

# Assessment Information

## South Grafton High School

Our school values excellence and innovation

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# 2023- Year 10, RoSA

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Education

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## INTRODUCTION

### Purpose of Assessment

Assessment is the process of identifying, gathering and interpreting information about student achievement. It can be used for a number of key purposes, including to:

- Assist students' learning.
- Provide information on a student's learning and their progress in a course in relation to the syllabus outcomes.
- Provide evidence of the satisfactory completion of a course.

In the context of Stage 5 and the Record of School Achievement (RoSA) a major requirement of our internal assessment program is that it provides a measure of each student's achievement in each course based on:

- A wider range of syllabus outcomes than can be measured by an examination alone.
- Multiple measures and observations made throughout the course rather than a single assessment event.

To assist with the coordination of this process, SGHS has developed an assessment program for each Stage 5 course taught, which outlines the type of assessment tasks and the outcomes being assessed. These tasks are conducted throughout Year 10 and each has a weighting determined by the school. School-based assessment tasks are linked to standards because the tasks focus on outcomes. They are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the common grade scale.

### Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is a cumulative credential that students begin working towards when they commence their Stage 5 studies in Year 9. It records all of the courses a student has completed in Years 9 and 10, along with the grade awarded. The RoSA credential also lists any Stage 6 courses in which a student has satisfactorily participated in, but not yet completed at the time of leaving school.

To be eligible for a RoSA, students must have:

- a) Satisfactorily completed the mandatory curriculum requirements for Years 7 to 10.
- b) Attended a government school, an accredited non-government school or a recognised school outside NSW.
- c) Completed courses of study that satisfy the NSW Education Standards Authority (NESA) curriculum and assessment requirements for the RoSA.

The NSW Education Standards Authority (NESA) will issue the formal RoSA credential to eligible students when they leave school. Students who go on to satisfactorily complete the Higher School Certificate (HSC) will receive a credential that supersedes their RoSA.

## **Satisfactory Completion of Courses**

The following course completion criteria refer to all Stage 5 courses. 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 NESA.
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- Achieved some or all of the course outcomes.

For courses where school assessment marks are submitted to NESA, students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.

If the Principal determines that a student is in danger of not meeting the above course completion criteria, the student will be given a written warning in sufficient time to correct any problems regarding their satisfactory completion of course requirements.

If the Principal determines that a student has not met the above criteria for satisfactory completion of a course, the school will inform NESA and the student in writing.

If a student does not satisfactorily complete a course, they will receive no results in that course, the course will not appear on their NESA record, and the course will not count towards their pattern of study for the award of a Higher School Certificate. This may mean that the student is no longer eligible to receive a RoSA or to undertake Preliminary HSC courses the following year.

## **Satisfactory Completion of VET Curriculum Frameworks**

The satisfactory course completion criteria outlined for Stage 5 Courses above also applies to the completion of any courses requiring competency-based assessment.

In addition to this, courses in the VET Industry Curriculum Frameworks have been designed to deliver units of competency that are drawn from Industry Training Packages. Work placement is a mandatory requirement of each framework course, and for some other VET courses. For each course, a minimum number of hours are required in the workplace to enable students to progress towards the achievement of industry competencies and to practise skills acquired in the classroom or workshop. If a student fails to complete the mandatory work placement component of a VET course, it may be determined that they have not made a genuine attempt to complete the course requirements as outlined above.

## **Satisfactory Attendance**

Whilst NESA does not mandate attendance requirements, Principals may determine that as a result of absence, a student has not met the course completion criteria outlined above. The school will regard absences seriously as teachers, Head Teachers, Year Advisers, Deputies and the Principal must decide if there is sufficient evidence to show that a student is making satisfactory progress towards achieving the outcomes of a course. It is generally accepted that a student's attendance will need to be at least 85% if they are to satisfactorily complete a course of study.

## Further Advice and Information

- The Principal, Deputy Principals, faculty Head Teachers and Year Advisors can provide further advice and information.
- Regional NESA Liaison Officer, located in Coffs Harbour.  
Ph: 02 6659 3274
- NSW Education Standards Authority (NESA)  
GPO Box 5300, Sydney NSW 2001  
Tel:(02) 9367 8111                      website: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

## Changes and Alterations

Changes to school procedures will be:

- Posted on Sentral in the Documents section.
- Issued in writing to all members of staff concerned.
- Issued in writing to all students affected by the change and they will be required to sign a register acknowledging they have received the changes.
- Made available to parents/carers via Sentral or provided in writing if requested.

## Assessment Procedures

The school reserves the right to substitute or alter any part of this Assessment Information Booklet at any time provided that such changes are consistent with the policy of NESA, and that students and parents are notified of the change.

### GENERAL

1. Stage 5 Beginners courses are 100-hour courses and may be undertaken by students in either Year 9 or 10. Overall assessment for these courses will be based on a single year's assessment and this will be reflected in the grade submitted to NESA.
2. Stage 5 Continuers courses are 200-hour courses and are only available to students in Year 10 who have completed the corresponding Beginners course. Overall assessment for these courses will be based on both years' assessment and this will be reflected in the grade submitted to NESA.
3. Grouping of students for assessment:
  - a) Assessment of all students studying a course will be based on common assessment tasks. When there is more than one class studying the same course the faculty Head Teacher must ensure that:
    - The same assessment task is used for all classes.
    - The assessment conditions are the same for all classes.
    - All groups complete the task as close in time as the timetable allows.
    - All tasks are marked to the same common standard.
  - b) Accelerated students will be assessed with the corresponding Year 11 or Year 12 students. Their results will be reported as a single group undertaking the same course. They are expected to meet all assessment requirements for that course in the same way as all other students.

#### 4. Assessment tasks:

- a) Each student, including late enrolments and partial enrolments, will receive a copy of the Assessment Information Booklet.
  - b) The actual weighting for each task in each course is shown in the course-specific assessment schedules included in this document.
  - c) Teachers will issue an Assessment Task notification to each student which clearly describes:
    - The nature of the task.
    - The syllabus outcomes on which achievement will be assessed.
    - The criteria which will be used to measure a student's achievement in relation to the specified outcomes.
5. Students must submit tasks by the due date, during their normal lesson time. The task should be handed to their class teacher. It is the responsibility of the student to arrange an early submission of a task in the event of a planned absence.
6. In the event that the class teacher is absent on the day a task is due, the faculty Head Teacher will make alternative arrangements to receive the students' work.
7. In the event that the class teacher is absent on the day an in-class task is to be completed, the assessment should go ahead as planned. If this is not possible, the task should be rescheduled at the earliest appropriate date.
8. If a task proves to be invalid or fails to discriminate, the faculty involved may deem it necessary to set a replacement task. It may also be necessary to reschedule a task from the published date. In these circumstances, the following steps should be taken by the teacher(s) involved:
- Consult with the group(s) involved to find a suitable alternative time for the task.
  - Ensure the change does not grossly advantage or disadvantage any student.
  - Advise changes to the published schedule in writing to the affected students, faculty Head Teacher, Year Adviser and the Principal.
  - Ensure adequate notice, usually two weeks, is given.
9. In the case of Semester exams, students should be aware that achievement may be assessed in relation to all of the outcomes covered to that point in the course. The timing of Semester exams is outlined in this Assessment Information Booklet.
10. In a standards-referenced approach to assessment:
- Tasks are designed to focus on outcomes.
  - The types of assessment tasks are appropriate for the outcomes being assessed.
  - Tasks reflect the weightings and components specified in the relevant syllabus documents.
  - Students know the assessment criteria before they begin a task.
  - Students get meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance.
  - Students will be assessed according to their achievements against course standards.
  - Measures that reflect a student's conduct and behaviour are not included.
11. For each assessment task, each student will be given a mark and meaningful feedback on the task. Students will be kept informed of their progress via their academic school reports.

**12.** Assessment results must be recorded in three locations: the class teacher's daybook, the class teacher's personal Sentral Markbook and a course specific faculty Markbook also in Sentral. These records must show the results on all tasks to date and the current cumulative assessment mark and rank of all students.

**13.** Academic School Reports:

- a) Students will be issued with a Semester 1 Report at the end of Term 2 and a Semester 2 Report at the end of Term 4. Each report will reflect the student's progress towards achieving the outcomes covered and their overall rank for that semester.
- b) Presentation Day awards are based on a student's performance over the whole year. Semester 1 and 2 results will be combined according to the assessment schedules contained in this booklet. This combined mark will be used to rank students in each course. Students who place first in a course will receive an award to acknowledge their academic achievement at the Presentation Day Awards Assembly.
- c) To be eligible for the Principal's Award for Academic Excellence, students must have been consistently ranked in the top five places of the courses they have studied. Points are then allocated as follows and totalled to give an aggregate score.

1<sup>st</sup> = 5 points, 2<sup>nd</sup> = 4 points, 3<sup>rd</sup> = 3 points, 4<sup>th</sup> = 2 points and 5<sup>th</sup> = 1 point

Students with the highest aggregate scores will receive the Principal's Award for Academic Excellence at the Presentation Day Assembly at the end of each year.

- d) A Common Grade Scale is used to report student achievement in Years 7 to 10 in all NSW schools. The scale describes performance at each of the following grade levels:

Grade	Descriptor
<b>A</b>	The student has an extensive 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 thorough 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 sound 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 basic 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 elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
<b>N</b>	The student has not applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course. In addition, they have not achieved some or all of the course outcomes. They are at risk of not satisfactorily completing the course.

## **14. Disability Provisions**

- a) Students with special education needs work towards syllabus outcomes identified through a collaborative curriculum planning process. They will be given a range of opportunities to demonstrate achievement of these outcomes. Some students with special education needs will require adjustments to assessment activities to enable them to complete the task. This will ensure they have an equitable opportunity to demonstrate what they know and what they can do.
- b) Adjustments enable a student with special education needs to attempt syllabus outcomes and content on the same basis as their peers. They are intended to provide equitable opportunities for students with special education needs rather than confer an advantage. The types of adjustments made will vary according to the needs of the individual student.
- c) Adjustments can include practical arrangements to help students with special education needs complete assessment tasks. These practical arrangements are known as disability provisions and schools are responsible for any decisions about adjustments to coursework and formal school-based assessment tasks. There is no guarantee that the disability provisions granted at school for coursework and assessment tasks, will also be granted for the HSC examinations.
- d) In order to access adjustments (for example, small group supervision, a reader, a writer, diabetic provisions, etc.) for assessment tasks, students, their parents or carers need to contact the Learning and Support Teachers (LaST) located in the Library. They can explain the process which needs to be followed and the paperwork which needs to be completed.

## **ILLNESS/MISADVENTURE**

### **1. Planned absence on the day of an assessment task:**

- a) If a student knows they are going to be absent on the day of an assessment task, they must inform their teacher, prior to the absence.
- b) Hand-in tasks will need to be submitted to the teacher prior to the absence.
- c) Under no circumstances may a student attempt a formal examination before the scheduled time without express approval of the Principal.

### **2. If a student is suspended from school at the time an assessment task is due, the student must make arrangements to submit the task by the due date. A student on suspension is expected to attend the lesson in which an assessment task has been scheduled, unless the Principal or Deputy Principal considers that their attendance presents an unacceptable risk to others. Alternative arrangements will be made if this is the case.**

### **3. Illness/Misadventure at the time of an Assessment Task**

It is necessary that a parent or carer contacts the school immediately if one or more of the following occurs:

- a) There is a problem completing an assessment task by the due date. Only in exceptional cases will an extension be given. The Year Adviser, in consultation with the faculty Head Teacher and the class teacher is the only person who can give an extension. Teachers should regularly monitor student progress so that a fair and reasonable assessment of the situation is possible in the event that a task is submitted late.



- b) A student's performance in an assessment task has been affected by illness or unforeseen misadventure which occurred immediately before or during the assessment period.
- c) A student is prevented from attending an assessment task due to illness and/or misadventure.
- d) A student is prevented from submitting an ongoing assessment task in person (this includes practical projects, reports, speeches etc. requiring preparation before the due date) due to illness and/or misadventure.

Only in exceptional cases, can the Year Adviser, in conjunction with the faculty Head Teacher and the class teacher, accept a task without penalty. Where individual circumstances are of a highly confidential and exceptional nature, special cases may be presented to the Principal for consideration.

#### 4. Unacceptable grounds for Illness/Misadventure

The provisions for Illness/Misadventure generally **do not** cover:

- a) Attendance at a family holiday or social occasion.
- b) Attendance at a sporting or cultural event.
- c) Visiting sick relatives or friends.
- d) Alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. This includes technology failure.
- e) Disabilities for which the school has already granted special provisions unless an unforeseen episode occurs.
- f) Long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the assessment task.
- g) Matters avoidable by the student (e.g. misreading or misinterpretation of assessment deadlines or exam timetables and instructions, loss of work due to a technology failure).

Please note that tracking of student Illness/Misadventure will occur in order to monitor repeated occurrences from the same student. It may occur that a first application is accepted and a later one for the same reason is declined. This will ensure that the assessment process is not compromised.

#### 5. Technology and technology failure

- a) With the exception of computer-based courses, the use of computers in the preparation and presentation of assessment tasks is optional. Students using computers must accept responsibility for the loss of any data or the non-completion of tasks due to computer related problems.
- b) If a student suffers any form of technology failure, they will need to provide printouts of drafts or partial drafts or associated notes and summaries in order for extensions or misadventure to be considered.
- c) Students will be solely responsible for maintaining backups of all personal data files, independently of the school's computers and network.

#### 6. Irrespective of the outcome of a request for consideration due to Illness/Misadventure, all students will be required to complete all tasks or a substitute task to show evidence that they have met the course completion criteria.

## 7. Estimates and Substitute Tasks

- a) A substitute task may be administered, or an estimated mark may be given at the discretion of the faculty Head Teacher when a student is absent from a task with a valid reason.
- b) It is anticipated that parents or the student would have already contacted the school regarding the problem and consideration due to Illness/Misadventure would have been requested.
- c) Consultation between the Deputy Principal, the Year Adviser, the faculty Head Teacher and the teacher will determine appropriate measures for a student who is absent for a prolonged period with valid reasons, or a student who suffers from a chronic trauma.
- d) Where an estimate is given this will count as the student having completed the task in relation to the requirement that students must complete more than 50% of the assessment for a course in order for it to count towards the completion of a Stage 5 course for the purpose of their RoSA.

## AWARD OF ZERO MARKS

### 1. Zero marks will be awarded:

- a) For any task or component of an ongoing task that is submitted late and for which Illness/Misadventure is not approved. This includes tasks submitted after the time stated on the Assessment Task Notification.
- b) If a student is absent from a task without a valid reason.
- c) If there is sufficient evidence of malpractice as outlined below.
- d) If there is sufficient evidence of a non-serious attempt. In all assessment tasks, non-serious attempts will be identified by the teacher and the faculty Head Teacher and dealt with by the Deputy Principal and the Year Adviser
- e) A student refuses to complete a task. This could jeopardise the student's ability to satisfactorily complete a course.
- f) The answers are not written in English, except where required or permitted by the question paper.

### 2. Frivolous or Objectionable Material.

Teachers and Head Teachers will bring to the Year Adviser's attention assessment tasks that contain frivolous or objectionable material. Frivolous or objectionable material may result in an assessment task being deemed a non-serious attempt. This could result in a mark of zero.

## MALPRACTICE

### 1. Malpractice is any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:

- a) Copying someone else's work in part or as a whole and presenting it as their own.
- b) Using material directly from books, journals, CDs or websites without referencing the source.
- c) Building on the ideas of another person without reference to the source.

- d) Buying, stealing or borrowing another person's work and presenting it as their own.
  - e) Submitting work to which another person such as a parent, coach, tutor or subject expert has contributed substantially.
  - f) Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
  - g) Paying someone to write or prepare material.
  - h) Breaching school examination rules.
  - i) Using non-approved aides or devices during an assessment task.
  - j) Contriving false explanations to explain work not submitted by the due date.
  - k) Assisting another student to engage in malpractice.
2. All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be the student's own work or it must be acknowledged appropriately. Malpractice, including plagiarism, will lead to a student receiving zero marks and may jeopardise their RoSA results.

## **Students at Risk of Non-Completion**

1. Official Warning that a student is at risk of not completing a course
  - a) Students who do not complete an assessment task, and/or have not been granted approval for Illness/Misadventure will be issued with an official N-warning letter. They will then have two weeks to resolve the issue by completing the task.
  - b) A student who has been issued with at least two N-warnings for the same course is at risk of not meeting the course completion criteria and may be N-determined.
2. Representing the School
  - a) Students who have unresolved N-warning will not be eligible to represent South Grafton High School at any sporting or cultural events.
  - b) Also, they will not be eligible to attend non-curriculum based excursions.
  - c) Once the N-warning has been resolved, the restrictions will be lifted.
3. Official Determination of Non-completion of a Stage 5 Course
  - a) Where it is determined that a student has not met the course completion criteria as outlined on page 4 of this document, they place themselves at risk of receiving an N-determination. An N-determination will mean that the course will not be listed on the student's NESA record. Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth more than 50% must be completed.
  - b) NESA requires that the Principal must warn students as soon as possible and advise their parents or carers in writing if they are at risk of not completing a course. This warning should be given in time for the problem to be corrected. NESA also requires that if the first warning letter is not effective, a further warning letter(s) should be sent.
  - c) A minimum of two course-specific N-warnings must be issued prior to a final N-determination being made for a course.
  - d) Students who are in danger of being given an N-determination will be interviewed by the teacher and faculty Head Teacher before being referred to the Year Adviser and

the Principal. (Notation of any such interview will be recorded in Sentral.)

- e) A parent/carer interview will be conducted if applicable.
- f) Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the N-determination as outlined below.

#### 4. Procedures required to issue a Non-Completion of Course Determination

- a) A Principal's Determination Form will be completed for each student who is to be given an N-determination.
- b) Where possible, the Principal will explain to the student the reasons for the determination(s) made on the form and advise them of the consequences of this determination. The course(s) will not be listed on the student's Record of Achievement unless the student seeks a review of this determination and the appeal is successful. The N- determination may also affect the student's ability to commence their Preliminary HSC studies, as they must have successfully completed all of the mandatory RoSA courses.
- c) Where possible, the student will be advised of their right to seek a reconsideration of this determination, and the procedures involved in submitting an appeal.
- d) Where possible, the Principal will ensure the student has read the Information for Students and read and signed the Student's Declaration on the Principal's Determination Form.

## APPEALS

### 1. Assessment Review - Individual Tasks

- a) Students must check assessment results at the time a task is returned to them.
- b) Once a task has been assessed and the mark accepted, i.e. recognised by both the teacher and the student, then it constitutes an agreed mark and cannot be altered. The work does not have to be kept by the teacher, as it cannot be remarked.
- c) If a student does not accept the teachers' judgement of the marks to be awarded for their performance in an assessment task i.e. there is not an agreed mark, they are entitled to lodge an appeal. Students wishing to appeal need to indicate their intention to the teacher who will retain the assessment task and forward it to the faculty Head Teacher.
- d) The appeal will be considered within 3 school days of being submitted to the faculty Head Teacher by a review committee comprised of the Head Teacher of the subject concerned and another Head Teacher.
- e) If the student's appeal is successful, the student will be informed, and any changes will be recorded.
- f) If the student's appeal is unsuccessful, the student will be informed, and no further actions are available.

### 2. Appeal an N-determination

- a) A student may appeal an N-determination. When an N-determination is made, the Principal's Report should be completed, and a copy given, together with the Student Appeal form, to the student, or forwarded to the student's home address. A student wishing to appeal needs to complete the Student Appeal form and submit it to the

Principal.

- b) If the student's appeal is successful at the school level, notification will be sent to NESA so that the N- determination can be removed from the unsatisfactory completion of course schedule.
- c) If the student's appeal is unsuccessful at the school level, the Principal's Report form, the Student Appeal form and any other relevant documentation will be submitted by the date specified to NESA.
- d) Students have the right to appeal to NESA if their appeal is unsuccessful at the school level.

## Assessment at a Glance

Week	Term 1, 2023	Term 2, 2023	Term 3, 2023	Term 4, 2023	Week
1	No Classes			English	1
2			PASS	Music Visual Art Agriculture IT Metal Photography Ceramics	2
3	PDHPE	PDHPE Ceramics	PDHPE	History Science IT Timber Food Technology	3
4	PDHPE	History Music Commerce Food Technology	PDHPE	Photography Commerce Marine Studies Child Studies	4
5	PDHPE	Science Visual Art	Mathematics PASS	PDHPE Food Technology	5
6	PASS IT Timber Marine Studies	PASS IT Timber Marine Studies Photography	Agriculture		6
7	IT Metal	Agriculture IT Metal	Music Commerce		7
8	Commerce History PDHPE Agriculture	English Child Studies	English Photography History Science Marine Studies		8
9	English Music Food Technology Child Studies	PASS	PASS IT Timber		9
10	Photography Visual Arts Mathematics Science		IT Metal Visual Art Ceramics		10
11		No Classes	No Classes		11

## AGRICULTURE

Task	Description	Timing	Outcomes AG	Weight
1.	Practical Tasks	Ongoing	5.4, 5.13, 5.14	40%
2.	Research Task: Agricultural Systems & Management	Term 1 Week 8	5.1, 5.2, 5.3, 5.5	15%
3.	Semester Exam	Term 2 Week 7	5.1, 5.2, 5.3, 5.5, 5.6, 5.8, 5.9	15%
4.	Plant Trial Report and Plant Production	Term 3 Week 6	5.11, 5.12	15%
5.	Animal Production Task	Term 4 Week 2	5.1, 5.7	15%
			<b>Total</b>	<b>100%</b>

## CHILD STUDIES

Task	Description	Timing	Outcomes	Weight
1.	Health & Safety	Term 1 Week 9	CS5-2, CS5-5, CS5-11	30%
2.	Food & Nutrition	Term 2/3 Week 4	CS5-2, CS5-5, CS5-8	35%
3.	Children & Culture	Term 3/4 Week 4	CS5-2, CS5-8, CS5-11	35%
			<b>Total</b>	<b>100%</b>

## COMMERCE

Task	Description	Timing	Outcomes	Weight
1.	Employment and work Futures	Term 1 Week 8	5.1, 5.2, 5.3, 5.4	25%
2.	The Economic and Business Environment	Term 2 Week 4	5.2, 5.3, 5.6, 5.9	25%
3.	Promoting and Selling	Term 3 Week 7	5.5, 5.7, 5.8, 5.9	25%
4.	Travel	Term 4 Week 4	5.1, 5.4, 5.6, 5.8, 5.9	25%
			<b>Total</b>	<b>100%</b>

## ENGLISH

Task	Description	Timing	Outcomes EN	Weight
1.	Essay Task: Area of Study – The Individual and Society	Term 1 Week 9	5-1A, 5-2A, 5-3B, 5-4B, 5-5C,5-6C,5-7D,5-8D, 5-9E	20%
2.	Multimodal Presentation	Term 2 Week 8	5-1A, 5-2A, 5-3B, 5-4B, 5-5C,5-6C,5-7D,5-8D, 5-9E	30%
3.	Discursive Writing Task	Term 3 Week 8	5-1A, 5-2A, 5-3B, 5-4B, 5-5C,5-6C,5-7D,5-8D, 5-9E	10%
4.	Portfolio Task	Term 4 Week 1	5-1A, 5-2A, 5-3B, 5-4B, 5-5C,5-6C,5-7D,5-8D, 5-9E	40%
			<b>Total</b>	<b>100%</b>



## FOOD TECHNOLOGY

Task	Description	Timing	Outcomes FT	Weight
1	Research and Investigation Task	Term 1 Week 10	5-7, 5-8, 5-9	25%
2	Practical Skills	Term 2 Week 4	5-1, 5-2,	25%
3	Research and Investigation Task	Term 4 Week 3	5-6, 5-7, 5-13	25%
4.	Practical Skills	Term 4 Week 5	5-10, 5-11	25%
			<b>Total</b>	<b>100%</b>

## HSIE

Task	Description	Timing	Outcomes HT	Weight
1.	History - End of topic test.	Term 1 Week 8	5-1, 5-2, 5-3, 5-4	20%
2.	History - 'Research Process & Inquiry Task'. In-Class	Term 2 Week 4	5-5, 5-6, 5-7, 5-8, 5-9, 5-10	30%
3.	History - 'Research Process & Inquiry Task'. Individual	Term 3 Week 8	5-5, 5-6, 5-7, 5-8, 5-9, 5-10	30%
4.	History - Final Exam	Term 4 Week 3	5-1, 5-2, 5-3, 5-4	20%
			<b>Total</b>	<b>100%</b>

## INDUSTRIAL TECHNOLOGY- BUILDING & CONSTRUCTION

Task	Description	Timing	Outcomes IND	Weight
1.	Minor Project	Term 1 Week 8	5-1, 5-2, 5-5	25%
2.	Minor Project	Term 2 Week 4	5-1, 5-2, 5-5	25%
3.	Minor Project	Term 3 Week 6	5-5, 5-7, 5-10	25%
4.	Minor Project	Term 4 Week 2	5-1, 5-3, 5-7	25%
			<b>Total</b>	<b>100%</b>

## INDUSTRIAL TECHNOLOGY – METAL

Task	Description	Timing	Outcomes IND	Weight
1.	Minor Project	Term 1 Week 7	5-1, 5-2, 5-5	25%
2.	Minor Project	Term 2 Week 7	5-1, 5-2, 5-5	25%
3.	Minor Project	Term 3 Week 10	5-5, 5-7, 5-10	25%
4.	Minor Project	Term 4 Week 2	5-1, 5-3, 5-7	25%
			<b>Total</b>	<b>100%</b>

## INDUSTRIAL TECHNOLOGY – TIMBER

Task	Description	Timing	Outcomes IND	Weight
1.	Minor Project	Term 1 Week 6	5-1, 5-2, 5-5	20%
2.	Minor Project	Term 2 Week 6	5-1, 5-2, 5-4	25%
3.	Minor Project	Term 3 Week 9	5-1, 5-2, 5-5	35%
4.	Minor Project	Term 4 Week 3	5-1, 5-3, 5-7	20%
			<b>Total</b>	<b>100%</b>

## MARINE STUDIES

Task	Description	Timing	Outcomes MAR	Weight
1.	Quiz	Term 1 Week 6	5-1, 5-11, 5-14	25%
2.	Aquarium Task	Term 2 Week 6	5-9, 5-10, 5-13	25%
3.	Marine Mammal Research Task	Term 3 Week 8	5-3, 5-7, 5-8	25%
4.	Quiz	Term 4 Week 4	5-1, 5- 4, 5-13, 5-14	25%
			<b>Total</b>	<b>100%</b>

## MATHEMATICS 5.3 PATHWAY

Task	Description	Timing	Outcomes MA5.3	Weight
1.	In-class Assessment at the end of Two Topics	Ongoing in Semester 1	6NA,7NA,8NA 9NA, 10NA,12NA,17SP,15MG	50%
2.	Investigation Task: Statistics	Term 3 Week 5	3WM,12SP,15SP,16SP, 18SP,19SP	15%
3.	In-class Assessment at the end of Two Topics	Ongoing in Semester 2	4NA,7NA,11NA,12SP, 15SP,16SP,17SP, 18SP, 19SP,11MG,12MG, 13MG,14MG	35%
			<b>Total</b>	<b>100%</b>

## MATHEMATICS 5.2 PATHWAY

Task	Description	Timing	Outcomes MA5.2	Weight
1.	In-class Assessment at the end of Two Topics	Ongoing in Semester 1	2NA,4NA,6NA,7NA,8NA, 9NA,10NA,12NA,17SP	50%
2.	Investigation Task: Statistics	Term 3 Week 5	1WM,2WM,12SP,15SP,16 SP	15%
3.	In-class Assessment at the end of Two Topics	Ongoing in Semester 2	5NA,7NA,10NA,12SP, 15SP,16SP,8MG,11MG,1 4MG	35%
			<b>Total</b>	<b>100%</b>

## MATHEMATICS 5.1 PATHWAY

Task	Description	Timing	Outcomes MA5.1	Weight
1.	In-class Assessment at the end of Two Topics	Ongoing in Semester 1	4NA,6NA,7NA,8NA,9NA, 10NA,17S	50%
2.	Investigation Task: Statistics	Term 3 Week 5	1WM,12SP,15SP,16SP	15%
3.	In-class Assessment at the end of Two Topics	Ongoing in Semester 2	4NA,6NA,12SP,15SP, 16SP,8MG,11MG,12MG, 14MG,15MG,16MG	35%
			<b>Total</b>	<b>100%</b>

## MUSIC

Task	Description	Timing	Outcomes	Weight
1.	Performance	Term 1 Week 9	5.2, 5.3, 5.4, 5.5	25%
2.	Composition	Term 2 Week 4	5.5, 5.6, 5.7, 5.8, 5.11	30%
3.	Composition	Term 3 Week 7	5.5, 5.6, 5.7, 5.8, 5.10, 5.11	10%
4.	Performance	Term 4 Week 2	5.5, 5.3, 5.4, 5.5	15%
5.	Listening Task	Term 4 Week 2	5.7, 5.8, 5.9 ,5.10	20%
			<b>Total</b>	<b>100%</b>

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION - PDHPE

Task	Description	Timing	Outcomes PDHPE	Weight
1.	Dance Performance	Term 1 Weeks 3-5	5.4, 5.5	15%
2.	Assignment: I can Influence Others	Term 1 Weeks 8	5.1, 5.2, 5.6, 5.7	15%
3.	Athletics Pentathlon	Term 2 Week 3	5.4, 5.9, 5.10	15%
4.	In Class Test Mental Health	Term 2 Week 3	5.4, 5.5, 5.6, 5.7, 5.8, 5.11	15%
5.	Skills assessment: Football Codes	Term 3 Week 3	5.1, 5.2, 5.3	15%
6.	Relationships Task	Term 3 Week 3-4	5.4, 5.5, 5.11	10%
7.	Skills Assessment: Volleyball, Basketball	Term 3 Week 10	5.2, 5.3, 5.9, 5.10	15%
			<b>Total</b>	<b>100%</b>

## PHOTOGRAPHY AND DIGITAL MEDIA

Task	Description	Timing	Outcomes	Weight
1.	Portraits	Term 1 Week 10	5.1, 5.4, 5.6, 5.7, 5.9	30%
2.	Theory Task 1	Term 2 Week 6	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8	15%
3.	Exhibition Prints	Term 3 Week 8	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	40%
4.	Theory Task 2	Term 4 Week 3	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	15%
			<b>Total</b>	<b>100%</b>

## PHYSICAL ACTIVITY AND SPORTS STUDIES – PASS

Task	Description	Timing	Outcomes	Weight
1.	Summer Sports Skills Assessment	Term 1 Week 6	4.1, 4.2, 4.3, 4.4	12.5%
2.	Australia's Sporting Identity Quiz	Term 1 Week 9	2.1, 2.2	25%
3.	Racquet Sports Checklist	Term 2 Week 6	4.1, 4.2, 4.3, 4.4	12.5%
4.	Coaching Kahoot Exam and Peer Teaching	Term 3 Week 2	3.1, 3.2	12.5%
5.	Winter Sports Skills Assessment	Term 3 Week 5	4.1, 4.2, 4.3, 4.4	25%
6.	Technology in Sport Assessment	Term 3 Week 9	3.1, 3.2	12.5%
			<b>Total</b>	<b>100%</b>

## SCIENCE

Task	Description	Timing	Outcomes SC	Weight
1.	Topic Test	Term 1 Week 10	5-16CW, 5-17CW 5-7WS, 5-8WS, 5-9WS	25%
2.	Research Task	Term 2 Week 5	5-514LW, 5-15LW, 5-7WS, 5-9WS	25%
3.	Topic Test	Term 3 Week 8	5-10PW, 5-11PW 5-7WS, 5-8WS, 5-9WS	25%
4.	Independent Research Task	Term 4 Week 3	5-4WS, 5-5WS, 5-6WS, 5-7WS, 5-8WS, 5-9WS	25%
			<b>Total</b>	<b>100%</b>

## VISUAL ARTS

Task	Description	Timing	Outcomes	Weight
1.	Practical and Research Task-Brett Whiteley	Term 1 Week 10	5.1,5.2,5.3,5.4,5.5,5.6, 5.7,5.9,	30%
2.	Practical and Research task Pop Art	Term 2 Week 5	5.1,5.2,5.3,5.4,5.5,5.6, 5.7,5. 8, 5.10	40%
3.	Practical and Research task Romeo and Nolan	Term 3 Week 10	5.1,5.2,5.3,5.4,5.5,5.6, 5.7,5.8,5.9,5.10	30%
4.	Free Choice Media	Term 4 Week 2	5.1,5.2,5.3,5.4,5.5, 5.6	0%
			<b>Total</b>	<b>100%</b>

## VISUAL DESIGN – CERAMICS

Task	Description	Timing	Outcomes	Weight
1.	Fashion Tasks	Term 2 Week 3	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.9, 5.10	40%
2.	Ceramic Tasks	Term 3 Week 10	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8, 5.10	40%
3.	Student Choice Task	Term 4 Week 2	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.10	20%
			<b>Total</b>	<b>100%</b>