year 10 Task Schedule

Task	Approximate Date	Areas of Learning	Weighting (%)
Analytical Response	Term 1 Week 10	Reading and Viewing Responding and Composing	25
Multimedia Composition	Term 2 Week 7	Writing and Representing, Responding and Composing	25
Speech/Listening Task	Term 3 Week 9	Speaking and Listening, Reflecting on Learning	25
Semester 2 Examination	Term 4 Week 3/4	Reading and Viewing, Writing and Representing	25

HSIE: Year 10 Geography – Semester 1

Pattern of Study

Geography and History are semesterised courses. This means that students study Geography for half of the year (Semester 1 – Terms 1 & 2), and History for the other half of the year (Semester 2 – Terms 3 & 4), rather than studying both courses simultaneously for the entire year.

Areas of Assessment

Knowledge and Understanding
Geographical Skills to acquire, process and communicate geographical information

YEAR 10 Task Schedule – Semester 1

Task	Approximate Date	Areas of Learning	Weighting (%)
Geographical Investigation	Term 1 Week 8	Environmental Change and Management	40
End of Course Examination	Term 2 Week 6	Environmental Change and Management Geographical Skills	50
Coursework	Ongoing	Coursework Iron Bark Lake Fieldwork Homework	10

HSIE: Year 10 History – Semester 2

Areas of Assessment

Knowledge and understanding
Historical Inquiry Skills
Communication of understanding

Year 10 Task Schedule – Semester 2

Task	Approximate Date	Areas of Learning	Weighting (%)
In-class Writing Task	Term 3 Week 8	Changing Rights and Freedoms	40
End of Course Examination	Term 4 Week 3/4	Changing Right and Freedoms Globalised World Historical Skills	50
Coursework	Ongoing	Coursework Mindmap & Draft for Task 1 Homework	10

Mathematics: Year 10 Mathematics 5.1

Areas of Assessment

Knowledge Skills and Understanding	
Working Mathematically <ul style="list-style-type: none"> • Communicating • Problem Solving • Reasoning 	Number and Algebra <ul style="list-style-type: none"> • Indices • Linear Relationships • Ratios and Rates • Algebraic Techniques • Equations
Measurement and Geometry <ul style="list-style-type: none"> • Length • Area • Right Angled Triangles (Pythagoras) • Volume • Properties of Geometrical Figures 	Statistics and Probability <ul style="list-style-type: none"> • Data Collection and Representation • Single Variable Data Analysis

Year 10 Task Schedule

Task	Approximate Date	Areas of Learning	Weighting (%)
Working Mathematically Task	Term 1 Week 8	<ul style="list-style-type: none"> • Financial Mathematics 	20
Semester 1 Examination	Term 2 Week 6	<ul style="list-style-type: none"> • Right Angled Triangles (Trigonometry) 	30
In-class Topic Test	Term 3 Week 8	<ul style="list-style-type: none"> • Linear Relationships 	20
Semester 2 Examination	Term 4 Week 3/4	<ul style="list-style-type: none"> • Single Variable Data Analysis • Area and Surface Area 	30

Mathematics: Year 10 Mathematics 5.2

Areas of Assessment

Knowledge Skills and Understanding	
Working Mathematically <ul style="list-style-type: none"> • Communicating • Problem Solving • Reasoning 	Number and Algebra <ul style="list-style-type: none"> • Indices • Linear Relationships • Ratios and Rates • Algebraic Techniques • Equations • Financial Mathematics
Measurement and Geometry <ul style="list-style-type: none"> • Numbers of Any Magnitude • Right Angled Triangles (Trigonometry) • Area and Surface Area • Volume • Properties of Geometrical Figures 	Statistics and Probability <ul style="list-style-type: none"> • Single Variable Data Analysis • Probability • Bivariate Data Analysis

Year 10 Task Schedule

Task	Approximate Date	Areas of Learning	Weighting (%)
Working Mathematically Task	Term 1 Week 8	<ul style="list-style-type: none"> • Area and Surface Area • Volume 	20
Semester 1 Examination	Term 2 Week 6	<ul style="list-style-type: none"> • Equations • Right-Angled Triangles (Trigonometry) 	30
In-class Topic Test	Term 3 Week 8	<ul style="list-style-type: none"> • Financial Mathematics • Probability 	20
Semester 2 Examination	Term 4 Week 3/4	<ul style="list-style-type: none"> • Linear Relationships • Non-Linear Relationships 	30

Mathematics: Year 10 Mathematics 5.3

Areas of Assessment

Knowledge Skills and Understanding	
Working Mathematically <ul style="list-style-type: none"> Communicating Problem Solving Reasoning 	Number and Algebra <ul style="list-style-type: none"> Indices Linear Relationships Ratios and Rates Algebraic Techniques Equations Financial Mathematics Surds and Indices Non-Linear Relationships
Measurement and Geometry <ul style="list-style-type: none"> Numbers of Any Magnitude Trigonometry and Pythagoras Area and Surface Area Volume Properties of Geometrical Figures 	Statistics and Probability <ul style="list-style-type: none"> Single Variable Data Analysis Probability Bivariate Data Analysis

Year 10 Task Schedule

Task	Approximate Date	Areas of Learning	Weighting (%)
Working Mathematically Task	Term 1 Week 8	<ul style="list-style-type: none"> Area and Surface Area Volume 	20
Semester 1 Examination	Term 2 Week 6	<ul style="list-style-type: none"> Algebraic Techniques Equations Surds and Indices 	30
In-class Topic Test	Term 3 Week 8	<ul style="list-style-type: none"> Trigonometry and Pythagoras' Theorem Probability 	20
Semester 2 Examination	Term 4 Week 3/4	<ul style="list-style-type: none"> Linear Relationships Non-Linear Relationships Single Variable Data Analysis 	30

Personal Development, Health and Physical Education: Year 10 PDHPE

Areas of Assessment

Knowledge and Understanding	Values and Attitudes
Skills	

Year 10 Task Schedule

Task	Approximate Date	Areas of Learning	Weighting (%)
Challenges and Resiliency Written Report and Infographic	Term 1 Week 8	Mental Health; health care and health services; change; influences on health	30
Safety Behind the Wheel News Bulletin	Term 3 Week 9	Road safety; Health promotion; influences on health	30
Practical Assessment	Term 1-4 Ongoing	Movement skills and performance; Cross Country and Athletics; striking: hockey; Net: Volleyball; Court European Handball;	40

Science: Year 10 Science

Areas of Assessment

Knowledge	Practical Skills
Process Skills	Communication Skills

Year 10 Task Schedule

Task	Approximate Date	Areas of Learning	Weighting (%)
Student Research Project	Term 1 Week 6	Mandatory Stage 5 Student Research Project (SRP)	30
Semester 1 Examination	Term 2 Week 6	Topics – Mystery Solutions & On the Move	20
Skills Assessment Task	Term 3 Week 3	Topic – Life Goes On	20
Semester 2 Examination	Term 4 Week 3/4	Topics – Life Goes On & Star Wars	30

Stage 5 Electives Course Assessment Schedules

Creative and Performing Arts (CAPA) Elective Courses

Dance

Dance: DN01 - Performance and Composition

Areas of Assessment

Safe Dance Practice	Dance Technique
Response to Stimulus	Elements of Dance

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Performance, Interview and Logbook	Performance and Appreciation	50
Composition and Logbook	Composition and Appreciation	50

Task Schedule – Semester 1

Task	Approximate Date
Performance, Interview and Logbook	Term 1 Week 8
Composition and Logbook	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Performance, Interview and Logbook	Term 3 Week 8
Composition and Logbook	Term 4 Week 6

Dance: DN02 - Jazz and Contemporary

Areas of Assessment

Dance Technique	Elements of Dance
Performance Quality	Communicating Ideas

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Jazz Performance and Oral Presentation	Performance and Appreciation	50
Performance of Contemporary Composition and Logbook	Performance and Composition	50

Task Schedule – Semester 1

Task	Approximate Date
Jazz Performance and Oral Presentation	Term 1 Week 8
Performance of Contemporary Composition and Logbook	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Jazz Performance and Oral Presentation	Term 3 Week 8
Performance of Contemporary Composition and Logbook	Term 4 Week 6

Dance: DN03 - Urban and Musical Theatre

Areas of Assessment

Dance Styles	Dance Analysis
Elements of Dance	Review Writing

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Musical Theatre Performance, Review and Logbook	Performance & Appreciation	50
Urban Performance and Written Report	Performance & Appreciation	50

Task Schedule – Semester 1

Task	Approximate Date
Musical Theatre Performance, Review and Logbook	Term 1 Week 8
Urban Performance and Written Report	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Musical Theatre Performance, Review and Logbook	Term 3 Week 8
Urban Performance and Written Report	Term 4 Week 6

Dance: DN04 - Choreography and Dance on Film

Areas of Assessment

Response to Stimulus	Film-making
Communicating Idea	Dance Analysis

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Choreography and Logbook	Composition	50
Dance Film, Rationale and Logbook	Performance, Composition & Appreciation	50

Task Schedule – Semester 1

Task	Approximate Date
Choreography and Logbook	Term 1 Week 8
Dance Film, Rationale and Logbook	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Choreography and Logbook	Term 3 Week 8
Dance Film, Rationale and Logbook	Term 4 Week 6

Drama

Drama: DR01 – Putting it all Together (Playbuilding)

Areas of Assessment

Playbuilding skills	Tension
Audience engagement	Vocal and movement techniques
Time, place, situation	Elements of Drama
Body language and physicalisation	Confidence and focus in performance

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Performance & Log Book	Making/Performing/Appreciating	40
Performance & Research Task	Making/Performing/Appreciating	60

Task Schedule – Semester 1

Task	Approximate Date
Performance & Log Book	Term 1 Week 9
Performance & Research Task	Term 2 Week 5

Task Schedule – Semester 2

Task	Approximate Date
Performance & Log Book	Term 3 Week 9
Performance & Research Task	Term 4 Week 5

Drama: DR02 – On the Spot (Improvisation)

Areas of Assessment

Improvisation skills	Tension
Audience engagement	Vocal and movement techniques
Time, place, situation	Elements of Drama
Body language and physicalisation	Confidence and focus in performance

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Performance & Log Book	Making/Performing/Appreciating	40
Performance & Research Task	Making/Performing/Appreciating	60

Task Schedule – Semester 1

Task	Approximate Date
Performance & Log Book	Term 1 Week 9
Performance & Research Task	Term 2 Week 5

Task Schedule – Semester 2

Task	Approximate Date
Performance & Log Book	Term 3 Week 9
Performance & Research Task	Term 4 Week 5

Drama: DR03 - All the World's a Stage

Areas of Assessment

Playbuilding & Improvisation Skills	Tension
Audience engagement	Vocal and movement techniques
Time, place, situation	Elements of Drama
Body language and physicalisation	Confidence and focus in performance

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Performance & Log Book	Making/Performing/Appreciating	40
Performance & Research Task	Making/Performing/Appreciating	60

Task Schedule – Semester 1

Task	Approximate Date
Performance & Log Book	Term 1 Week 9
Performance & Research Task	Term 2 Week 5

Task Schedule – Semester 2

Task	Approximate Date
Performance & Log Book	Term 3 Week 9
Performance & Research Task	Term 4 Week 5

Drama: DR04 – The Power of Drama

Areas of Assessment

Playbuilding & Improvisation Skills	Tension
Audience engagement	Vocal and movement techniques
Time, place, situation	Elements of Drama
Body language and physicalisation	Confidence and focus in performance

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Performance & Log Book	Making/Performing/Appreciating	40
Performance & Research Task	Making/Performing/Appreciating	60

Task Schedule – Semester 1

Task	Approximate Date
Performance & Log Book	Term 1 Week 9
Performance & Research Task	Term 2 Week 5

Task Schedule – Semester 2

Task	Approximate Date
Performance & Log Book	Term 3 Week 9
Performance & Research Task	Term 4 Week 5

Music

Music: MS01 - Australian Music

Areas of Assessment

Knowledge and Understanding	Analysis
Research	Performance Skills
Aural Skills	Written Skills
Composition	Class Performance

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Folk Song Composition	Composition	30
Composition Diary	Knowledge and Understanding Analysis Written Skills	20
Australian Song Performance	Aural Skills Performance Skills	30
Australian Song Essay	Research Analysis Written Skills	20

Task Schedule – Semester 1

Task	Approximate Date
Folk Song Composition	Term 1 Week 8
Composition Diary	Term 1 Week 8
Performance	Term 2 Week 5
Essay	Term 2 Week 5

Task Schedule – Semester 2

Task	Approximate Date
Folk Song Composition	Term 3 Week 8
Composition Diary	Term 3 Week 8
Performance	Term 4 Week 5
Essay	Term 4 Week 5

Music: MS03 – Just Like that Old Time Rock 'n Roll

Areas of Assessment

Knowledge and Understanding	Analysis
Research	Performance Skills
Aural Skills	Written Skills
Composition	Class Performance

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Rock Riff Composition	Composition	30
Composition Diary	Knowledge and Understanding Analysis Written Skills	20
Rock Music Performance	Aural Skills Performance Skills	30
Rock Music Essay	Research Analysis Written Skills	20

Task Schedule – Semester 1

Task	Approximate Date
Rock Riff Composition	Term 1 Week 8
Composition Diary	Term 1 Week 8
Performance	Term 2 Week 5
Essay	Term 2 Week 5

Task Schedule – Semester 2

Task	Approximate Date
Rock Riff Composition	Term 3 Week 8
Composition Diary	Term 3 Week 8
Performance	Term 4 Week 5
Essay	Term 4 Week 5

Music: MS04 - Recording Industry Skills

Areas of Assessment

Knowledge and Understanding	Analysis
Research	Performance Skills
Aural Skills	Written Skills
Composition	Class Performance

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Cover Song Recording	Performance Skills Knowledge and Understanding Aural Skills	30
Cover Song Recording Diary	Knowledge and Understanding Analysis Written Skills	20
Original Song Recording	Composition Knowledge and Understanding Aural Skills Performance Skills	30
Original Song Recording Diary	Research Analysis Written Skills	20

Task Schedule – Semester 1

Task	Approximate Date
Cover Song Recording	Term 1 Week 8
Cover Song Recording Diary	Term 1 Week 8
Original Song Recording	Term 2 Week 5
Original Song Recording Diary	Term 2 Week 5

Task Schedule – Semester 2

Task	Approximate Date
Cover Song Recording	Term 3 Week 8
Cover Song Recording Diary	Term 3 Week 8
Original Song Recording	Term 4 Week 5
Original Song Recording Diary	Term 4 Week 5

Visual Arts

Visual Arts: CA01 - Drawing

Areas of Assessment

Practical Skills	Research Skills
Knowledge and Understanding	Written Skills

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Critical and Historical Skills	Written skills, investigation, critical writing.	40
Artmaking Practice	Artmaking practice, experimentation, development of techniques, resolved artworks.	60

Task Schedule – Semester 1

Task	Approximate Date
Critical and Historical Study	Term 1 Week 6
Artmaking Practice	Term 2 Week 5

Task Schedule – Semester 2

Task	Approximate Date
Critical and Historical Study	Term 3 Week 6
Artmaking Practice	Term 4 Week 5

Visual Arts: CA02 - Painting

Areas of Assessment

Practical Skills	Research and Investigation
Knowledge and Understanding	Written Skills

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Critical and Historical Studies	Written skills, research and investigation.	40
Artmaking Practice	Practical skills, experimentation, artmaking practice.	60

Task Schedule – Semester 1

Task	Approximate Date
Critical and Historical Study	Term 1 Week 6
Artmaking Practice	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Critical and Historical Study	Term 3 Week 6
Artmaking Practice	Term 4 Week 6

Visual Arts: CA03 - Ceramics

Areas of Assessment

Practical Skills	Research and Investigation
Problem Solving	Knowledge and Understanding

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Critical and Historical Studies	Written skills, critical responses, investigation and research.	40
Artmaking Practice	Development of technical skills, experimentation, resolved artmaking.	60

Task Schedule – Semester 1

Task	Approximate Date
Critical and Historical Study	Term 1 Week 5
Artmaking Practice	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Critical and Historical Study	Term 3 Week 5
Artmaking Practice	Term 4 Week 6

Visual Design

Visual Design: VD01 – Visual Design 1

Areas of Assessment

Practical Skills	Research and Investigation
Knowledge and Understanding	Problem Solving
Written Tasks	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Critical and Historical Study	Research and investigation of Visual Designers and development of writing skills.	40
Practice	Development of practical skills in relation to Visual Design artworks.	60

Task Schedule – Semester 1

Task	Approximate Date
VAD & Research Task	Term 1 Week 7
Body of Work & Critical Study	Term 2 Week 5

Task Schedule – Semester 2

Task	Approximate Date
VAD & Research Task	Term 3 Week 7
Body of Work & Critical Study	Term 4 Week 5

Photography

Photography: PH01 - Photography 1

Areas of Assessment

Practical Skills	Research and Investigation
Knowledge and Understanding	Problem Solving
Written Tasks	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Critical and Historical Study	Research Photographers & written skills,	40
Practice	Understanding of camera functions & manipulation of ideas	60

Task Schedule – Semester 1

Task	Approximate Date
VAD	Term 1 Week 6
Portfolio Presentation & Extended Response	Term 2 Week 4

Task Schedule – Semester 2

Task	Approximate Date
VAD	Term 3 Week 6
Portfolio Presentation & Extended Response	Term 4 Week 4

Photography: PH02 – Photography 2

Areas of Assessment

Practical Skills	Research and Investigation
Knowledge and Understanding	Problem Solving
Written Tasks	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Critical and Historical Study	Investigation of Photographers & written Skills	40
Practice	Development of skills in camera functions.	60

Task Schedule – Semester 1

Task	Approximate Date
VAD	Term 1 Week 6
Portfolio Presentation & Extended Response	Term 2 Week 4

Task Schedule – Semester 2

Task	Approximate Date
VAD	Term 3 Week 6
Portfolio Presentation & Extended Response	Term 4 Week 4

English Elective Courses

English Elective: EWW1 - Writers and Writing

Areas of Assessment

Reading and Viewing	Responding and Composing
Writing and Representing	Reflecting on Learning
Speaking and Listening	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Classic Literature Analysis	Reading and Viewing Responding and Composing	40
Major Work	Writing and Representing, Responding and Composing	40
Critical Reflection	Responding and Composing, Reflecting on Learning	20

Task Schedule – Semester 1

Task	Approximate Date
Classic Literature Analysis	Term 1 Week 8
Major Work	Term 2 Week 2
Critical Reflection	Term 2 Week 4

Task Schedule – Semester 2

Task	Approximate Date
Classic Literature Analysis	Term 3 Week 8
Major Work	Term 4 Week 2
Critical Reflection	Term 4 Week 4

English/HSIE Elective Courses

History Elective: EHM1 - History at the Movies

Areas of Assessment

Comprehension: Chronology, Terms and Concepts	Analysis and Use of Sources
Perspectives and Interpretations	Empathetic Understanding
Research	Explanation and Communication

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Essay	Analysis and Use of Sources, Empathetic Understanding, Explanation and Communication	50
Digital Presentation	Perspectives and Interpretations, Research, Analysis and Use of Sources, Explanation and Communication	50

Task Schedule – Semester 1

Task	Approximate Date
Essay	Term 1 Week 7
Digital Presentation	Term 2 Week 2

Task Schedule – Semester 2

Task	Approximate Date
Essay	Term 3 Week 7
Digital Presentation	Term 4 Week 2

HSIE Elective Courses

Commerce

Commerce: HC05 - The Consumer and Business World

Areas of Assessment

Knowledge and Understanding	Skills
Values and Attitudes	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Task 1: Topic Test	COM 5-1, COM 5-5, COM 5-8	50
Task 2: Market Day Proposal	COM 5-6, COM 5-7, COM 5-9	40
Course Work	COM5-1, COM5-9	10

Task Schedule – Semester 1

Task	Approximate Date
Task 1: Topic Test	Term 1 Week 8
Task 2: Market Day Proposal	Term 2 Week 4

Task Schedule – Semester 2

Task	Approximate Date
Task 1: Topic Test	Term 3 Week 8
Task 2: Market Day Proposal	Term 4 Week 4

Commerce: HC06 - Towards Independence

Areas of Assessment

Knowledge and Understanding	Skills
Values and Attitudes	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Task 1: Research Task	COM5-2, COM5-3, COM5-7, COM5-9	40
Task 2: Examination	COM5-1, COM5-6, COM5-8	50
Course Work	COM5-1, COM5-9	10

Task Schedule – Semester 1

Task	Approximate Date
Task 1: Research Task	Term 1 Week 8
Task 2: Examination	Term 3 Week 4

Task Schedule – Semester 2

Task	Approximate Date
Task 1: Research Task	Term 3 Week 8
Task 2: Examination	Term 4 Week 4

Commerce: HC07 - Economics and Business in Action

Areas of Assessment

Knowledge and Understanding	Skills
Values and Attitudes	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Task 1: Research Report	COM 5-2, COM 5-6, COM 5-9	50
Task 2: Examination	COM 5-1, COM 5-5	40
Course Work	COM5-1, COM5-9	10

Task Schedule – Semester 1

Task	Approximate Date
Task 1: Research Report	Term 1 Week 6
Task 2: Examination	Term 2 Week 4

Task Schedule – Semester 2

Task	Approximate Date
Task 1: Research Report	Term 3 Week 6
Task 2: Examination	Term 4 Week 4

Commerce: HC08 - Law and Politics

Areas of Assessment

Knowledge and Understanding	Skills
Values and Attitudes	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Task 1: Research Task	COM5-3, COM5-7, COM5-9	50
Task 2: Examination	COM5-1, COM5-5, COM5-8	40
Course work	COM5-1, COM5-9	10

Task Schedule – Semester 1

Task	Approximate Date
Task 1: Research Task	Term 1 Week 9
Task 2: Examination	Term 2 Week 4

Task Schedule – Semester 2

Task	Approximate Date
Task 1: Research Task	Term 3 Week 9
Task 2: Examination	Term 4 Week 4

Geography Elective Courses

Elective Geography: HG01 - World Disasters

Areas of Assessment

Application of terminology in a variety of contexts	Geographical skills and tools
Research and Investigation	Problem Solving individually and in groups
Communication of Geographical Information	ICT

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Task 1: Research Presentation	GEE5-1, GEE5-6, GEE5-9	40
Task 2: Topic Test	GEE5-2, GEE5-3, GEE5-8	50
Course Work	All areas	10

Task Schedule – Semester 1

Task	Approximate Date
Task 1: Research Presentation	Term 1 Week 8
Task 2: Topic Test	Term 2 Week 5

Task Schedule – Semester 2

Task	Approximate Date
Task 1: Research Presentation	Term 3 Week 8
Task 2: Topic Test	Term 4 Week 4

Elective Geography: HG02 - Political Geography

Areas of Assessment

Application of terminology in a variety of contexts	Geographical skills and tools
Research and Investigation	Problem Solving individually and in groups
Communication of Geographical Information	ICT

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Task 1: Geo Political Report	GEE5-1, GEE5-6, GEE5-9	40
Task 2: Topic Test	GEE5-2, GEE5-3, GEE5-8	50
Course Work	All areas	10

Task Schedule – Semester 1

Task	Approximate Date
Task 1: Geo Political Report	Term 1 Week 8
Task 2: Topic Test	Term 2 Week 4

Task Schedule – Semester 2

Task	Approximate Date
Task 1: Geo Political Report	Term 3 Week 8
Task 2: Topic Test	Term 4 Week 4

History Elective

Elective History: HH01 - History's Mysteries

Areas of Assessment

Knowledge and Understanding of key concepts	Analysis and use of historical sources
Skills to undertake the process of historical inquiry	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Task 1: Jack the Ripper Group Written Task	HTE5-1, HTE5-8, HTE5-9, HTE5-10	50
Task 2: Individual Research Project	HTE5-4, HTE5-5, HTE5-8	40
Course Work	All areas	10

Task Schedule – Semester 1

Task	Approximate Date
Task 1: Jack the Ripper Group Written Task	Term 1 Week 6 Part A Week 7 Part B
Task 2: Individual Research Project	Term 2 Week 4

Task Schedule – Semester 2

Task	Approximate Date
Task 1: Jack the Ripper Group Written Task	Term 3 Week 6 Part A Week 7 Part B
Task 2: Individual Research Project	Term 4 Week 4

Elective History: HH02 - History of Technological Warfare

Areas of Assessment

Knowledge and Understanding of key concepts	Analysis and use of historical sources
Skills to undertake the process of historical inquiry	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Task 1: Research Task	HTE5-3, HTE5-8, HTE5-10	50
Task 2: End of Course Exam	HTE5-3, HTE5-4, HTE5-6, HTE5-7	40
Course Work	All areas	10

Task Schedule – Semester 1

Task	Approximate Date
Task 1: Case File/ Written report	Term 1 Week 8
Task 2: In class Written response	Term 2 Week 5

Task Schedule – Semester 2

Task	Approximate Date
Task 1: Case File/ Written report	Term 3 Week 8
Task 2: In class Written response	Term 4 Week 4

Elective History: HH04 - CSI in the Ancient World

Areas of Assessment

Knowledge and Understanding of key concepts	Analysis and use of historical sources
Skills to undertake the process of historical inquiry	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Task 1: Case File/ Written report	HTE5-1, HTE5-6, HTE5-4, HTE5-8, HTE5-9	45
Task 2: In-class Written response	HTE5-1, HTE5-9, HTE5-7, HTE5-5	45
Course Work	All areas	10

Task Schedule – Semester 1

Task	Approximate Date
Task 1: Case File/ Written report	Term 1 Week 7
Task 2: In-class Written response	Term 2 Week 4

Task Schedule – Semester 2

Task	Approximate Date
Task 1: Case File/ Written report	Term 3 Week 7
Task 2: In-class Written response	Term 4 Week 8

Elective History: HH05 - Hitler to JFK

Areas of Assessment

Knowledge and Understanding of key concepts	Analysis and use of historical sources
Skills to undertake the process of historical inquiry	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Task 1: Research Task	HTE5-6, HTE5-8, HTE5-9	45
Task 2: End of Course Examination	HTE5-3, HTE5-4, HTE5-10	45
Course Work	All areas	10

Task Schedule – Semester 1

Task	Approximate Date
Task 1: Research Task	Term 1 Week 9
Task 2: End of Course Examination	Term 2 Week 3

Task Schedule – Semester 2

Task	Approximate Date
Task 1: Research Task	Term 3 Week 9
Task 2: End of Course Examination	Term 4 Week 3

Languages Elective Courses

Japanese: LJ01 - Japanese 1

Areas of Assessment

Communicating	Understanding
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Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Katakana Quizzes	Understanding	10
Assignment – Significant life events	Communicating, Understanding	30
Coursework	Communicating, Understanding	10
Semester 1 Examination – Written component	Communicating, Understanding	30
Semester 1 Examination – Speaking component	Communicating, Understanding	20

Task Schedule – Semester 1

Task	Approximate Date
Katakana Quizzes	Ongoing
Coursework	Ongoing
Assignment – Significant life events	Term 1 Week 7
Semester 1 Examination	Term 2 Week 6

Japanese: LJ02 - Japanese 2

Areas of Assessment

Communicating	Understanding
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Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Katakana Quizzes	Understanding	10
Shopping role-play task	Communicating, Understanding	30
Coursework	Communicating, Understanding	10
Semester 2 Examination – Written component	Communicating, Understanding	30
Semester 2 Examination – Speaking component	Communicating, Understanding	20

Task Schedule – Semester 2

Task	Approximate Date
Katakana Quizzes	Ongoing
Coursework	Ongoing
Shopping role-play task	Term 3 Week 7
Semester 2 Examination	Term 4 Week 3

Japanese: LJ03 - Japanese 3

Areas of Assessment

Communicating	Understanding
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Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Katakana / Vocabulary Quizzes	Understanding	10
Assignment – School trips	Communicating, Understanding	30
Coursework	Communicating, Understanding	10
Semester 1 Examination – Written component	Communicating, Understanding	30
Semester 1 Examination – Speaking component	Communicating, Understanding	20

Task Schedule – Semester 1

Task	Approximate Date
Katakana / Vocabulary Quizzes	Ongoing
Coursework	Ongoing
Assignment – School trips	Term 1 Week 7
Semester 1 Examination	Term 2 Week 6

Japanese: LJ04 - Japanese 4

Areas of Assessment

Communicating	Understanding
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Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Katakana / Vocabulary Quizzes	Understanding	10
Topic Test	Communicating, Understanding	30
Coursework	Communicating, Understanding	10
Semester 2 Examination – Written component	Communicating, Understanding	30
Semester 2 Examination – Speaking component	Communicating, Understanding	20

Task Schedule – Semester 2

Task	Approximate Date
Katakana / Vocabulary Quizzes	Ongoing
Coursework	Ongoing
Topic Test	Term 3 Week 7
Semester 2 Examination	Term 4 Week 3

Mathematics Elective Courses

Mathematics Elective: MM02 - Preparing for Senior Maths

Areas of assessment

Knowledge Skills and Understanding	
Working Mathematically <ul style="list-style-type: none"> • Communicating • Problem Solving • Reasoning 	Number and Algebra <ul style="list-style-type: none"> • Logarithm • Non-linear relationships • Functions and other graphs • Algebraic Techniques • Surds • Polynomial
Measurement and Geometry <ul style="list-style-type: none"> • Properties of Geometrical Figures • Circle Geometry 	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Working Mathematically Task	Circle Geometry	40
Half Yearly Examination	Logarithm, Non-linear relationships Functions and other graphs, Algebra & Surds	60

Task Schedule – Semester 2

Task	Approximate Date
Working Mathematically Task 1	Term 1 Week 5
Half Yearly Examination	Term 2 Week 5

Mathematics Elective: MM03 - Trade Maths

Areas of assessment

Trade & Trade Training	Trade Numeracy Skills
Work Experience & Numeracy in the Workplace	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Trade & Trade Training Assignment	Trade & Trade Training	30
Work Experience Numeracy & Reflection Booklet	Work Experience & Numeracy in the Workplace	30
Numeracy Quiz	Number, Measurement, Application of Formulae	40

Task Schedule – Semester 1

Task	Approximate Date
Trade & Trade Training Assignment	Term 1 Week 4
Work Experience Numeracy & Reflection Booklet	Term 1 Week 10
Numeracy Quiz	Term 2 Week 4

PDHPE Elective Courses

Child Studies

Child Studies: CS01 – The World is My Playground

Areas of Assessment

Knowledge, understanding and skills	Values and attitudes
Working collaboratively	Working with technology
Critical and creative thinking	Communicating

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Topic Test	Conception to Birth	30
Toy proposal, design and written report	Child Growth and development Play and the developing child	50
Kindergarten Visits	Child Growth and development Play and the developing child	20

Task Schedule – Semester 1

Task	Approximate Date
Conception to Birth Topic Test	Term 1 Week 8
Toy proposal, design and written report	Term 2 Week 5

Task Schedule – Semester 2

Task	Approximate Date
Conception to Birth Topic Test	Term 3 Week 8
Toy proposal, design and written report	Term 2 Week 5

Child Studies: CS02 – Best Start to Life

Areas of Assessment

Knowledge, understanding and skills	Values and attitudes
Working collaboratively	Working with technology
Critical and creative thinking	Communicating

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Topic Test	Parenthood, Family Structures, Family Assistance, Pregnancy, Support Networks	40
Research Report	Health, Safety and Wellbeing in Childhood	40
Informal Bathing Experience	Newborn Care	20

Task Schedule – Semester 1

Task	Approximate Date
Preparing for Parenthood Topic Test	Term 1 Week 10
Research Report	Term 2 Week 5

Task Schedule – Semester 2

Task	Approximate Date
Preparing for Parenthood Topic Test	Term 1 Week 10
Research Report	Term 2 Week 5

Physical Activity and Sports Studies (PASS)

PASS: PP01 - Sports Performance

Areas of Assessment

Knowledge, understanding and skills	Values and attitudes
Working collaboratively	Management and planning skills
Movement skills	Analysing information
Communicating	Working with technology

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Written Report	Movement Skills	50
Practical Skill Application	Analysis of movement skills	25
Research Project	Nutrition and Performance	25

Task Schedule – Semester 1

Task	Approximate Date
Skill Analysis to Improve Performance Written Report	Term 1 Week 7
Practical Skill Application	Term 1
Nutrition for Performance Research Project	Term 2 Week 3

Task Schedule – Semester 2

Task	Approximate Date
Skill Analysis to Improve Performance Written Report	Term 3 Week 7
Practical Skill Application	Term 3
Nutrition for Performance Research Project	Term 4 Week 3

PASS: PP02 - Sports Fitness

Areas of Assessment

Knowledge, understanding and skills	Values and attitudes
Working collaboratively	Management and planning skills
Movement skills	Analysing information
Communicating	Working mathematically
Working with technology	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Written Report	Fitness Testing, Components of Fitness	30
Practical Fitness Testing	Fitness Testing, Components of Fitness	20
Presentation	Technology and Fitness	30
Practical Application		20

Task Schedule – Semester 1

Task	Approximate Date
Individual Training Program Written Report	Term 1 Week 7
Practical Fitness Testing	Term 1 Week 6
Team Training Presentation	Term 2 Week 3

Task Schedule – Semester 2

Task	Approximate Date
Individual Training Program Written Report	Term 3 Week 7
Practical Fitness Testing	Term 3 Week 6
Team Training Presentation	Term 4 Week 3

PASS: PP03 - Sports Medicine

Areas of Assessment

Knowledge, understanding and skills	Values and attitudes
Working collaboratively	Management and planning skills
Movement skills	Analysing information
Communicating	Working mathematically
Working with technology	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Written Report and Practical Application	Injury Management	35
		15
Research task	Sport Safety Guidelines	50

Task Schedule – Semester 1

Task	Approximate Date
Injury Management Procedures Written Report	Term 1 Week 6
Injury Management Procedures Practical Application	Term 1 Week 7
Sport Safety Guidelines	Term 2 Week 2

Task Schedule – Semester 2

Task	Approximate Date
Injury Management Procedures Written Report	Term 4 Week 6
Injury Management Procedures Practical Application	Term 4 Week 7
Sport Safety Guidelines	Term 4 Week 2

PASS: PP04 - Sports Coaching

Areas of Assessment

Knowledge, understanding and skills	Values and attitudes
Working collaboratively	Management and planning skills
Movement skills	Analysing information
Communicating	Working with technology

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Written Evaluation	Coaching Techniques and skills	20
Practical Application	Coaching Techniques and skills	30
Written Report	Coaching Techniques and skills	50

Task Schedule – Semester 1

Task	Approximate Date
Super Coach Written Evaluation	Term 1 Week 5
Super Coach Coaching File	Term 2 Week 3

Task Schedule – Semester 2

Task	Approximate Date
Super Coach Written Evaluation	Term 3 Week 5
Super Coach Coaching File	Term 4 Week 3

PASS: PP05 - Anatomy and Physiology

Areas of Assessment

Knowledge, understanding and skills	Values and attitudes
Working collaboratively	Management and planning skills
Movement skills	Analysing information
Communicating	Working mathematically
Working with technology	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Topic Test	Energy Systems	50
Research task	Body Systems	50

Task Schedule – Semester 1

Task	Approximate Date
Energy Systems Topic Test	Term 1 Week 7
Body Systems Research task	Term 2 Week 3

Task Schedule – Semester 2

Task	Approximate Date
Energy Systems Topic Test	Term 3 Week 7
Body Systems Research task	Term 4 Week 3

High Performance Sports

HP Sport: HP01 - High Performance Soccer

Areas of Assessment

Knowledge, understanding and skills	Values and attitudes
Working collaboratively	Working with technology
Critical and creative thinking	Communicating

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Written report	Football Tactics and formations	20
Practical Application	Futsal	30
Topic Test	Laws of the Game	20
Written Report and Practical Application	Skill Move Session	30

Task Schedule – Semester 1

Task	Approximate Date
Strategic Coaching Written Report	Term 1 Week 7
Practical Grading	Term 1 Ongoing
Laws of the game Quiz	Term 2 Week 4
Practical Skill and Move Session	Term 2 Week 1

HP Sport: HP02 - High Performance Cricket

Areas of Assessment

Knowledge, understanding and skills	Values and attitudes
Working collaboratively	Working with technology
Critical and creative thinking	Communicating

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Written Report	Analysing Technique	30
Practical Application	Skill Development	40
Topic Test	Laws of the Game	30

Task Schedule – Semester 1

Task	Approximate Date
Analysing Technique	Term 3 Week 9
Practical Application	Term 3 + 4 Ongoing
Laws of the Game Topic Test	Term 4 Week 5

TAS Elective Courses

Food Technology

Food Technology: TF11 – Food Technology 1

Areas of Assessment

<p>General capabilities: Critical and creative thinking Ethical understanding Information and communication technology capability Intercultural understanding Literacy Numeracy Personal and social capability</p>	<p>NESA syllabus areas of important student learning: Civics and citizenship Difference and diversity Work and enterprise</p>
<p>Cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and culture Asia and Australia's engagement with Asia Sustainability</p>	<p>Course requirements: Practical experiences Safety</p>

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Research Report with Practical Application	Food in Australia: "Our Foodie Adventures"- Persuasive Advertisement – ICT Task	50
Digital Portfolio with Practical Application	Food for Special Occasions: "New Year's Eve Countdown Celebration" – Scaffold Provided	50

Task Schedule – Semester 1

Task	Approximate Date
Food in Australia	Term 1 Week 8/9
Food for Special Occasions	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Food in Australia	Term 3 Week 8/9
Food for Special Occasions	Term 4 Week 2/3

Food Technology: TF12 – Food Technology 2

Areas of Assessment

<p>General capabilities: Critical and creative thinking Ethical understanding Information and communication technology capability Intercultural understanding Literacy Numeracy Personal and social capability</p>	<p>NESA syllabus areas of important student learning: Civics and citizenship Difference and diversity Work and enterprise</p>
<p>Cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and culture Asia and Australia's engagement with Asia Sustainability</p>	<p>Course requirements: Practical experiences Safety</p>

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Digital Portfolio with Practical Application	Food Product Development: "Movie Snack Founder" – Scaffold Provided; New Movie Snack Product Development	50
Research Report with Practical Application	Food Equity: "The Hunger Case" – Scaffold Provided: Aid Agency Investigation	50

Task Schedule – Semester 1

Task	Approximate Date
Food Product Development	Term 1 Week 8/9
Food Equity	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Food Product Development	Term 3 Week 8/9
Food Equity	Term 4 Week 2/3

Food Technology: TF13 – Food Technology 3

Areas of Assessment

General capabilities: Critical and creative thinking Ethical understanding Information and communication technology capability Intercultural understanding Literacy Numeracy Personal and social capability	NESA syllabus areas of important student learning: Civics and citizenship Difference and diversity Work and enterprise
Cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and culture Asia and Australia's engagement with Asia Sustainability	Course requirements: Practical experiences Safety

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Research Report with Practical Application	Food Selection and Health: "Hello Eats"- Scaffold Provided: Food Consumption Patterns	50
Digital Portfolio with Practical Application	Food Trends: "Grazy Days Snap Blog" – PBL Opportunity	50

Task Schedule – Semester 1

Task	Approximate Date
Food Selection and Health	Term 1 Week 8/9
Food Trends	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Food Selection and Health	Term 3 Week 8/9
Food Trends	Term 4 Week 2/3

Food Technology: TF14 – Food Technology 4

Areas of Assessment

<p>General capabilities: Critical and creative thinking Ethical understanding Information and communication technology capability Intercultural understanding Literacy Numeracy Personal and social capability</p>	<p>NESA syllabus areas of important student learning: Civics and citizenship Difference and diversity Work and enterprise</p>
<p>Cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and culture Asia and Australia’s engagement with Asia Sustainability</p>	<p>Course requirements: Practical experiences Safety</p>

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Digital Portfolio with Practical Application	Food Service and Catering: “Welcome to YumTown Popup Eatery” – Scaffold Provided	50
Research Report with Practical Application	Food for Specific Needs: “FunTiki World Tour” – Scaffold Provided: NRV Data Analysis	50

Task Schedule – Semester 1

Task	Approximate Date
Food Service and Catering	Term 1 Week 8/9
Food for Specific Needs	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Food Service and Catering	Term 3 Week 8/9
Food for Specific Needs	Term 4 Week 2/3

Design and Technology

Design & Technology: TG01 – Graphics Design

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	

Proportion of Marks

Task Type		Weighting (%)
Task A: Designer Profile	Theoretical knowledge and understanding of designers in field Communication skills through a report	20
Task B: Custom Decal (Practical)	Knowledge and understanding of and skills in managing resources and producing quality design solutions	40
Task C: Custom Decal (Portfolio)	Skills in communicating design ideas and solutions	40

Task Schedule – Semester 1

Task	Approximate Date
Task A – Designer Profile	Term 1 Week 8
Task B – Custom Decal (Portfolio & Practical)	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Task A – Designer Profile	Term 3 Week 8
Task B – Custom Decal (Portfolio & Practical)	Term 4 Week 3

Design & Technology: TI01 – Fashion Design

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, and communication skills
Effective time and resource management	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Research Assignment	Work of past and present designers and their impact on design	30
Practical Assignment	Fashion illustrations and justifications	70

Task Schedule – Semester 1

Task	Approximate Date
Task A –Designer case study	Term 1 Week 8
Task B – Fashion of the future illustrations	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Task A –Designer case study	Term 3 Week 8
Task B – Fashion of the future illustrations	Term 4 Week 4

Design & Technology: TI04 – Interior Design

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Client Portfolio Presentation	Understands design concepts and processes Responsibilities of designers and factors affecting their work Develops innovative design solutions Displays communication techniques	40
Room Design Portfolio and CAD Productions	Develops innovative design solutions Effective time and resource management Develops practical skills Demonstrates the design process	60

Task Schedule – Semester 1

Task	Approximate Date
Task A - Client Portfolio	Term 1 Week 7
Task B – Room Design & CAD	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Task A – Client Portfolio	Term 3 Week 7
Task B – Room Design & CAD	Term 4 Week 3

Design & Technology: TJ01 – Core 1: Jewellery Design

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, and communication skills
Effective time and resource management	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Research Assignment	Work of past and present designers and their impact on design.	30
Practical Assignment	Jewellery product and portfolio	70

Task Schedule – Semester 1

Task	Approximate Date
Task A –Designer case study	Term 1 Week 8
Task B –Art deco ring and portfolio	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Task A –Designer case study	Term 3 Week 8
Task B – Art deco ring and portfolio	Term 4 Week 4

Industry Technology – Electronics

Electronics: TEL1 - Core 1: Electronics 1

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Video Diary – Circuit Scribe	Understanding fundamentals of electronics Developing communication skills through use of a video diary	40
Major Project and Portfolio	Effective time and resource management Use of materials Development of practical skills	60

Task Schedule – Semester 1

Task	Approximate Date
Video Diary – Circuit Scribe	Term 1 Week 8
Major Project and Portfolio	Term 2 Week 6

Electronics: TEL2 - Core 2: Electronics 2

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Project and Portfolio	Understanding fundamentals of electronics Developing communication skills through presentation of research	40
Major Project and Video Diary	Effective time and resource management Use of materials Development of practical skills	60

Task Schedule – Semester 2

Task	Approximate Date
Project and Portfolio	Term 3 Week 8
Major Project and Video Diary	Term 4 Week 4

Electronics: TEL3 – Module 3: Electronics 3

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	

Proportion of marks

Task Type	Areas of Learning	Weighting (%)
Research Task	Understanding fundamentals of electronics Developing communication skills through presentation of research in report format.	40
Major Project and Portfolio	Effective time and resource management Use of materials Development of practical skills.	60

Task Schedule – Semester 2

Task	Approximate Date
Research Task	Term 3 Week 8
Major Project and Portfolio	Term 4 Week 4

Industrial Technology – Metal

Metal: TM01 – General Metal: Core Module 1

Areas of assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	

Proportion of marks

Task Type	Areas of Learning	Weighting (%)
Research Task – Materials and their Properties	Effective time and resource management Selection of materials	40
Practical Tasks – Centre Punch and Hammer	Effective time and resource management Use of materials Development of practical skills	60

Task Schedule – Semester 1

Task	Approximate Date
Research Task	Term 1 Week 8
Practical Tasks	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Research Task	Term 3 Week 8
Practical Tasks	Term 4 Week 4

Metal: TM02 – General Metal: Core Module 2

Areas of assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	

Proportion of marks

Task Type	Areas of Learning	Weighting (%)
Research Task – Hardening	Effective time and resource management Selection of materials	40
Practical Task – Scribe and Clamp	Effective time and resource management Use of materials Development of practical skills	60

Task Schedule – Semester 1

Task	Approximate Date
Research Task	Term 1 Week 8
Practical Tasks	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Research Task	Term 3 Week 8
Practical Tasks	Term 4 Week 4

Industrial Technology – Multimedia

Multimedia: TMM5 – Core Module 1: Design (Graphics and Web)

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Logo Design & Graphics	Research and planning Time and resource management Presentation and communication skills	30
Final Product – Website	Developing practical skills Knowledge and understanding of Graphic and Web Techniques	70

Task Schedule – Semester 1

Task	Approximate Date
Logo Design & Graphics	Term 1 Week 8
Graphic and Web Project	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Logo Design & Graphics	Term 3 Week 8
Graphic and Web Project	Term 4 Week 4

Multimedia: TMM6 – Core Module 2: Video Production

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, and communication skills

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Pre-Production Folio	Research and planning Time and resource management Presentation and communication skills	30
Final Product - Video	Developing practical skills Knowledge and understanding of Video Techniques	70

Task Schedule – Semester 1

Task	Approximate Date
Presentation of Proposal	Term 1 Week 8
Final Product - Video and Portfolio	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Presentation of Proposal	Term 3 Week 7
Final Product - Video and Portfolio	Term 4 Week 4

Industrial Technology – Timber

Timber: TW01 – General Wood: Core Module 1

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	Development of practical skills

Proportion of marks

Task Type	Areas of Learning	Weighting (%)
Research task on grain structure and joints	Knowledge and skills of timber selection Research and planning skills Presentation and communication skills	40
Practical side table/stool with joinery and CAD Model	Application of the Design Process Developing practical skills Effective time and resource management	60

Task Schedule - Semester 1

Task	Approximate Date
Research Task Grain structure, wood types, joinery techniques and types	Term 1 Week 10
Computer model and Practical prototype	Term 2 Week 6

Task Schedule - Semester 2

Task	Approximate Date
Research Task Grain structure, wood types, joinery techniques and types	Term 3 Week 10
Computer model and Practical prototype	Term 4 Week 4

Timber: TW02 – General Wood: Core Module 2

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	Development of practical skills

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Research task on inlay and cabinetry construction	Knowledge and skills of timber selection Research and planning skills Presentation and communication skills	40
Practical task on inlay and cabinet construction + CAD Model	Application of the Design Process Development of practical skills Effective time and resource management	60

Task Schedule - Semester 1

Task	Approximate Date
Research Task Tools, techniques and cabinet construction processes	Term 1 Week 10
Computer model and Practical production of cabinet with use of joints and inlay techniques	Term 2 Week 6

Task Schedule - Semester 2

Task	Approximate Date
Research Task Tools, techniques and cabinet construction processes	Term 3 Week 10
Computer model and Practical production of cabinet with use of joints and inlay techniques	Term 4 Week 4

Timber: TW03 - Cabinetwork: Specialised Module 1

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	Development of practical skills

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Research task on inlay and cabinetry construction	Knowledge and skills of timber selection Research and planning skills Presentation and communication skills	40
Practical task on inlay and cabinet construction + CAD Model	Application of the Design Process Development of practical skills Effective time and resource management	60

Task Schedule - Semester 1

Task	Approximate Date
Research Task Tools, techniques and cabinet construction processes. CAD model.	Term 1 Week 10
Practical production of cabinet with use of joints and inlay techniques.	Term 2 Week 6

Task Schedule - Semester 2

Task	Approximate Date
Research Task Tools, techniques and cabinet construction processes. CAD model.	Term 3 Week 10
Practical production of cabinet with use of joints and inlay techniques.	Term 4 Week 4

Timber: TW04 - Cabinetwork: Specialised Module 2

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	Development of practical skills

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Research Task. Turning, Milling and automated machinery and their use in industry.	Knowledge and skills of timber selection Research and planning skills Presentation and communication skills. Machinery and its purpose in industry.	40
Practical production of project using Timber machining equipment.	Application of the Design Process Development of practical skills Effective time and resource management.	60

Task Schedule - Semester 1

Task	Approximate Date
Research Task Turning and milling Machines, Tools and Automated Machinery. Construction Processes.	Term 1 Week 10
Practical production of project using Turning, Milling and automated machinery.	Term 2 Week 6

Task Schedule - Semester 2

Task	Approximate Date
Research Task Turning and milling Machines, Tools and Automated Machinery. Construction Processes.	Term 3 Week 10
Practical production of project using Turning, Milling and automated machinery.	Term 4 Week 4

Information and Software Technology

IST: TC01 – Core 1: Processing Data

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, and communication skills
Effective time and resource management	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Research Assignment	Hardware Past, Present and Emerging Technology	40
Practical Assignment	Database Design Design, Produce and Evaluate	60

Task Schedule – Semester 1

Task	Approximate Date
Task A – Hardware and Technology	Term 1 Week 7
Task B – Designing a database	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Task A – Hardware and Technology	Term 3 Week 7
Task B – Designing a database	Term 4 Week 4

IST: TC02 – Core 2: Connecting With the World

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, and communication skills
Effective time and resource management	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Research and Portfolio	Software Issues	40
Practical Project	Website Development and Design Design, Produce and Evaluate	60

Task Schedule – Semester 1

Task	Approximate Date
Task A – Software and Issues	Term 1 Week 7
Task B – Website Design	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Task A – Software and Issues	Term 3 Week 7
Task B – Website Design	Term 4 Week 4

IST: TC03 – Robotics and Artificial Intelligence

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, and communication skills
Effective time and resource management	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Practical Presentation	Robotics and Automated Systems Artificial Intelligence, Simulation and Modelling Design, Produce and Evaluate	40
Practical Assessment	Robotics and Automated Systems Artificial Intelligence, Simulation and Modelling Design, Produce and Evaluate	60

Task Schedule – Semester 1

Task	Approximate Date
Task A – Practice Mats	Term 1 Week 7
Task B – Space Challenge	Term 2 Week 5

Task Schedule – Semester 2

Task	Approximate Date
Task A – Practice Mats	Term 3 Week 7
Task B – Space Challenge	Term 4 Week 4

IST: TC04 – Game Programming

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, and communication skills
Effective time and resource management	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Hand-in Portfolio	Design, Produce and Evaluate	40
Practical Assignment	Software Development and Programming	60

Task Schedule – Semester 1

Task	Approximate Date
Task A – Game Design Portfolio	Term 1 Week 6
Task B – 2D Game	Term 2 Week 5

Task Schedule – Semester 2

Task	Approximate Date
Task A – Game Design Portfolio	Term 3 Week 6
Task B – 2D Game	Term 4 Week 4

IST: TC05 – Digital Media

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, and communication skills
Effective time and resource management	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Practical Assignment	Digital Media	40
Practical Assignment	Digital Media Design, Produce and Evaluate	60

Task Schedule – Semester 1

Task	Approximate Date
Task A – Practical Project 1	Term 1 Week 8
Task B – Practical Project 2	Term 2 Week 5

Task Schedule – Semester 2

Task	Approximate Date
Task A – Practical Project 1	Term 3 Week 8
Task B – Practical Project 2	Term 4 Week 4

IST: TC06 – App Development

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, and communication skills
Effective time and resource management	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Research and Practical Assignment	Design, Produce and Evaluate	40
Practical Assignment	Software Development and Programming	60

Task Schedule – Semester 1

Task	Approximate Date
Task A – Practical Project 1	Term 1 Week 8
Task B – Practical Project 2	Term 2 Week 5

Task Schedule – Semester 2

Task	Approximate Date
Task A – Practical Project 1	Term 3 Week 8
Task B – Practical Project 2	Term 4 Week 4

iSTEM: IS01 - Engineering Fundamentals

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	

Proportion of marks

Task Type	Areas of Learning	Weighting (%)
Truss Project	Knowledge and understanding of engineering principles	40
F1 Project Presentation	Application of the design process as related to the ongoing testing and development of F1 in school's cars Application of research, presentation and communication techniques demonstrating the ongoing development of F1 in school's cars	60

Task Schedule – Semester 1

Task	Approximate Date
Truss Project	Term 1 Week 8
F1 Project Presentation	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Truss Project	Term 3 Week 8
F1 Project Presentation	Term 4 Week 4

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	

Proportion of marks

Task Type	Areas of Learning	Weighting (%)
Design Project	Knowledge and understanding of designing for machining and production methods	40
Machining Project	Application of the design process as related to the ongoing testing and development of mechanical systems Application of research, presentation and communication techniques demonstrating the ongoing development of machining project	60

Task Schedule – Semester 1

Task	Approximate Date
Design Project	Term 1 Week 8
Machining Project	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Design Project	Term 3 Week 8
Machining Project	Term 4 Week 4

iSTEM: IS03 - Motion and Mechatronics

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	

Proportion of marks

Task Type	Areas of Learning	Weighting (%)
Portfolio & Research Task - Mechatronics	Application of the design process as related to performance of simple automated tasks. Application of research, presentation and communication techniques demonstrating the ongoing development of mechatronics project	50
Portfolio & Research Task – Motion	Application of the design process as related to performance of simple motorised models / vehicles. Application of research, presentation and communication techniques demonstrating the ongoing development of 'applied motion' project	50

Task Schedule – Semester 1

Task	Approximate Date
Portfolio & Research Task A - Mechatronics	Term 1 Week 8
Portfolio & Research Task B - Motion	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Portfolio & Research Task A - Mechatronics	Term 3 Week 8
Portfolio & Research Task B - Motion	Term 4 Week 4

iSTEM: IS04 - Independent Research Project

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	

Proportion of marks

Task Type	Areas of Learning	Weighting (%)
Special Interest Project Proposal	Research and planning Time and resource management Presentation and communication skills	30
Special Interest Project	Developing practical skills Application of Design Process Knowledge and understanding of a Special Interest Project	70

Task Schedule – Semester 1

Task	Approximate Date
Special Interest Project Proposal	Term 1 Week 8
Special Interest Project	Term 2 Week 6

Task Schedule – Semester 2

Task	Approximate Date
Special Interest Project Proposal	Term 3 Week 8
Special Interest Project	Term 4 Week 4

Textiles Design

Textiles: TT05 – Textiles 1

Areas of Assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	

Proportion of Marks

Task Type	Areas of Learning	Weighting (%)
Task A: Fresh Off the Runway Portfolio	Knowledge and understanding of fibre properties and performance Effective time management Documented application of the Design Cycle	50
Task B: Fresh Off the Runway Practical	Effective resource management Practical Skills development Effective time management	50

Task Schedule - Semester 1

Task	Approximate Date
Task A: Fresh Off the Runway Portfolio	Term 2 Week 6
Task B: Fresh Off the Runway Practical	Term 2 Week 6

Task Schedule - Semester 2

Task	Approximate Date
Task A: Fresh Off the Runway Portfolio	Term 4 Week 4
Task B: Fresh Off the Runway Practical	Term 4 Week 4

Appendices

**Assessment Task Reschedule
Application Form**

Section A (To be completed by the student)

Student Name: Year:

Course: Faculty:

Class Teacher: Head Teacher:

Assessment Task Name:

Task No: Date Issued: Due Date: Weighting:

Nature of Task: (please circle)

Assignment	Examination	Field Work	Listening Task	Major Work
Performance	Portfolio	Practical Task	Research Activity	Speaking Task
Viewing Task	Written Task	Other (please specify):		

Section B (To be completed by the student)

Name of activity: Date:

Venue: Organising Teacher:

Reason/s for this application for task reschedule (attach extended statement or documentation as necessary):

.....
.....
.....

Student signature: Date:

Parent/caregiver signature: Date:

Section C (OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)

Resolution decision: Accepted / Rejected Date of rescheduled task:

Student issued rescheduled notification: Yes No

Stage Head Teacher notified: Yes No

Class Teacher notified: Yes No

Comment:

.....
.....
.....

Faculty Head Teacher signature: Date:

Original to student file; copy to: Parent, Student, Class Teacher, and Stage Head Teacher

**Assessment Task Extension
Application Form**

Section A (To be completed by the student)

Student Name: Year:

Course: Faculty:

Class Teacher: Head Teacher:

Assessment Task Name:

Task No: Date Issued: Due Date: Weighting:

Nature of Task: (please circle)

- | | | | | |
|--------------|--------------|-------------------------------|-------------------|---------------|
| Assignment | Examination | Field Work | Listening Task | Major Work |
| Performance | Portfolio | Practical Task | Research Activity | Speaking Task |
| Viewing Task | Written Task | Other (please specify): | | |

Section B (To be completed by the student)

Reason/s for this application for extension (attach extended statement or documentation as necessary):
.....
.....
.....

Student signature: Date:

Parent/caregiver signature: Date:

Section C (OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)

Resolution decision: Accepted / Rejected Date of rescheduled task:

Student issued rescheduled notification: Yes No

Stage Head Teacher notified: Yes No

Class Teacher notified: Yes No

Comment:
.....
.....
.....

Faculty Head Teacher signature: Date:

Original to student file; copy to: Parent, Student, Class Teacher, and Stage Head Teacher

**Illness/Misadventure
Application Form**

Section A (To be completed by the student)

Student Name: Year:

Course: Faculty:

Class Teacher: Head Teacher:

Assessment Task Name:

Task No: Date Issued: Due Date: Weighting:

Nature of Task: (please circle)

Assignment	Examination	Field Work	Listening Task	Major Work
Performance	Portfolio	Practical Task	Research Activity	Speaking Task
Viewing Task	Written Task	Other (please specify):		

Section B (To be completed by the student)

Reason/s for this application for extension (attach extended statement or documentation as necessary):

.....
.....
.....

Student signature: Date:

Parent/caregiver signature: Date:

Section C (OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)

Original task attempted/submitted: Yes No Date submitted/attempted:

Resolution decision: Accepted / Rejected Date of rescheduled task:

Student issued rescheduled notification: Yes No

Stage Head Teacher notified: Yes No

Class Teacher notified: Yes No

Comment:

.....
.....
.....

Faculty Head Teacher signature: Date:

Original to student file; copy to: Parent, Student, Class Teacher, and Stage Head Teacher

Appendix 4



The Ponds High School
180 Riverbank Drive, The Ponds NSW 2769
Phone: 9626 3562 Fax: 9837 0823
Email: theponds-h.school@det.nsw.edu.au

MEDICAL CERTIFICATE

To be completed by an independent professional authority

TO THE INDEPENDENT PROFESSIONAL AUTHORITY PROVING DOCUMENTATION

Your help in providing information regarding this student's illness is appreciated. This information will assist The Ponds High School in the assessment of this illness application.

I, _____, a legally qualified medical practitioner, certify that on _____ (date) examined _____ (patient's name).

- The patient is suffering from: _____
(diagnosis provided with patient's consent where possible)
- The patient is suffering from a medical condition of a confidential nature

In my opinion, this condition will affect the completion of the following: (please tick)

	In minor way	Moderately	Severely
CLASS ATTENDANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WRITTEN ASSIGNMENTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRACTICAL ASSIGNMENTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRIVATE STUDY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the period of: _____ to _____

EXAMINATIONS: the student is unable to sit for examinations on: _____

OTHER REMARKS:

Details of Independent Professional Authority

Name: _____

(or stamp):

Profession: _____

Provider Number: _____

Address: _____

Contact Number: _____

Signature: _____



Assessment Task Appeal Application Form

Section A (To be completed by the student)

Nature of Appeal: (please circle)

Assessment Task Result	Illness/Misadventure decision	Malpractice decision
------------------------	-------------------------------	----------------------

Student Name: Year:

Course: Faculty:

Class Teacher: Head Teacher:

Assessment Task Name:

Task No: Date Issued: Due Date: Weighting:

Nature of Task: (please circle)

- | | | | | |
|--------------|--------------|-------------------------------|-------------------|---------------|
| Assignment | Examination | Field Work | Listening Task | Major Work |
| Performance | Portfolio | Practical Task | Research Activity | Speaking Task |
| Viewing Task | Written Task | Other (please specify): | | |

Section B (To be completed by the student)

Reason/s for this application for extension (attach extended statement or documentation as necessary):

.....
.....
.....

Student signature: Date:

Parent/caregiver signature: Date:

Section C (OFFICIAL USE ONLY: To be completed by relevant Head Teacher)

Reviewer Name: Position:

Resolution decision: Accepted / Rejected

Comment:

.....
.....
.....
.....

Reviewer signature: Date:

Original to student file; copy to: Parent, Student, relevant Head Teacher / Class Teacher / Deputy Principal / Principal as required

Long-term Leave Application Form

Important Information

- The Request for Leave Application must be completed AND approved by the Principal prior to using this form AND **at least two weeks before the first day of leave**
- Prior to any Class Teacher or Head Teacher completing this form, a student **MUST**:
 - Attach a copy of the **approved** Request for Leave Application; and,
 - Complete Section A in full
- Class Teachers are to complete Section B indicating work to be completed, to then be endorsed by the relevant Faculty Head Teachers
- Assessment Tasks must be discussed with the relevant Head Teacher **at least two weeks prior to leaving**; otherwise, late penalties may apply.

Section A *(To be completed by the student)*

Student Name: _____ Year: _____

First Day of Leave: Day: _____ Date: _____

Return to School: Day: _____ Date: _____

Number of School Days Absent: _____

Reason for Leave: _____

Section B *(OFFICIAL USE ONLY: To be completed by the relevant Class Teachers and Faculty Head Teachers)*

Course	Task/s to be completed	Teacher signature	Head Teacher signature

Stage Head Teacher signature: _____ Date: _____

Original to student file; copy to: Parent, Student, Stage Head Teacher

Appendix 7

Course:

Assessment Task Notification

Areas of study:

Stage:

Year:

Date issued:

Task date:

Date due: _____

Task number:

Mark out of:

Weighting:

Task type:

For example: research project, performance, test in class, practical, etc.

Task Details:

Any information that helps students understand what is expected of them.

For example: a formal examination of 50 minutes duration, made up of multiple-choice questions, short answer questions, and an extended response.

Outcomes being assessed by this task:

Specific to the course and its syllabus

Criteria for assessment:

For example: marking guidelines, where appropriate (often refers to the following page)

Additional information:

Specifies the method of submission (e.g. Canvas, in-person, etc.), reminds students of key aspects of assessment policies and procedures (e.g. late/non-submission penalties, application process for extensions, appeals, illness/misadventure), and any course-specific stipulations (e.g. word/page limits).

NOTE: All assessment task notifications are printed on yellow paper

Appendix 8

USEFUL WEBSITES

Flexischools (The Ponds High School):

<https://www.flexischools.com.au/>

NSW Department of Education

<https://education.nsw.gov.au/>

NSW Department of Education – Student Portal

<https://sso.det.nsw.edu.au/sso/UI/Login?realm=detnsw&goto=https://student.det.nsw.edu.au/>

NSW Education Standards Authority:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

TAFE NSW

<https://www.tafensw.edu.au/>

The Ponds High School – Assessment and Reporting:

<https://theponds-h.schools.nsw.gov.au/learning-at-our-school/assessment-and-reporting.html>

The Ponds High School – BYOD:

<https://www.byodtphs.com/>

The Ponds High School – Canvas:

<https://theponds-h.instructure.com/login/canvas>

The Ponds High School – Sentral Student and Parental Portal:

<https://tphs.sentral.com.au/portal2/#!/login>

The Ponds High School – Stage 5:

<https://theponds-h.schools.nsw.gov.au/learning-at-our-school/stage-5.html>