



Stage 5 Assessment Handbook 2024



Inspired Learning

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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 2024* 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

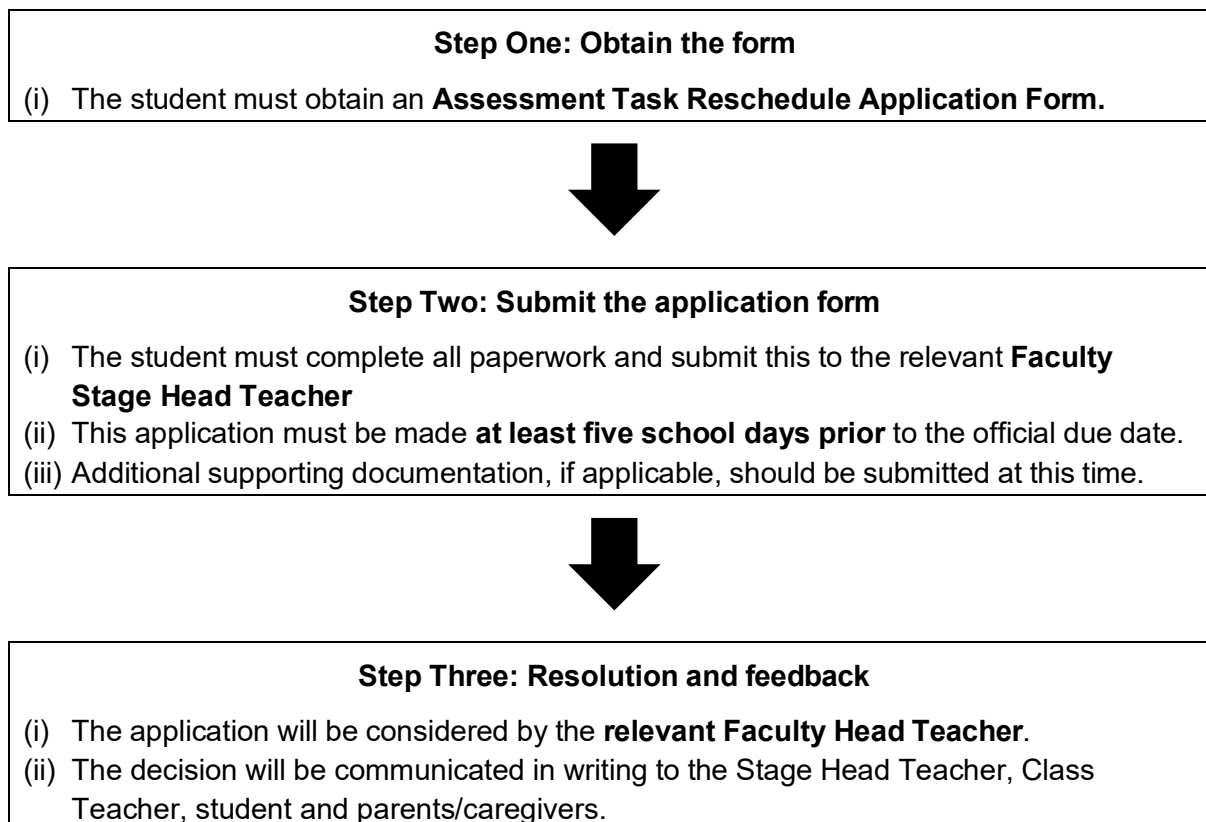
The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

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 [appendices in this booklet](#), 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](#)).

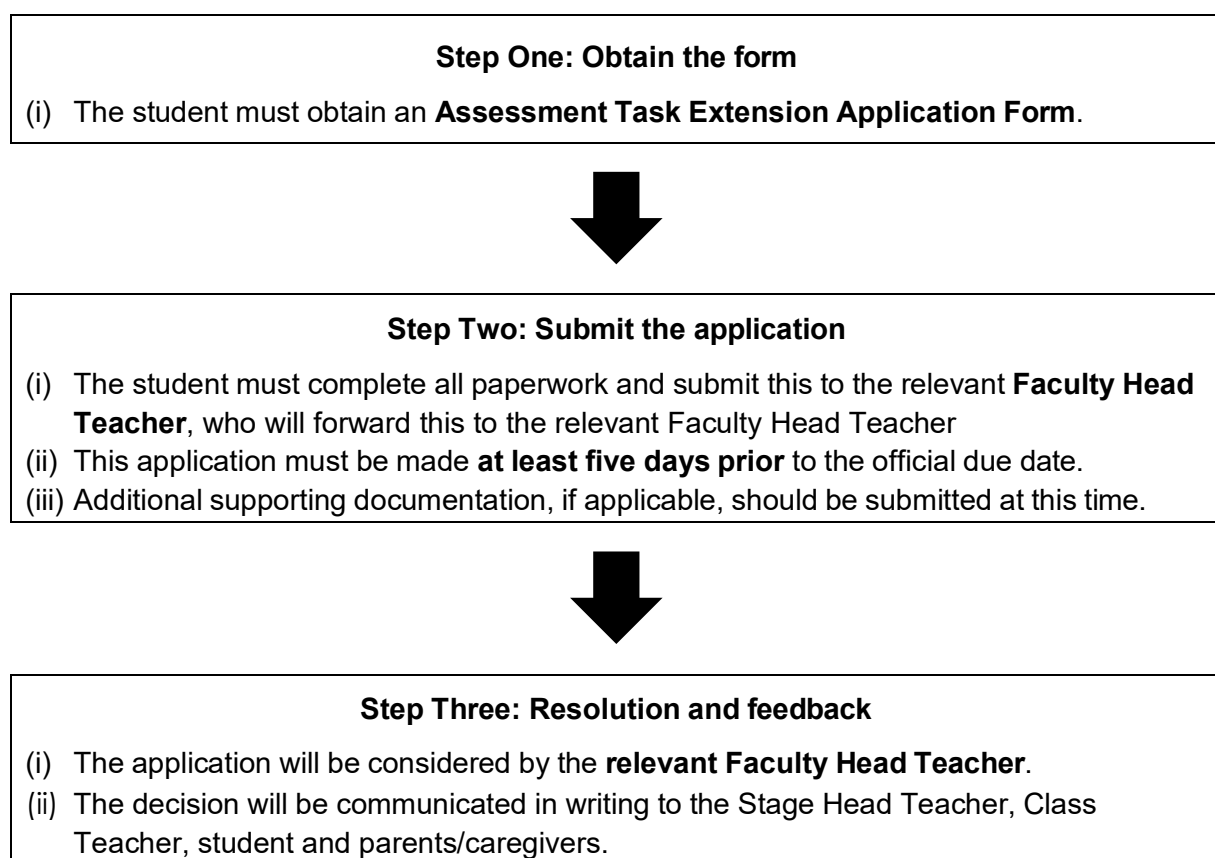
Procedures for requesting an extension of due date of an assessment task

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 [appendices in this booklet](#), 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:



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 via the links above, online on the [school's website](#), or 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

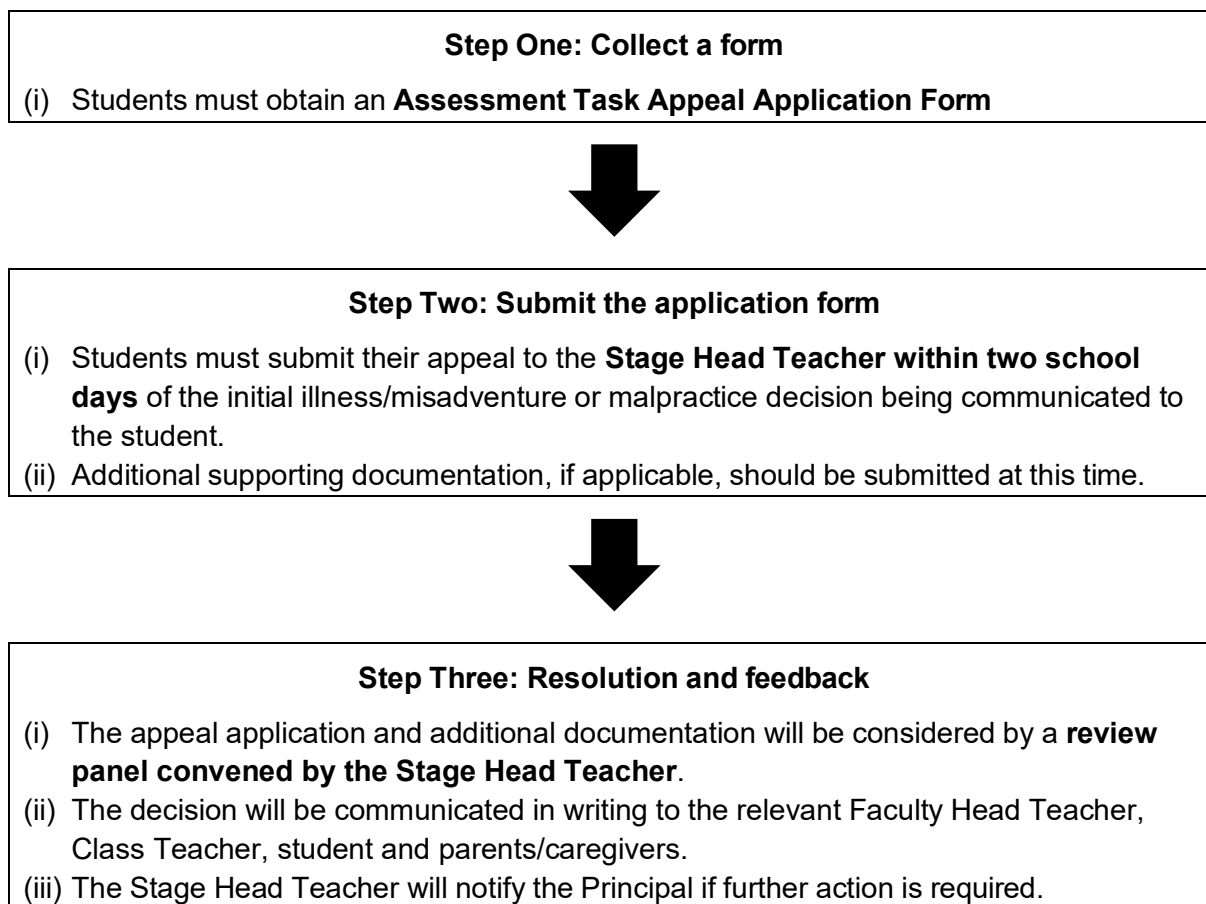
All students have the right to appeal a decision made regarding an: application for illness/misadventure; malpractice, or; an assessment task result. A student must submit an [Assessment Appeal Application Form](#) to the relevant Head Teacher, depending on the nature of the appeal.

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 grade 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 2023* 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 Essay | Term 1 Week 8 | Reading and Viewing Responding and Composing | 25 |
| Essay – Shakespearean Tragedy | Term 2 Week 5 | Writing and Representing, Responding and Composing | 25 |
| Digital Multimodal Speech | Term 3 Week 7 | Speaking and Listening, Reflecting on Learning | 25 |
| Yearly Examination | Term 4 Week 4 | Reading and Viewing, Writing and Representing | 25 |

HSIE: Year 9 Geography – Semester 1

Pattern of Study

History and Geography 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 9 Task Schedule – Semester 1

| Task | Approximate Date | Areas of Learning | Weighting (%) |
|---------------------------|------------------|--|---------------|
| Research Task | Term 1 Week 7 | Changing Places | 40 |
| End of Course Examination | Term 2 Week 6 | Sustainable Biomes Changing Places Geographical Skills | 50 |
| Coursework | Ongoing | Coursework Geographical Skills Homework | 10 |

HSIE: Year 9 History – Semester 2

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 3 Week 7 | Depth Study 1: The Movement of People | 40 |
| End of Course Examination | Term 4 Week 4 | Depth Study 3: World War 1 and 2 Historical Skills | 50 |
| Coursework | Ongoing | Coursework Historical Skills Homework | 10 |

Mathematics: Year 9 Fundamentals

Areas of assessment

| Knowledge, Skills and Understanding | |
|--|---|
| Working Mathematically <ul style="list-style-type: none">CommunicatingUnderstanding and FluencyReasoningProblem Solving | Number and Algebra <ul style="list-style-type: none">Indices AFinancial Mathematics AAlgebraic Techniques A |
| Measurement and Space <ul style="list-style-type: none">Numbers of any Magnitude | Statistics and Probability <ul style="list-style-type: none">Data Analysis A |

YEAR 9 Task schedule

| Task | Approximate Date | Areas of Learning | Weighting (%) |
|-----------------------------|------------------|--|---------------|
| In class test | Term 1, Week 9 | <ul style="list-style-type: none">Indices ANumbers of Any Magnitude | 20 |
| Half Yearly Examination | Term 2, Week 6 | <ul style="list-style-type: none">Financial Mathematics A | 30 |
| Working Mathematically Task | Term 3, Week 8 | <ul style="list-style-type: none">Data Analysis A | 20 |
| Yearly Examination | Term 4, Week 4 | <ul style="list-style-type: none">Algebraic Techniques A | 30 |

Mathematics: Year 9 Core

Areas of assessment

| Knowledge, Skills and Understanding | |
|--|--|
| Working Mathematically <ul style="list-style-type: none">CommunicatingUnderstanding and FluencyReasoningProblem Solving | Number and Algebra <ul style="list-style-type: none">Indices AFinancial Mathematics AAlgebraic Techniques AEquations ALinear Relationships A |
| Measurement and Space <ul style="list-style-type: none">Numbers of any MagnitudeArea and Surface Area ATrigonometry A | Statistics and Probability |

YEAR 9 Task schedule

| Task | Approximate Date | Areas of Learning | Weighting (%) |
|-----------------------------|------------------|---|---------------|
| In class test | Term 1, Week 9 | <ul style="list-style-type: none">Indices ANumbers of Any Magnitude | 20 |
| Half Yearly Examination | Term 2, Week 6 | <ul style="list-style-type: none">Financial Mathematics AArea and Surface Area A | 30 |
| Working Mathematically Task | Term 3, Week 8 | <ul style="list-style-type: none">Trigonometry A | 20 |
| Yearly Examination | Term 4, Week 4 | <ul style="list-style-type: none">Algebraic Techniques AEquations ALinear Relationships A | 30 |

Mathematics: Year 9 Intermediate

Areas of assessment

| Knowledge, Skills and Understanding | |
|---|---|
| Working Mathematically <ul style="list-style-type: none"> Communicating Understanding and Fluency Reasoning Problem Solving | Number and Algebra <ul style="list-style-type: none"> Indices A Financial Mathematics A Algebraic Techniques A Equations A Variation and Rates of Change A Linear Relationships A |
| Measurement and Space <ul style="list-style-type: none"> Numbers of any Magnitude Area and Surface Area A Volume A Trigonometry A | Statistics and Probability |

YEAR 9 Task schedule

| Task | Approximate Date | Areas of Learning | Weighting (%) |
|-----------------------------|------------------|--|---------------|
| In class test | Term 1, Week 9 | <ul style="list-style-type: none"> Indices A Numbers of Any Magnitude | 20 |
| Half Yearly Examination | Term 2, Week 6 | <ul style="list-style-type: none"> Financial Mathematics A Area and Surface Area A Volume A | 30 |
| Working Mathematically Task | Term 3, Week 8 | <ul style="list-style-type: none"> Trigonometry A | 20 |
| Yearly Examination | Term 4, Week 4 | <ul style="list-style-type: none"> Algebraic Techniques A Equations A Linear Relationships A Variation and Rates of Change A | 30 |

Mathematics: Year 9 Specialist

Areas of assessment

| Knowledge, Skills and Understanding | |
|--|--|
| Working Mathematically <ul style="list-style-type: none"> Communicating Understanding and Fluency Reasoning Problem Solving | Number and Algebra <ul style="list-style-type: none"> Indices A Financial Mathematics A Financial Mathematics B Algebraic Techniques A Algebraic Techniques B Equations A Equations B Linear Relationships A Linear Relationships B Variation and Rates of Change A |
| Measurement and Space <ul style="list-style-type: none"> Numbers of any Magnitude Area and Surface Area A Volume A Trigonometry A Trigonometry B Trigonometry C | Statistics and Probability |

YEAR 9 Task schedule

| Task | Approximate Date | Areas of Learning | Weighting (%) |
|-----------------------------|------------------|---|---------------|
| In class test | Term 1, Week 9 | <ul style="list-style-type: none"> Indices A Numbers of Any Magnitude | 20 |
| Half Yearly Examination | Term 2, Week 6 | <ul style="list-style-type: none"> Financial Mathematics A Financial Mathematics B Area and Surface Area A Volume A | 30 |
| Working Mathematically Task | Term 3, Week 8 | <ul style="list-style-type: none"> Trigonometry A Trigonometry B Trigonometry C | 20 |
| Yearly Examination | Term 4, Week 4 | <ul style="list-style-type: none"> Algebraic Techniques A Algebraic Techniques B Equations A Equations B Linear Relationships A Linear Relationships B Variation and Rates of Change A | 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 (%) |
|--|------------------|--|---------------|
| Celebrating our Differences - Diversity Presentation | Term 1 Week 7 | Diversity; identity; inclusion; relationships; media messages | 30 |
| Under the Influence - Drug Board Game | Term 3 Week 8 | Drugs; alcohol; personal safety; wellbeing; influences on health; health promotion | 30 |
| Practical Assessment | Term 1-4 ongoing | Cricket; Gymnastics; Basketball; Touch/ Oz Tag | 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 | Working scientifically skills Topic: In Our Element | 20 |
| Semester 1 Examination | Term 2 Week 6 | Working scientifically skills Topics: In Our Element, Keeping It Under Control | 30 |
| Student Research Project | Term 3 Week 6 | Working scientifically skills Topic: Making Waves | 20 |
| Semester 2 Examination | Term 4 Week 4 | Working scientifically skills Topics – Nature's Fury, Making Waves, Ecosystems | 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 (%) |
|-------------------------|------------------|---|---------------|
| In-Class Task | Term 1 Week 7 | Reading and Viewing Responding and Composing | 25 |
| Topic Test | Term 2 Week 5 | Writing and Representing, Responding and Composing | 25 |
| Multimodal Presentation | Term 3 Week 8 | Speaking and Listening, Reflecting on Learning | 25 |
| Yearly Examination | Term 4 Week 3 | Reading and Viewing, Writing and Representing | 25 |

HSIE: Year 10 History – 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 (%) |
|---------------------------|------------------|---|---------------|
| Field work/ research Task | Term 1 Week 9 | Environmental Change and Management | 40 |
| End of Course Examination | Term 2 Week 6 | Environmental Change and Management Human Wellbeing Geographical Skills | 50 |
| Coursework | Ongoing | Course work Geography 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 (%) |
|--------------------------------|------------------|---|---------------|
| Research/ Source Analysis 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- Migration Historical Skills | 50 |
| Coursework | Ongoing | Course work 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"> Linear Relationships Non-Linear Relationships |
| Measurement and Space <ul style="list-style-type: none"> Right-Angled Triangles (Trigonometry) Numbers of any Magnitude Area and Surface Area | Statistics and Probability |

Year 10 Task schedule

| Task | Approximate Date | Areas of Learning | Weighting (%) |
|-----------------------------|------------------|---|---------------|
| In class test | Term 1, Week 8 | <ul style="list-style-type: none"> Right-Angled Triangles (Trigonometry) | 25 |
| Half Yearly Examination | Term 2, Week 6 | <ul style="list-style-type: none"> Linear Relationships | 25 |
| Working Mathematically Task | Term 3, Week 9 | <ul style="list-style-type: none"> Area and Surface Area Numbers of any Magnitude | 20 |
| Yearly Examination | Term 4, Week 3 | <ul style="list-style-type: none"> Non-Linear Relationships | 30 |

Mathematics: Year 10 Mathematics 5.2

Areas of assessment

| Knowledge, Skills and Understanding | |
|---|---|
| Working Mathematically <ul style="list-style-type: none">CommunicatingProblem SolvingReasoning | Number and Algebra <ul style="list-style-type: none">Linear Inequalities and Simultaneous EquationsQuadratic Expressions and EquationsLinear RelationshipsNon-Linear Relationships |
| Measurement and Space <ul style="list-style-type: none">Right-Angled Triangles (Trigonometry)Area and Surface AreaVolumeNumbers of any Magnitude | Statistics and Probability <ul style="list-style-type: none">Probability |

Year 10 Task schedule

| Task | Approximate Date | Areas of Learning | Weighting (%) |
|-----------------------------|------------------|--|---------------|
| In class test | Term 1, Week 8 | <ul style="list-style-type: none">Right-Angled Triangles (Trigonometry)Linear Inequalities and Simultaneous Equations | 25 |
| Half Yearly Examination | Term 2, Week 6 | <ul style="list-style-type: none">Linear RelationshipsQuadratic Expressions and Equations | 25 |
| Working Mathematically Task | Term 3, Week 9 | <ul style="list-style-type: none">Area and Surface AreaVolumeNumbers of any Magnitude | 20 |
| Yearly Examination | Term 4, Week 3 | <ul style="list-style-type: none">Non-Linear RelationshipsFinancial MathematicsProbability | 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"> Algebraic Techniques Surds and Indices Equations Linear Relationships Non-Linear Relationships |
| Measurement and Space <ul style="list-style-type: none"> Trigonometry and Pythagoras' Theorem Area and Surface Area Volume Numbers of any Magnitude | Statistics and Probability <ul style="list-style-type: none"> |

Year 10 Task schedule

| Task | Approximate Date | Areas of Learning | Weighting (%) |
|-----------------------------|------------------|---|---------------|
| In class test | Term 1, Week 8 | <ul style="list-style-type: none"> Trigonometry and Pythagoras' Theorem Algebraic Techniques | 25 |
| Half Yearly Examination | Term 2, Week 6 | <ul style="list-style-type: none"> Surds and Indices Equations | 25 |
| Working Mathematically Task | Term 3, Week 9 | <ul style="list-style-type: none"> Area and Surface Area Volume Numbers of any Magnitude | 20 |
| Yearly Examination | Term 4, Week 3 | <ul style="list-style-type: none"> Linear Relationships Non-Linear Relationships | 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 – Short Answer Assessment Task | Term 1 Week 9 | Health care and health services; changes and challenges; 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 | Athletics; Volleyball; Hockey; 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 (%) |
|--------------------------|------------------|--|---------------|
| Practical Assessment | Term 1 Week 10 | Working scientifically skills Topic: Don't Over React | 30 |
| Semester 1 Examination | Term 2 Week 6 | Topics – Don't Over React, On the Move | 30 |
| Student Research Project | Term 3 Week 5 | Mandatory Stage 5 Student Research Project (SRP) | 20 |
| Semester 2 Examination | Term 4 Week 3 | 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 5 |

Task Schedule – Semester 2

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

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 5 |

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 4 |

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 (%) |
|---|----------------------------|---------------|
| Urban Performance and Written Report | Performance & Appreciation | 50 |
| Musical Theatre Performance, Review and Logbook | Performance & Appreciation | 50 |

Task Schedule – Semester 1

| Task | Approximate Date |
|---|------------------|
| Urban Performance and Written Report | Term 1 Week 8 |
| Musical Theatre Performance, Review and Logbook | Term 2 Week 5 |

Task Schedule – Semester 2

| Task | Approximate Date |
|-------------------------------|------------------|
| Presentation & Practical Work | Term 3 Week 8 |
| Dance Film and Logbook | Term 4 Week 4 |

Dance: DN04 – Cultural Dance

Areas of Assessment

| | |
|------------------------|---------------------|
| Response to Stimulus | Film-making |
| Dance Related Research | Performance Quality |

Proportion of Marks

| Task Type | Areas of Learning | Weighting (%) |
|-------------------------------|----------------------------|---------------|
| Presentation & Practical Work | Composition & Appreciation | 50 |
| Dance Film and Logbook | Performance & Composition | 50 |

Task Schedule – Semester 1

| Task | Approximate Date |
|-------------------------------|------------------|
| Presentation & Practical Work | Term 1 Week 8 |
| Dance Film and Logbook | Term 2 Week 5 |

Task Schedule – Semester 2

| Task | Approximate Date |
|-------------------------------|------------------|
| Presentation & Practical Work | Term 3 Week 8 |
| Dance Film and Logbook | Term 4 Week 4 |

Drama

Drama: DR01 – Putting it all Together (Playbuilding)

Areas of Assessment

| | |
|---|-------------------------------------|
| Playbuilding and improvisational 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 (%) |
|---|--------------------------------|---------------|
| Group Performance & Logbook | Making/Performing/Appreciating | 40 |
| Image Devised Group Performance & Research Task | Making/Performing/Appreciating | 60 |

Task Schedule – Semester 1

| Task | Approximate Date |
|---|------------------|
| Group Performance & Logbook | Term 1 Week 9 |
| Image Devised Group Performance & Research Task | Term 2 Week 7 |

Task Schedule – Semester 2

| Task | Approximate Date |
|---|------------------|
| Group Performance & Logbook | Term 3 Week 9 |
| Image Devised Group Performance & Research Task | Term 4 Week 4 |

Drama: DR02 –Design in Theatre

Areas of Assessment

| | |
|---------------------------|---------------------------------------|
| Elements of Production | Application of Theatrical Conventions |
| Stage design | Lighting |
| Costume design | Sound |
| Advertising and Promotion | Manipulation of technology |

Proportion of Marks

| Task Type | Areas of Learning | Weighting (%) |
|---------------------------------|----------------------|---------------|
| Set Design &Statement of Intent | Making/ Appreciating | 40 |
| Individual Project | Making/ Appreciating | 60 |

Task Schedule – Semester 1

| Task | Approximate Date |
|---------------------------------|------------------|
| Set Design &Statement of Intent | Term 1 Week 9 |
| Individual Project | Term 2 Week 7 |

Task Schedule – Semester 2

| Task | Approximate Date |
|----------------------------------|------------------|
| Set Design & Statement of Intent | Term 3 Week 8 |
| Individual Project | Term 4 Week 3 |

Drama: DR03 – Stick to the Script

Areas of Assessment

| | |
|-----------------------------------|-------------------------------------|
| Working with Scripted Material | 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 (%) |
|---------------------------------------|--------------------------------|---------------|
| Adaptation/Scripted Group Performance | Making/Performing/Appreciating | 40 |
| Shakespeare Performance Task | Making/Performing/Appreciating | 60 |

Task Schedule – Semester 1

| Task | Approximate Date |
|---------------------------------------|------------------|
| Adaptation/Scripted Group Performance | Term 1 Week 9 |
| Shakespeare Performance Task | Term 2 Week 7 |

Task Schedule – Semester 2

| Task | Approximate Date |
|---------------------------------------|------------------|
| Adaptation/Scripted Group Performance | Term 3 Week 8 |
| Shakespeare Performance Task | Term 4 Week 3 |

Drama: DR04 – The Power of Drama

Areas of Assessment

| | |
|-----------------------------------|-------------------------------------|
| Working with Scripted Material | 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 (%) |
|--|--------------------------------|---------------|
| Scripted Group Performance | Making/Performing/Appreciating | 40 |
| Brechtian Adaptation Group Performance | Making/Performing/Appreciating | 60 |

Task Schedule – Semester 1

| Task | Approximate Date |
|--|------------------|
| Scripted Group Performance | Term 1 Week 9 |
| Brechtian Adaptation Group Performance | Term 2 Week 7 |

Task Schedule – Semester 2

| Task | Approximate Date |
|--|------------------|
| Scripted Group Performance | Term 3 Week 9 |
| Brechtian Adaptation Group Performance | Term 4 Week 4 |

Music

Music: MS01 – Popular 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 (%) |
|--|---|---------------|
| Performance | Performance Skills | 20 |
| Musicology Presentation | Knowledge and Understanding Analysis | 30 |
| Composition, Live Performance, Recording | Composition & Performance | 30 |
| Viva - Lite | Aural Skills Analysis | 20 |

Task Schedule – Semester 1

| Task | Approximate Date |
|--|------------------|
| Performance | Term 1 Week 8 |
| Music Presentation | Term 1 Week 9 |
| Composition, Live Performance, Recording | Term 2 Week 5 |
| Viva - Lite | Term 2 Week 5 |

Task Schedule – Semester 2

| Task | Approximate Date |
|--|------------------|
| Performance | Term 3 Week 8 |
| Music Presentation | Term 3 Week 9 |
| Composition, Live Performance, Recording | Term 4 Week 4 |
| Viva - Lite | Term 4 Week 4 |

Music: MS02 – Music Essentials

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 (%) |
|---|-------------------|---------------|
| Technical Exam (Sight Reading, Aural & Technical) | 5.3 5.8 | 40% |
| Composition & Diary | 5.5, 5.9 | 30% |
| Performance | 5.1 | 30% |

Task Schedule – Semester 1

| Task | Approximate Date |
|---------------------|------------------|
| Technical Exam | Term 1 Week 9 |
| Composition & Diary | Term 2 Week 4 |
| Performance | Term 2 Week 7 |

Task Schedule – Semester 2

| Task | Approximate Date |
|---------------------|------------------|
| Technical Exam | Term 3 Week 8 |
| Composition & Diary | Term 4 Week 2 |
| Performance | Term 4 Week 4 |

Music: MS03 – Live Performance on Stage

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 (%) |
|--------------------|---|---------------|
| Live Performance | Cover Song | 30 |
| Exam | Knowledge and Understanding Analysis Written Skills | 20 |
| Live Original | Aural Skills Performance Skills | 30 |
| Set Up & Pack Down | Research Technical Skills | 20 |

Task Schedule – Semester 1

| Task | Approximate Date |
|--------------------|------------------|
| Live Performance | Term 1 Week 8 |
| Exam | Term 1 Week 8 |
| Live Performance | Term 2 Week 5 |
| Set Up & Pack Down | Term 2 Week 5 |

Task Schedule – Semester 2

| Task | Approximate Date |
|--------------------|------------------|
| Live Performance | Term 3 Week 8 |
| Exam | Term 3 Week 8 |
| Live Performance | Term 4 Week 4 |
| Set Up & Pack Down | Term 4 Week 4 |

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 4 |
| Original Song Recording Diary | Term 4 Week 4 |

Music: MS05 –Music Advanced

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 (%) |
|---|-------------------|---------------|
| Technical Exam (Sight Reading, Aural & Technical) | 5.3 5.8 | 40% |
| Composition & Diary | 5.5, 5.9 | 30% |
| Performance | 5.1 | 30% |

Task Schedule – Semester 1

| Task | Approximate Date |
|---------------------|------------------|
| Technical Exam | Term 1 Week 9 |
| Composition & Diary | Term 2 Week 4 |
| Performance | Term 2 Week 7 |

Task Schedule – Semester 2

| Task | Approximate Date |
|---------------------|------------------|
| Technical Exam | Term 3 Week 8 |
| Composition & Diary | Term 4 Week 2 |
| Performance | Term 4 Week 4 |

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 |
|----------------------|------------------|
| VAD & Artist Studies | Term 1 Week 9 |
| Artmaking Practice | Term 2 Week 7 |

Task Schedule – Semester 2

| Task | Approximate Date |
|----------------------|------------------|
| VAD & Artist Studies | Term 3 Week 9 |
| Artmaking Practice | Term 4 Week 4 |

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 7 |

Task Schedule – Semester 2

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

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 8 |
| Artmaking Practice | Term 2 Week 7 |

Task Schedule – Semester 2

| Task | Approximate Date |
|-------------------------------|------------------|
| Critical and Historical Study | Term 3 Week 8 |
| Artmaking Practice | Term 4 Week 4 |

Visual Arts: CA06 – Slippery Ceramics (Advanced)

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, critical responses, investigations and research | 40 |
| Artmaking Practice | Advanced development of technical skills, experimentation and resolved artmaking practices. | 60 |

Task Schedule – Semester 1

| Task | Approximate Date |
|-------------------------------|------------------|
| Critical and Historical Study | Term 1 Week 8 |
| Artmaking Practice | Term 2 Week 7 |

Task Schedule – Semester 2

| Task | Approximate Date |
|-------------------------------|------------------|
| Critical and Historical Study | Term 3 Week 8 |
| Artmaking Practice | Term 4 Week 4 |

Visual Arts: CA07 – Creative Intelligence - AI in Visual Arts

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, critical responses, research and investigation. | 40 |
| Artmaking Practice | Development of technological skills and applications, experimentation, artmaking practice. | 60 |

Task Schedule – Semester 1

| Task | Approximate Date |
|-------------------------------|------------------|
| Critical and Historical Study | Term 1 Week 6 |
| Artmaking Practice | Term 2 Week 7 |

Task Schedule – Semester 2

| Task | Approximate Date |
|-------------------------------|------------------|
| Critical and Historical Study | Term 3 Week 7 |
| Artmaking Practice | Term 4 Week 4 |

Advanced Visual Arts: VA01 – Advanced Visual Arts 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 10 |
| Body of Work & Critical Study | Term 2 Week 7 |

Task Schedule – Semester 2

| Task | Approximate Date |
|-------------------------------|------------------|
| VAD & Research Task | Term 3 Week 10 |
| Body of Work & Critical Study | Term 4 Week 4 |

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 Progress & Critical Study | Term 2 Week 6 |

Task Schedule – Semester 2

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

Visual Design 2: VD02 – Visual Design

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 6 |

Task Schedule – Semester 2

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

VD03: Visual Design - Wearable and Object Design

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 | Research and investigation of Visual Designers and development of writing skills. | 40 |
| Artmaking Practice | Development of practical skills in relation to Wearable & Object Design artworks, experimentation, artmaking practice. | 60 |

Task Schedule – Semester 1

| Task | Approximate Date |
|-------------------------------|------------------|
| Critical and Historical Study | Term 1 Week 6 |
| Artmaking Practice | Term 2 Week 7 |

Task Schedule – Semester 2

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

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 & Research Task | Term 1 Week 6 |
| Portfolio Presentation & Artist Statement/Citation | Term 2 Week 5 |

Task Schedule – Semester 2

| Task | Approximate Date |
|--|------------------|
| VAD & Research Task | Term 3 Week 6 |
| Portfolio Presentation & Artist Statement/Citation | 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 & Research Task | Term 1 Week 6 |
| Portfolio Presentation & Artist Statement/Citation | Term 2 Week 7 |

Task Schedule – Semester 2

| Task | Approximate Date |
|--|------------------|
| VAD & Research Task | Term 3 Week 6 |
| Portfolio Presentation & Artist Statement/Citation | Term 4 Week 4 |

Library Elective Courses

Library – 10LB01A Critical thinking

Areas of Assessment

| | |
|----------------------|---------------------|
| Modes of thinking | Research techniques |
| Developing arguments | Self-reflection |

Proportion of Marks

| Task Type | Areas of Learning | Weighting (%) |
|-------------------|---------------------------------|---------------|
| Critical thinking | Attributes/Types/application | 50 |
| Research | Identification/Synthesis/create | 50 |

Task Schedule – Semester 1

| Task | Approximate Date |
|-----------------------------|------------------|
| Research and Bibliography | Term 1 Week 10 |
| Individual research project | Term 2 Week 7 |

Task Schedule – Semester 2

| Task | Approximate Date |
|-----------------------------|------------------|
| Individual research Project | Term 3 Week 10 |
| Research | Term 4 Week 5 |

English Elective Courses

English Elective: EPH1 - Philosophy

Areas of Assessment

| | |
|--|--|
| Critical Thinking | Self-Reflection |
| Inquiry-based Research | Reflecting on Learning |
| Communicating in Written, oral and graphical forms | Understanding of analogies and thought experiments |

Proportion of Marks

| Task Type | Areas of Learning | Weighting (%) |
|--------------------------------------|--|---------------|
| Visual Representation and Reflection | Understanding of analogies and thought experiments Inquiry-based Research Communicating in Written, oral and graphical forms | 50 |
| Critical Response | Critical Thinking Self-Reflection Reflecting on Learning Understanding of analogies and thought experiments | 50 |

Task Schedule – Semester 1

| Task | Approximate Date |
|--------------------------------------|------------------|
| Visual Representation and Reflection | Term 1 Week 6 |
| Critical Response | Term 2 Week 3 |

Task Schedule – Semester 2

| Task | Approximate Date |
|--------------------------------------|------------------|
| Visual Representation and Reflection | Term 3 Week 6 |
| Critical Response | Term 4 Week 3 |

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 (%) |
|-----------------------|---|---------------|
| Critical Response | Reading and Viewing Responding and Composing | 50 |
| Imaginative Portfolio | Writing and Representing, Responding and Composing | 50 |

Task Schedule – Semester 1

| Task | Approximate Date |
|-----------------------|------------------|
| Critical Response | Term 1 Week 6 |
| Imaginative Portfolio | Term 2 Week 3 |

Task Schedule – Semester 2

| Task | Approximate Date |
|-----------------------|------------------|
| Critical Response | Term 3 Week 6 |
| Imaginative Portfolio | Term 4 Week 3 |

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 (%) |
|-------------|--|---------------|
| Film Review | Analysis and Use of Sources, Empathetic Understanding, Explanation and Communication | 50 |
| Essay | Perspectives and Interpretations, Research, Analysis and Use of Sources, Explanation and Communication | 50 |

Task Schedule – Semester 1

| Task | Approximate Date |
|-------------|------------------|
| Film Review | Term 1 Week 6 |
| Essay | Term 2 Week 3 |

Task Schedule – Semester 2

| Task | Approximate Date |
|-------------|------------------|
| Film Review | Term 1 Week 6 |
| Essay | Term 2 Week 3 |

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: Examination | COM5-1, COM5-6, COM5-8 | 50 |
| Task 2: Research Task | COM5-2, COM5-3, COM5-7, COM5-9 | 40 |
| Course Work | COM5-1, COM5-9 | 10 |

Task Schedule – Semester 1

| Task | Approximate Date |
|---|------------------|
| Task 1: Employment and Work futures Examination | Term 1 Week 8 |
| Task 2: Research Task | Term 3 Week 4/5 |

Task Schedule – Semester 2

| Task | Approximate Date |
|---|------------------|
| Task 1: Employment and Work futures Examination | Term 3 Week 8 |
| Task 2: Research Task | Term 4 Week 4/5 |

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: Examination | COM5-1, COM5-5, COM5-8 | 40 |
| Task 2: Research Task | COM5-3, COM5-7, COM5-9 | 50 |
| Course work | COM5-1, COM5-9 | 10 |

Task Schedule – Semester 1

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

Task Schedule – Semester 2

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

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 4 |

Task Schedule – Semester 2

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

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: Geopolitical Research Report | GEE5-1, GEE5-5, GEE5-6, GEE5-8, GEE5-9 | 40 |
| Task 2: Topic Test | GEE5-2, GEE5-3, GEE5-4, GEE5-7, GEE-9 | 50 |
| Course Work | All areas | 10 |

Task Schedule – Semester 1

| Task | Approximate Date |
|--------------------------------------|------------------|
| Task 1: Geopolitical Research Report | Term 1 Week 8 |
| Task 2: Topic Test | Term 2 Week 4 |

Task Schedule – Semester 2

| Task | Approximate Date |
|--------------------------------------|------------------|
| Task 1: Geopolitical Research 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 Evidence Portfolio and In-class Essay | HTE5-6, HTE5-8, HTE5-9, HTE5-10 | 50 |
| Task 2: End of Course Examination | HTE5-1, HTE5-5, HTE5-9, HTE5-10 | 40 |
| Course Work | All areas | 10 |

Task Schedule – Semester 1

| Task | Approximate Date |
|---|------------------|
| Task 1: Jack the Ripper Evidence Portfolio and In-class Essay | Term 1 Week 4 |
| Task 2: End of Course Examination | Term 2 Week 2 |

Task Schedule – Semester 2

| Task | Approximate Date |
|---|------------------|
| Task 1: Jack the Ripper Evidence Portfolio and In-class Essay | Term 3 Week 4 |
| Task 2: End of Course Examination | Term 4 Week 2 |

Elective History: HH02 – Heroes, Villains and 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: 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 5 |
| 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 5 |
| 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: Research Task | HTE5-1, HTE5-6, HTE5-4, HTE5-8, HTE5-9 | 45 |
| Task 2: End of Course exam | HTE5-1, HTE5-9, HTE5-7, HTE5-5 | 45 |
| Course Work | All areas | 10 |

Task Schedule – Semester 1

| Task | Approximate Date |
|----------------------------|------------------|
| Task 1: Research Task | Term 1 Week 7 |
| Task 2: End of Course exam | Term 2 Week 4 |

Task Schedule – Semester 2

| Task | Approximate Date |
|----------------------------|------------------|
| Task 1: Research Task | Term 3 Week 7 |
| Task 2: End of Course exam | 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/In-class extended responses | 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/In-class extended responses | 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/In-class extended responses | Term 3 Week 9 |
| Task 2: End of Course Examination | Term 4 Week 3 |

Languages Elective Courses

Japanese

Japanese: LJ01 - Japanese 1

Areas of Assessment

| | |
|----------------|---------------------|
| Interacting | Understanding texts |
| Creating texts | |

Proportion of Marks

| Task Type | Areas of Learning | Weighting (%) |
|------------------------------------|--|---------------|
| Katakana Quizzes | Understanding texts | 10 |
| Milestones Writing Task | Creating texts | 30 |
| Fast Food Speaking Task | Interacting | 20 |
| Fast Food Listening & Reading Quiz | Understanding texts | 30 |
| Coursework | Interacting, Understanding texts, Creating texts | 10 |

Task Schedule – Semester 1

| Task | Approximate Date |
|------------------------------------|------------------|
| Katakana Quizzes | Ongoing |
| Coursework | Ongoing |
| Milestones Writing Task | Term 1 Week 10 |
| Fast Food Speaking Task | Term 2 Week 4 |
| Fast Food Listening & Reading Quiz | Term 2 Week 6 |

Japanese: LJ02 - Japanese 2

Areas of Assessment

| | |
|----------------|---------------------|
| Interacting | Understanding texts |
| Creating texts | |

Proportion of Marks

| Task Type | Areas of Learning | Weighting (%) |
|--|--|---------------|
| Navigating a department store | Understanding texts | 10 |
| Shopping role-play | Interacting | 30 |
| Free Time – Listening and Reading Quiz | Understanding texts | 30 |
| Free Time Writing Task | Creating texts | 20 |
| Coursework | Interacting, Understanding texts, Creating texts | 10 |

Task Schedule – Semester 2

| Task | Approximate Date |
|--|------------------|
| Coursework | Ongoing |
| Navigating a department store | Term 3 Week 3 |
| Shopping role-play | Term 3 Week 6 |
| Free Time – Listening and Reading Quiz | Term 3 Week 10 |
| Free Time Writing Task | Term 4 Week 3 |

Japanese: LJ03 - Japanese 3

Areas of Assessment

| | |
|----------------|---------------------|
| Interacting | Understanding texts |
| Creating texts | |

Proportion of Marks

| Task Type | Areas of Learning | Weighting (%) |
|---|--|---------------|
| School Trips Listening and Reading Quiz | Understanding Texts | 20 |
| School Trips Writing Task | Creating texts | 30 |
| Parttime Jobs Listening Quiz | Understanding texts | 10 |
| Parttime Jobs Interview | Interacting | 30 |
| Coursework | Interacting, understanding texts, Creating texts | 10 |

Task Schedule – Semester 2

| Task | Approximate Date |
|---|------------------|
| Coursework | Ongoing |
| School Trips Listening and Reading Quiz | Term 1 Week 4 |
| School Trips Writing Task | Term 1 Week 7 |
| Parttime Jobs Listening Quiz | Term 1 Week 10 |
| Parttime Jobs Interview | Term 2 Week 3 |

Japanese: LJ04 - Japanese 4

Areas of Assessment

| | |
|----------------|---------------------|
| Interacting | Understanding texts |
| Creating texts | |

Proportion of Marks

| Task Type | Areas of Learning | Weighting (%) |
|------------------------------------|--|---------------|
| Health and Sickness Listening Task | Understanding texts | 10 |
| Health and Sickness Roleplay | Interacting | 30 |
| Homestay in Australia Reading Task | Understanding texts | 20 |
| Homestay in Australia Pamphlet | Creating texts | 30 |
| Coursework | Interacting, understanding texts, Creating texts | 10 |

Task Schedule – Semester 2

| Task | Approximate Date |
|------------------------------------|------------------|
| Coursework | Ongoing |
| Health and Sickness Listening Task | Term 3 Week 2 |
| Health and Sickness Roleplay | Term 3 Week 5 |
| Homestay in Australia Reading Task | Term 3 Week 8 |
| Homestay in Australia Pamphlet | Term 4 Week 2 |

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 |

Mathematics Elective: MM034 – Money Matters

Areas of assessment

| | |
|--|--|
| Knowledge, Skills and Understanding | |
| Working Mathematically <ul style="list-style-type: none"> Communicating Problem Solving Reasoning | Financial Mathematics <ul style="list-style-type: none"> The importance of Money – Where does it come from? The importance of Money – Earning Money Money Management – Spending Money Management – Mathematics and Household Finance |

Proportion of Marks

| Task Type | Areas of Learning | Weighting (%) |
|---------------|---|---------------|
| In-Class Test | <ul style="list-style-type: none"> The importance of Money – Where does it come from? The importance of Money – Earning Money | 50 |
| In-Class Test | <ul style="list-style-type: none"> Money Management – Spending Money Management – Mathematics and Household Finance | 50 |

Task Schedule – Semester 1

| Task | Approximate Date |
|-----------------------------------|-------------------------------|
| Assessment Task 1 (In-Class Test) | Term 1 Week 7 / Term 3 Week 7 |
| Assessment Task 2 (In-Class Test) | Term 2 Week 7 / Term 4 Week 7 |

PDHPE Elective Courses

Child Studies

Child Studies: CS01 – Child Studies 1

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 | 50 |
| Toy Design and Research Report | Child Growth and Development Play and the Developing Child | 50 |

Task Schedule – Semester 1

| Task | Approximate Date |
|--------------------------------|------------------|
| Topic Test | Term 1 Week 10 |
| Toy Design and Research Report | Term 2 Week 4 |

Task Schedule – Semester 2

| Task | Approximate Date |
|--------------------------------|------------------|
| Topic Test | Term 3 Week 8 |
| Toy Design and Research Report | Term 4 Week 4 |

Child Studies: CS02 – Child Studies 2

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 |
| Practical Bathing Experience | Newborn Care | 20 |

Task Schedule – Semester 1

| Task | Approximate Date |
|------------------------------|-----------------------------|
| Topic Test | Term 1 Week 10 |
| Research Report | Term 2 Week 3 |
| Practical Bathing Experience | Ongoing throughout semester |

Task Schedule – Semester 2

| Task | Approximate Date |
|------------------------------|-----------------------------|
| Topic Test | Term 3 Week 10 |
| Research Report | Term 4 Week 3 |
| Practical Bathing Experience | Ongoing throughout semester |

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 (%) |
|---------------------------------------|---|---------------|
| Skill Analysis to Improve Performance | Skill, Technique and Strategy for Performance | 50 |
| Practical Participation | Analysis of movement skills | 25 |
| Sports Specific Dietary Plan | Nutrition and Performance | 25 |

Task Schedule – Semester 1

| Task | Approximate Date |
|---------------------------------------|-----------------------------|
| Skill Analysis to Improve Performance | Term 1 Week 8 |
| Practical Participation | Ongoing throughout semester |
| Sports Specific Dietary Plan | Term 2 Week 3 |

Task Schedule – Semester 2

| Task | Approximate Date |
|---------------------------------------|-----------------------------|
| Skill Analysis to Improve Performance | Term 3 Week 7 |
| Practical Participation | Ongoing throughout semester |
| Sports Specific Dietary Plan | 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 (%) |
|---|-----------------------------|---------------|
| Fitness Testing Research Task | Developing Physical Fitness | 30 |
| Practical: Fitness Testing Results | Developing Physical Fitness | 20 |
| Local Service Written Report | Physical Activity | 30 |
| Practical Participation: Fitness Activities | Physical Activity | 20 |

Task Schedule – Semester 1

| Task | Approximate Date |
|---|-----------------------------|
| Fitness Testing Research Task | Term 1 Week 8 |
| Practical: Fitness Testing Results | Term 1 Week 9 |
| Local Service Written Report | Term 2 Week 3 |
| Practical Participation: Fitness Activities | Ongoing throughout semester |

Task Schedule – Semester 2

| Task | Approximate Date |
|---|-----------------------------|
| Fitness Testing Research Task | Term 3 Week 7 |
| Practical: Fitness Testing Results | Term 3 Week 9 |
| Local Service Written Report | Term 4 Week 3 |
| Practical Participation: Fitness Activities | Ongoing throughout semester |

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 (%) |
|---|--|---------------|
| Injury Management Procedures and Practical Assessment | Injury Management | 25 |
| | Anatomy of Injuries | 25 |
| Sports Safety Guidelines | Sport Safety Guidelines Injury Prevention | 50 |

Task Schedule – Semester 1

| Task | Approximate Date |
|---|------------------|
| Injury Management Procedures and Practical Assessment | Term 1 Week 9 |
| Sports Safety Guidelines | Term 2 Week 3 |

Task Schedule – Semester 2

| Task | Approximate Date |
|---|------------------|
| Injury Management Procedures and Practical Assessment | Term 3 Week 8 |
| Sports Safety Guidelines | Term 4 Week 3 |

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 | Super Coach | 20 |
| Coaching File | Coaching Sessions | 50 |
| Practical Participation | Coaching Techniques and skills | 30 |

Task Schedule – Semester 1

| Task | Approximate Date |
|-------------------------|---------------------------------|
| Written Evaluation | Term 1 Week 6 |
| Coaching File | Term 1 Week 9 / Term 2 Week 1-2 |
| Practical Participation | Ongoing throughout semester |

Task Schedule – Semester 2

| Task | Approximate Date |
|-------------------------|----------------------------------|
| Written Evaluation | Term 3 Week 5 |
| Coaching File | Term 3 Week 10 / Term 4 Week 1-2 |
| Practical Participation | Ongoing throughout semester |

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 with technology | |

Proportion of Marks

| Task Type | Areas of Learning | Weighting (%) |
|-----------------------|-------------------|---------------|
| Body Systems Stimulus | Body Systems | 50 |
| Topic Test | Energy Systems | 50 |

Task Schedule – Semester 1

| Task | Approximate Date |
|-----------------------|------------------|
| Body Systems Stimulus | Term 1 Week 9 |
| Topic Test | Term 2 Week 4 |

Task Schedule – Semester 2

| Task | Approximate Date |
|-----------------------|------------------|
| Body Systems Stimulus | Term 3 Week 8 |
| Topic Test | Term 4 Week 4 |

High Performance Sports

HP Sport: HP01 and HPS2 - 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 (%) |
|-------------------------|---------------------------------|---------------|
| Strategic Coaching Task | Football Tactics and Formations | 20 |
| Practical Grading | Futsal and Field Sessions | 40 |
| Laws of the Game Quiz | Laws of the Game | 40 |

Task Schedule – Semester 1

| Task | Approximate Date |
|-------------------------|-----------------------------|
| Strategic Coaching Task | Term 1 Week 10 |
| Practical Grading | Ongoing throughout semester |
| Laws of the Game Quiz | Term 2 Week 5 |

Task Schedule – Semester 2

| Task | Approximate Date |
|-------------------------|-----------------------------|
| Strategic Coaching Task | Term 3 Week 9 |
| Practical Grading | Ongoing throughout semester |
| Laws of the Game Quiz | Term 4 Week 5 |

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 (%) |
|-------------------------|---------------------|---------------|
| Analysis of Technique | Analysing Technique | 30 |
| Laws of the Game Quiz | Laws of Cricket | 40 |
| Practical participation | Practical Lessons | 30 |

Task Schedule – Semester 2

| Task | Approximate Date |
|-------------------------|-----------------------------|
| Analysis of Technique | Term 3 Week 9 |
| Laws of the Game Quiz | Term 4 Week 5 |
| Practical participation | Ongoing throughout semester |

TAS Elective Courses

Food Technology

Food Technology: TF11 – Food Technology 1

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 in Australia | 50 |
| Digital Portfolio with Practical Application | Food for Special Occasions | 50 |

Task Schedule – Semester 1

| Task | Approximate Date |
|----------------------------|------------------|
| Food in Australia | Term 1 Week 8/9 |
| Food for Special Occasions | Term 2 Week 3 |

Task Schedule – Semester 2

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

Food Technology: TF12 – Food Technology 2

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 (%) |
|--|--------------------------|---------------|
| Digital Portfolio with Practical Application | Food Product Development | 50 |
| Research Report with Practical Application | Food Equity | 50 |

Task Schedule – Semester 1

| Task | Approximate Date |
|--------------------------|------------------|
| Food Product Development | Term 1 Week 8/9 |
| Food Equity | Term 2 Week 3 |

Task Schedule – Semester 2

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

Food Technology: TF89 – 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 | 50 |
| Digital Portfolio with Practical Application | Food Trends | 50 |

Task Schedule – Semester 1

| Task | Approximate Date |
|---------------------------|------------------|
| Food Selection and Health | Term 1 Week 8/9 |
| Food Trends | Term 2 Week 3 |

Task Schedule – Semester 2

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

Food Technology: TF90 – Food Technology 4

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 (%) |
|--|---------------------------|---------------|
| Digital Portfolio with Practical Application | Food Service and Catering | 50 |
| Research Report with Practical Application | Food for Specific Needs | 50 |

Task Schedule – Semester 1

| Task | Approximate Date |
|---------------------------|------------------|
| Food Service and Catering | Term 1 Week 8/9 |
| Food for Specific Needs | Term 2 Week3 |

Task Schedule – Semester 2

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

Design and Technology

TDT01 – Design and Technology: 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 | |

Task Schedule

| Task | Areas of Learning | Weighting (%) |
|--|--|---------------|
| Task A: Designer Profile | Theoretical knowledge and understanding of designers in field Communication skills through a report | 30 |
| Task B: Custom Decal (Practical & Portfolio) | Knowledge and understanding of and skills in managing resources and producing quality design solutions | 70 |

Task Schedule – Semester 1

| Task | Approximate Date |
|---|------------------|
| Task A –Designer Profile | Term 1 Week 8 |
| Task B – Custom Decal (Portfolio & Practical) | Term 2 Week 3 |

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 |

TDT02 – Design and Technology: Industrial 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 | |

Task Schedule

| Task | Areas of Learning | Weighting (%) |
|-----------------------------|--|---------------|
| Task A: Designer case study | Theoretical knowledge and understanding of designers in field Communication skills through a report | 30% |
| Task B: Lamp and portfolio | Knowledge and understanding of and skills in managing resources and producing quality design solutions | 70% |

Task Schedule – Semester 1

| Task | Approximate Date |
|-----------------------------|------------------|
| Task A: Designer case study | Term 1 Week 8 |
| Task B: Lamp and portfolio | Term 2 Week 4 |

Task Schedule – Semester 2

| Task | Approximate Date |
|-----------------------------|------------------|
| Task A: Designer case study | Term 3 Week 8 |
| Task B: Lamp and portfolio | Term 4 Week 4 |

TDT04 – Design and Technology: 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 4 |

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 |

TDT05 – Design and Technology: 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 | |

Task Schedule

| Task | 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 3 |

Task Schedule – Semester 2

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

Industry Technology – Electronics

TEL1 – Industrial Technology - Electronics: 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 |
|--------------------------------------|------------------|
| Task A: Video Diary – Circuit Scribe | Term 1 Week 8 |
| Task B: Major Project and Portfolio | Term 2 Week 4 |

Task Schedule – Semester 2

| Task | Approximate Date |
|--------------------------------------|------------------|
| Task A: Video Diary – Circuit Scribe | Term 3 Week 8 |
| Task B: Major Project and Portfolio | Term 4 Week 4 |

TEL2 – Industrial Technology - Electronics: 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 1

| Task | Approximate Date |
|--|------------------|
| Task A - Project and Portfolio | Term 1 Week 8 |
| Task B - Major Project and Video Diary | Term 2 Week 4 |

Task Schedule – Semester 2

| Task | Approximate Date |
|--|------------------|
| Task A - Project and Portfolio | Term 3 Week 8 |
| Task B - Major Project and Video Diary | Term 4 Week 4 |

Industrial Technology – 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 |
|------------------------|------------------|
| Task A: Research Task | Term 1 Week 8 |
| Task B: Practical Task | Term 2 Week 4 |

Task Schedule – Semester 2

| Task | Approximate Date |
|------------------------|------------------|
| Task A: Research Task | Term 3 Week 8 |
| Task B: Practical Task | Term 4 Week 4 |

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 |
|------------------------|------------------|
| Task A: Research Task | Term 1 Week 8 |
| Task B: Practical Task | Term 2 Week 4 |

Task Schedule – Semester 2

| Task | Approximate Date |
|------------------------|------------------|
| Task A: Research Task | Term 3 Week 8 |
| Task B: Practical Task | Term 4 Week 4 |

Industrial Technology – 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 |
|---------------------------------|------------------|
| Task A: Logo Design & Graphics | Term 1 Week 7 |
| Task B: Graphic and Web Project | Term 2 Week 4 |

Task Schedule – Semester 2

| Task | Approximate Date |
|---------------------------------|------------------|
| Task A: Logo Design & Graphics | Term 3 Week 7 |
| Task B: 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 |
|---|------------------|
| Task A: Presentation of Proposal | Term 1 Week 7 |
| Task B: Final Product - Video and Portfolio | Term 2 Week 4 |

Task Schedule – Semester 2

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

Industrial Technology – 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 |
|--|------------------|
| Task A: Research Task | Term 1 Week 10 |
| Task B: Computer model and Practical prototype | Term 2 Week 4 |

Task Schedule - Semester 2

| Task | Approximate Date |
|--|------------------|
| Task A: Research Task | Term 3 Week 10 |
| Task B: Computer model and Practical prototype | 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 | 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 |
|--|------------------|
| Task A: Research Task | Term 1 Week 10 |
| Task B: Computer model and Practical production of cabinet with use of joints and inlay techniques | Term 2 Week 4 |

Task Schedule - Semester 2

| Task | Approximate Date |
|--|------------------|
| Task A: Research Task | Term 3 Week 10 |
| Task B: Computer model and Practical production of cabinet with use of joints and inlay techniques | Term 4 Week 4 |

TW03 – General Wood: Specialised Module 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 | 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 |
|--|------------------|
| Task A: Research Task | Term 1 Week 10 |
| Task B: Practical production of cabinet with use of joints and inlay techniques. | Term 2 Week 4 |

Task Schedule - Semester 2

| Task | Approximate Date |
|--|------------------|
| Task A: Research Task | Term 3 Week 10 |
| Task B: Practical production of cabinet with use of joints and inlay techniques. | Term 4 Week 4 |

TW04 – General Wood: Specialised Module 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 | 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 |
|---|------------------|
| Task A: Research Task | Term 1 Week 10 |
| Task B: Practical production of project using Turning, Milling and automated machinery. | Term 2 Week 4 |

Task Schedule - Semester 2

| Task | Approximate Date |
|---|------------------|
| Task A: Research Task | Term 3 Week 10 |
| Task B: Practical production of project using Turning, Milling and automated machinery. | Term 4 Week 4 |

Computing Technology

EIS1 – Networks and Social Connections

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 | Design, Produce and Evaluate | 40 |
| Practical Assignment | Practical Skills Design, Produce and Evaluate | 60 |

Task Schedule – Semester 1

| Task | Approximate Date |
|--------|------------------|
| Task A | Term 1 Week 7 |
| Task B | Term 2 Week 4 |

Task Schedule – Semester 2

| Task | Approximate Date |
|--------|------------------|
| Task A | Term 3 Week 7 |
| Task B | Term 4 Week 4 |

EIS2 – Designing for User Experience

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 | Software | 40 |
| Practical Project | Practical Skills Design, Produce and Evaluate | 60 |

Task Schedule – Semester 1

| Task | Approximate Date |
|--------|------------------|
| Task A | Term 1 Week 6 |
| Task B | Term 2 Week 4 |

Task Schedule – Semester 2

| Task | Approximate Date |
|--------|------------------|
| Task A | Term 3 Week 6 |
| Task B | Term 4 Week 4 |

EIS3 – Analysing Data in the real 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 (%) |
|----------------------|--|---------------|
| Practical Assessment | Spreadsheets Design, Produce and Evaluate | 40 |
| Practical Assessment | Databases Design, Produce and Evaluate | 60 |

Task Schedule – Semester 1

| Task | Approximate Date |
|--------|------------------|
| Task A | Term 1 Week 7 |
| Task B | Term 2 Week 4 |

Task Schedule – Semester 2

| Task | Approximate Date |
|--------|------------------|
| Task A | Term 3 Week 7 |
| Task B | Term 4 Week 4 |

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 | 30 |
| Practical Mechatronic Building | Software Development and Programming | 40 |
| Class work | Design, Produce and Evaluate Mechatronic and Robotic Systems | 30 |

Task Schedule – Semester 1

| Task | Approximate Date |
|--------|------------------|
| Task A | Term 1 Week 7 |
| Task B | Term 2 Week 1 |

Task Schedule – Semester 2

| Task | Approximate Date |
|--------|------------------|
| Task A | Term 3 Week 7 |
| Task B | Term 4 Week 1 |

SD02 – 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 4 |

Task Schedule – Semester 2

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

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 Part A | Term 1 Week 7 |
| Task A Part B | Term 2 Week 4 |

Task Schedule – Semester 2

| Task | Approximate Date |
|---------------|------------------|
| Task A Part A | Term 3 Week 7 |
| Task A Part B | Term 4 Week 4 |

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 (%) |
|----------------------|--|---------------|
| Fundamentals Project | Knowledge and understanding of engineering principles | 40 |
| PBL Project | Application of research, presentation and communication techniques | 60 |

Task Schedule – Semester 1

| Task | Approximate Date |
|------------------------------|------------------|
| Task A: Fundamentals Project | Term 1 Week 8 |
| Task B: PBL Project | Term 2 Week 4 |

Task Schedule – Semester 2

| Task | Approximate Date |
|------------------------------|------------------|
| Task A: Fundamentals Project | Term 3 Week 8 |
| Task B: PBL Project | 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 |
| Aeronautical 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 |
|------------------------------|------------------|
| Task A: Design Project | Term 1 Week 8 |
| Task B: Aeronautical Project | Term 2 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 (%) |
|-----------------------|---|---------------|
| Mechatronics Project | <p>Application of the design process as related to performance of simple automated tasks.</p> <p>Application of research, presentation and communication techniques demonstrating the ongoing development of mechatronics project</p> | 50 |
| Manufacturing Project | <p>Application of the design process as related to performance of simple motorised models / vehicles.</p> <p>Application of research, presentation and communication techniques demonstrating the ongoing development of 'applied motion' project</p> | 50 |

Task Schedule – Semester 2

| Task | Approximate Date |
|--------------------------------|------------------|
| Task A – Mechatronics Project | Term 3 Week 8 |
| Task B – Manufacturing Project | Term 4 Week 4 |

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: Portfolio | Knowledge and understanding of fibre properties and performance Effective time management Documented application of the Design Cycle | 50 |
| Task B: Practical | Effective resource management Practical Skills development Effective time management | 50 |

Task Schedule - Semester 1

| Task | Approximate Date |
|-------------------|------------------|
| Task A: Portfolio | Term 2 Week 6 |
| Task B: Practical | Term 2 Week 6 |

TT07 – Textiles 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 (%) |
|-------------------|--|---------------|
| Task A: Portfolio | Knowledge and understanding of fibre properties and performance Effective time management Documented application of the Design Cycle | 50 |
| Task B: Practical | Effective resource management Practical Skills development Effective time management | 50 |

Task Schedule - Semester 2

| Task | Approximate Date |
|-------------------|------------------|
| Task A: Portfolio | Term 4 Week 4 |
| Task B: Practical | Term 4 Week 4 |

TT06 – Textiles 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 (%) |
|-------------------|--|---------------|
| Task A: Portfolio | Knowledge and understanding of fibre properties and performance Effective time management Documented application of the Design Cycle | 50 |
| Task B: Practical | Effective resource management Practical Skills development Effective time management | 50 |

Task Schedule - Semester 2

| Task | Approximate Date |
|-------------------|------------------|
| Task A: Portfolio | Term 4 Week 4 |
| Task B: Practical | Term 4 Week 4 |

Appendices

Appendix A



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

Appendix B



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

Appendix C



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 D



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: _____

Appendix E



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

Appendix F



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 G

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 H

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>