



# HUNTER RIVER HIGH SCHOOL



## YEAR 10, 2025 ASSESSMENT POLICY & SCHEDULES





## A message from the Principal

Dear students, parents and carers,

This booklet contains the assessment procedures for the courses offered by Hunter River High School for the 2025 Year 10 Record of Student Achievement (RoSA).

The course assessment procedures contained in this booklet should be read in conjunction with the course outlines, and are accurate at the time of publication.

The NSW Education Standards Authority (NESA) requires that an assessment process be undertaken for the award of grades at the completion of Year 10. All schools must follow NESA regulations.

Syllabuses for Year 10 courses are all expressed in terms of outcomes students are to work towards achieving. NESA also clearly defines the standards that students are to be assessed against. The syllabuses of all subjects can be found on the NESA website:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/syllabuses-a-z>

The Principal may use their discretion in not awarding grades in Year 10 courses where a student has failed to meet the requirements and one or more of the following has occurred:

- *Non-course completion through diminished attendance*
- *Non-participation in learning experiences and assessment tasks*
- *Not meeting requirements in terms of application such as non-serious, or frivolous, attempts at tasks*
- *Not satisfactorily attaining the course outcomes*

**Students at Hunter River High School are responsible for the educational choices they make and the consequences of these choices.** The school aims to support and guide students throughout their educational journey. If students require help it is our desire that they access support early, before the issue escalates and becomes too large to manage. Students need to maintain communication channels with parents, class teachers, the Year Advisor, the Career Advisor, Deputy Principals and the Principal. In addition, the School Counsellor is available to help, especially with personal or family issues.

Parents and students should feel free at any time to contact the school to discuss any matter relating to senior studies or career options.

Yours sincerely,

Sue Xenos  
Principal



## Head Teachers

<b>Aboriginal Studies</b>	Ms J Burg (Rel.)
<b>CAFÉ / Food Technology</b>	Mr B Scrivener
<b>Child Studies</b>	Mr B Scrivener
<b>English</b>	Mr S Friend
<b>Food Technology</b>	Mr B Scrivener
<b>Geography</b>	Ms J Burg (Rel.)
<b>History</b>	Ms J Burg (Rel.)
<b>Industrial Technology Electronics</b>	Mr B Scrivener
<b>Industrial Technology Metal</b>	Mr B Scrivener
<b>Industrial Technology Timber</b>	Mr B Scrivener
<b>Marine &amp; Aquaculture Technology</b>	Mr M Robson
<b>Mathematics</b>	Ms J Drayton (Rel.)
<b>Music</b>	Ms T Aubrey
<b>PASS</b>	Ms N Jones (Rel.)
<b>PDHPE</b>	Ms N Jones (Rel.)
<b>Science</b>	Mr M Robson
<b>Textiles &amp; Design</b>	Mr B Scrivener
<b>Visual Design</b>	Ms T Aubrey
<b><u>NESA Contact:</u></b>	Mr S Pettit
<b><u>Year Advisor:</u></b>	Mrs S Fortune

The Hunter River High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence

## Credentials

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

## Eligibility

To be eligible for the Record of School Achievement (RoSA) students must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW;
- Completed courses of study that satisfy the NESA curriculum and assessment requirements for the RoSA;
- Complied with all requirements imposed by the Minister or NESA; and
- Completed Year 10.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

## Transcript of study

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through their NESA Students Online account.
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

## Life skills

It should be recognised that students following a life skills special program of study are eligible for all credentials available to students studying in NSW.

## Responsibilities

Each student has the responsibility to:

- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this

handbook

- Provide written evidence of reason for absence from or late submission of formal assessment tasks

Schools have the responsibility to:

- Provide students with assessment programs conducted in a fair and reasonable manner
- Inform students of dates and requirements of assessment tasks
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspects of the syllabus under assessment
- Provide students with detailed feedback on their performance within 10 school days of submission, pending the marking process.

Students will be given detailed feedback about each assessment task. The type of feedback will be determined by the Faculty Head Teacher but will include information about the extent to which a student has performed against the assessment outcomes.

## **Course assessment**

Schools are responsible for awarding each student who completes a Year 10 course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA.

Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E.

The course grade is gained by a student in each course being studied. It is based on the student's performance on each of the formal internal assessment tasks scheduled for completion during the course and on performance in tasks given in class. Thus, performance over the entire year of study is used to calculate the final grade in each course.

## **Assessment overview**

Through this booklet students are informed of:

- the components of each course as specified in the course requirements and their respective weightings;
- the weightings of each task in relation to the total requirements for the course;
- the nature of each assessment task e.g. formal examination, written task, oral task;
- the school's policy regarding illness, misadventure and malpractice in assessment tasks;
- the school's policy regarding late submission and non-completion of assessment tasks; and
- the students' entitlements to school reviews.

Tasks may be theoretical or practical, short or long term and individually or group achieved. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner.

Individual academic faculties at Hunter River High School develop separate assessment strategies according to syllabus requirements.

## **Notice of assessment**

As well as the Year 10 Assessment Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet containing:

- the date and time the task is to be submitted;
- the weighting of the task;
- the specific nature of the task;
- an indication of the length of the task (word limits/time limits) if applicable;
- the time allowed for the task if it is an in-class task;
- the outcomes addressed by the task;
- the marking criteria used for the task (where appropriate);
- administrative procedures for the collection of the task; and
- the amount of time that will be allocated during lessons if applicable.

## **Communication**

Students will be given a minimum of 2 weeks' notice when a task is to be used for assessment and they will be given meaningful feedback in a timely manner after the task has been marked. The process of feedback for a particular task will be included in the assessment task notification.

Students are required to sign the assessment register to acknowledge receiving a task; when submitting the assessment task for marking; and again when the assessment task is returned.

Additional tasks or variations to the written program can occur only in consultation with the Deputy Principal. Students will be formally advised of these changes and be required to sign for the new scheduled task.

## **Granting of leave**

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

If a student is taking approved leave, the Illness Misadventure Appeal Application Form should be submitted so any assessment tasks may be completed PRIOR to the leave period as per the assessment policy.

## **Submission of Assessment Tasks**

Tasks must be submitted to the classroom teacher on the due date with an assessment task cover sheet proforma attached. Completing and signing this form is a declaration by the student that the task submitted is their own work and has not been previously submitted in any other course.

If the teacher is absent or unavailable, the task must be submitted to the relevant Head Teacher or, in cases where that is not possible, the Deputy Principal. It may also be possible to email the task to the relevant teacher. Students should ensure they sign the assessment task register when handing in a task. The method/s of task submission will be communicated on the assessment task notification.

Tasks not submitted by the due date will receive zero marks, however must still be completed. If a student wishes to appeal this, the guidelines set out in the Assessment Policy under the heading of 'Illness-Misadventure Appeal' must be followed.

Tasks submitted late will still be marked and the student will receive feedback from their teacher. Students must make a serious attempt at over 50% of the total course assessment or the Principal will certify that the course has not been studied satisfactorily.

## **Illness – Misadventure Appeals**

Students are expected to make a genuine attempt at all assessment tasks and complete them on time. When this is not possible, the student should contact the teacher and the Head Teacher as a matter of urgency. If an Illness/Misadventure form is to be lodged on a submitted task, it is desirable that it be made prior to the day the task is due with work done up to that point attached.

It is a serious situation if a student is absent on the day of an in-class task or on the day a task is due. An Illness or Misadventure Appeal Form must be completed in this case. It is the student's responsibility to lodge this form within two days with the respective Head Teacher. A Doctor's Certificate (or from another health professional) or a letter from the parent/caregiver is required to explain the absence if the student was sick. In the case of misadventure, written evidence from another person such as a police officer should be provided. This person must not be related to the student. In the case of a death in the family, written notification is required.

Failure to submit an Illness or Misadventure Appeal Form will be interpreted as an admission that the student can offer no valid reason for late assessment, and accordingly a mark of zero will be awarded for the task. Assessment tasks submitted after the due date, without independent evidence of illness or misadventure may be awarded zero marks.

If a student becomes ill during the sitting of a task, the teacher/supervisor should be informed and an Illness or Misadventure Appeal Form submitted.

As much detail as possible should be provided to support the student's case on the Illness or Misadventure Appeal Form. Appeals will be considered as follows:

- In the case of documented medical issues, the Head Teacher will advise the relevant classroom teacher that consideration is to be given.
- In other cases, the respective Head Teacher will organise a panel consisting of the Principal and one or more of the following - Deputy Principal, Year Adviser, AEO and the relevant Head Teacher to consider the application.

Where an acceptable reason is given and supported (e.g. medical certificate), the student may be:

- **set a substitute task**
- **granted an extension with or without penalty** (even if the student has completed the task on the first day back, an IM form must be submitted as this is regarded as an extension).
- **in exceptional circumstances, provided an estimate based on other evidence.** (If an estimate is granted as an outcome, the HT must follow NESA policy in determining the estimated mark *at the*

*end of the course* based on demonstrated student achievement corresponding to the original task outcomes).

If an extension is provided, students must sign for the new due date on the Illness & Misadventure Form. The Class Teacher will provide the student with a copy of this form. Students may lodge an appeal/review of the final decision.

You cannot submit an appeal on the basis of:

- no access to technology;
- loss of work due to technology malfunction;
- stolen technology;
- difficulties in preparation or loss of preparation time - for example, as a result of illness during the course;
- alleged deficiencies in tuition;
- long-term illnesses such as glandular fever - unless you have suffered a 'flare-up' or exacerbation of your symptoms during the assessment period;
- the same grounds for which you received special exam provisions - unless you have experienced additional difficulties during an exam session;
- misreading the exam timetable;
- reading exam instructions incorrectly; or
- attending a school excursion or representing the school.

Illness or Misadventure Appeal Forms are available from each faculty Head Teacher and Deputy Principals. An Illness or Misadventure Appeal Form is included at the end of this booklet.

## **Course completion criteria**

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

- followed the course developed or endorsed by NESAs and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- Completed assessment tasks and
- Achieved some or all of the course outcomes.

If at any time it appears that a student is at risk of not satisfying any of these conditions they will be issued with a warning letter. This letter advises the parent(s) or guardian(s) of the issue, what needs to be done to redeem the issue and the time-frame in which completion needs to occur. The warning will be given in time for the problem to be corrected. If the first warning letter is not effective a further warning letter will be sent.

Students who have not complied with the course completion criteria cannot be regarded as having satisfactorily completed the course. Should this situation arise the principal will issue the 'N' determination and the student may not progress to Year 11.

## **Transferring students**

Where students are enrolled at Hunter River High School after the beginning of assessment schedules for any course they will be awarded grades in accordance with NESAs policy.



## Awarding grades

Schools are responsible for awarding each student who completes a Stage 5 course (except Life Skills) a grade to represent that student's achievement. The grade is reported on the student's RoSA.

Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW. Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E.

The Common Grade Scale describes performance at each of five grade levels.

<b>A</b>	The student has an <b>extensive</b> knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a <b>thorough</b> knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a <b>sound</b> knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a <b>basic</b> knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an <b>elementary</b> knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## Achieving comparability

Where more than one class exists in any course, Head Teachers, in consultation with their staff, will decide on the method used to ensure that assessment information collected is used to ensure that students, whose achievements in a course have been of a similar overall standard, will receive the same marks/grades.

The method chosen will be noted in faculty assessment policies. It may be one of the following:

- consensus of professional judgment
- using an order of merit on a common task
- statistical moderation

A final review, under the supervision of the Head Teacher, will be held to make sure that no anomalies have occurred.

## 'N' Determination

Students may be given an N-Determination for having not:

1. followed the course developed or endorsed by the NSW Education Standards Authority (NESA);

2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and/or
3. achieved some or all of the course outcomes.

At any point during Year 10, when a student is not meeting NESAs requirements, the following procedure will be followed:

**Step 1:** The teacher will interview the student to determine why NESAs requirements are not being met.

**Step 2:** If the work is not completed within an agreed time, the student will be advised that an 'N Determination Warning' has been made and a written notification will be mailed to the student's home.

**Step 3:** Steps 1 & 2 are followed with any further unsatisfactory progress/task completion.

If there are 2 'N Determination Warnings' given, a Final N Determination may occur.

This may result in the student not having the course counted in the students' pattern of study and may result in the student being ineligible for a credential.

If a final N Determination is made, it will be submitted to NESAs. A student has a right to appeal this decision. This must be done by completing and submitting an official NESAs Appeal Form.

This is known as an 'N' Determination and it may result in the student not having the course counted in the students' pattern of study and may result in the student being ineligible for a credential. It may also be deemed the student cannot progress into a Year 11 pattern of study.

## Appeals

The determination of grades is the sole discretion of the relevant Head Teacher.

In the first instance if there is a perceived issue, students should bring that difficulty or concern to the attention of the Head Teacher responsible for the course in dispute. Where a matter is not resolved, further advice should be sought from the Deputy Principal.

Where a grade remains in dispute, a student may make an appeal in writing to the Assessment Appeals Committee, which may make a recommendation to the Head Teacher regarding a review of the process or the result.

The Assessment Appeals Committee is made up of the Deputy Principal, the Year 10 Year Advisor and the Head Teacher of the course involved. Students and their parents will be informed of the results of those appeals within 7 school days of the appeal being lodged in writing.

Where possible, all reviews will be resolved within the school by the Assessment Committee.

Provision has been made, however, for subsequent appeals to NESAs. Appeals to NESAs need to be lodged at the school within the designated timeframe on the appropriate forms. This information and the appropriate forms are available from the school principal.

It is important that students and parents understand that NESAs has specifically stated that a teacher's judgment of the worth of individual assessment tasks, as reflected in the mark awarded, will not be subject to review as part of this processes.

NESAs states that in reviewing the procedures for determining the assessment, it will be necessary for the school to ascertain that:

- *Procedures used by the school for determining the final assessment grade conform to its stated assessment program*

- *No computational or clerical error has occurred in the grade determination*

## **Malpractice in an assessment task**

Cheating, plagiarism or copying of another student's work will be viewed seriously by the school.

If malpractice is proven then a zero result will be recorded for that assessment task and an official warning letter will be issued. Consideration may be given to further action.

Malpractice includes (but is not restricted to) the following:

- Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination;
- Cheating in any form (including having someone such as a tutor complete a take home task);
- Plagiarism from the Internet, books or other sources, or from another person's work;
- Providing a false explanation of why work was not handed in by the due date;
- Using the work done during sessions with a tutor in a take home assessment task; and
- The use of AI or generative large language model (GLLM).

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If a student is deemed to be guilty of malpractice, a zero award may be given for the entire task. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

## **Plagiarism in an assessment task**

Plagiarism is the deliberate use of another person's ideas or work without attribution. Plagiarism is not merely the copying or parroting of sections of text from the internet or other sources but can include summarising, modification or appropriation.

Plagiarising negates the value of assessment for learning and undermines the purposes of school-based assessment. A student found to have plagiarised may have a zero mark awarded for their assessment task score. An 'N' warning letter will be issued and the 'N' warning processes will be invoked.

## **The Examination Process**

- Students are required to arrive for examinations at least 10 minutes before the scheduled start time.
- All phones and smart watches must be turned off and placed in bags.
- Silence is expected throughout the entire examination, and students are not permitted to leave early. Only one student is allowed in the bathroom at a time.
- Each examination will begin with either 5 or 10 minutes of reading time, during which students are not to write anything.
- Students are to write in black pen only.
- At the end of the examination, students must remain seated until their papers are collected, and they have been dismissed.

Any breaches of this examination policy will result in a student being asked to leave the examination room and report to the Deputy Principal, receiving a zero for the examination.

## Minimum standards online tests

For students sitting their HSC exams in or after 2021 you will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.

Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school. Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12.

Some students will be eligible for disability provisions for the minimum standard tests, or an exemption from the HSC minimum standard requirement.

### What will the online tests involve?

- Minimum Standard Reading Test – 45 multiple choice questions
- Minimum Standard Numeracy Test – 45 multiple choice questions
- Minimum Standard Writing Test – one question based on a visual or text prompt with up to a 500 word-response

### When will the tests be sat?

Students will have two opportunities a year in Years 10, 11 or 12 to pass any tests needed. They will also be able to take them for a few years after they leave school (if required).

Students master basic skills at different stages, so they can decide with their teacher when the time is right for them to take each test needed, and they don't have to sit or pass all tests at once. Once a student passes an online test, they don't have to sit it again.

Schools will enrol students to attempt the test on specific days. Students will be notified in advance of their test date. They will also be able to access practice tests beforehand, guided by their classroom teachers.

### What will I need to achieve?

You need to meet the HSC minimum standard to receive the HSC. To show you meet the standard you need to achieve a minimum of level 3 within:

- the online reading test and
- the online writing test and
- the online numeracy test.

### When will results be released?

After a student completes an online test, the school and student will receive a results report. Students will be able to view their progress towards meeting the three areas of the HSC minimum standard via their Students Online account.

### What if students don't pass the tests by Year 12?

Students will have many opportunities to meet the HSC minimum standard, even after they finish Year 12. But it is important to note: students have five years from the year they start their first HSC course to meet the HSC minimum standard, so can take the online tests after they leave school.

Students will be able to sit their HSC exams and receive their HSC results regardless of whether they attain the HSC minimum standard. However, without the minimum standard, they will not receive the Higher School Certificate.

Students who do not meet the HSC minimum standard will receive a Record of School Achievement (RoSA) which contains a student's record of academic achievement up until the date they leave school.

The HSC is not required to receive an Australian Tertiary Admission Rank (ATAR). This means students who don't meet the HSC minimum standard will still be able to apply to university, provided they meet all other ATAR requirements.

Students who leave school prior to Year 12 can choose to sit the minimum standard online tests (the minimum standard literacy and numeracy tests will replace the current online Literacy and Numeracy tests from 2018).

Further information about the minimum standard online tests can be found at:

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

## Child Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1:	Task 2:	Task 3:
		Health & Safety	Childcare Career	Yearly Exam
		Due Date:	Due Date:	Due Date:
		Term 1 Week 8	Term 3 Week 5	Term 4 Week 3
Outcomes:	Outcomes:	Outcomes:		
CS5-2 CS5-8 CS5-11	CS5-4 CS5-5 CS5-9 CS5-12	CS5-1 - CS512		
TASK WEIGHTINGS				
Knowledge, understanding and skills	80%	20%	30%	30%
Values & attitudes	20%	10%	10%	
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

### Outcomes

#### A student:

**CS5-1** - Identifies the characteristics of a child at each stage of growth and development

**CS5-2** - Describes the factors that affect the health and wellbeing of the child

**CS5-3** - Analyses the evolution of childhood experiences and parenting roles over time

**CS5-4** - Plans and implements engaging activities when educating and caring for young children within safe environment

**CS5-5** - Evaluates strategies that promote the growth and development of children

**CS5-6** - Describes a range of parenting practices for optimal growth and development

**CS5-7** - Discusses the importance of positive relationships for the growth and development of children

**CS5-8** - Evaluates the role of community resources that promote and support the wellbeing of children and families

**CS5-9** - Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

**CS5-10** - Demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts

**CS5-11** - Analyses and compares information from a variety of sources to develop an understanding of child growth and development

**CS5-12** - applies evaluation techniques when creating, discussing and assessing information related to child growth and development

## English

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u>	<u>Task 2:</u>	<u>Task 3:</u>	
		Representation Task	Extended Response	Examination	
		<u>Date:</u>	<u>Date:</u>	<u>Date:</u>	
		Term 1 Week 10	Term 2 Week 9	Term 4 Week 5	
<u>Outcomes:</u>	<u>Outcomes:</u>	<u>Outcomes:</u>	<b>TASK WEIGHTINGS</b>		
EN5-RVL-01, EN5-URA-01, EN5-ECA-01	EN5-URA-01, EN5-ECA-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-URC-01			
Understanding and responding to texts	50%	15%	15%	20%	
Expressing ideas and composing texts	50%	15%	15%	20%	
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	

### Outcomes

#### A student:

**EN5-RVL-01** uses a range of personal, creative and critical strategies to interpret complex texts

**EN5-URA-01** analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

**EN5-URB-01** evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

**EN5-URC-01** investigates and explains ways of valuing texts and the relationships between them

**EN5-ECA-01** crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

**EN5-ECB-01** uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

# Food Technology

Syllabus Outcomes ↓	Syllabus Component Weight %	<u>Task 1:</u> Food Truck – pop up eatery -	<u>Task 2:</u> Food for Special Occasions	<u>Task 3:</u> Food Trends
		<u>Due Date:</u> Term 1 Week 8	<u>Due Date:</u> Term 3 Week 4	<u>Due Date:</u> Term 4 Week 3
		<u>Outcomes:</u> FT5-1, FT5 -2, FT5-4, FT5-5, FT5-10	<u>Outcomes:</u> FT5-2, FT5-8, FT5- 9, FT5-10, FT5-11	<u>Outcomes:</u> FT5-6, FT5 -7, FT5-8, FT5- 9,
		<b>TASK WEIGHTINGS</b>		
Knowledge, understanding and skills	<b>50%</b>	20%	20%	10%
Values & attitudes	<b>50%</b>	20 %	20 %	10%
<b>TOTAL</b>	<b>100%</b>	<b>40 %</b>	<b>40 %</b>	<b>20%</b>

## Outcomes

### A student:

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product

FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage

FT5-5 applies appropriate methods of food processing, preparation and storage

FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individual and communities

FT5-7 justifies food choices by analysing the factors that influence eating habits

FT5-8 collects, evaluates and applies information from a variety of sources

FT5-9 communicates ideas and information using a range of media and appropriate terminology

FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes

FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes



## Food Technology - Café Fundamentals

Syllabus Outcomes ↓	Syllabus Component Weight %	<u>Task 1:</u>	<u>Task 2:</u>	<u>Task 3:</u>
		Task Name: Food Truck – pop up eatery -	Task Name: Food for Specific Needs	Task Name Food Product Development
		<u>Due Date:</u> Term 1 Week 7	<u>Due Date:</u> Term 3 Week 4	<u>Due Date:</u> Term 4 Week 3
		<u>Outcomes:</u> FT5-1, FT5 -2, FT5-4, FT5-5, FT5-10	<u>Outcomes:</u> FT5-2, FT5-8, FT5- 9, FT5-10, FT5-11	<u>Outcomes:</u> FT5-6, FT5 -7, FT5-8, FT5- 9,
<b>TASK WEIGHTINGS</b>				
Knowledge, understanding and skills	<b>50%</b>	20%	20%	10%
Values & attitudes	<b>50%</b>	20 %	20 %	10%
<b>TOTAL</b>	<b>100%</b>	<b>40 %</b>	<b>40 %</b>	<b>20%</b>

### Outcomes

#### A student:

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product

FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage

FT5-5 applies appropriate methods of food processing, preparation and storage

FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individual and communities

FT5-7 justifies food choices by analysing the factors that influence eating habits

FT5-8 collects, evaluates and applies information from a variety of sources

FT5-9 communicates ideas and information using a range of media and appropriate terminology

FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes

FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes

# Geography

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<b>Task 1:</b>	<b>Task 2:</b>	<b>Task 3:</b>	<b>Task 4:</b>
		Environmental Change Geography Report	Half Yearly Examination	Wellbeing Broadsheet	Yearly Examination
		<b>Due Date:</b> Term 1 Week 10	<b>Due Date:</b> Term 2 Week 4	<b>Due Date:</b> Term 3 Week 7	<b>Due Date:</b> Term 4 Week 5
		<b>Outcomes:</b> 5.3, 5.4, 5.5, 5.7	<b>Outcomes:</b> 5.3, 5.4, 5.5, 5.7	<b>Outcomes:</b> 5.3, 5.4, 5.5, 5.7, 5.8	<b>Outcomes:</b> 5.1, 5.3, 5.6, 5.7, 5.8
<b>TASK WEIGHTINGS</b>					
Weighting	%	25%	25%	25%	25%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Outcomes

A student:

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

# History

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u>	<u>Task 2:</u>	<u>Task 3:</u>	<u>Task 4:</u>
		Source Analysis	Source Analysis in class test	Essay	Yearly Examination
		<u>Due Date:</u> Term 1 Weeks 11	<u>Due Date:</u> Term 2 Week 3	<u>Due Date:</u> Term 3 Week 10	<u>Due Date:</u> Term 4 Week 5
		<u>Outcomes:</u> 5.3, 5.6, 5.10	<u>Outcomes:</u> 5.5, 5.6, 5.7	<u>Outcomes:</u> 5.1, 5.4, 5.8, 5.9	<u>Outcomes:</u> 5.1, 5.2, 5.7, 5.9
<b>TASK WEIGHTINGS</b>					
Weighting	%	25%	25%	25%	25%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Outcomes

### A student:

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

# Industrial Technology Electronics

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<b>Task 1:</b>	<b>Task 2:</b>	<b>Task 3:</b>
		Task Name: Research Task 'Generation of Power'	Task Name: Practical Component # 1 Die 1 + Die 2	Task Name Practical Component #2 Roulette Wheel + Folio
		<b>Due Date:</b> Term 2 Week 3	<b>Due Date:</b> Term 3 Week 8	<b>Due Date:</b> Term 4 Week 3
		<b>Outcomes:</b> IND 5-9, IND 5-10	<b>Outcomes:</b> IND 5-1, IND 5-2, IND 5-3, IND 5-4	<b>Outcomes:</b> IND 5-4, IND 5-5 IND 5-7, IND 5-8
<b>TASK WEIGHTINGS</b>				
Knowledge, understanding and skills	<b>80%</b>	20%	40%	20%
Values & attitudes	<b>20%</b>			20%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

## Outcomes

### A student:

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

# Industrial Technology Metal

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<b>Task 1:</b>	<b>Task 2:</b>	<b>Task 3:</b>
		Task Name: Skills Test Drill Gauge	Task Name: Jaffle Iron	Folding Shovel + Folio
		<b>Due Date:</b> Term 1 Week 7	<b>Due Date:</b> Term 2 Week 4	<b>Due date:</b> Term 4 Week 3
		<b>Outcomes:</b> 5.3, 5.6, 5.10	<b>Outcomes:</b> 5.5, 5.6, 5.7	<b>Outcomes:</b> 5.1, 5.4, 5.8, 5.9
Knowledge, understanding and skills	<b>80%</b>	20%	30%	30%
Values & attitudes	<b>20%</b>		10%	10%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

## Outcomes

A student:

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

## Industrial Technology Timber

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<b>Task 1:</b>	<b>Task 2:</b>	<b>Task 3:</b>
		Task Name: Condiment Holder	Task Name: Hallway Table	Task Name: Mirror Frame
		<b>Due Date:</b> Term 1 Week 7	<b>Due Date:</b> Term 3 Week 7	<b>Due Date:</b> Term 4 Week 3
		<b>Outcomes:</b> IND5-1, IND5-3, IND5-5	<b>Outcomes:</b> IND5-8, IND5-3, IND5-4, IND5-5, IND5-1 IND5-2, IND5-7	<b>Outcomes:</b> IND 5-5 IND 5-3, IND 5-5, IND5-2
<b>TASK WEIGHTINGS</b>				
Knowledge, understanding and skills	<b>80%</b>	20%	40%	20%
Values & attitudes	<b>20%</b>			20%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

### Outcomes

A student:

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

# Marine and Aquaculture Technology

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<b>Task 1:</b> Water Safety & First Aid	<b>Task 2:</b> Designing Systems	<b>Task 3:</b> Fish Harvesting
		<b>Due Date:</b> Term 1 Week 7	<b>Due Date:</b> Term 2 Week 4	<b>Due Date:</b> Term 3 Week 9
		<b>Outcomes:</b> MAR5-10 MAR5-11 MAR5-13 MAR5-14	<b>Outcomes:</b> MAR5-1 MAR5-2 MAR5-3 MAR5-7	<b>Outcomes:</b> MAR5-6 MAR5-8 MAR5-9 MAR5-10
		<b>TASK WEIGHTINGS</b>		
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>

## Outcomes

### **A student:**

- MAR5-1 identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
- MAR5-2 identifies, describes and evaluates the social and economic importance of marine ecosystems
- MAR5-3 identifies, describes and evaluates the effects humans have had on the marine environment
- MAR5-4 explains why aquaculture provides an economically sustainable source of food
- MAR5-5 assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
- MAR5-6 evaluates the economic and environmental sustainability of aquacultural pursuits
- MAR5-7 identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
- MAR5-8 identifies, describes and evaluates policies for monitoring and conserving the marine environment
- MAR5-9 selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
- MAR5-10 demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
- MAR5-11 identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
- MAR5-12 identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
- MAR5-13 collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
- MAR5-14 recalls aspects of the marine environment using relevant conventions, terminology and symbols

# Mathematics

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<b>Task 1:</b>	<b>Task 2:</b>	<b>Task 3:</b>	<b>Task 4:</b>
		Question Bank & Topic Test – Making Decisions	Investigation Task - Surveying	Topic Test – Exponentials and Parabolas	Yearly Examination
		<b>Due Date:</b> Term 1 Week 7	<b>Due Date:</b> Term 2 Week 5	<b>Due Date:</b> Term 3 Week 6	<b>Due Date:</b> Term 4 Week 5
		<b>Outcomes:</b> MAO-WM-01 MA5-DAT-C-01	<b>Outcomes:</b> MAO-WM-01 MA5-TRG-C-02 MA5-TRG-P-01 MA5-EQU-P-02	<b>Outcomes:</b> MAO-WM-01 MA5-FIN-C-02 MA5-NLI-C-01 MA5-NLI-C-02 MA5-ALG-C-01	<b>Outcomes:</b> MAO-WM-01 MA5-DAT-C-01 MA5-TRG-C-02 MA5-ALG-C-01 MA5-EQU-C-01 MA5-FIN-C-02 MA5-NLI-C-01 MA5-NLI-C-02 MA5-DAT-C-02 MA5-LIN-C-02
<b>TASK WEIGHTINGS</b>					
Understanding, Fluency and Communicating	<b>50%</b>	15%	10%	15%	10%
Problem Solving and Reasoning	<b>50%</b>	15%	15%	15%	5%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>25%</b>	<b>30%</b>	<b>15%</b>

## Outcomes

### A student:

MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money.
MA5-FIN-C-02	solve financial problems involving compound interest and depreciation.
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions.
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices and establishes the meaning of negative indices for numerical bases.
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction.
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools.
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope intercept form.
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts.
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts.
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures.
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems.
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression.
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids.
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders.
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems.
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations.
MA5-DAT-C-02	displays and interprets datasets involving bivariate data.
MA5-PRO-C-01	solve problems involving probabilities in multistage chance experiments and simulations.



# Music

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u>	<u>Task 2:</u>	<u>Task 3:</u>	<u>Task 4:</u>
		Composition – 12 Bar Blues	Performance Exam – Own Choice	Listening Exam – Music & Television	Performance Exam – Own Choice
		<u>Due Date:</u> Term 1 Week 8	<u>Due Date:</u> Term 2 Week 4	<u>Due Date:</u> Term 3 Week 5	<u>Due Date:</u> Term 4 Week 3
		<u>Outcomes:</u> 5.1, 5.3, 5.4, 5.5	<u>Outcomes:</u> 5.1, 5.2, 5.3	<u>Outcomes:</u> 5.7, 5.8	<u>Outcomes:</u> 5.1, 5.2, 5.3
<b>TASK WEIGHTINGS</b>					
Composition	30%	30%			
Listening (Aural)	30%			30%	
Performance	40%		20%		20%
Marks	100%	30%	20%	30%	20%

## Outcomes

### **A student:**

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

## Physical Activity and Sports Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Nutrition and Physical Activity	<u>Task 2:</u> Issues in Physical Activity and Sport	<u>Task 3:</u> Physical Fitness	<u>Task 4:</u> Technology, Participation and Performance
		Theory Task	Practical Demonstration	Practical Demonstration	Theory Task
		<u>Due Date:</u> Term 1 Week 9	<u>Due Date:</u> Term 2 Week 9	<u>Due Date:</u> Term 3 Week 6	<u>Due Date:</u> Term 4 Week 3
		<u>Outcomes:</u> PASS5-1, PASS5-2, PASS5-8, PASS5-10	<u>Outcomes:</u> PASS5-3, PASS5-4, PASS5-10	<u>Outcomes:</u> PASS5-7, PASS5-8, PASS5-9, PASS5-10	<u>Outcomes:</u> PASS5-6, PASS5-7, PASS5-10
TASK WEIGHTINGS					
Knowledge and understanding	50%	20%	5%	5%	20%
Skills	50%	5%	20%	20%	5%
Marks	100%	25%	25%	25%	25%

### Outcomes

#### A student:

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

# PDHPE

Syllabus Outcomes ↓	Syllabus Component ↓	Task 1:	Task 2:	Task 3:	Task 4:
		Electric Slide	Road Safety	Buroinjin	Yearly Exam
		<u>Due Date:</u> Term 1 Week 9	<u>Due Date:</u> Term 2 Week 9	<u>Due Date:</u> Term 3 Week 9	<u>Due Date:</u> Term 4 Week 5
		<u>Outcomes:</u> PD5-4, PD5-11	<u>Outcomes:</u> PD5-1, PD5-2	<u>Outcomes:</u> PD5-4, PD5-11	<u>Outcomes:</u> PD5-1, PD5-2, PD5-3, PD5-6, PD5-7
<b>TASK WEIGHTINGS</b>					
Knowledge and understanding	<b>50 %</b>	5%	20%	5%	20%
Skills	<b>50 %</b>	20%	5%	20%	5%
Marks	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Outcomes

### A student:

- PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2 researches and appraises the effectiveness of health information and support services available in the community
- PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5 appraises and justifies choices of actions when solving complex movement challenges
- PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9 assesses and applies self-management skills to effectively manage complex situations
- PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

# Science

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<b>Task 1:</b> Student Research Project	<b>Task 2:</b> Understanding Albinism	<b>Task 3:</b> Yearly Exam
		<b>Due Date:</b> Term 1 Week 9	<b>Due Date:</b> Term 2 Week 7	<b>Due Date:</b> Term 4 Week 5
		<b>Outcomes:</b> SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	<b>Outcomes:</b> SC5-7WS SC5-8WS SC5-9WS SC5-14LW	<b>Outcomes:</b> SC5-10PW SC5-11PW SC5-12ES SC5-13ES SC5-14LW SC5-15LW SC5-16CW SC5-17CW
		<b>TASK WEIGHTINGS</b>		
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

## Outcomes

### A student:

SC5-4WS	develops questions or hypotheses to be investigated scientifically
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

# Textiles

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<b>Task 1:</b>	<b>Task 2:</b>	<b>Task 3:</b>
		Task Name: Furnishings	Task Name: Non-Apparel	Task Name: Apparel
		<b>Due Date:</b> Term 1 Week 8	<b>Due Date:</b> Term 2 Week 8	<b>Due Date:</b> Term 4 Week 3
		<b>Outcomes:</b> TEX5-4, TEX5-1, TEX5-12	<b>Outcomes:</b> TEX5-1, TEX5-2, TEX5-4, TEX5-11,	<b>Outcomes:</b> TEX5-3, TEX5-4, TEX5-5, TEX5-6, TEX5-7, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12
TASK WEIGHTINGS				
Knowledge, understanding and skills	<b>80%</b>	20%	30%	30%
Values & attitudes	<b>20%</b>	10%		10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Outcomes

### A student:

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

# Visual Design

Syllabus Outcomes	Syllabus Component Weight	<b>Task 1:</b>	<b>Task 2:</b>	<b>Task 3:</b>	<b>Task 4:</b>
		Visual Design Works and Submission of Design Journal	Critical and Historical Written Task	Visual Design Works and Submission of Design Journal	Critical and Historical Written Task
		<b>Due Date:</b> Term 1 Week 10	<b>Due Date:</b> Term 2 Week 10	<b>Due Date:</b> Term 3 Week 10	<b>Due Date:</b> Term 4 Week 3
		<b>Outcomes:</b> 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	<b>Outcomes:</b> 5.7, 5.8, 5.9, 5.10	<b>Outcomes:</b> 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	<b>Outcomes:</b> 5.7, 5.8, 5.9, 5.10
<b>TASK WEIGHTINGS</b>					
Making	<b>60%</b>	30%		30%	
Critical and historical interpretations	<b>40%</b>		20%		20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>

## Outcomes

### A student:

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



**Hunter River High School**  
**Illness / Misadventure Appeal Application**

To be completed and handed in to the Head Teacher prior to the Assessment Task, or **within two days of return** to school.

<b>Section A:</b> To be completed by the student.			
<b>STUDENT NAME:</b>		<b>YEAR:</b>	
<b>SUBJECT/S:</b>			
Date of Assessment Task	Assessment Task/s affected	Details of effect on performance, <i>if relevant</i>	Attendance Can/did you attend? YES/NO

<b>Section B:</b>
<b>Reason for failure to meet requirements by/on due date</b> (attach any additional evidence to support this application): <hr/> <hr/> <hr/>
<b>Evidence of illness or medical condition</b> , where relevant: For appeals based on illness or other medical condition, this section will normally be completed by a doctor or other health professional. <i>However, this person may be a parent or care giver.</i> The school and NESAs advise that students <i>should attend Assessment Tasks unless it is considered that it would be detrimental to their health.</i>
Diagnosis / medical condition:
Date of onset of illness or condition:
Dates and time(s) of all consultations / meetings relating to this illness / condition: <b>Please attach medical certificate/s, where available.</b>
Please describe how the student's condition / symptoms could impede their performance in the Assessment Task. <i>(If the student was unable to attend an examination, it is imperative that you provide full detail in the space provided or on additional sheets and attach them to this application.)</i>
<b>Any other comments which you feel will assist in the assessment of the student's application.</b> <i>(If there is not enough space please provide additional sheet/s)</i>

**Section C: Student Appeal**

I have carefully read the information sheet detailing Assessment Task Illness / Misadventure Appeals and the instructions at the front of this form, and have completed each item on the checklist.

I consider that my Assessment Task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the Assessment Task, as set out above and in Section A of this form.

I request HRHS to use a moderated assessment mark, based on my other school Assessments, where that mark exceeds my Assessment Task mark for the course/s in which I have appealed. **Where an absence is known in advance, I understand I will need to complete the task prior to the date. I will engage with the Code of Conduct required of me in this instance.**

*I declare that all the information I have supplied is true.*

**Student signature:**

**Date:**

**Parent/caregiver signature:**

**Date:**

Name of person lodging appeal if  
not the student:

Reason not lodged by student:

Signature:

Telephone:

**Section D: Class Teacher Comment (comment / recommendations in relation to this appeal):**

Name (please print):

Signature:

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Section E: Head Teacher Comment (comment / recommendations in relation to this appeal):**

Name (please print):

Signature:

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Section F: Result / outcome**

**Copy to be provided to: student / CT / HT / YA / DP / student file**

Panel member name:

Signature:

Date:

Panel member name:

Signature:

Date:

Panel member name:

Signature:

Date: