



PLUMPTON HIGH SCHOOL

ASSESSMENT SCHEDULES

2024

YEAR

10



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Welcome to Year 10

Year 9 marks the first of the years in which students can earn a leaving credential. This is the **Record of School Achievement (RoSA)**. Employers and the community in general expect all school leavers to present a record of school achievement from secondary school. It is, therefore, important for you to do your best in terms of a positive attitude towards your school work so that this record of achievement is one that you are proud of and truly reflects all you are capable of achieving.

This year will be a very important year for you as you are in Year 10 and **Year 10** requires a new level of maturity, personal responsibility and a recognition that the junior years are about to be left behind. At the end of year 10 you will be awarded a **Record of School Achievement**, that:

- indicates that you have **attended regularly** and satisfactorily studied the necessary subjects throughout years 9 and 10,
- lists all the subjects and courses studied and the level of achievement in each of these as an A, B, C, D, E, or N grading.

The aim of this resource is to outline Plumpton High School's expectations of you in year 10 and to provide important information about the various ways in which assessment takes place. Each subject/course has a published schedule of assessment tasks, that must be completed throughout the year in order for a grade to be awarded.

Please take the time to read the information in this resource. Keep it in a safe place where you can locate it easily. Think carefully about the expectations of you, now that you are in year 10. This resource is designed to make sure you have all the information you require to help you plan for assessment, meet deadlines and be aware of the specific rules for the RoSA. Remember to put all the tasks that you have due on a calendar so you do not forget when they are due.

Best wishes for a successful year!

Mr Lloyd and Mrs Nash
Principal and Deputy Principal

Our strategic improvement plan overview

Everything we do at Plumpton HS links to the achievement of growth in learning and wellbeing for our students. We are working on a new school plan in 2024 and will share this with you as we all work together to "be the best we can be"

General Guidelines

Record of School Achievement

The NSW Education Standards Authority (NESA) will issue a NSW Record of School Achievement (RoSA) to students, if they have fulfilled the NSW Education Standards Authority and Department of Education and Training requirements.

The school ensures that each student studies, in years' 7-10, a pattern of courses, which meets NESA's requirements for the receipt of the Record of School Achievement.

To meet academic requirements students in Year 10 must have:

- **Followed** the course developed or endorsed by NESA and,
- **Applied** themselves with diligence and sustained effort to the set course work, tasks and experiences provided in the course by the school, including homework
- **Achieved** some or all of the course outcomes as demonstrated in assessment tasks, practical requirements and assigned work.
- **Maintained** a satisfactory level of class attendance. A student whose attendance affects their ability to demonstrate understanding of course outcomes is at risk of an N-determination. Where a student has been able to maintain or make up work that was missed during absences, teachers will use their professional judgment in determining whether the student is still at risk. Students are responsible for explaining their absences to each teacher. If they do not do this, the absence will be viewed as unexplained.

If attendance is less than 85% of available school time then a student will have difficulties achieving a reasonable range of outcomes for each course studied. Where a student's attendance and/or effort are in question, or obviously unsatisfactory, parents will be notified.

Pattern of Study

At Plumpton High School, the following courses are available for study by candidates.

Mandatory: English, Mathematics, Science, Personal Development, Health and Physical Education (PDHPE), History and Geography.

Electives: Agricultural Technology, Chinese, Commerce, Computing Studies, Dance, Drama, Food Technology, Graphics Technology, History Elective, Industrial Technology – Engineering, Industrial Technology – Metal, Industrial Technology – Timber, Industrial Technology – Construction Lady Tradies, Music, Photographic and Digital Media, Physical Activity and Sports Studies, Visual Arts, Visual Design.

Course Performance Descriptors

In every course studied, a student will be issued an A – E grade based on the **common grade scale** and their performance in ongoing assessment tasks. Students are required to complete all the assessment tasks as indicated in the schedules for the award of the **RoSA**. Each course has its own course performance descriptors, but the following chart gives a general description of the student performance required for each grade.

A student's grade in each course will indicate the level of achievement and performance they have reached. The assessment schedule for each course indicates the tasks, the outcomes assessed by that task and the task weightings (to indicate the relative contribution of each task). Specific course related questions can be answered by faculty head teachers.

The following are the general course performance descriptors from the NSW Education Standards Authority:

Grade	General Performance Descriptors
A <i>Outstanding achievement</i>	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 <i>High achievement</i>	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.
C <i>Sound achievement</i>	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.
D <i>Basic achievement</i>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E <i>Limited achievement</i>	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.

Accessing Support

There are many places to seek support at Plumpton High School if you need some extra help with learning and assessment tasks.

Classroom Teachers and Head Teachers

Our teaching staff understand the pressures of high school. If you are worried about classwork or assessment tasks please speak with your teacher promptly rather than worry. They are able to clarify expectations and tasks. Head teachers are also available if you need further support.

The da Vinci Teaching and Learning Centre

The centre is a busy hub where you can ask our librarian for help researching and locating information on-line or in books. They can show you the tricks to researching smarter not harder, how to find books and credible websites.

The da Vinci staff are also able to help you with assessment tasks if you need help getting started or if there is just something you are learning in class that you don't understand. They can provide one on one help or work with a group of students. All you need to do is to let one of the da Vinci teachers know that you need help and they will work out a suitable time.

Positive Psychology Team

Your positive psychology teacher and our Wellbeing head teacher can offer a range of support. As you know, your wellbeing is a major concern of theirs. Some of the things they can assist you with include:

- stress
- an unexpected change of circumstances
- family issues
- pressure from work, home, friends
- financial hardship (uniform and fee assistance forms)
- study

Essentially, they will listen, support you practically where they can and refer you to more specialised help if necessary.

Principal and Deputy Principal

Both Mr Lloyd and Mrs Nash are always available to discuss any issues or queries that may be concerning you. Please call in and have a chat. It is always better to discuss a concern than let something become a major issue. The office staff can always pass on a message if we are not available when you call in.

Counsellors and School Psychologist

The counselling team at Plumpton are available to discuss any concerns that require more specialised support. You can self-refer by using the forms outside the counsellor office but a conversation with the principal or deputy may speed up the referral process. Our counsellors can help with a range of concerns including stress, anxiety and relationship issues with friends, family and others. Counsellor support can help you manage an issue that you felt was getting out of control. It can be challenging to accept this support, but it is often very worthwhile.

School Work Support Program

This program was introduced in 2021 and enables students to build an increased intellectual learning capacity by creating opportunities for incremental, achievable and measurable growth and success. It also builds a sense of belonging and school spirit where students can fulfil their personal responsibility by contributing positively as a ***Safe Respectful Learner*** to the school community in the completion of their school work. Students will be able to engage in the program voluntarily to support their learning at attainment of excellence.

In addition, students who choose to demonstrate behaviours / actions that are contrary to their responsibilities as a learner and the school's vision of being a learner will be required to participate in the completion of school work with support from teachers. This will assist with catching up on incomplete work that may have led to N Award Warnings.

The program will run on Wednesday and Thursday afternoons between 2:45-4:00pm in the Library (da Vinci Learning and Resource Centre). During this time the *School Work Support Program* Coordinators will support students to develop their learning capacity and positive behaviours conducive to learning. This supports wellbeing so that students can *be the best that they can be*, contributing individually and collaboratively with a greater level of confidence.

School Assessment Policy and Procedures

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any faculty at Plumpton High School.

Satisfactory Course Completion

For each course the Principal will need to declare that a student has:

- followed an approved course of study
- applied themselves with diligence and sustained effort
- participated in and achieved some or all of the course outcomes.

Attendance at school and in classes is critical to a student achieving course outcomes.

Rights and Responsibilities

THE SCHOOL IS RESPONSIBLE FOR PROVIDING:

- guidelines for assessment in each course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- prompt feedback on each task (if you are concerned about a mark or rank on a particular task, speak to your teacher as soon as possible after results are issued)
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress.

AS A STUDENT, YOU ARE RESPONSIBLE FOR:

- meeting all course requirements
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course
- making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth in excess of 50% of the available marks you will receive an N determination for that course
- integrity – work submitted must be your own and sources consulted must be acknowledged
- submitting all tasks on or before the due date
- completing all set course work in order to achieve outcomes.

Transfer of results

Students enrolling in the school during Year 9 will be graded on their performance whilst at this school but advice may be sought from their previous school to assist in determining an accurate course grade.

'N' Determination – principal's determination of non-completion of course requirements

This is the decision made by the principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course. Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination. Where the 'N' determination is applied in a Stage 5 mandatory curriculum and/or a mandatory course, it will be reported on the Transcript of Study and the Student eRecord as 'Not Completed'.

Care and Control process at Plumpton High School to prevent 'N' determination

Students are responsible in all courses for regular attendance, completion of all coursework and completion of assessment tasks. A student is considered for an 'N' determination in a subject if she or he

- does not:**
- a) seriously attempt all homework, tests and assessment tasks set for that subject;
 - b) show diligence and sustained effort throughout the year;
 - c) make a genuine attempt at all examinations;
 - d) complete all allocated class tasks.

Examples of cause for concern:

- Attendance (e.g. 3 or more periods missed consecutively), truancy
- No evidence of missed work being caught up
- Incomplete homework or course work
- Non-participation in practical based activities that demonstrate outcome skills and competencies

Response by school:

Teacher interview to identify and resolve issues, monitor further progress, make contact with parent/ carers, offering support. Examples of support include: tutorials, access to school work program, learning and support assistance, student improvement plans, accessing the daVinci centre, positive psychology teacher intervention.

Should the student show no improvement and demonstrate a lack of sustained effort or fail to submit an assessment task, an 'N' Award warning letter will be issued. The student will be offered a new deadline for the submission of work and/or task. Further failure to respond to the warning letter will result in another warning being issued.

Students who receive 2 or more 'N' Award warning letters are at risk of 'N' determination in that subject/ elective. The school will make every effort to support students to fulfill the course requirements, however, ultimately it is the student's responsibility to ensure this occurs. This also ensures equity for all students towards receiving the RoSA credential from NESAs.

Submission of Assessment Task

All tasks are to be handed in at a common time. Tasks can be handed in before that time. The set time is at the beginning of the period in which the subject occurs. However, when the same task is set for classes on different lines the head teacher of that subject will establish a common set time. Students must read the assessment task notification carefully, as it stipulates the method of submission for that task. Assessment Tasks may require the student to hand the task to the teacher, submit via Google Classroom clicking the 'submit' button or another method written on the assessment task notification.

Students must complete all tasks to the best of their ability. All tasks must be completed by the due date. Computer or printer failure cannot be taken as an acceptable reason for failure to submit a task on time. It is the student's responsibility to save, and back-up work frequently. If computer and printer failure occur, the student must submit their last printed hard copy as evidence of work completed. If the assessment task is to be submitted on a USB, the last saved copy is to be submitted.

Absent for Submission of Task

If you are absent and cannot personally deliver a task to school, then arrangements must be made to ensure it arrives before the period on the due date. This may mean a friend or relative bringing it to the school to have the work delivered by hand or email to your teacher.

On the day of a task, it is expected that all students are present for their normal timetable, in line with school policy. If a student is not present to hand in or complete an assessment task then a completed Application for Special Consideration for Accident/Illness/Misadventure/Special Circumstances form with a medical certificate, or other appropriate documentation, will be required. Forms can be copied from this book, the school website/Sentral Portal or from the Faculty Head Teacher.

Academic Integrity Policy

At Plumpton High School, we value the work and effort our students put in to completing assessment tasks. The Academic Integrity Policy (outlined below) pertains to students being honest and fair in their work. This means students must do their own work and give credit if they use someone else's ideas. When submitting work, students agree to follow the five principles:

- Act responsibly with honesty and integrity when undertaking work.
- Not falsify their academic work.
- Seek permission to use the work of others, where required.
- Acknowledge/reference appropriately the work of others including visual images.
- Take reasonable steps to ensure that other students are unable to copy or misuse their work

Late submission of tasks and special circumstances

The precise due date for an assessment task will be provided by your classroom teacher, at least **TEN (10) school days before it is due.**

If your Assessment Task is not submitted on the due date **you will receive a ZERO mark.** If you have a legitimate reason for not submitting a task on the due date, you may lodge an Application for Special Consideration following the processes set out below. The responsibility for this rests with the student.

An extension of time for the submission of an assessment task will only be granted in exceptional circumstances and only **AT THE DISCRETION OF THE PRINCIPAL.**

If you fail to submit assessment tasks amounting to a significant percentage of your total assessment mark for the course, the Principal will deem you to have **NOT FULFILLED THE REQUIREMENTS OF THE COURSE** and you will not be eligible to receive the ROSA and therefore, may be ineligible to proceed into the Preliminary School Certificate year.

If a student is not present on the due date of a task, then they must report to the Head Teacher on the first day they return to school to complete an Application for Special Consideration for Accident/Illness/Misadventure/Special Circumstances form, the process will be as follows:

1. Students are required to obtain an **Application for Special Consideration form** from a Head Teacher
2. Students then need to submit that form to the faculty Head Teacher with any supporting documents eg Medical Certificate
3. The Head Teacher consults with the classroom teacher and adds any additional information / context
4. The Head Teacher submits the form to a member of the senior executive
5. The senior executive then advises the Head Teacher of the outcome
6. Head Teacher informs student of the decision (copies of the documents to be kept in the student file)

Regardless of the appeal process if a student misses an examination they need to sit the exam on their return to school. Please contact the Head Teacher of that faculty area and they will arrange for you to complete the examination in faculty or in the da Vinci centre. Where possible, examinations will be rescheduled within the examination period time frame. The student must follow the same procedure as outlined above and **not** wait until the end of the examination period, unless the illness extends that far. It is the responsibility of the student to organise this with the subject Head Teacher in consultation with the Deputy Principal.

You may also lodge an Application for Special Consideration for Accident/ Illness/ Misadventure/ Special Circumstances **if you believe that circumstances occurring immediately prior to or during an assessment task, and which were beyond your control, affected your performance.** The right to submit and the responsibility for doing so rests with you, except where it is impossible for you to do so, such as in cases of severe illness.

All Applications for Special Consideration for Accident/Illness/Misadventure/Special Circumstances relating to assessment tasks are to be lodged to the within 48 hours of the due date of the task. Students lodging an appeal should carefully fill out the form. Teachers are available to provide support to students lodging an appeal. Completed forms are to be handed to the head teacher of the faculty concerned.

Applications for Special Consideration *may be in respect of:*

- Illness or accident – i.e. illness or physical injuries suffered directly by you which affected your performance in the assessment task (e.g. influenza, an asthma attack, cut hand).
- Misadventure – i.e. any other event beyond your control which affected your performance in the assessment task (e.g. death of a family member, car accident, witness to an accident).
- Regional or State representation at a sporting or cultural event.

Applications for Special Consideration *process **does not** cover:*

- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.
- Matters that could have been avoided by the student (e.g. misreading of timetable, getting up late, forgetting the task was due).

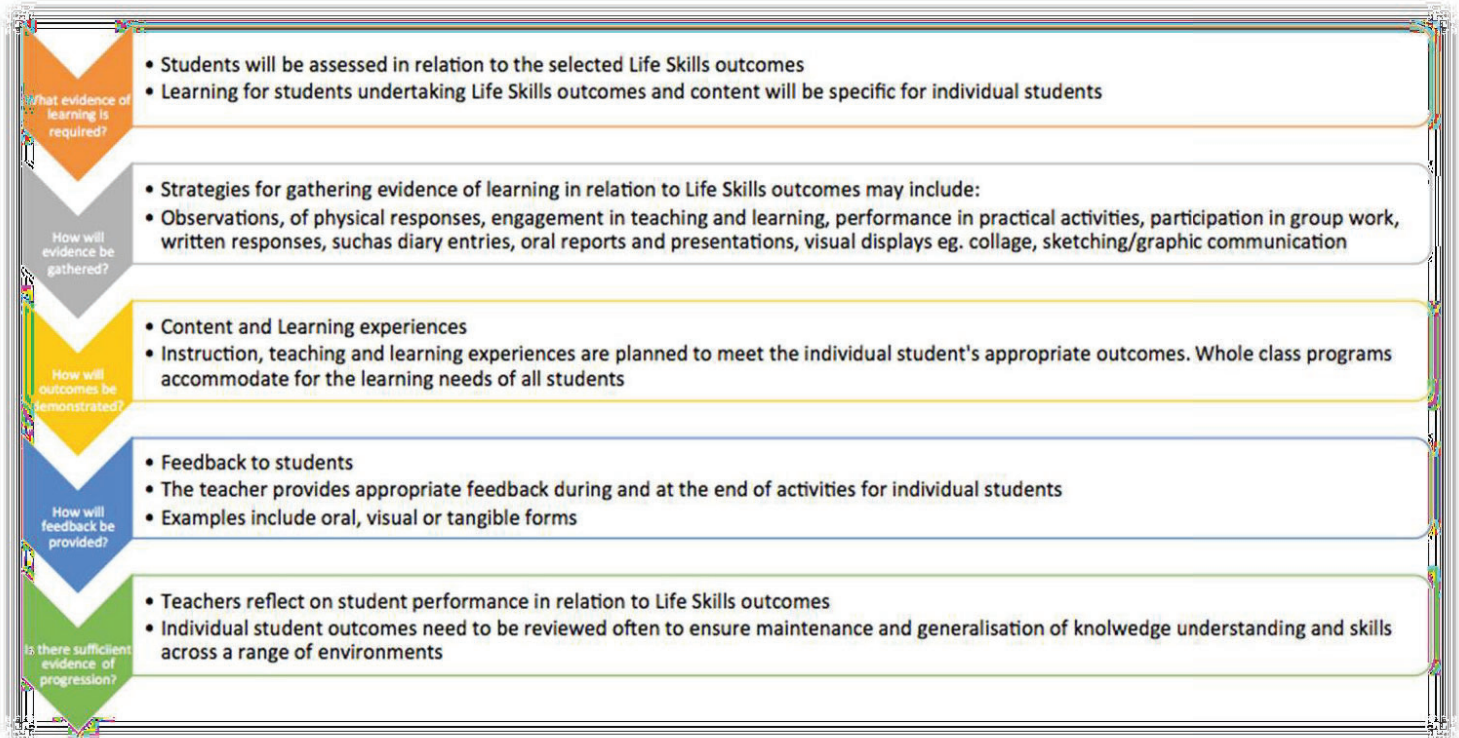
In all cases the school requires evidence that clearly identifies the disadvantage you experienced for the task. Your application must include:

- A statement explaining how you were affected during the assessment task;
- A medical certificate with details of the illness, together with a statement about how your performance in the assessment task may have been affected. In cases of misadventure, evidence from other sources (e.g. police statements and/or other statements explaining how your performance in the assessment task may have been affected) should be provided;
- A statement from your teacher. This should contain reference to your preparation for the assessment task and any other information deemed relevant to the genuineness of the appeal.

If the appeal is upheld, you will receive either the mark you actually gained on the task, or an estimated mark, on the judgement of the teacher and Head Teacher or arrangements will be made for the student to re-sit or resubmit the assessment. Since students often perform better under stressful conditions than they expect, **it is important to complete the task if possible rather than rely on predictions or estimates.**

Life Skills Assessment

Students with significant learning issues may undertake a Life Skills course. The Head Teachers' of Support (Jackman Unit) and Learning and Support, will discuss this with any students who may benefit. Each student undertaking a Life Skills course will study selected outcomes and content within an Individual Learning Plan.

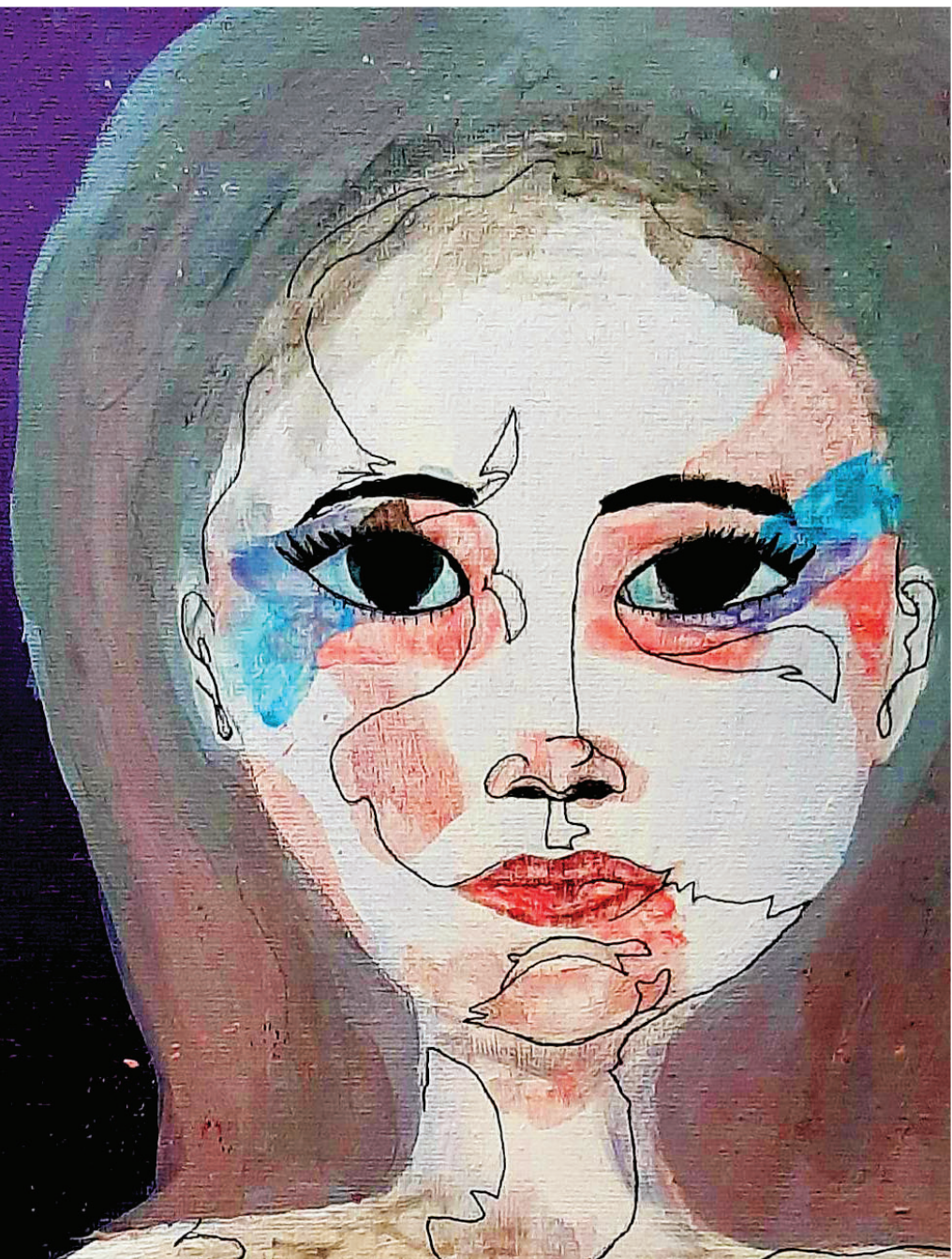


Support: Glossary of Key Terms

These verbs as they will be commonly used in assessment tasks at Plumpton High School.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Artwork By Student:
Nielle Napoles



MANDATORY COURSES



2024 Assessment Schedule

English

Year 10 - Stage 5

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	25%	25%	25%
OUTCOMES	EN5-3B EN5-8D EN5-9E	EN5-1A EN5-5C EN5-6C	EN5-2A EN5-4B EN5-7D	EN5-1A EN5-6C EN5-8D
TASK TYPE	Close Study of a Novel Discursive Response & Reflection	Horrors of War In-class Analytical Response	Macbeth Imaginative Response & Infographic	Australian Perspectives Yearly Examination
DATE GIVEN	Week 3 Term 1 2024	Week 1 Term 2 2024	Week 1 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 10 Term 1 2024	Week 4 Term 2 2024	Week 9 Term 3 2024	Weeks 3-4 Term 4 2024

2. Outcomes

EN5-1A	A student: 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



2024 Assessment Schedule

HSIE

Year 10 - Stage 5

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	25%	25%	25%
OUTCOMES	HT5-1, HT5-4, HT5-10	GE5-6, GE5-7, HT5-3, HT5-8, HT5-10	GE5-2, GE5-8, HT5-2	GE5-3, GE5-4, GE5-5, GE5-8
TASK TYPE	HSIE Heritage and Conservation Project	HSIE Source Analysis Portfolio	HSIE Fieldwork Investigation	HSIE Yearly Examination
DATE GIVEN	Week 2 Term 1 2024	Week 2 Term 2 2024	Week 2 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 10 Term 1 2024	Week 6 Term 2 2024	Week 9 Term 3 2024	Week 3-4 Term 4 2024

2. Outcomes

GEOGRAPHY

- GE5-1 Explains the diverse features and characteristics 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 analyses 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

- 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



2024 Assessment Schedule

Mathematics

Year 10 - Stage 5.1

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	20%	25%	25%	30%
OUTCOMES	MA5.1-1WM, MA5.1-8MG MA5.1-2WM	MA5.1-1WM, MA5.1-3WM MA5.1-5NA	MA5.1-2WM MA5.1-12SP MA5.1-3WM MA5.1-11MG	All stage 5.1 outcomes
TASK TYPE	Class Project	Mid-Year Test	Reasoning Task	Yearly Examination
DATE GIVEN	Week 6 Term 1 2024	Week 2 Term 2 2024	Week 6 Term 3 2024	Week 2 Term 4 2024
DATE DUE	Week 8 Term 1 2024	Week 4 Term 2 2024	Week 8 Term 3 2024	Week 3-4 Term 4 2024

2. Outcomes

MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts selects and uses appropriate strategies to solve problems
MA5.1-2WM	provides reasoning to support conclusions that are appropriate to the context
MA5.1-3WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.1-11MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-8MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-12SP	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media



2024 Assessment Schedule

Mathematics

Year 10 - Stage 5.2

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	20%	25%	30%
OUTCOMES	MA5.1-8MG MA5.2-11MG MA5.2-12MG MA5.2-4NA MA5.2-1WM	MA5.2-4NA MA5.2-6NA MA5.2-15SP MA5.2-16SP/MA5.2-3WM	MA5.2-2WM MA5.1-10MG MA5.1-11MG MA5.2-13MG	All stage 5.2 outcomes
TASK TYPE	Class Project (Independent) and in class test (2 parts)	Mid Year Test	Class project	Yearly Examination
DATE GIVEN	Week 7 Term 1 2024	Week 2 Term 2 2024	Week 7 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 9 Term 1 2024	Week 4 Term 2 2024	Week 9 Term 3 2024	Week 3-4 Term 4 2024

2. Outcomes

MA5.2-3WM	constructs arguments to prove and justify results
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-4NA	solves financial problems involving compound interest



2024 Assessment Schedule

Mathematics

Year 10 - Stage 5.3

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	20%	25%	30%
OUTCOMES	MA5.3-1WM MA5.2-15/16SP M5.3-18/19SP MA5.2-11/12MG MA5.3-13/14MG	MA5.3-2WM, MA5.3-5NA MA5.3-7NA MA5.3-6NA, MA5.2-8NA/MA5.3-8NA	MA5.1-10MG MA5.2-13MG MA5.3-16/17MG MA5.3-6NA, MA5.3-2WM	All stage 5.3 outcomes
TASK TYPE	Investigative Task with a inclass task (2 parts)	Open Book Test	Assignment with a class Test	Yearly Examination
DATE GIVEN	Week 7 Term 1 2024	Week 7 Term 2 2024	Week 7 Term 3 2024	Week 2 Term 4 2024
DATE DUE	Week 9 Term 1 2024	Week 9 Term 2 2024	Week 9 Term 3 2024	Week 3-4 Term 4 2024

2. Outcomes

MA5.1-10 MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA 5.2-11 MG	describes and applies the properties of similar figures and scale drawings
MA 5.2-13 MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG	applies formulas to find the volume of right pyramids, right cones, spheres and related composite solids
MA5.3-16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG	applies deductive reasoning to prove circle theorems and to solve related problems
MA 5.3-1WM	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA 5.3-2WM	generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-6NA	performs operations with surds and indices
MA5.2-8NA	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA 5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time uses standard deviation to analyse data
MA5.3-18SP	uses standard deviation to analyse data
MA5.3-19SP	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes



2024 Assessment Schedule

PDHPE

Year 10 - Stage 5

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
WEIGHT	30%	20%	15%	15%	20%
OUTCOMES	PD5-2, PD5-9	PD5-5	PD5-6, PD5-7, PD5-8	PD5-11	PD5-1, PD5-10
TASK TYPE	Support network / Mindfulness task	Practical: Winning the Game	Tools Against Temptation	Practical: Striking & Fielding Games	Yearly Examination
DATE GIVEN	Week 3 Term 1 2024	Week 2 Term 2 2024	Week 4 Term 3 2024	Week 1 Term 4 2024	Week 1 Term 4 2024
DATE DUE	Week 9 Term 1 2024	Week 8 Term 2 2024	Week 9 Term 3 2024	Week 5 Term 4 2024	Week 3-4 Term 4 2024

2. Outcomes

- 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
- PD5-5 Appraises and justifies choices of actions when solving complex movement challenges
- PD5-6 Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7 Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8 Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9 Assesses and applies self-management skills to effectively manage complex situations
- PD5-10 Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11 Refines and applies movement skills and concepts to compose and perform innovative movement sequences



2024 **Assessment Schedule**

Science

Year 10 - Stage 5

1. **Assessment Components**

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	10%	35%	15%	40%
OUTCOMES	SC5-5WS SC5-6WS SC5-7WS	SC5-4WS, SC5-5WS SC5-8WS, SC5-9WS SC5-10PW	SC5-7WS, SC5-8WS SC5-9WS SC5-15LW	SC5-12ES, 14LW, 15LW SC5-16CW, SC5-17CW SC5-10PW, SC5-7WS
TASK TYPE	Practical Task	Independent Research Project	Secondary Sources Task	Yearly Examination
DATE GIVEN	Week 7 Term 1 2024	Week 4 Term 2 2024	Week 6 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 9/10 Term 1 2024	Week 9 Term 2 2024	Week 9 Term 3 2024	Week 3/4 Term 4 2024

2. **Outcomes**

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
SC5-12ES	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
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life



Plumpton High School

2024 Assessment Schedule

~ Jackman Core ~

Stage 4 and 5



1. Assessment Components

	TASK 1	TASK 2	TASK 3	Task 4
WEIGHT	25%	25%	25%	25%
OUTCOMES				
S4 MS English	EN4-RVL-01, EN4-URA-01, EN4-URB-01	EN4-RVL-01, EN4-URB-01, EN4-URC-01,	EN4-RVL-01, EN4-URA-01, EN4-URB-01,EN4-URC-01	EN4-ECA-01, EN4-ECB-01
S5 MS English	EN5-RVL-01, EN5-URA-01, EN5-URB-01,	EN5-RVL-01, EN5-URB-01, EN5-URC-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01,EN5-URC-01	EN5-ECA-01, EN5-ECB-01
Life Skills	ENLS-RVL-01, ENLS-URA-01, ENLS-URB-01, ENLS-COM-01	ENLS-RVL-01, ENLS-URB-01, ENLS-URC-01	ENLS-RVL-01, ENLS-URA-01, ENLS-URB-01 ENLS-URC-01, ENLS-COM-01	ENLS-ECA-02, ENLS-ECB-01
S4 MS HSIE	GE4-1, GE4-3, GE4-8	HT4-1, HT4-4	GE4-7, GE4-8	HT4-3
S5 MS HSIE	GE5-1, GE5-3, GE5-8	HT5-1, HT5-4	GE5-7, GE5-8	HT5-3
Life Skills	GELS-1, GELS-2, GELS-8	HTLS-1, HTLS-4	GELS-7, GELS-8	HTLS-3
S4 MS Maths	MA0-WM-01, MA4-INT-C-01, MA0-WM-01	MA4-GEO-C-01, MA4-ARE-C-01, MA0-WM-01	MA0-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-LIN-C-01, MA4-DAT-C-01, MA4-DAT-C-02	MA4-ARE-C-01, MA0-WM-01
S5 MS Math	MA0-WM-01	MA0-WM-01	MA0-WM-01, MA5-LIN-C-01, MA5-DAT-C-01	MA0-WM-01
Life Skills	MALS-ADS-01, MALS-MDI-01	MALS-GEO-01, MALS-ARE-01	MALS6-2, MALS6-9	MALS-ARE-01
S4 MS Science	SC4-9WS, SC4-14LW, SC4-15LW	SC4-16CW, SC4-17CW	SC4-4WS, SC4-8WS, SC4-13ES	SC4-13ES
S5 MS Science	SC5-9WS, SC5-14LW, SC5-15LW	SC5-16CW, SC5-17CW	SC5-4WS, SC5-8WS, SCLS-15ES	SC5-13ES
Life Skills	SCLS-9WS, SLCS-17LW, SCLS-18LW	SCLS-23CW, SCLS-24CW	SCLS-4WS, SCLS-8WS, SCLS-15ES	SCLS-15ES, SCLS-16ES
S4 MS PDHPE	PD4-4, PD4-6, PD4-9 PD4-5	PD4-1, PD4-2, PD4-10	PD4-4, PD4-8, PD4-11	PD4-3, PD4-9
S5 MS PDHPE	PD5-4, PD5-6, PD5-9	PD5-1, PD5-2, PD5-10	PD5-4, PD5-8, PD5-11	PD5-3, PD5-9
Life Skills	PDLS-5, ,PDLS-9, PDLS-11	PDLS-1, PDLS-2, PDLS-10, PDLS-12	PDLS-5, PDLS-8, PDLS-12	PDLS-4, PDLS-11
TASK TYPE	Inside Out-Brain Model	Masks- Versions of Self	Moana- Wix Travel Blog	Personal Interest Project
TASK TYPE: PDHPE (standalone)				Puberty-Relationships
DATE GIVEN	Week 1 Term 1 2024	Week 1 Term 2 2024	Week 1 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 10 Term 1 2024	Week 8 Term 2 2024	Week 10 Term 3 2024	Week 8 Term 4 2024

2. S4 Outcomes

English	HSIE	Maths	Science	PDHPE
<p>EN4-RVL-01 uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction</p> <p>EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures</p> <p>EN4-URB-01 examines and explains how texts represent ideas, experiences and values</p> <p>EN4-URC-01 identifies and explains ways of valuing texts and the connections between them</p> <p>EN4-ECA-01 creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas</p> <p>EN4-ECB-01 uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts</p>	<p>HT4-1 describes the nature of history & archaeology & explains their contribution to an understanding of the past</p> <p>HT4-2 describes major periods of historical time & sequences events, people & societies from the past</p> <p>HT4-3 describes & assesses the motives & actions of past individuals & groups in the context of past societies</p> <p>HT4-4 describes & explains the causes & effects of events & developments of past societies over time</p> <p>HT4-5 identifies the meaning, purpose & context of historical sources</p> <p>HT4-6 uses evidence from sources to support historical narratives & explanations</p> <p>HT4-7 identifies & describes different contexts, perspectives & interpretations of the past</p> <p>HT4-8 locates, selects & organises information from sources to develop an historical inquiry</p> <p>HT4-9 uses a range of historical terms & concepts when communicating an understanding of the past</p> <p>HT4-10 selects & uses appropriate oral, written, visual & digital forms to communicate about the past</p> <p>GE4-1 locates & describes the diverse features & characteristics of a range of places & environments</p> <p>GE4-2 describes processes & influences that form & transform places & environments</p> <p>GE4-3 explains how interactions & connections between people, places & environments result in change</p> <p>GE4-4 examines perspectives of people & organisations on a range of geographical issues</p> <p>GE4-5 discusses management of places & environments for their sustainability</p> <p>GE4-6 explains differences in human wellbeing</p> <p>GE4-7 acquires & processes geographical information by selecting & using geographical tools for inquiry</p> <p>GE4-8 communicates geographical information using a variety of strategies</p>	<p>MA0-WM-01 Working mathematically develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly</p> <p>MA4-INT-C-01 compares, orders and calculates with integers to solve problems</p> <p>MA4-FRC-C-01 represents and operates with fractions, decimals and percentages to solve problems</p> <p>MA4-RAT-C-01 solves problems involving ratios and rates, and analyses distance–time graphs</p> <p>MA4-ALG-C-01 generalises number properties to operate with algebraic expressions including expansion and factorisation</p> <p>MA4-IND-C-01 operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws</p> <p>MA4-EQU-C-01 solves linear equations of up to 2 steps and quadratic equations of the form $ax^2=c$</p> <p>MA4-LIN-C-01 creates and displays number patterns and finds graphical solutions to problems involving linear relationships</p> <p>MA4-LEN-C-01 applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems</p> <p>MA4-PYT-C-01 applies Pythagoras' theorem to solve problems in various contexts</p> <p>MA4-ARE-C-01 applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems</p> <p>MA4-VOL-C-01 applies knowledge of volume and capacity to solve problems involving right prisms and cylinders</p> <p>MA4-ANG-C-01 applies angle relationships to solve problems, including those related to transversals on sets of parallel lines</p> <p>MA4-GEO-C-01 identifies and applies the properties of triangles and quadrilaterals to solve problems</p> <p>MA4-DAT-C-01 classifies and displays data using a variety of graphical representations</p> <p>MA4-DAT-C-02 analyses simple datasets using measures of centre, range and shape of the data</p> <p>MA4-PRO-C-01 solves problems involving the probabilities of simple chance experiments</p>	<p>SC4-4WS identifies questions & problems that can be tested or researched & makes predictions based on scientific knowledge</p> <p>SC4-5WS collaboratively & individually produces a plan to investigate questions & problems</p> <p>SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively & individually</p> <p>SC4-7WS processes & analyses data from a first-hand investigation & secondary sources to identify trends, patterns & relationships, & draw conclusions</p> <p>SC4-8WS selects & uses appropriate strategies, understanding & skills to produce creative & plausible solutions to identified problems</p> <p>SC4-9WS presents science ideas, findings & information to a given audience using appropriate scientific language, text types & representations</p> <p>SC4-10PW describes the action of unbalanced forces in everyday situations</p> <p>SC4-11PW discusses how scientific understanding & technological developments have contributed to finding solutions to problems involving energy transfers & transformations</p> <p>SC4-12ES describes the dynamic nature of models, theories & laws in developing scientific understanding of the Earth & solar system</p> <p>SC4-13ES explains how advances in scientific understanding of processes that occur within & on the Earth, influence the choices people make about resource use & management</p> <p>SC4-14LW relates the structure & function of living things to their classification, survival & reproduction</p> <p>SC4-15LW explains how new biological evidence changes people's understanding of the world</p> <p>SC4-16CW describes the observed properties & behaviour of matter, using scientific models & theories about the motion & arrangement of particles</p> <p>SC4-17CW explains how scientific understanding of, & discoveries about, the properties of elements, compounds & mixtures relate to their uses in everyday life</p>	<p>PD4-1 examines & evaluates strategies to manage current & future challenges</p> <p>PD4-2 examines & demonstrates the role help-seeking strategies & behaviours play in supporting themselves & others</p> <p>PD4-3 investigates effective strategies to promote inclusivity, equality & respectful relationships</p> <p>PD4-4 refines, applies & transfers movement skills in a variety of dynamic physical activity contexts</p> <p>PD4-5 transfers & adapts solutions to complex movement challenges</p> <p>PD4-6 recognises how contextual factors influence attitudes & behaviours & proposes strategies to enhance health, safety, wellbeing & participation in physical activity</p> <p>PD4-7 investigates health practices, behaviours & resources to promote health, safety, wellbeing & physically active communities</p> <p>PD4-8 plans for & participates in activities that encourage health & a lifetime of physical activity</p> <p>PD4-9 demonstrates self-management skills to effectively manage complex situations</p> <p>PD4-10 applies & refines interpersonal skills to assist themselves & others to interact respectfully & promote inclusion in a variety of groups or contexts</p> <p>PD4-11 demonstrates how movement skills & concepts can be adapted & transferred to enhance & perform movement sequences</p>

3. S5 Outcomes

English	HSIE	Maths	Science	PDHPE
<p>EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts</p> <p>EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures</p> <p>EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes</p> <p>EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them</p> <p>EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning</p> <p>EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts</p>	<p>HT5-1 explains and assesses the historical forces and factors that shaped that modern world and Australia</p> <p>HT5-2 sequences and explains significant patterns of continuity and change in the development of the modern world and Australia</p> <p>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</p> <p>HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia</p> <p>HT5-5 identifies and evaluated the usefulness of sources in the historical inquiry process</p> <p>HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</p> <p>HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia</p> <p>HT5-8 selects and analysis a range of historical sources to locate information relevant to an historical inquiry</p> <p>HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</p>	<p>MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money</p> <p>MA5-FIN-C-02 solves financial problems involving compound interest and depreciation</p> <p>MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions</p> <p>MA5-RAT-P-01 identifies and solves problems involving direct and inverse variation and their graphical representations (<i>Path: Stn, Adv</i>)</p> <p>MA5-RAT-P-02 analyses and constructs graphs relating to rates of change (<i>Path: Adv</i>)</p> <p>MA5-ALG-P-01 simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (<i>Path: Adv</i>)</p> <p>MA5-ALG-P-02 selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (<i>Path: Adv</i>)</p> <p>MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases</p> <p>MA5-IND-P-01 applies the index laws to operate with algebraic expressions involving negative-integer indices (<i>Path: Adv</i>)</p> <p>MA5-IND-P-02 describes and performs operations with surds and fractional indices (<i>Path: Adv</i>)</p> <p>MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction</p> <p>MA5-EQU-P-01 solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3=k$ (<i>Path: Adv</i>)</p> <p>MA5-EQU-P-02 solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (<i>Path: Adv</i>)</p> <p>MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools</p> <p>MA5-LIN-C-02 graphs and interprets linear relationships using the gradient/slope-intercept form</p> <p>MA5-LIN-P-01 describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (<i>Path: Adv</i>)</p> <p>MA5-NLI-C-01 identifies connections between algebraic and graphical representations of quadratic and exponential</p>	<p>SCLS-1VA recognises the role of science in personal, social & global issues relating to everyday life</p> <p>SCLS-2VA recognises that using the processes of Working Scientifically increases their understanding of the world</p> <p>SCLS-3VA demonstrates a willingness to engage with science-related issues relevant to their lives</p> <p>SC5-4WS developed questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p>SC5-9WS presents science idea and evidence for a particular purpose and to a specific audience, using appropriate scientific language, concessions and representations</p> <p>SC5-10PW applies models, theories and laws to explain situations</p> <p>SC5-11PW explains how scientific understanding about energy conservation, transfers and transformation is applied in systems</p> <p>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</p> <p>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</p> <p>SC5-14LW analyses interactions between components and processes within biological systems</p> <p>SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p>	<p>PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges</p> <p>PD5-2 researches and appraises the effectiveness of health information and support services available in the community</p> <p>PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships</p> <p>PD5-4 adapts and improvises movement across a range of dynamic physical activity contexts</p> <p>PD5-5 appraises and justifies choices of actions when solving complex movement challenges</p> <p>PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity</p> <p>PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities</p> <p>PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity</p> <p>PD1-9 demonstrates self-management skills in taking responsibility for their own actions</p> <p>PD1-10 describes and practices interpersonal skills to promote inclusion to make themselves and other feel they belong</p> <p>PD1-11 incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences</p>

		<p>relationships in various contexts</p> <p>MA5-NLI-C-02 identifies and compares features of parabolas and exponential curves in various contexts</p> <p>MA5-NLI-P-01 interprets and compares non-linear relationships and their transformations, both algebraically and graphically (<i>Path: Adv</i>)</p> <p>MA5-POL-P-01 defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (<i>Path: Adv, Ext</i>)</p> <p>MA5-LOG-P-01 establishes and applies the laws of logarithms to solve problems (<i>Path: Adv</i>)</p> <p>MA5-FNC-P-01 uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (<i>Path: Adv</i>)</p> <p>MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures</p> <p>MA5-TRG-C-01 applies trigonometric ratios to solve right-angled triangle problems</p> <p>MA5-TRG-C-02 applies trigonometry to solve problems, including bearings and angles of elevation and depression</p> <p>MA5-TRG-P-01 applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (<i>Path: Stn, Adv</i>)</p> <p>MA5-TRG-P-02 establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (<i>Path: Adv</i>)</p> <p>MA5-ARE-C-01 solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids</p> <p>MA5-ARE-P-01 applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (<i>Path: Stn, Adv</i>)</p> <p>MA5-VOL-C-01 solves problems involving the volume of composite solids consisting of right prisms and cylinders</p> <p>MA5-VOL-P-01 applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (<i>Path: Stn, Adv</i>)</p> <p>MA5-GEO-C-01 identifies and applies the properties of similar figures and scale drawings to solve problems</p> <p>MA5-GEO-P-01 establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (<i>Path: Ext</i>)</p> <p>MA5-GEO-P-02 constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (<i>Path: Ext</i>)</p> <p>MA5-CIR-P-01 applies deductive reasoning to prove</p>	<p>SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p> <p>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</p>	
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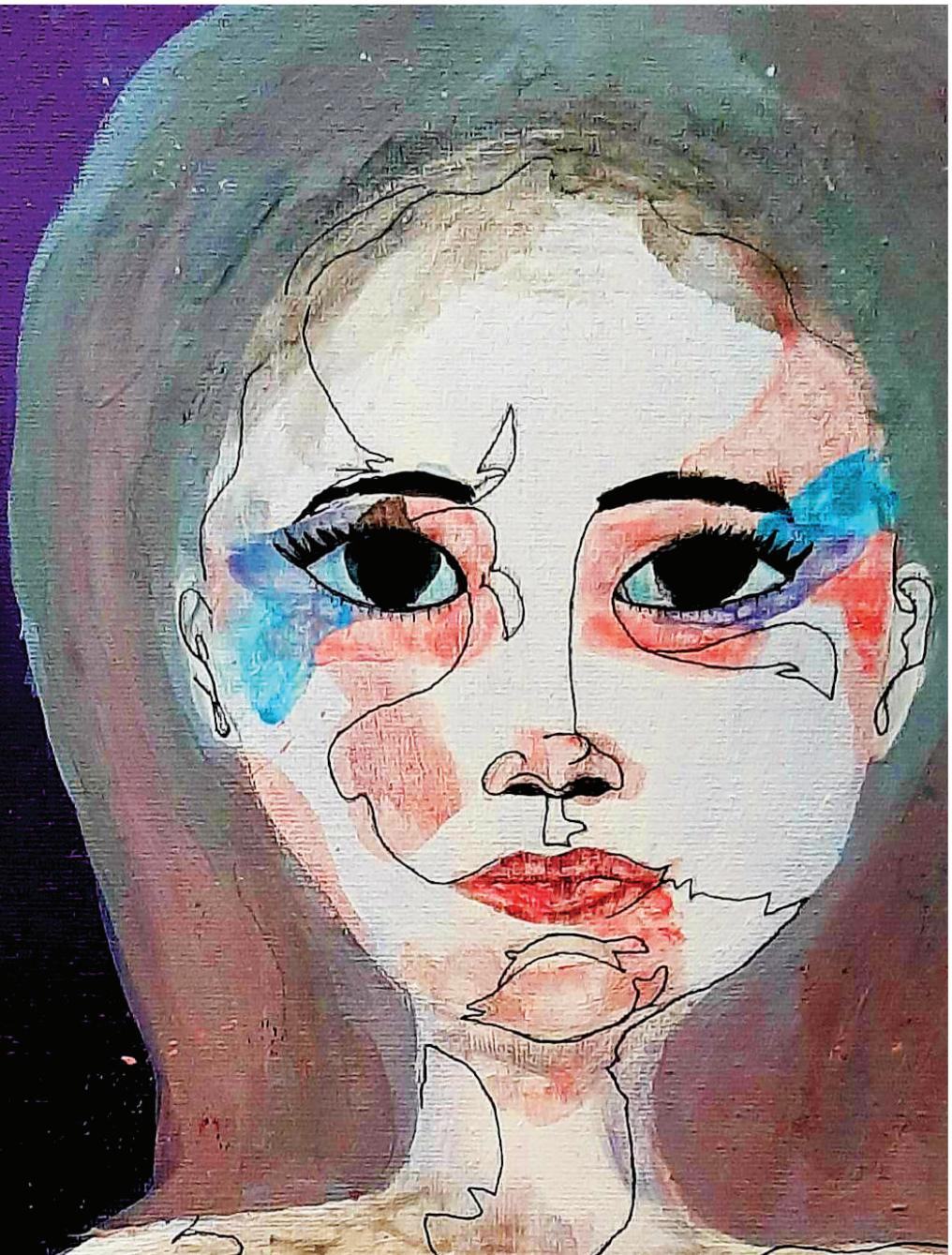
		<p>circle theorems and solve related problems (<i>Path: Ext</i>)</p> <p>MA5-NET-P-01 solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (<i>Path: Stn</i>)</p> <p>MA5-DAT-C-01 compares and analyses datasets using summary statistics and graphical representations</p> <p>MA5-DAT-C-02 displays and interprets datasets involving bivariate data</p> <p>MA5-DAT-P-01 plans, conducts and reviews a statistical inquiry into a question of interest (<i>Path: Stn, Adv</i>)</p> <p>MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations</p> <p>MA5-PRO-P-01 solves problems involving Venn diagrams, 2-way tables and conditional probability (<i>Path: Adv</i>)</p>		
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4. S4-5 Life Skills Outcomes

English	HSIE	Maths	Science	PDHPE
<p>ENLS-COM-1 communicates in familiar or unfamiliar contexts</p> <p>ENLS-RVL-01 engages with a range of texts</p> <p>ENLS-RVL-02 uses reading strategies when engaging with a range of texts</p> <p>ENSL-URA-01 identifies language and/or visual forms, features and structures</p> <p>ENLS-URB-01 identifies ideas, experiences and values in a range of texts</p> <p>ENLS-URC-01 makes connections with and between texts</p> <p>ENLS-ECA-01 composes texts for everyday purposes</p> <p>ENLS-ECA-02 composes texts using language conventions for specific purposes and audiences</p> <p>ENLS-ECB-01 uses processes of planning and revising to develop texts</p>	<p>HTLS-1 recognises personal connections to history</p> <p>HTLS-2 demonstrates an understanding of time & chronology</p> <p>HTLS-3 investigates how people lived in various societies from the past</p> <p>HTLS-4 explores the features of a particular society or time</p> <p>HTLS-5 recognises the significance of people & events in the past</p> <p>HTLS-6 explores the significance of changes & developments in the past</p> <p>HTLS-7 recognises a variety of historical sources</p> <p>HTLS-8 uses sources to understand the past</p> <p>HTLS-9 recognises different perspectives of people, events & issues</p> <p>HTLS-10 uses a variety of strategies to locate & select information for an historical investigation</p> <p>HTLS-11 uses historical terms to describe the past</p> <p>HTLS-12 investigates the past using historical skills</p> <p>HTLS-13 selects & uses a variety of strategies to organise & communicate information about the past</p> <p>GELS-1 recognises features & characteristics of places & environments</p> <p>GELS-2 demonstrates an understanding that places & environments change</p> <p>GELS-3 explores interactions & connections between people, places & environments</p> <p>GELS-4 recognises perspectives of people & organisations on a range of geographical issues</p>	<p>MALS-LAN-01 recognises language that represents number</p> <p>MALS-LAN-02 responds to and uses language that represents number</p> <p>MALS-COU-01 counts in everyday contexts</p> <p>MALS-REP-01 represents number in everyday contexts</p> <p>MALS-COM-01 compares and orders numbers</p> <p>MALS-FRC-01 demonstrates knowledge of fractions in everyday contexts</p> <p>MALS-DEP-01 demonstrates knowledge of decimals and percentages in everyday contexts</p> <p>MALS-ADS-01 uses strategies for addition and subtraction</p> <p>MALS-MDI-01 uses strategies for multiplication and division</p> <p>MALS-FIN-01 demonstrates knowledge of money in everyday contexts</p> <p>MALS-FIN-02 plans and manages personal finances</p> <p>MALS-PAT-01 recognises and applies patterns in everyday contexts</p> <p>MALS-TIM-01 demonstrates knowledge of time in everyday contexts</p> <p>MALS-TIM-02 organises and measures time in everyday contexts</p> <p>MALS-LEN-01 measures and uses length in everyday contexts</p> <p>MALS-VOL-01 measures and uses volume, capacity and mass in everyday contexts</p> <p>MALS-ARE-01 measures and uses area in everyday contexts</p> <p>MALS-GEO-01 explores 2-dimensional shapes and 3-dimensional objects</p> <p>MALS-POS-01 demonstrates knowledge of position and direction in everyday contexts</p> <p>MALS-DAT-01 recognises and represents data in everyday contexts</p> <p>MALS-DAT-02 interprets information from data displays</p> <p>MALS-PRO-01 applies chance and probability to everyday events</p>	<p>SCLS-1VA recognises the role of science in personal, social & global issues relating to everyday life</p> <p>SCLS-2VA recognises that using the processes of Working Scientifically increases their understanding of the world</p> <p>SCLS-3VA demonstrates a willingness to engage with science-related issues relevant to their lives</p> <p>SCLS-4WS asks questions that can be tested & makes predictions</p> <p>SCLS-5WS participates in planning to investigate questions or problems</p> <p>SCLS-6WS participates in an investigation by following a sequence</p> <p>SCLS-7WS collects, records & interprets data & information</p> <p>SCLS-8WS recognises strategies to solve identified problems</p> <p>SCLS-9WS uses a variety of strategies to communicate information about an investigation</p> <p>SCLS-10PW explores a range of forces in everyday situations</p> <p>SCLS-11PW identifies various forms & sources of energy & their uses</p> <p>SCLS-12PW investigates ways to use energy responsibly</p> <p>SCLS-13ES identifies features of the Earth</p> <p>SCLS-14ES explores features of the solar system, including the Earth's position & movement</p> <p>SCLS-15ES identifies that the Earth is the source of resources used in everyday life</p> <p>SCLS-16ES investigates some practices used in the effective management of the Earth's resources</p> <p>SCLS-17LW recognises features of living & non-living things</p> <p>SCLS-18LW identifies structures of living things & their functions</p>	<p>PDLS-1 recognises strategies to manage current & future challenges</p> <p>PDLS-2 demonstrates help-seeking strategies & behaviours</p> <p>PDLS-3 uses strategies to access health information & support services available in the community</p> <p>PDLS-4 uses appropriate strategies & behaviours to establish & maintain respectful relationships with others</p> <p>PDLS-5 demonstrates a range of movement skills in a variety of physical activity contexts</p> <p>PDLS-6 engages with ways to problem-solve in physical activity contexts</p> <p>PDLS-7 explores factors that enhance health, safety, wellbeing & participation in physical activity</p> <p>PDLS-8 uses appropriate & safe behaviours to promote healthy, safe & active lifestyles in a range of contexts</p> <p>PDLS-9 engages with components of a healthy, safe & balanced lifestyle</p> <p>PDLS-10 develops skills for effective self-management</p> <p>PDLS-11 uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts</p> <p>PDLS-12 demonstrates & adapts a range of movement skills in a variety of contexts</p>

	<p>GELS-5 explores management of places & environments</p> <p>GELS-6 investigates differences in human wellbeing</p> <p>GELS-7 collects & uses geographical information for inquiry</p> <p>GELS-8 communicates geographical information</p>		<p>SCLS-19LW explores ways in which science & technology have improved human health</p> <p>SCLS-20LW explores the interactions of living things with each other & the environment</p> <p>SCLS-21LW investigates the effect of science & technology on the environment</p> <p>SCLS-22CW recognises the properties of common substances</p> <p>SCLS-23CW explores how common chemicals affect everyday life</p> <p>SCLS-24CW investigates a variety of chemical changes</p>	
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Artwork By Student:
Nielle Napoles



ELECTIVE COURSES



2024 Assessment Schedule

Agriculture 100hr

Year 9/10 - Stage 5

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	20%	30%	30%	20%
OUTCOMES	AG5-2, AG5-7, AG5-8	AG5-3, AG5-5, AG5-6, AG5-9, AG5-10	AG5-11, AG5-12, AG5-14	AG5-1, AG5-4, AG5-13
TASK TYPE	Research and Presentation	Growth Report	Investigation Report	Portfolio
DATE GIVEN	Week 4 Term 1 2024	Week 1 Term 2 2024	Week 1 Term 3 2024	Week 5 Term 1 2024
DATE DUE	Week 10 Term 1 2024	Week 10 Term 2 2024	Week 3 Term 4 2024	Week 2 Term 4 2024

2. Outcomes

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



2024 Assessment Schedule

Agriculture **200hr**

Year 10 - Stage 5

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	20%	30%	30%	20%
OUTCOMES	AG5-2, AG5-7, AG5-8	AG5-3, AG5-5, AG5-6, AG5-9, AG5-10	AG5-11, AG5-12, AG5-14	AG5-1, AG5-4, AG5-13
TASK TYPE	Market Survey	Growth Report	Investigation Report	Portfolio
DATE GIVEN	Week 4 Term 1 2024	Week 1 Term 2 2024	Week 1 Term 3 2024	Week 5 Term 1 2024
DATE DUE	Week 10 Term 1 2024	Week 10 Term 2 2024	Week 3 Term 4 2024	Week 2 Term 4 2024

2. Outcomes

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



2024 Assessment Schedule Chinese Elective

Year 9/10 - Stage 5

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	25%	25%	25%
OUTCOMES	ML5-INT-01 ML5-CRT-01	ML5-UND-01 ML5-CRT-01	ML5-CRT-01 ML5-UND-01	ML5-UND-01 ML5-INT-01
TASK TYPE	Writing + Speaking Create a travel itinerary & Interactive presentation In Class	Listening+Reading Listening Test & a poster In Class & Take home	Writing Comprehend & compose an invitation letter In Class & Take home	Reading+Writing Yearly Exam In Class
DATE GIVEN	Week 4 Term 1 2024	Week 4 Term 2 2024	Week 5 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 7(W)&Week9(S) Term 1 2024	Week 6(L)&Week9 Term 2 2024	Week 9 Term 3 2024	Week 3 Term 4 2024

2. Outcomes

ML5-IN T-01	Exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language.
ML5-U ND-01	Analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding.
ML5-C RT-01	Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language.



2024 Assessment Schedule

Commerce

Year - 9/10 History Elective Stage 5
100 Hour Course

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	20%	25%	35%	30%
OUTCOMES	COM5-1, COM5-2, COM5-4, COM5-5	COM5-2, COM5-4, COM5-5, COM5-6, COM5-8, COM5-9	COM5-3, COM5-4, COM5-5, COM5-6 COM5-7, COM5-8	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-8
TASK TYPE	Consumer and Financial Case Study Report	My Future Portfolio	Travel Blog/Video	Yearly Examination
DATE GIVEN	Week 8 Term 1 2024	Week 7 Term 2 2024	Week 8 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 10 Term 1 2024	Week 9 Term 2 2024	Week 10 Term 3 2024	Week 3-4 Term 4 2024

2. Outcomes

- 5-1 Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
- 5-2 Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
- 5-3 Examines the role of law in society
- 5-4 Analyses key factors affecting commercial decisions
- 5-5 Evaluates options for solving problems and issues
- 5-6 Develops and implements plans designed to achieve goals
- 5-7 Researches and assesses information using a variety of sources
- 5-8 Explains information using a variety of forms
- 5-9 Works independently and collaboratively to meet individual and collective goals within specified timelines



2024 Assessment Schedule

Computing Studies

Year 9/10 - Stage 5 - 100/200 hours

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	20%	30%	20%	30%
OUTCOMES	CT5-EVL-01 CT5-COM-01	CT5-DPM-01 CT5-DAT-01 CT5-THI-01 CT5-DAT-02	CT5-EVL-01 CT5-THI-01	CT5-DPM-01 CT5-COL-01 CT5-OPL-01 CT5-THI-01
TASK TYPE	Research Task: Conversations about Data Careers Research	Presenting Digital Solution	Research report into a Mechatronic/ Automated System	Create, Develop and Evaluate a Mechatronic or Automated System Model
DATE GIVEN	Week 5 Term 1 2024	Week 1 Term 2 2024	Week 3 Term 3 2024	Week 9 Term 3 2024
DATE DUE	Week 10 Term 1 2024	Week 5 Term 2 2024	Week 7 Term 3 2024	Week 4 Term 4 2024

2. Outcomes

CT5-DPM-01	applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
CT5-EVL-01	understands how innovation, enterprise and automation have inspired the evolution of computing technology
CT5-DAT-01	explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
CT5-COM-01	communicates ideas, processes and solutions using appropriate media
CT5-THI-01	applies computational, design and systems thinking to the development of computing solutions
CT5-DAT-02	acquires, represents, analyses and visualises simple and structured data
CT5-COL-01	manages, documents and explains individual and collaborative work practices
CT5-OPL-01	designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language



2024 Assessment Schedule

Dance

Year 9/10 - Stage 5

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	20%	30%	20%	30%
OUTCOMES	5.1.1, 5.3.3	5.1.2, 5.1.3	5.3.1, 5.3.2	5.2.1, 5.2.2
TASK TYPE	Safe Dance Practice Presentation	Dance Performance	Performance essay	Group Composition production
DATE GIVEN	Week 5 Term 1 2024	Week 1 Term 2 2024	Week 1 Term 3 2024	Week 7 Term 4 2024
DATE DUE	Week 10 Term 1 2024	Week 5 Term 2 2024	Week 7 Term 3 2024	Week 4 Term 4 2024

2. Outcomes

<p>5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances.</p> <p>5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance.</p> <p>5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance.</p> <p>5.2.1 explores the elements of dance as the basis of the communication of ideas.</p> <p>5.2.2 composes and structures dance movement that communicates an idea.</p> <p>5.3.1 describes and analyses dance as the communication of ideas within a context</p> <p>5.3.2 identifies and analyses the link between their performances and compositions and dance works of art.</p> <p>5.3.3 applies understandings and experiences drawn from their own work and dance works of art.</p>
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2024 Assessment Schedule

Drama

Year 9/10 - Stage 5

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	30%	20%	30%	20%
OUTCOMES	5.1.1, 5.1.2, 5.3.3	5.1.4, 5.2.3	5.2.2, 5.3.1, 5.3.2	5.1.3, 5.2.1
TASK TYPE	GDP and Logbook	Vocal Exercises and Radio Play	Mask and Written Essay	Production and Scored Script
DATE GIVEN	Week 5 Term 1 2024	Week 1 Term 2 2024	Week 1 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 9 Term 1 2024	Week 5 Term 2 2024	Week 8 Term 3 2024	Week 5 Term 4 2024

2. Outcomes

5.1.1	Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	Contributes, selects, develops and structures ideas in improvisation and playbuilding
5.1.3	Devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
5.2.1	Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
5.3.1	Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	Analyses the contemporary and historical contexts of drama
5.3.3	Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.



2024 Assessment Schedule

Food Technology

Year 9/10 - Stage 5 - 100 hours

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	10%	20%	30%	40%
OUTCOMES	FT5-2, FT5-12, FT5-13	FT5-6, FT5-7, FT5-9	FT5-5, FT5-3, FT5-8	FT5-1, FT5-4, FT5-10, FT5-11
TASK TYPE	Case Study	Presentation	Report	Practical Design Project
DATE GIVEN	Week 5 Term 1 2024	Week 2 Term 2 2024	Week 2 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 10 Term 1 2024	Week 5 Term 2 2024	Week 8 Term 3 2024	Week 5 Term 4 2024

2. Outcomes

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



2024 Assessment Schedule

Graphics Technology

Year 9/10 - Stage 5 - 100 hours

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	20%	25%	25%	30%
OUTCOMES	GT5-1, GT5-5, GT5-10	GT5-3, GT5-4, GT5-8	GT5-2, GT5-9, GT5-12	GT5-6, GT5-7, GT5-11
TASK TYPE	Manual Drafting Portfolio	CAD Fundamentals and Portfolio	Architectural Design	Practical Project and Portfolio
DATE GIVEN	Week 4 Term 1 2024	Week 1 Term 2 2024	Week 1 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 9 Term 1 2024	Week 6 Term 2 2024	Week 8 Term 3 2024	Week 5 Term 4 2024

2. Outcomes

GT5-1	Communicates ideas graphically using freehand sketching and accurate drafting techniques
GT5-2	Analyses the context of information and intended audience to select and develop appropriate presentations
GT5-3	Designs and produces a range of graphical presentations
GT5-4	Evaluates the effectiveness of different modes of graphical communications for a variety of purposes
GT5-5	Identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
GT5-6	Manages the development of graphical presentations to meet project briefs and specifications
GT5-7	Manipulates and produces images using digital drafting and presentation technologies
GT5-8	Designs, produces and evaluates multimedia presentations
GT5-9	Identifies, assesses and manages relevant WHS factors to minimise risks in the work environment
GT5-10	Demonstrates responsible and safe work practices for self and others
GT5-11	Demonstrates the application of graphics to a range of industrial, commercial and personal settings
GT5-12	Evaluates the impact of graphics on society, industry and the environment



2024 Assessment Schedule

Graphics Technology

Year 9/10 - Stage 5 - 200 hours

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	20%	25%	25%	30%
OUTCOMES	GT5-1, GT5-5, GT5-10	GT5-3, GT5-4, GT5-8	GT5-2, GT5-9, GT5-12	GT5-6, GT5-7, GT5-11
TASK TYPE	Company Branding and Portfolio	Technical Illustration	Architectural Report	Practical Project and Portfolio
DATE GIVEN	Week 4 Term 1 2024	Week 1 Term 2 2024	Week 1 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 9 Term 1 2024	Week 6 Term 2 2024	Week 8 Term 3 2024	Week 5 Term 4 2024

2. Outcomes

GT5-1	Communicates ideas graphically using freehand sketching and accurate drafting techniques
GT5-2	Analyses the context of information and intended audience to select and develop appropriate presentations
GT5-3	Designs and produces a range of graphical presentations
GT5-4	Evaluates the effectiveness of different modes of graphical communications for a variety of purposes
GT5-5	Identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
GT5-6	Manages the development of graphical presentations to meet project briefs and specifications
GT5-7	Manipulates and produces images using digital drafting and presentation technologies
GT5-8	Designs, produces and evaluates multimedia presentations
GT5-9	Identifies, assesses and manages relevant WHS factors to minimise risks in the work environment
GT5-10	Demonstrates responsible and safe work practices for self and others
GT5-11	Demonstrates the application of graphics to a range of industrial, commercial and personal settings
GT5-12	Evaluates the impact of graphics on society, industry and the environment



2024 Assessment Schedule

History Elective

Year - 9/10 History Elective Stage 5
100 Hour Course

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	25%	30%	20%
OUTCOMES	HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10	HTE5-1, HTE5-3, HTE5-4, HTE5-8, HTE5-10	HTE5-1, HTE5-2, HTE5-7, HTE5-8	HTE5-2, HTE5-3, HTE5-4, HTE5-9, HTE5-10
TASK TYPE	Thematic Studies Greek/Roman Mythology Pottery and Report	Ancient, Medieval and Modern Societies Native Americans Research Project	History, Heritage and Archaeology - Biographies Historical Investigation	Yearly Examination
DATE GIVEN	Week 2 Term 1 2024	Week 2 Term 2 2024	Week 1 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 10 Term 1 2024	Week 10 Term 2 2024	Week 10 Term 3 2024	Week 3-4 Term 4 2024

2. Outcomes

HTE5-1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE5-2	examines the ways in which historical meanings can be constructed through a range of media
HTE5-3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTE5-4	explains the importance of key features of past societies or periods, including groups and personalities
HTE5-5	evaluates the contribution of cultural groups, sites and/or family to our shared heritage
HTE5-6	identifies and evaluates the usefulness of historical sources in an historical inquiry process
HTE5-7	explains different contexts, perspectives and interpretations of the past
HTE5-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE5-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTE5-10	selects and uses appropriate forms to communicate effectively about the past for different audiences



2024 Assessment Schedule

Industrial Technology Building and Construction

Year 9/10 - Stage 5 - 100 hours

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	25%	20%	30%
OUTCOMES	IND5-9, IND5-10, IND5-6	IND5-1, IND5-3, IND5-7	IND5-2, IND5-4	IND5-5, IND5-8
TASK TYPE	Animal Enclosure Industry Report	Patio Table Onguard Safety Tests Individual Project	Wall Planter Project Management Individual Project	Dog kennel Project and Portfolio Group Project Joint Storage Solution
DATE GIVEN	Week 2 Term 1 2024	Week 8 Term 1 2024	Week 2 Term 2 2024	Week 1 Term 3 2024
DATE DUE	Week 10 Term 1 2024	Week 8 Term 2 2024	Week 8 Term 2 2024	Week 5 Term 4 2024

2. Outcomes

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



2024 Assessment Schedule
Industrial Technology Engineering
 Year 9/10 - Stage 5 - 100/200 hours

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	25%	25%	25%
OUTCOMES	IND5-1, IND5-8	IND5-9, IND5-10	IND5-3, IND5-4	IND5-2, IND5-5, IND5-7
TASK TYPE	Project Report	Assignment	Project and Report	Project and Report
DATE GIVEN	Week 8 Term 1 2024	Week 2 Term 2 2024	Week 8 Term 3 2024	Week 3 Term 4 2024
DATE DUE	Week 10 Term 1 2024	Week 4 Term 2 2024	Week 10 Term 3 2024	Week 5 Term 4 2024

2. Outcomes

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
IND5-7	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



2024 Assessment Schedule

Industrial Technology - Metal

Year 9/10 - Stage 5 -100/200 hours

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	15%	25%	35%
OUTCOMES	IND5-1, IND5-3, IND5-5	IND5-5, IND5-8 IND5-10, IND5-9	IND5-7, IND5-6	IND5-4, IND5-8, IND5-2
TASK TYPE	Sheet Metal Tool Carry and Project Folio	Industry Study	Fold Up BBQ	Practical Project and Project Folio
DATE GIVEN	Week 4 Term 1 2024	Week 2 Term 2 2024	Week 8 Term 2 2024	Week 8 Term 3 2024
DATE DUE	Week 8 Term 1 2024	Week 5 Term 2 2024	Week 5 Term 3 2024	Week 5 Term 4 2024

2. Outcomes

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 competently 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



2024 Assessment Schedule Industrial Technology Timber

Year 9/10 - Stage 5 - 100/200 hours

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	25%	20%	30%
OUTCOMES	IND5-9, IND5-10, IND5-6	IND5-1, IND5-3, IND5-7	IND5-2, IND5-4	IND5-5, IND5-8
TASK TYPE	Industry Study	Onguard Safety Tests and Project	Project Management	Project and Portfolio
DATE GIVEN	Week 2 Term 1 2024	Week 8 Term 1 2024	Week 4 Term 2 2024	Week 5 Term 3 2024
DATE DUE	Week 6 Term 1 2024	Week 3 Term 2 2024	Week 4 Term 3 2024	Week 5 Term 4 2024

2. Outcomes

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



2024 Assessment Schedule

Music

Year 10-Stage 5

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	35%	15%	35%	15%
OUTCOMES	5.1, 5.3 5.5	5.7, 5.9	5.2, 5.4, 5.6	5.8, 5.10
TASK TYPE	Performance Composition Task	Listening Task	Performance Composition Task	Listening Task
DATE GIVEN	Week 2 Term 1 2024	Week 1 Term 2 2024	Week 2 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 10 Term 1 2024	Week 4 Term 2 2024	Week 10 Term 3 2024	Week 4 Term 4 2024

2. Outcomes

- 5.1 Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
- 5.2 Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
- 5.3 Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
- 5.4 Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.
- 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.



2024 Assessment Schedule

Photography

Year 9/10 - Stage 5

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	20%	30%	30%	20%
OUTCOMES	5.1, 5.3	5.7, 5.8, 5.10	5.2, 5.4, 5.9	5.5, 5.6
TASK TYPE	Film or Television Show Cover	Extended Response	Short Film	Personal Interest Project
DATE GIVEN	Week 5 Term 1 2024	Week 1 Term 2 2024	Week 1 Term 3 2024	Week 1 Term 4 2024
DATE DUE	Week 9 Term 1 2024	Week 5 Term 2 2024	Week 9 Term 3 2024	Week 5 Term 4 2024

2. Outcomes

- 5.1 Develops range and autonomy in selecting applying photographic and digital conventions and procedures to make photographic and digital works
- 5.2 Makes photographic and digital works informed by their understanding of the function of and relationships between artist-artwork-world-audience
- 5.3 Makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.4 Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
- 5.5 Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
- 5.6 Selects appropriate procedures and techniques to make and refine photographic and digital works
- 5.7 Applies their understanding of aspects of practice and relationship between the artist-artwork-world-audience in critical and historical interpretations of photographic and digital works
- 5.8 Uses their understanding of aspects of practice to critically and historically interpret photographic and digital media Uses
- 5.9 the frames to make different interpretations of photographic and digital works
- 5.10 Constructs different critical and historical accounts of photographic and digital works



2024 Assessment Schedule

Physical Activity & Sport Studies

Year 9/10 - Stage 5

1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
WEIGHT	20%	20%	20%	20%	20%
OUTCOMES	PASS5-5	PASS5-6, PASS5-7 PASS5-8	PASS5-1, PASS5-2	PASS5-9	PASS5-3, PASS5-4 PASS5-10
TASK TYPE	Practical Task: Gridiron	Enhancing Performance Combined Task	Nutrition Task	Practical Task: Lacrosse	Yearly Examination
DATE GIVEN	Week 3 Term 1 2024	Week 3 Term 2 2024	Week 3 Term 3 2024	Week 1 Term 4 2024	Week 1 Term 4 2024
DATE DUE	Week 9 Term 1 2024	Week 9 Term 2 2024	Week 9 Term 3 2024	Week 5 Term 4 2024	Week 3-4 Term 4 2024

2. Outcomes

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



2024 Assessment Schedule

Visual Arts

Year 9/10 - Stage 5

1. Assessment Components

	TASK 1	TASK 2	TASK 3
WEIGHT	35%	35%	30%
OUTCOMES	5.1, 5.3, 5.4, 5.9	5.2, 5.4, 5.8, 5.10	5.5, 5.6, 5.7
TASK TYPE	Task 1 Graffiti and Street Art Practical 20% Critical and Historical Studies 15%	Task 2 Aspects of Landscapes Practical 20% Critical and Historical Studies 15%	Task 3 Surreal approaches to portraiture COW, Practical 20% Critical and Historical Studies 10%
DATE GIVEN	Week 8 Term 1 2024	Week 6 Term 2 2024	Week 6 Term 3 2024
DATE DUE	Week 4 Term 2 2024	Week 4 Term 3 2024	Week 4 Term 4 2024

2. Outcomes

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 the 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 relationship 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



2024 Assessment Schedule

Visual Design

Year 9/10 - Stage 5

1. Assessment Components

	TASK 1	TASK 2	TASK 3
WEIGHT	25%	25%	50%
OUTCOMES	5.2, 5.3, 5.6, 5.9	5.3, 5.4, 5.7, 5.9	5.1, 5.5, 5.8, 5.10
TASK TYPE	Memories Mix-media Sculpture & Painting Practical 15% Written Response 10%	Flora and Fauna Lino printing Practical 15% Written Response 10%	Iconic Mix-media Practical 20% Theory 30%
DATE GIVEN	Week 3 Term 1 2024	Week 3 Term 2 2024	Week 3 Term 3 2024
DATE DUE	Part A- Week 9 Term 1 Park B- Week 2 Term 2 2024	Part A- Week 2 Term 3 Park B- Week 3 Term 2024	Part A- Week 6 Term 4 Part B- Week 9 Term 4 2024

2. Outcomes

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

PLUMPTON HIGH SCHOOL

Application for Special Consideration

Stage 5

Accident / Misadventure / Illness / Special Circumstances

Stage 5 (Years 9 and 10)



Students should always complete/hand in the task/exam as soon as possible and follow it up with an Application for Special Consideration to avoid a zero mark.

Student Name: _____ Class: _____

Subject / Course: _____ Teacher _____

Task/ Exam _____ Due Date: _____ Date of submission: _____

Student Statement: (to be completed by the student)

My appeal is being lodged for the following reason/s (please tick all those that apply ✓):

- | | |
|---|--|
| <input type="checkbox"/> Illness / misadventure | <input type="checkbox"/> Final course rank |
| <input type="checkbox"/> The awarding of zero / N warning | <input type="checkbox"/> Acceptable reason for late submission |
| <input type="checkbox"/> Final assessment mark | <input type="checkbox"/> Acceptable reason for non-submission |

I did not complete/submit the task/exam on the due date for the following reasons and effect on task was:

Attach supporting documentation (e.g. medical certificate) to this sheet and return it to the faculty head teacher.

Student signature: _____ Parent signature _____ Date: _____

CRT comment re student preparation for task Signature of CRT _____ Date: _____

Head Teacher recommendation Signature of HT _____ Date: _____

Decision of deputy principal:

- | | |
|---|--|
| <input type="checkbox"/> Non-attempt, zero awarded, N award | <input type="checkbox"/> Late submission, zero awarded |
| <input type="checkbox"/> Resit | <input type="checkbox"/> Estimate to be given |
| <input type="checkbox"/> Extension of time granted | <input type="checkbox"/> Other |

Deputy Principal comment:

Signature of DP: _____ Date: _____

*Office Use: *HT to consult with CRT; HT to submit appeal to DP; DP considers application and consults with principal if required; DP informs HT of response; HT informs student *Original to student file; two copies to Faculty HT teacher for monitoring folder and copy to give to the student*



Stage 5 Assessment Planner

Term 1

Week	Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
Holidays	



Stage 5 Assessment Planner

Term 2

Week	Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Holidays	



Stage 5 Assessment Planner

Term 3

Week	Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Holidays	



Stage 5 Assessment Planner

Term 4

Week	Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
Holidays	

