



*Gilgandra*  
High School

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Stage 5

**Year 10**

Assessment Booklet

2023

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## Contents

Section 1: Eligibility requirements for the Record of Student Achievement (RoSA).....	4
Section 2: Assessment in Stage 5.....	5
Section 3: Application for extended leave form - travel.....	11
Section 4: Appeals Process .....	11
Section 5: RoSA, Preliminary and HSC Assessment Flow Chart.....	12
Section 6: Appeals Process (VET Courses only) .....	13
Section 7: Assessment and Examination Rules for Senior Students .....	13
Section 8: Procedure for Evaluating RoSA Course Assessment Policies.....	15
Section 9: Teachers with Family Members and/or Close Friends in Stage 6 at Gilgandra High School.....	15
Appendix 1: Illness / Misadventure Form.....	16
Appendix 2: Official Warning Letter: Non-completion of Record of School Achievement (RoSA) course.....	17
Appendix 3: Assessment Task template .....	19
Appendix 4: Bibliography and Reference List .....	20
Year 10 Assessment Schedules – Core Subjects .....	24
English .....	24
HSIE (History / Geography) .....	25
Mathematics .....	27
PDHPE (Personal Development, Health & Physical Education).....	28
Science .....	29
Year 10 Assessment Schedules – Elective Subjects .....	30
Agriculture .....	30
Food Technology.....	31
Industrial Technology - Metal.....	32
Industrial Technology - Timber .....	33
Music.....	34
PASS .....	35

Visual Arts .....36

## Section 1: Eligibility requirements for the Record of Student Achievement (RoSA)

1.1. The RoSA is a cumulative credential that allows students to accumulate their academic results until they leave school. To qualify for the RoSA, a student must have:

- 1.1.1. Completed the mandatory curriculum requirements for Years 7 to 10.
- 1.1.2. Attended a government school, an accredited non-government school or a recognised school outside NSW.
- 1.1.3. Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- 1.1.4. Complied with the requirements from the Education Act.

### 1.2. **Pattern Of Study**

To qualify for the RoSA, students in Year 7 to 10 must meet the following requirements:

- 1.2.1. Successful completion of a courses of study in the 8 key learning areas of English, Mathematics, Science, Human Society and its Environment (HSIE), Languages other than English (LOTE), Technological and Applied Sciences (TAS), Creative Arts and Personal Development, Health and Physical Education (PDHPE).

### 1.3. **Satisfactory Completion Of A Course / Course Completion Criteria**

Students at Gilgandra High School who follow the courses offered by the school will automatically be eligible for the award of the Year 10 RoSA. Students are also expected to address the following components:

- 1.3.1. Meet the course completion criteria
- 1.3.2. Make a serious attempt at **ALL** set assessment tasks.
- 1.3.3. Schools are required to indicate that students have met the following criteria in order to be awarded a RoSA. Satisfactory completion of a course involves:
  - 1.3.3.1. Following the course developed and endorsed by NESAs; and
  - 1.3.3.2. Application with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
  - 1.3.3.3. Achieving some or all of the course outcomes.

### 1.4. **Attendance**

Principals may determine an appropriate attendance pattern which will enable students to achieve the outcomes of each course studied. That is, Principals may determine that as a result of absences, the course(s) completion criteria has not been met. While NESAs does not stipulate a specific attendance requirement, Gilgandra High School, in accordance with NESAs policy, has determined that an attendance rate below 85% would make it difficult for a student to meet course completion criteria.

Students will be warned of the consequences of cumulative absences. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

## Section 2: Assessment in Stage 5

### 2.1. **Purpose of Assessment**

2.1.1. Assessment is the process of identifying, gathering and interpreting information about student's learning. The central purpose of assessment is to provide information on student achievement and progress and set direction for ongoing learning.

2.1.2. The key reasons for assessment are to:

2.1.2.1. Support and monitor learning

2.1.2.2. Diagnose student learning needs and support strategic interventions

2.1.2.3. Evaluate the effectiveness of teaching and learning programs

2.1.2.4. Inform the reporting process

### 2.2. **Assessment types**

Assessment is how teachers measure your success as a learner. There are two main types of assessment:

2.2.1. ***Assessment of Learning*** determines your level of performance on a specific task or at the conclusion of a unit of work, school year or stage. The information gained from this type of assessment is often used in reporting.

2.2.2. ***Assessment for Learning*** gives you opportunities to produce work that leads to the developments of knowledge, understanding and skills. Teachers decide how and when to assess your achievement, as they plan the work you will do, using a whole range of strategies including self-assessment and peer-assessment.

### 2.3. **Outcomes Based Assessment**

All schools are required to deliver programs of study that comply with the requirements of the NSW Education Standards Authority (NESA). More detailed information concerning each course and syllabus outcomes are available on the NESA website

(<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>).

It is a requirement of the school assessment program that, for each course taught, schools establish a program of assessment tasks. These tasks are conducted throughout the year and each have a weighting which is used as a component of the reporting process.

School-based assessment tasks are linked to performance descriptors because the task focuses on outcomes. They are valid instruments for what they are designed to assess and the marking guidelines relate to the outcomes and the NESA performance descriptors.

#### 2.4. **RoSA Grading and 'N' determination**

- 2.4.1. Students are awarded with a final assessment grade (A-F) for each course. The grades are based NESA course performance descriptors for each course and determined by the students' performance on the assessment tasks outlined in each subject schedule.
- 2.4.2. Students are reminded that in order to complete their RoSA satisfactorily, they must be awarded a grade in all mandatory subjects – English, Mathematics, Australian History, Australian Geography, one 200-hour elective and PDHPE. Please note that even though Sport is not graded, it is a mandatory aspect of the RoSA.
- 2.4.3. A student will receive an **'N' determination** in a course if he or she has failed to apply due diligence and sustained effort to the set tasks and experiences required by the school to achieve some or all of the course outcomes.
- 2.4.3.1. Indicators of possible failure to apply satisfactory 'due diligence and sustained effort' or possible failure to fulfil course requirements to the schools' satisfaction:
- 2.4.3.1.1. An excessive number of absences or lateness to school
- 2.4.3.1.2. An excessive rate of absences from or lateness to classes in one or more courses
- 2.4.3.1.3. A recurring pattern of lateness or absences
- 2.4.3.1.4. Poor achievement in class tests, assignments, or classwork caused by lack of application
- 2.4.3.1.5. Poor classroom behaviour (this inhibit your own, and others' learning)
- 2.4.3.1.6. Failure to submit assessment items
- 2.4.3.1.7. Failure to complete class work and homework
- 2.4.3.1.8. Proven case of copying, plagiarism or cheating.
- 2.4.3.2. If at any stage during the course it appears that a student will not achieve a sufficient number of course outcomes, a warning letter will be sent (see Attachment 2 {Year 9} and Attachment 3{Year 10}). The purpose of the letter is:
- 2.4.3.2.1. To give students a warning in time for them to correct the problem, and/or
- 2.4.3.2.2. To clarify their current status regarding unsatisfactory designation.
- 2.4.3.3. The Principal is obliged to issue an 'N' determination to any student who has not fulfilled course requirements. The student is entitled to appeal to NESA about the 'N' determination. If the 'N' award issued by the school is upheld by NESA, the student will not be given RoSA accreditation in that particular course.

#### 2.5. **RoSA Performance Descriptors**

For all courses each student's performance will be matched against Course Performance Descriptors based on the knowledge and skills objectives of the courses.

General performance descriptors describe the main features of a typical student's performance at

each level of achievement in that course. They serve as standard or benchmarks against which teachers will be able to match their assessment records and professional judgement in determining grades for particular students. There are descriptors for each Grade A – E.

Grade	General Performance Descriptors
A	The student has extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	The student has thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most new situations.
C	The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	The student has elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

## 2.6. Starting Time

2.6.1. Assessment tasks may commence at any stage in Years 9 and 10.

## 2.7. The Assessment "Calendar" (Faculty Assessment Booklet)

The Assessment "Calendar" indicates the date which the tasks in various subjects take place. It is aimed for students managing their time and providing warning well in advance for students, that tasks will fall due.

Students should note that the assessment calendar is a guideline. It can be subject to alteration for a variety of reasons eg. teacher absence, widespread student illness etc. Under such circumstances a later date would be established, and students notified of the variation to timing and or content.

## 2.8. Assessment Notification, Submission and Feedback

2.8.1. Students will receive an assessment notification slip (Appendix 3) at least **two weeks** prior to the due date for a task. The slip will provide information on:

- 2.8.1.1. when the task will be assessed (day);
- 2.8.1.2. what will be assessed;
- 2.8.1.3. how it will be assessed;
- 2.8.1.4. the relative value of the task;
- 2.8.1.5. course outcomes assessed.

2.8.2. Students will be required to sign to acknowledge the following:

- 2.8.2.1. Assessment Notification – to be signed on the day the student receives the notification

slip

2.8.2.2. Assessment Submission – to be signed on the day the student submits their task

2.8.2.3. Assessment Returned – to be signed when the student receives their submitted task back

### 2.8.3. Submission of Assessment Tasks

2.8.3.1. Students will submit all assessment tasks as per the notification instructions

2.8.3.2. If electronic submission of tasks is permitted, your task may be submitted on USB or by email or other electronic submission. When electronic submission does occur, the following rules will apply:

2.8.3.2.1. The school will not be responsible for unreliable, unusable or virus infected files or media.

2.8.3.2.2. The school will only accept assessment tasks which are written in applications to which most school staff have ready access, and in a format which can be read by most school computers.

2.8.3.2.3. The assessment task should be easily identifiable.

2.8.3.2.4. An assessment task is not considered submitted if Clause 2.8.3.2.1 to 2.8.3.2.3 are not satisfied.

2.8.3.2.5. The school will not be responsible for not receiving emails. If submitting work by email, you must request that the teacher let you know that they have received your work. Teachers will acknowledge receipt as soon as possible. Only receipts generated by the school's email system will be considered valid. If you do not receive a receipt within a reasonable time, it will mean that the teacher did not receive your work.

### 2.9. **Value**

The composition of the assessment tasks varies for each subject and is detailed in the subject information which will be distributed by your course / subject teachers.

### 2.10. **Assessment Tasks**

Assessment Tasks, which include Formal Examinations, are an ongoing process which takes place in Year 9 and Year 10. Component marks for various tasks accumulate to provide a final mark (per subject).

#### 2.10.1. **Composition of the Mark**

2.10.1.1. While assessment tasks provide a substantial element, there are many other aspects taken into account which cannot be readily measured in either internal examinations or a single external examination. These vary from subject to subject and include:

2.10.1.1.1. Aural (listening) skills;

2.10.1.1.2. Communication skills;

- 2.10.1.1.3. Understanding of concepts;
- 2.10.1.1.4. Research skills;
- 2.10.1.1.5. Practical skills etc;
- 2.10.1.1.6. Field Studies.

#### 2.10.2. **Marks awarded for assessment tasks**

These are provided, and allow students to determine their relative ranking for each task.

#### 2.10.3. **Formal Examinations**

Students in Years 9 and 10 may sit for formal examinations in the hall.

***The various forms, policies and descriptions which follow are common to all faculties and the subject taught by them in this school.***

#### 2.11. **Ranking**

Ranking is a student's standing or rating relative to other students undertaking the same course. A cumulative ranking is provided on the following reports:

2.11.1. Half Year – for both Year 9 and Year 10

2.11.2. Final End of Course – for both Year 9 and Year 10

Students also receive feedback on their level of achievement of their course outcomes on specific assessment tasks as well. There may not be a simple or direct relationship between a student's rank in a subject and their final grade.

#### 2.12. **Request for Extension of Time**

These applications are to be submitted to the class teacher on a Misadventure/Illness appeal form **prior to the day of the assessment**. They will be judged by the Head Teacher in conjunction with the class teacher. Students must not assume that application for extension of time will be automatically accepted and therefore should submit such applications as early as possible. (NB Failure of computer hardware or software will not normally be considered as valid reason for extension of time to be granted).

#### 2.13. **Factors Influencing the Quality of Tasks Submitted**

In the marking of Assessment Tasks schools are not permitted to compensate for factors such as extended illness, misadventure or domestic problems etc. which may have affected a student's performance. Teachers will award a mark or grade for what is actually submitted. We do not make allowances for conditions or potential in the marking scheme.

#### 2.14. **Illness and Misadventure**

Students who are absent from school on the day of an assessment task, examination or the day a hand-in task is due, must supply acceptable documentation:

- 2.14.1. Notify school via phone
- 2.14.2. Obtain a medical certificate
- 2.14.3. A student must provide a reason if no medical certificate is provided. It is at the Principal's discretion whether this reason is acceptable and if the appeal will be considered.
- 2.14.4. Illness/Misadventure Appeal Forms are available on the school website, from the Head Teacher, the Front Office and as Appendix 1 in this booklet. The Illness and Misadventure Form must be presented to the Head Teacher with supporting material **within 48 hours** of return to school.

Once this documentation has been received by the relevant Head Teacher, they will determine the appropriate action. This may involve the student submitting/sitting the task on the same day or an alternate date/task will be confirmed.

If the required medical and misadventure documentation is not provided and this process is not followed, the student will receive a zero mark and a N Warning letter will be sent home notifying parents/carers.

#### 2.15. **Malpractice**

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Gilgandra High School and NESAs treat cheating in all assessment tasks including written examinations and practical works very seriously.

Please refer to our *Malpractice Procedures* which are available on our website, under the Learning at our School tab (Assessment and Reporting). These procedures will be followed if a student is suspected of malpractice.

#### 2.16. **Disability Provisions**

You may be granted disability provisions if you have visual and auditory difficulties, learning difficulties, fine motor difficulties, illnesses such as diabetes, ongoing injuries that will impact on your ability to complete an assessment task or psychological difficulties.

Parents/carers are responsible for providing all documentation and informing the school if you have a learning disability. This information can be communicated to the Head Teacher Wellbeing or Deputy Principal.

Successful applicants will be granted provisions that are appropriate as determined by the Board of Studies or the School. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional

circumstances), large print examination papers or examinations printed on coloured paper.

In circumstances where you have a temporary condition, such as an injury, which may affect school assessments or examinations but is not relevant for consideration by NESAs you may apply to the Deputy Principal for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.

#### 1.1. **Students Transferring to Gilgandra High School**

Students may transfer from one school to another at any time during Years 7 - 10. For some students, the curriculum organisation of the new school may not allow them to meet all mandatory curriculum requirements for the Record of Student Achievement. For these students, the principal of the new school may deem them to have completed mandatory requirements provided that they supply documentary and/or other evidence to the principal's satisfaction. The previous school is to provide grades for courses completed or nearly completed on their campus.

Students transferring into a school from home schooling must do so no later than the beginning of Year 10 if they wish to be considered eligible for the award of a Record of Student Achievement at the end of Year 10. Such consideration is the responsibility of the principal. Students must provide evidence about their educational program while undertaking home schooling, including achievement of outcomes from the appropriate course of study. If satisfied with the evidence supplied by the students, the principal may allow them to enter for the Record of Student Achievement

#### 1.2. **Invalid tasks/parts of tasks or non-discriminating tasks.**

If the class teacher has a concern that an assessment task has not functioned as required, or there are problems in the task's administration, they are to notify their Head Teacher immediately. The Head Teacher, with approval of the Principal, will determine a suitable approach, such as reducing the weighting assigned to the task and adding an additional task (with sufficient notice), and adjusting weightings accordingly. In extreme cases, an invalid task may need to be discarded completely, or a replacement task may be organised. Students will be notified of the determination and given two school days to appeal the decision in writing to the Principal, before the determination is implemented.

### Section 3: Application for extended leave form - travel

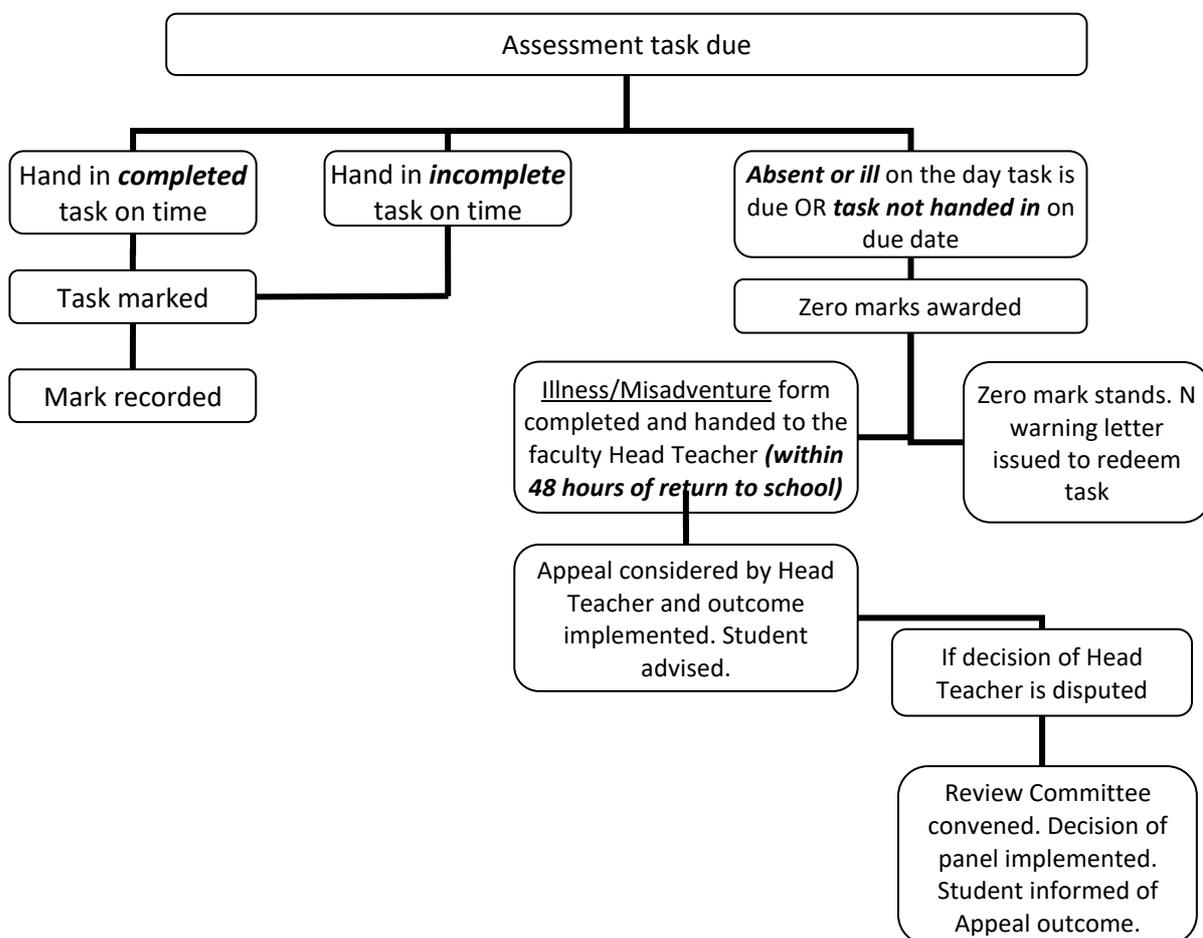
Students need to complete this form signed by the Principal if they are away for an extended period (over 1 week) of time and it affects assessment tasks.

### Section 4: Appeals Process

- 5.1. If a student feels there is a problem with the marking or administration of an assessment task, they should discuss the matter with the relevant Faculty Head Teacher. If the issue is not resolved, the student should discuss the issue with the Deputy Principal.
- 5.2. If a student wishes to appeal their final ranking/assessment from the school for their RoSA or HSC, the school will follow the processes set out by NESAs.

### Section 5: RoSA, Preliminary and HSC Assessment Flow Chart

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand. Leave approval may need to be sought.



**NOTE:** There are no grounds for an appeal in regard to the mark awarded to a completed assessment task. If a candidate becomes ill during the course of an assessment and/or examination an Illness/Misadventure Appeal must be lodged as per policy.

## Section 6: Appeals Process (VET Courses only)

Students have access to an appeals process if they feel in any way dissatisfied with the assessment process. Difficulties over assessment should be approached informally at first with a view to resolving them through discussion between student and assessor(s). If not resolved by discussion, between teacher and student, the teacher's direct supervisor will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve the concerns, a formal appeals process should be initiated. Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the Principal clearly stating their grounds for appeal (see the Principal).

The school must record all appeal submissions. At the request of the school an appeals panel is convened to review the assessment process and to decide whether or not there are justifiable grounds for appeal. The panel may call for the student and the assessor to present their views in person before reaching a decision.

The panel will comprise of a qualified VET teacher from another school a RTO representative and a community representative.

If the student's appeal is upheld, the RTO arranges a re-assessment process with the student. The student should have the right to request that different assessor(s) be involved in the alternative assessment to avoid any fears of recrimination.

If the appeal is rejected, the student has the right to lodge a further appeal with Regional Office. When this next course of action is taken, all assessment records and details of the appeal process need to be made available to the training authority to assist their deliberations.

## Section 7: Assessment and Examination Rules for Senior Students

- 8.1. As examinations are an important component of the final assessment mark, the importance of adhering to the examination rules cannot be stressed too highly. These rules are:
  - 8.1.1. No student will leave the school grounds during the period of examination unless prior arrangements have been made with the Year Co-ordinator. At the completion of the examination students may leave the school grounds.
  - 8.1.2. Only authorised equipment or material shall be used by students during examinations or assessment tasks. The subject department responsible for the paper/task will specify authorised equipment etc.
  - 8.1.3. No borrowing of equipment will be permitted during the examination.
  - 8.1.4. Writing paper is issued by the school. No other paper is to be in a student's possession.
  - 8.1.5. Students' bags, folders etc. are to be left outside in area designated by exam supervisor.
  - 8.1.6. It is each student's responsibility to ensure :
    - 8.1.6.1. That your name or examination number is placed on each page.
    - 8.1.6.2. that all pages are handed in at the conclusion of the examination. Any work inadvertently taken from the room will not be accepted for marking.
    - 8.1.6.3. that all pages handed in are securely fastened together.
  - 8.1.7. Leaving the examination room early is not permitted.
  - 8.1.8. Late arrivals will be treated in the same manner as in the HSC. That is, generally no additional time will be allowed except in major emergencies affecting a number of candidates, eg. floods, transport strikes, etc.

- 8.1.9. NESAs defines cheating, or **malpractice**, as dishonest behaviour by a student that gives them an unfair advantage over others. It includes:
- 8.1.9.1. Copying, buying, stealing or borrowing part or all of someone else's work and presenting it as their own
  - 8.1.9.2. Using material directly from books, journals, CDs or the internet without acknowledging the source
  - 8.1.9.3. Submitting work that contains a large and unacknowledged contribution from another person such as a parent, tutor, coach or author
  - 8.1.9.4. Paying someone to write or prepare material that is associated with a task, such as process diaries, logs or journals.
- 8.1.10. Malpractice can result in the award of zero for the examination or task. Students should note that the following factors are not relevant in instances of malpractice:
- 8.1.10.1. the quantity or quality of the information
  - 8.1.10.2. the motives or intent of the student
  - 8.1.10.3. establishing that the information was used by the student
  - 8.1.10.4. It is therefore extremely important that all students should check to see that they have not inadvertently taken information into the examination room eg. notes used for study. Such notes would constitute malpractice unless given to the supervisor before the examination commences.
- 8.1.11. Instances of malpractice are required to be notified to NESAs and will be recorded against the student's name.
- 8.2. Students will sit in places determined by the supervisor.
- 8.3. Students **are to wear school uniform**.
- 8.4. **No eating** of foodstuffs in the examination room. An exception may be made for medicinal substances, such as throat lozenges, but permission must be obtained from the examination supervisors. Bottles of water are permitted.
- 8.5. Students will remain seated at the end of the examination until all examination material is collected and then will leave the room under the directions of the supervisors.
- 8.6. Students will only be allowed to visit the toilet after obtaining permission from the supervisor and will be accompanied by a supervisor to the toilet area.
- 8.7. **No talking** is permitted in the examination room once the exam has commenced and until all papers are collected.
- 8.8. Students must NOT bring any of the following into the examination room:
- 8.8.1. Mobile phone or smartwatch
  - 8.8.2. Any electronic device (except a calculator where permitted). This includes communication devices, organisers, tablets (eg iPads, etc), music players or electronic dictionaries
  - 8.8.3. Paper or any printed or written material (including your examination timetable)
  - 8.8.4. Dictionaries, except where permitted in Languages examinations
  - 8.8.5. Correction fluid or correction tape
- 8.9. Students who become sick during the course of the examination and are unable to continue are to notify the supervisor and then report to the front office. Students who leave the exam room sick cannot re-enter and recommence this exam.

## Section 8: Procedure for Evaluating RoSA Course Assessment Policies

In term 3 each year a current copy of the school's Year 9 & 10 RoSA Assessment Booklet is seen by each member of the school executive for evaluation/ review, suggested changes and additions. The Deputy Principal collates the following year's document and checks that it contains all the information suggested by the NESA.

Parents or students with suggestions for future policy documents should discuss or give them in writing to a member of the school executive staff.

## Section 9: Teachers with Family Members and/or Close Friends in Stage 6 at Gilgandra High School

Wherever practical, teachers will avoid teaching or being involved in educational decisions involving family members or close friends. Where it is not practical to avoid such situations completely, another member of staff will make any significant decisions relating to the student's assessments and have those endorsed by a supervisor. The management processes and systems in these circumstances will be approved by the Principal prior to the commencement of the course and monitored through existing line management support.

## Appendix 1: Illness / Misadventure Form

**STUDENT SECTION**

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_ Subject: \_\_\_\_\_

Task: \_\_\_\_\_ Date of Task: \_\_\_\_\_

Reason **extension / estimate / new date** (*please circle*) is required: (documentary evidence from parent/doctor must be provided if you are claiming illness – in line with NESAs requirements)

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I hereby request an extension of time / new date / forward date to complete the task

Student signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**HEAD TEACHER SECTION**After consultation with the classroom teacher I **have / have not** granted the student:

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Classroom Teacher signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**REVIEW COMMITTEE SECTION (only completed if Head Teacher decision is appealed)**Based on the above recommendation I **have / have not** granted the student:

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Principal / Deputy signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**DECISION NOTIFICATION**

Student Notified: Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Time: \_\_\_\_\_ Copy of decision given: Y N

Parent Notified (phone) : Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Time: \_\_\_\_\_

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Appendix 2: Official Warning Letter: Non-completion of Record of School Achievement (RoSA) course

*This will be printed on school letterhead*

{Date}

Dear {Parent/Carer}

Dear {Parents}

### **N Award Warning - Non Completion of a Record of School Achievement (ROSA) Course**

I am writing to advise that your {SonAndDaughter}, {PrefName} {Surname}, is in danger of not meeting the Course Completion Criteria for the Stage 5 ROSA course **{Subject}**.

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as Not Completed. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

### **Criteria for satisfactory completion of a course**

For a student to satisfactorily complete a course, NESAs requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESAs; and
- (b) applied himself/herself 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.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform NESAs that the student has not satisfactorily completed the course.

To date {PrefName} has not satisfactorily met the following Course Completion Criteria:

### **Official warning**

NESAs requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. A minimum of two course specific warnings must be issued prior to a final 'N' (non-completion of Course) Determination being made for a course.

Please regard this as the **{NawardHistoryCountInProgress ordinal} Official Warning** that we have issued concerning {PrefName}'s participation in **{IncidentSubject}**.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.

*Please turn over*

In order for {PrefName} to satisfy the Course Completion Criteria, the listed tasks, requirements or outcomes will need to be satisfactorily completed or achieved.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by

Please discuss the matter with {PrefName} and contact the School if further information or clarification is needed.

Yours faithfully

Class Teacher

Head Teacher

Principal

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*Please detach this section and return it to the class teacher, {IncidentTeacherTitle} {IncidentTeacherName} (Ref: {IncidentReference})*

**Requirements for the satisfactory completion of a ROSA Course  
 ({NawardHistoryCountInProgress ordinal} Official Warning - {IncidentSubject})**

- I have received the letter dated {TodaysDateDMY} indicating that {PrefName} {Surname} is in danger of not having satisfactorily completed {HisAndHer} ROSA Course, {IncidentSubject}.
- I am aware that the 'N' determination may make {PrefName} ineligible for a Record of School Achievement.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 3: Assessment Task template

<b>COURSE</b>	
<b>TASK NUMBER</b>	
<b>TASK WEIGHT</b>	%
<b>DATE OF NOTIFICATION</b>	
<b>DUE DATE</b>	

OUTCOMES ASSESSED

TASK DESCRIPTION

TASK INSTRUCTIONS

SUBMISSION INSTRUCTIONS
<p><i>All work that a student submits must be their own work or must be acknowledged appropriately. Student work generated by artificial intelligence (Chat GPT and similar) as their own work will be considered malpractice and may result in a mark of zero being awarded for the task in question. To appeal this decision, the onus is on the student to prove that they have composed/created the assessment task. The student will be required to present this evidence to a panel of staff consisting of the Classroom Teacher, the faculty Head Teacher and Deputy Principal.</i></p>

Teacher's signature: \_\_\_\_\_ Head Teacher's signature \_\_\_\_\_

## Appendix 4: Bibliography and Reference List

A **reference list** contains details of all sources that you cite in your work.

- A reference list is arranged alphabetically by author. If an item has no author, it is cited by title, and included in the alphabetical list using the first significant word of the title.
- A reference list is generally placed at the end of a work.
- Commas are used to separate each item of the reference/citation.
- If you have more than one item with the same author, list the items chronologically, starting with the earliest publication.
- For electronic sources, use angle brackets (<>) to isolate the web address/URL from the rest of the reference.

A **bibliography** includes all sources that you consulted for background reading, even if they are not cited in your work.

The same method of presentation is used for both a references list and a bibliography.

### **BOOKS**

- Author (surname first, followed by first name or initials)
- Title of publication (underlined, or using Italics)
- Publishing company
- Place of publication (usually a town or city)
- Year of publication

This information can usually be found on the first two pages of a book.

**Examples:** (note punctuation): **Collier, A. (2008). *The world of tourism and travel.***

**Rosedale, New Zealand: Pearson Education New Zealand.**

Author: Surname first, then initial or first name  
Title underlined or in italics  
Place of publication  
Publisher  
Year of publication

### **ARTICLES IN BOOKS, NEWSPAPERS, MAGAZINES etc.**

- Author's name (as above)
- Title of article (in inverted commas)

For articles in books:

- The title of the book and publication details (as above)

For articles in newspapers, magazines, journals:

- The title of newspaper, magazine or journal; date or volume number; page(s)

**Examples:** **Gabbett, T., Jenkins, D., & Abernethy, B. (2010). *Physical collisions and injury during professional rugby league skills training.* Journal of Science and Medicine in Sport, 13(6), 578-583**

### **PAMPHLETS**

For pamphlets, you should include at least:

- The name of the organisation producing the pamphlet
- Title
- Date of publication

**Example: Tamihana, B. (2007). *Gambling health promotion: Mate petipeti whakapiki hauora* [Brochure]. Palmerston North, New Zealand: Best Care (Whakapai Hauora) Charitable trust**

### **AUDIOVISUAL SOURCES**

For sources such as videos, you should provide:

- The Production Company (usually found on the label)
- Title
- Date of production. If you can't find the production date, the convention is to put 'nd' (not dated)

**Example: Gardiner, A., Curtis, C., & Michael, E. (Producers), & Waititi, T. (Director). (2010). *Boy: Welcome to my interesting world* [DVD]. New Zealand: Transmission.**

### **MATERIAL FROM THE INTERNET**

Include information in the following order:

- author (the person or organisation responsible for the site)
- year (date created or revised)
- site name (in italics)
- name of sponsor of site (if available)
- accessed day month year (the date you viewed the site)
- URL or Internet address (between pointed brackets). If possible, ensure that the URL is included without a line-break.

**Example: Department of Social Services 2020, *Department of social services website*, Australian government, accessed 20 February 2020, <<https://www.dss.gov.au/>>.**

### **EXAMPLE REFERENCE LIST**

#### References

Albanese, A (Minister for Infrastructure, Transport, Regional Development and Local Government) 2009, *Fairer compensation for air travellers*, media release, 29 January, Department of Infrastructure, Transport, Regional Development and Local Government, Canberra, viewed 30 January 2009, <<http://www.minister.infrastructure.gov.au/releases/2009>>.

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Australian Institute of Health and Welfare 2010, *Child protection Australia 2008-09*, Child welfare series no. 47. Cat. no. CWS 35, Australian Institute of Health and Welfare, Canberra, viewed 06 November 2012, <<https://www.aihw.gov.au/reports/child-protection/child-protection-australia-2008-09/contents/table-of-contents>>.

*Be, know, do: leadership the Army way* 2004, Jossey-Bass, San Francisco.

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Bernstein, D 1995, 'Transportation planning', in WF Chen (ed.), *The civil engineering handbook*, CRC Press, Boca Raton, pp. 231-61.

Bhattacharjee, M 1998, *Notes of infinite permutation groups*, Lecture notes in mathematics no.1698, Springer, New York.

Bourassa, S 1999, 'Effects of child care on young children', *Proceedings of the third annual meeting of the International Society for Child Psychology*, International Society for Child Psychology, Atlanta, Georgia, pp. 44-6.

Bowden, FJ & Fairley, CK 1996, 'Endemic STDs in the Northern Territory: estimations of effective rates of partner change', paper presented to the scientific meeting of the Royal Australian College of Physicians, Darwin, 24-25 June.

Cengel, YA & Boles, MA 1994, *Thermodynamics: an engineering approach*, 2nd edn, McGraw Hill, London.

Donahue-Wallace, K & Chanda, J 2005, 'A case study in integrating the best practices of face-to-face art history and online teaching', *Interactive Multimedia Electronic Journal of Computer-Enhanced Learning*, vol. 7, no. 1, viewed 30 January 2009, <<http://imej.wfu.edu/articles/2005/1/01/index.asp>>.

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# **Stage 5 – Year 10 RoSA Assessment Schedules**

## Year 10 Assessment Schedules – Core Subjects

### English

The report mark for Semester 1 is a percentage conversion of Tasks 1 and 2, whilst the yearly report mark reflects results from all four tasks.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTINGS %
	DUE Week 10 Term 1	DUE Week 6 Term 2	DUE Week 8 Term 3	DUE Week 5 Term 4	
	TASK Imaginative Writing	TASK Visual Representation & Knowledge Test	TASK Extended Response	TASK Yearly Examination	
Thematic Dramatic: Conflict (Shakespeare)	25				25
The Spoken Word: Significant Voices (Poetry and Song)		25			25
The experience of youth in Fiction			25		25
The experience of youth in Film				25	25
<b>TASK VALUE %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>
<b>Task Outcomes:</b>	EN5-1A EN5-3B EN5-5C EN5-9E	EN5-2A EN5-4B EN5-6C EN5-7D EN5-8D	EN5-1A EN5-2A EN5-3B EN5-4B EN5-5C	EN5-6C EN5-7D EN5-8D EN5-9E	

### Stage 5 Course Outcomes

A student:

**EN5-1A** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EN5-2A** effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

**EN5-3B** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

**EN5-4B** effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

**EN5-5C** thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

**EN5-6C** investigates the relationships between and among texts

**EN5-7D** understands and evaluates the diverse ways texts can represent personal and public worlds

**EN5-8D** questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

**EN5-9E** purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

## HSIE (History / Geography)

**Geography – Semester 1**

The report mark for Semester 1 is a percentage conversion of Tasks 1, 2, and 3.

COMPONENTS	TASK 1	TASK 2	TASK 3	WEIGHTINGS %
	DUE Week 9 Term 1	DUE Week 3 Term 2	DUE Week 7 Term 2	
	TASK TITLE <b>Class activity + Submission</b>	TASK TITLE <b>Semester 1 Course Work</b>	TASK TITLE <b>Examination</b>	
Human Wellbeing	45	5		<b>50</b>
Environmental Change and Management		5	45	<b>50</b>
<b>TASK VALUE %</b>	<b>45</b>	<b>10</b>	<b>45</b>	<b>100</b>
<b>Task Outcomes:</b>	GE5-1 GE5-2 GE5-6 GE5-7 GE5-8	GE5-1 GE5-2 GE5-8	GE5-2 GE5-3 GE5-4 GE5-5 GE5-7	

**Stage 5 Course Outcomes**

A student:

- GE5-1** explains the diverse features and characteristics of a range of places and environments
- GE5-2** explains processes and influences that form and transform places and environments
- GE5-3** analyses the effect of interactions and connections between people, places and environments
- GE5-4** accounts for perspectives of people and organisations on a range of geographical issues
- GE5-5** assesses management strategies for places and environments for their sustainability
- GE5-6** analyse differences in human wellbeing and ways to improve human wellbeing
- GE5-7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8** communicates geographical information to a range of audiences using a variety of strategies

## **History – Semester 2**

The report mark for Semester 2 is a percentage conversion of Tasks 1, 2, and 3.

COMPONENTS	TASK 1	TASK 2	TASK 3	WEIGHTINGS %
	DUE Week 9 Term 3	DUE Week 3 Term 4	DUE Week 5 Term 4	
	TASK TITLE <b>Source Analysis + Submission</b>	TASK TITLE <b>Semester 2 Course Work</b>	TASK TITLE <b>Submission + Examination</b>	
Rights and Freedoms Historical Inquiry	20 20			<b>40</b>
Popular Culture		10	10	<b>20</b>
Holocaust		10	30	<b>40</b>
<b>TASK VALUE %</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>100</b>
<b>Task Outcomes:</b>	HT5-1 HT5-2 HT5-3 HT5-4 HT5-6 HT 5-7 HT5-8 HT 5-9 HT 5-10	HT5-2 HT5-5 HT5-6 HT5-9 HT 5-10	HT5-3 HT5-4 HT5-5 HT5-6 HT5-7 HT5-8 HT5-9 HT 5-10	

### Stage 5 Course Outcomes

A student:

**HT5-1** explains and assesses the historical forces and factors that shaped the modern world and Australia

**HT5-2** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

**HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

**HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia

**HT5-5** identifies and evaluates the usefulness of sources in the historical inquiry process

**HT5-6** uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

**HT5-7** explains different contexts, perspectives and interpretations of the modern world and Australia

**HT5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry

**HT5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past

**HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## Mathematics

The report mark for Semester 1 is a percentage conversion of Tasks 1, 2, 3, and 4, whilst the yearly report mark reflects results from all tasks.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	WEIGHTINGS %
	DUE Week 2 Term 1,2,3,4	DUE Week 6 Term 1, 3	DUE Week 9 Term 1	DUE Week 7 Term 2	DUE Week 9 Term 3	DUE Week 5 Term 4	
	TASK Common Task	TASK Topic test	TASK Assignment	TASK Half Yearly Examination	TASK Assignment	TASK Yearly Examination	
Uses appropriate terminology, diagrams and symbols in mathematical contexts.	8	8	3	8	3	8	38
Selects and uses appropriate strategies to solve problems.	8	8	3	8	3	8	38
Provides reasoning to support conclusions that are appropriate to the context.	4	4	4	4	4	4	24
<b>TASK VALUE %</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>100%</b>
<b>Task Outcomes:</b>	WM, NA, MG, SP	WM, NA, MG, SP	WM, NA, MG, SP	WM, NA, MG, SP	WM, NA, MG, SP	WM, NA, MG, SP	

## Stage 5 Course Outcomes

A student:

**Working Mathematically** – develops understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning

**Number and Algebra** – develops efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation

**Measurement and Geometry** – identifies, visualises and quantifies measures and the attributes of shapes and objects, explores measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in finding the solution to problems

**Statistics and Probability** – collects, represents, analyses, interprets and evaluates data, assigns and uses probabilities, and makes sound judgements.

### PDHPE (Personal Development, Health & Physical Education)

The report mark for Semester 1 is a percentage conversion of Tasks 1 to 3, whilst the yearly report mark reflects results from all tasks.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	WEIGHTINGS %
	DUE Week 11 Term 1	DUE Term 1 & 2	DUE Week 7 Term 2	DUE Week 10 Term 3	DUE Term 3 & 4	DUE Week 5 Term 4	
	TASK It Couldn't happen to me	TASK Movement Skills	TASK Half Yearly Exam	TASK Beyond Health 2020	TASK Specialised Movement Skills	TASK Yearly Exam	
Health, Wellbeing & Relationships/ Healthy, Safe & Active lifestyles	15		20	15		20	70
Movement skill & performance		15			15		30
<b>TASK VALUE %</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>100%</b>
<b>Task Outcomes:</b>	PD5-1 PD5-2 PD5-9 PD5-10	PD5-4 PD5-5 PD5-10 PD5-11	PD5-1 PD5-2 PD5-9 PD5-10	PD5-2 PD5-6 PD5-7 PD5-8	PD5-4 PD5-5 PD5-10 PD5-11	PD5 -1 to 11	

#### Stage 5 Course Outcomes - A student:

##### Outcomes – Movement Skill and Performance (MSP)

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

PD5-10 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

##### Outcomes – Health, Wellbeing and Relationships (HWR)

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

PD5-9 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

##### Outcomes – Healthy, Safe and Active Lifestyles (HSAL)

PD5-2 researches and appraises the effectiveness of health information and support services available in the community

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

## Science

The report mark for Semester 1 is a percentage conversion of Tasks 1 (1 & 4), 2 and 3, whilst the yearly report mark reflects results from all tasks.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	WEIGHTINGS %	
	DUE Week 10 Term 1, 2, 3 Week 5 Term 4	DUE Week 10 Term 1	DUE Week 7 Term 2	DUE Week 5 Term 3	DUE Week 10 Term 3	DUE Week 5 Term 4		
	TASK 1, 4, 7, 9 Homework Book	TASK 2 Topic Test	TASK 3 Half Yearly Examination	TASK 5 Student Research Project	TASK 6 Topic Test	TASK 8 Yearly Examination		
Values and Attitudes	5	-	-	5	-	-	10	
Skills	10	5	10	10	5	10	50	
Knowledge and Understanding	5	5	10	5	5	10	40	
<b>TASK VALUE %</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>100%</b>	
<b>Task Outcomes:</b>	SC5-3VA SC5-8WS SC5-9WS SC5-15LW SC5-10PW SC5-17CW SC5-12ES	SC5-7WS SC5-8WS SC5-9WS SC5-15LW SC5-10PW	SC5-7WS SC5-8WS SC5-9WS SC5-15LW SC5-10PW SC5-17CW	SC5-2VA SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	SC5-7WS SC5-8WS SC5-9WS SC5-15LW	SC5-7WS SC5-8WS SC5-9WS SC5-15LW SC5-12ES		

## Stage 5 Course Outcomes

A student:

**SC5-1VA** appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

**SC5-2VA** shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

**SC5-3VA** demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

**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 process within biological systems

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

**SC5-17CW** discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

## Year 10 Assessment Schedules – Elective Subjects

## Agriculture

The report mark for Semester 1 is a percentage conversion of Tasks 1 and 2, whilst the yearly report mark reflects results from all tasks.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTINGS %
	DUE Week 10 Term 1	DUE Week 7 Term 2	DUE Week 5 Term 3	DUE Week 5 Term 4	
	TASK Practical Tasks	TASK Half Yearly Exam	TASK Assignment	TASK Yearly Exam	
Practical Tasks	30				30
Examinations		20		30	50
Assignment			20		20
<b>TASK VALUE %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100%</b>
<b>Task Outcomes:</b>	AG5-1 AG5-8 AG5-10 AG5-13 AG5-14	AG5-6 AG5-8 AG5-12 AG5-13 AG5-14	AG5-4 AG5-3 AG5-11	AG5-6 AG5-8 AG5-12 AG5-13 AG5-14	

**Stage 5 Course Outcomes**

A student:

**AG5-1** explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets

**AG5-2** explains the interactions within and between agricultural enterprises and systems

**AG5-3** explains the interactions within and between the agricultural sector and Australia's economy, culture and society

**AG5-4** investigates and implements responsible production systems for plant and animal enterprises

**AG5-5** investigates and applies responsible marketing principles and processes

**AG5-6** explains and evaluates the impact of management decisions on plant production enterprises

**AG5-7** explains and evaluates the impact of management decisions on animal production enterprises

**AG5-8** evaluates the impact of past and current agricultural practices on agricultural sustainability

**AG5-9** evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics

**AG5-10** implements and justifies the application of animal welfare guidelines to agricultural practices

**AG5-11** designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts

**AG5-12** collects and analyses agricultural data and communicates results using a range of technologies

**AG5-13** applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery

**AG5-14** demonstrates plant and/or animal management practices safely and in collaboration with others

## Food Technology

The report mark for Semester 1 is a percentage conversion of Tasks 1 - 3, whilst the yearly report mark reflects results from all tasks.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	WEIGHTINGS %
	DUE Term 1 & 2	DUE Week 10 Term 1	DUE Week 7 Term 2	DUE Term 3 & 4	DUE Week 5 Term 3	DUE Week 5 Term 4	
	TASK Weekly Practicals	TASK Class test	TASK Half Yearly Exam	TASK Weekly Practicals	TASK Assignment	TASK Yearly Exam	
Practical Skills	25			25			50
Knowledge Tasks		5	15		5	25	50
TASK VALUE %	25	5	15	25	5	25	100%
Task Outcomes:	FT5-1 FT5-2 FT5-5 FT5-10 FT5-11	FT5-2 FT5-4 FT5-6 FT5-7 FT5-13	FT5-3 FT5-6	FT5-1 FT5-2 FT5-5 FT5-10 FT5-11	FT5-6 FT5-7 FT5-8 FT5-9 FT5-12	FT5-1 FT5-10 FT5-12	

## Stage 5 Course 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
- FT5-3 describes the physical and chemical properties of a variety of foods
- 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 individuals 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
- FT5-12 examines the relationship between food, technology and society
- FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

## Industrial Technology - Metal

The report mark for Semester 1 is a percentage conversion of Tasks 1 to 3, whilst the yearly report mark reflects results from all tasks.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TASK 7	WEIGHTINGS %
	DUE Week 10 Term 1	DUE Week 7 Term 2	DUE Week 10 Term 2	DUE Week 8 Term 3	DUE Week 5 Term 4	DUE Week 6 Term 4	DUE Week 6 Term 4	
	TASK Bike Lifter Project	TASK Half Yearly Exam	TASK Windmill Project	TASK Finishes Assignment	TASK Yearly Exam	TASK Major Project folio	TASK Major Project	
Practical Projects	15	5	15		5		25	65
Assignments				10		10		20
Theory Exams		7.5			7.5			15
<b>TASK VALUE %</b>	<b>15</b>	<b>12.5</b>	<b>15</b>	<b>10</b>	<b>12.5</b>	<b>10</b>	<b>25</b>	<b>100%</b>
<b>Task Outcomes:</b>	IND5.1, IND5.2, IND5.3, IND5.7	IND5.1, IND5.3, IND5.4	IND5.1, IND5.2, IND5.3, IND5.6, IND5.7	IND5.9, IND5.10	IND5.1, IND5.3, IND5.4, IND5.7	IND5.5, IND5.8	IND5.1, IND5.2, IND5.3, IND5.7	

## Stage 5 Course 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

The report mark for Semester 1 is a percentage conversion of Tasks 1 to 3, whilst the yearly report mark reflects results from all tasks.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 7	TASK 8	TASK 9	WEIGHTINGS %
	DUE Week 7 Term 1	DUE Week 7 Term 2	DUE Week 10 Term 2	DUE Week 5 Term 3	DUE Week 5 Term 3	DUE Week 8 Term 4	DUE Week 6 Term 4	DUE Week 6 Term 4	
	TASK Timber Footstool	TASK Half Yearly Exam	TASK Tote Tray/Jewellery Box	TASK Assignment- Defects	TASK MDP Folio Progress	TASK Yearly Exam	TASK Major Project	TASK Major Project Folio	
Practical Projects	15	2.5	15			2.5	25		60
Assignments				10	5			10	25
Theory Exams		7.5				7.5			15
<b>TASK VALUE %</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>5</b>	<b>10</b>	<b>25</b>	<b>10</b>	<b>100%</b>
<b>Task Outcomes:</b>	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6	IND5-1, IND5-3, IND5-4	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6	IND5-8, IND5-9, IND5-10	IND5-5, IND5-8.	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-8	IND5-6, IND5-7, IND5-8, IND5-10	

## Stage 5 Course 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

## Music

## Year 9/10

COMPONENTS	TASK 1	TASK 2	TASK 5	TASK 6	WEIGHTINGS %
	DUE Week 9 Term 1	DUE Week 5 Term 2	DUE Week 8 Term 3	DUE Week 6 Term 4	
	TASK TITLE Performance and Research Task	TASK TITLE Composition and Viva Voce	TASK TITLE Performance and Aural Exam	TASK TITLE Yearly Exam and Aural Task	
<b>Topic 1:</b> Concepts of Music using Rock and Pop	P – 15% C – 10%				<b>25</b>
<b>Topic 2:</b> Jazz Music		C – 10% P – 15%			<b>25</b>
<b>Topic 3:</b> Theatre Music			P – 10% L – 15%		<b>25</b>
<b>Topic 4:</b> Music Through The Ages				25%	<b>25</b>
<b>TASK VALUE %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>
Specific outcomes assessed by each task	5.1, 5.2, 5.3, 5.10, 5.11	5.4, 5.5, 5.6, 5.7	5.1, 5.3, 5.8, 5.9, 5.12	5.7, 5.8, 5.9, 5.10	

**C-Composing      P-Performing      L-Listening**

- 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 musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 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

## PASS

The report mark for Semester 1 is a percentage conversion of Tasks 1 to 3, whilst the yearly report mark reflects results from all tasks.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	WEIGHTINGS %
	DUE Week 8 Term 1	DUE Term 1 & 2	DUE Week 7 Term 2	DUE Week 8 Term 3	DUE Term 3 & 4	DUE Week 5 Term 4	
	TASK Coaching Survey	TASK Games/Sport	TASK Half Yearly Exam	TASK Event Management	TASK Game Sense	TASK Yearly Exam	
Coaching	10		5			5	20
Issues In Sport			5			5	10
Event Management/ Promoting Active Lifestyles				10		10	20
Games & Fundamental Movement Skills		25			25		50
<b>TASK VALUE %</b>	<b>10</b>	<b>25</b>	<b>10</b>	<b>10</b>	<b>25</b>	<b>20</b>	<b>100%</b>
<b>Task Outcomes:</b>							

### Stage 5 Course 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

## Visual Arts

The report mark for Semester 1 is a percentage conversion of Tasks 1, 2 and 3, whilst the yearly report mark reflects results from all tasks.

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	WEIGHTINGS %
	DUE Week 9 Term 1	DUE Week 6 Term 2	DUE Week 7 Term 2	DUE Week 9 Term 3	DUE Week 4 Term 4	DUE Week 5 Term 4	
	TASK Practical & Case Study	TASK Practical & Case Study	TASK Half-Yearly Examination	TASK Practical & Case Study	TASK Practical & Case Study	TASK Yearly Examination	
Topic 1	20		5				25
Topic 2		20	5				25
Topic 3				20		5	25
Topic 4					20	5	25
<b>TASK VALUE %</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>100%</b>
<b>Task Outcomes:</b>	5.1 – 5.10	5.1 – 5.10	5.7 5.8 5.9 5.10	5.1 – 5.10	5.1 – 5.10	5.7 5.8 5.9 5.10	

### Stage 5 Course Outcomes

A student:

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