

MOUNT AUSTIN HIGH SCHOOL

—  
YEAR 10

*Assessment  
Booklet*  
—

C.S. OLIVER MEMORIAL HALL  
Founding Principal 1964 - 1973

ACADEMIC YEAR 2025

RESPECT - RESPONSIBILITY - COMMITMENT

# Mount Austin High School

## Year 10 Assessment Information for the 2025 Academic Year

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## Introduction

This document summarises the requirements and expectations for Stage 5 students regarding assessment. It contains assessment information, the assessment calendar and course schedules detailing the formal assessment program for each of the courses being delivered in Year 10.

## Stage 5 – Year 9 and 10 Requirements

The NSW Education Standards Authority (NESA) is responsible for setting all regulations for the completion of Stage 5 in all NSW schools a student must:

- attend an accredited school
- complete four years of secondary education
- follow and complete an approved pattern of study
- meet all NESA requirements.

## Subjects – Courses

NESA rules require the following pattern of study for students in Stages 4 and 5 (Years 7-10):

- English in each year
- Mathematics in each year
- Science in each year
- Personal Development, Health and Physical Education in each year
- Human Society and its Environment in each year (History/Geography)
- A Language other than English for at least one year
- Creative Arts including: Music, Visual Arts for at least one year
- Technology and Applied Science, including the use of computers.

In addition, our school is offering a **Career Education** course. This aims to foster self-awareness in students through a comprehensive career exploration experiences students are exposed to diverse occupations and industries, enabling them to identify their interests, strengths, and aptitudes. This course will be reported on; however, an assessment schedule will not be implemented.

Additional courses or electives are selected in Stage 5. Current syllabuses are available online:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>

## Attendance

Students must maintain satisfactory attendance (typically, 95%) to make sure that all course requirements are met. Attendance must continue until the last day of Year 10. Granting of leave is a matter for the school Principal to determine. The Principal has discretion in granting leave provided that they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the leave requested is for an extended period, the student must demonstrate to the Principal that outcomes in each course will be achieved.

## Course Completion

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

- followed the course specified by NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

Every school in NSW is required to certify that students have satisfied these expectations.

## Record of School Achievement (RoSA) and Grading

The Record of School Achievement (RoSA) is a NESA credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). The RoSA will record all courses that a student has completed (with a grade) as well as courses that a student may be enrolled in but has not yet completed (without a grade) at the date of leaving school.

The RoSA grades for a course will be determined based on the student's performances in assessment tasks, as detailed in the Assessment Schedule, using the RoSA Common Grade Scale outlined below. The RoSA grade will be issued by NESA to students when they indicate they are leaving school.

RoSA Common Grade Scale: The Common Grade Scale shown below is used to report student achievement in Year 10 in all NSW schools.

**A:** 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:** 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:** 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:** 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:** 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.


**NSW** | Education Standards Authority

### RECORD OF SCHOOL ACHIEVEMENT

This is to certify that  
Sample Student  
of  
Sample High School  
has met the requirements of the Record of School Achievement  
and has received the results shown below.

STAGE 5 COURSES		
Year	Course	Result
2018	Board Developed Courses	
	English	B
	Mathematics	C5
	Science	C
	Geography	B
	History	C
	Work Education	B
	Dance	C
	Personal Development, Health and P.E.	A
Years 7 to 10 Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed


Student Number: R0292209

  
 Chief Executive Officer  
 NSW Education Standards Authority

Issued by NESA without alteration or enclose on 17 November 2020 at Sydney, NSW, Australia

Note: Mathematics – grades are further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2).

Available online: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/common-grade-scale>

## Assessment Procedures – Year 10 RoSA

NESA requires that all courses have an Assessment Schedule and that students attempt all assessment tasks in the Assessment Schedule. All Stage 5 assessment is made within the school; there is no external NESA assessment. The plans for formal assessment are provided in this booklet. This Assessment Booklet is available on the school's website and is emailed to students, parents and carers at the start of the academic year.

The final assessment mark for a course is intended to indicate student achievements at the end of the Year 10 course or Year 9 in a 100-hour elective course. The assessment marks are based on achievements measured at points throughout the course. Assessment tasks will determine what a student knows, understands and is able to do. There are a variety of assessment tasks in each course.

Every faculty maintains a register to indicate the date that each student receives formal notification of tasks. If a student is absent, it is their responsibility to catch themselves up with the details of any task notifications. The details are also available in the course's Google Classroom. Scheduling dates may have to be changed due to unforeseen circumstances. This change will be endorsed by the faculty Head Teacher and written notification of the change will be given to all students involved and will also be in the course's Google Classroom.

Every student will be provided with formal feedback for each assessment. This may involve written advice, verbal discussions and marking grids.

The assessments listed on the Assessment Schedule will contribute to both the final grades and the achievement reported in the school reports. Each student is expected to personally complete the assessment tasks listed as well as all the other assessments which teachers may use to determine student progress.

Students and their parents and carers should be aware of upcoming assessment tasks and ensure that appointments, holidays or sporting trips are not booked during a scheduled assessment task.

Attendance, on the day the assessment task is either to be performed or submitted, is essential. Students who are unable to attend school to submit the assessment task may be eligible to apply for consideration based on illness or misadventure (see the form provided later in this booklet). The task may be required to be submitted online in the course Google Classroom.

A formal notification is given for each assessment task with a minimum of two weeks' notice. This written notification will include the notification date; description of the task; outcomes that are being assessed, what students are expected to do for the task; the due date and where the task is to be handed in. Tasks must be submitted before 11:59pm unless otherwise instructed.

Students must make a genuine attempt at assessment tasks, which contribute in excess of 50% of the available marks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. If a student does not attempt tasks worth in excess of 50%, the Principal may indicate that the course has not been satisfactorily completed. Students who do not comply with the assessment requirements in any course will not satisfy NESA requirements.

The Principal reserves the right to alter the Mount Austin High School Assessment Procedures should exceptional circumstances present themselves. In such cases advice from NESA will be sought.

## Non-Completion of Course ('N' Determinations)

A student who fails to meet the requirements in any course can receive an 'N' for that course, to indicate non-completion of a course. The 'N' is recorded instead of a grade. Prior to an 'N' being awarded the student and the parent or carer will be given written warnings. These are often referred to as 'N' Warning Letters. These warnings will be sent early enough for the student to correct the problem and meet course requirements. An 'N' Determination can lead to a student not being eligible for the completion of Stage 5 and continuing onto Senior College - Stage 6 (Year 11).

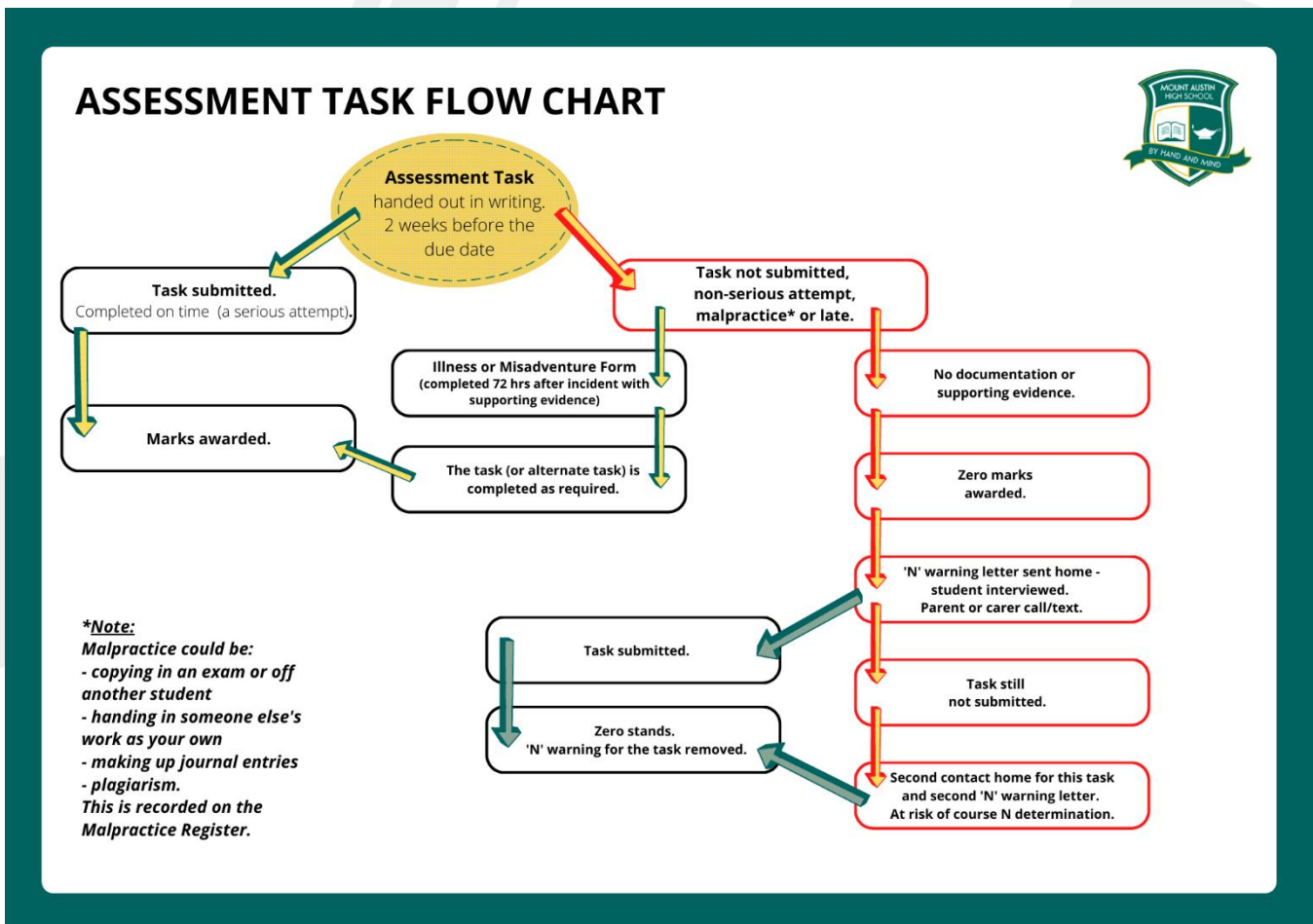
The Principal will submit an 'N' Determination if a student fails to complete tasks which contribute in excess of 50% of the final assessment marks in that course.

The Principal must advise the student of the 'N' Determination, its consequences and the student's right to a school review and subsequent appeal to NESA.

## Review of 'N' Determinations

The procedures for a school review of an 'N' Determination are as follows:

- A student seeking a review of an 'N' Determination must apply to the Principal.
- The school upholds the appeal, the school advises NESA by the date stipulated in the ROSA Events Timetable.
- If the appeal is declined, the student may appeal to NESA. This review will focus on whether the school properly and correctly considered the matters before it. NESA will advise students and the Principal of the outcome of any appeal as soon as possible.



## Life Skills – Program of Study

Most students with disability and additional learning and support needs follow the standard Year 7 to 10 curriculum set by NESA with adjustments made to the learning experiences presented. Students with additional educational needs, which prevent them from successfully accessing regular courses, are eligible to study Life Skills courses.

Life Skills courses help students to achieve outcomes appropriately matched to their strengths, goals and interests. They also support the needs of the individual student. Assessment in this pattern of study provides opportunities for students to demonstrate achievement in relation to the selected Life Skills outcomes for the individual student. This assessment can occur in a range of situations or environments such as the school and wider community.

## Disability provisions for students with special needs

Disability provisions are available for a range of medical and learning conditions. These are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an examination. For example, students with Diabetes may need to monitor blood glucose levels and eat during an examination; students with an anxiety disorder may need to be seated in smaller groups, or students with conditions that prevent them from reading the examination may require a reader. These provisions are supported by the Learning and Support Team and all faculty areas are able to make appropriate adjustments to suit students with special needs.

Available online: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

# Additional Information for Students

## Change of date or task

For a change of date or a task, written notification will be given to all students in a class or course and this change will be authorised by the faculty Head Teacher. All assessment information will also be available in the course Google Classroom.

## Extensions

Extensions of time may be granted only in exceptional circumstances. Students are not to consider that extensions of time will be granted automatically for assessment tasks. Written approval must be obtained in advance (more than two days) for an extension by filling out the Illness or Misadventure Form. Final approval for extensions will be given by the year group Deputy Principal in consultation with the faculty Head Teacher. Classroom teachers are unable to give extensions on Scheduled Assessment Tasks. Students on 'Approved Leave' will still be required to complete all assessment tasks by the due date unless prior approval is granted for an extension for each task.

## Illness or Misadventure

Illness or misadventure is an event immediately prior to or during an assessment that is beyond the student's control, and which allegedly affects the student's performance on that assessment.

If it is not possible to submit an assessment on the due day or do an in-class assessment task including an examination (as may be the case with sudden illness where there is a need to go to the doctor immediately) the school must be informed no later than 9.00am on the set day and the faculty Head Teacher will determine alternative arrangements with the Class Teacher. An Illness or Misadventure Form must be completed, within 72 hours, to outline the factor/s impacting upon their performance on internal assessment tasks.

Any student who wishes to apply for illness or misadventure should go directly to their year group Deputy Principal to begin the process. The final decision will be made in consultation with the faculty Head Teacher and be based on the nature of the task and professional judgement based on independent documentary evidence provided by the student. If the student's application appears to disadvantage other students or appears unreasonable, then the application may not be approved.

Even if a student applies for illness or misadventure, they are still encouraged to complete their assessment task by the due date.

If the student's application for illness or misadventure is approved then one of the following may occur:

- complete a substitute task
- estimate based on 'like-tasks'
- an extension may be granted

Typically to ensure course outcomes are successfully completed, students will be allowed to submit the task.

## Illness and Misadventure Form

- an A4 version is available on the last page of this booklet (or a one-page, double-sided A4 document can be collected from the class teacher or downloaded from the school website in the assessment area)
- it must be completed, within 72 hours (3 school days) after the illness or misadventure



## Hand-in Tasks

A student who is away on the day of a hand-in task is still expected to submit their task digitally through Google Classroom. If appropriate, the task can be uploaded to the teaching and learning area where the assignment is posted or emailed to their Class Teacher or faculty Head Teacher. Evidence of completion is required on the due date.

## Missed Assessment Tasks

Should a student be unable to submit an assessment task or complete an examination in the case of sudden illness or misadventure, the school must be informed by 9.00am on the day. The faculty Head Teacher needs to know they will be missing the task. Generally, in-class assessment tasks can only be missed for exceptional circumstances. The student must speak to the faculty Head Teacher immediately on their return to school. An Illness or Misadventure Form is required to be processed with 72 hours of the event by the Head Teacher and year group Deputy Principal. The faculty Head Teacher in consultation with the year group Deputy Principal, will determine alternative arrangements and penalties for any missed assessment task. Independent documentary evidence, such as a medical certificate or statutory declaration, must be supplied to the school. A note from a parent or carer may not be sufficient reason to explain being absent from an assessment task. Being away from school for a sporting trip or holiday is not considered to be exceptional circumstances by NESA.

## Missed in-class tasks and late tasks

Unless approval has been sought and granted by the school to the student, prior to a task, by completing the Illness or Misadventure Form, all students must complete all assessment tasks on the specified time and due date. If the student cannot show that missing a task or lateness was due to 'exceptional circumstances', a mark of zero will be awarded for the task. Failure to submit or complete work is 'non-completion' and may lead to an 'N-Warning Letter'

## Malpractice, plagiarism, non-completion and zero marks for a task

Academic malpractice is a serious breach of rules and can result in a zero mark being awarded. The faculty Head Teacher will investigate malpractice on a task and then advise Deputy Principal – Curriculum. Parents and carers will be contacted after the initial investigation.

A review panel consisting of the relevant teaching staff will be convened to adjudicate on claims or accusations of malpractice or plagiarism. Proven dishonesty in an assessment task will result in a zero mark. As per NESA guidelines, marks on a task will only be awarded for a student's original work. Work that is not the students own will not be marked or read in the assessment task.

Failure to submit an assessment task on the due date because of truancy (unauthorised absence) will automatically result in zero marks being awarded for that task. Also, if a student does not make a genuine attempt at an assessment task a zero mark will be recorded. Even though zero marks may result due to lateness, students must still submit the task. Failure to submit or complete work is also grounds for an 'N' Determination for that task.

## Technology failure including computer and/or printers

Students should submit assessment tasks as specified on the Assessment Notification. A printed hard copy of their assessment task as well as a saved soft copy or digital copy if appropriate, must be retained for all assessment tasks by the students.

Technology - computer hardware/software or printer failure will not be accepted as an excuse for late submission. When working on assessments students are advised to have a backup digital copy of all tasks including backing up in the cloud e.g. Google Drive, as well as draft printed copies.

## Year 10 Assessment Schedule Calendar

### Term 1, 2025

Week 3	
Week 4	
Week 5	
Week 6	Food Technology – PASS
Week 7	Music
Week 8	Child Studies – History – Personal Development, Health and Physical Education – Science
Week 9	Agriculture – English – International Studies – Mathematics – Photography and Digital Media – PASS – Visual Arts
Week 10	
Week 11	

### Term 2, 2025

Week 1	
Week 2	International Studies
Week 3	History – iSTEM – PASS – Personal Development, Health and Physical Education – Science
Week 4	Mathematics
Week 5	Metals – Timber
Week 6	Agriculture – Child Studies – Music
Week 7	
Week 8	English – Food Technology – Visual Arts
Week 9	Photography and Digital Media
Week 10	iSTEM

### Term 3, 2025

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	International Studies – Music – Photography and Digital Media – Timber
Week 6	Mathematics
Week 7	<b>Year 10 Work Experience Week</b>
	Child Studies – PASS
Week 8	Geography – Visual Arts
Week 9	English - Food Technology – iSTEM – Personal Development, Health and Physical Education – Science
Week 10	

### Term 4, 2025

Week 1	
Week 2	Music – Personal Development, Health and Physical Education
Week 3	Child Studies – Geography – iSTEM – Metals – PASS – Personal Development, Health and Physical Education – Science
Week 4	English – International Studies – Mathematics – Science – Visual Arts
Week 5	Agriculture – Metals – Photography and Digital Media – Timber
Week 6	
Week 7	
Week 8	
Week 9	<b>Year 10 Transition Week – Friday, Year 10 Presentation Day</b>
Week 10	

## My Tasks – List the Year 10 Tasks

### Term 1, 2025

Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	

### Term 2, 2025

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

### Term 3, 2025

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	<b>Year 10 Work Experience Week</b>
Week 10	

### Term 4, 2025

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	<b>Year 10 Transition Week – Friday Year 10 Presentation Day</b>
Week 10	

Notes:

## Year 10 Formal Assessment Program Assessment Schedules

Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings.

### Task Types

Some examples of task types considered appropriate for formal assessment are, but not limited to:

- Topic tests
- Examinations
- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, logbooks, process diaries
- Compositions
- Group work tasks

**A formal assessment task may contain more than one part.**

### Assessment Task Notifications

The following pages contain Assessment Schedules for each subject being delivered in Stage 5 at Mount Austin High School during this academic year. For each task listed, a formal assessment task notification will be provided to students at least two weeks prior to the due date detailing the requirements of the task.

**Assessment Schedules – start on the following page**

Agriculture
Child Studies
<b>English - Required by NESA for a RoSA Grade</b>
Food Technology
<b>Geography - Required by NESA for a RoSA Grade</b>
<b>History - Required by NESA for a RoSA Grade</b>
International Studies
iSTEM
<b>Mathematics - Required by NESA for a RoSA Grade</b>
Metals – Industrial Technology
Music
<b>Personal Development, Health and Physical Education - Required by NESA for a RoSA Grade</b>
Photography and Digital Media
Physical Activity and Sport Studies (PASS)
<b>Science - Required by NESA for a RoSA Grade</b>
Timber – Industrial Technology
Visual Arts

*Note: In the table above mandatory courses are bolded. These are common courses for all students.*

**AGRICULTURE  
ELECTIVE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Experiment Growth Report	40%	Term 1 Week 9	AG5-1, AG5-4, AG5-14	1, 2, 3
2	Process Information Poster	20%	Term 2 Week 6	AG5-1, AG5-4, AG5-14	1, 2, 3
3	Practical Logbook	40%	Term 4 Week 5	AG5-1, AG5-2, AG5-3, AG5-4, AG5-11	1, 2, 3

Course Outcomes	Reporting Statements
<p>A student:</p> <p><b>AG5-1</b> explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets</p> <p><b>AG5-2</b> explains the interactions within and between agricultural enterprises and systems</p> <p><b>AG5-3</b> explains the interactions within and between the agricultural sector and Australia's economy, culture and society</p> <p><b>AG5-4</b> investigates and implements responsible production systems for plant and animal enterprises</p> <p><b>AG5-5</b> investigates and applies responsible marketing principles and processes</p> <p><b>AG5-6</b> explains and evaluates the impact of management decisions on plant production enterprises</p> <p><b>AG5-7</b> explains and evaluates the impact of management decisions on animal production enterprises</p> <p><b>AG5-8</b> evaluates the impact of past and current agricultural practices on agricultural sustainability</p> <p><b>AG5-9</b> evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics</p> <p><b>AG5-10</b> implements and justifies the application of animal welfare guidelines to agricultural practices</p> <p><b>AG5-11</b> designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts</p> <p><b>AG5-12</b> collects and analyses agricultural data and communicates results using a range of technologies</p> <p><b>AG5-13</b> applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery</p> <p><b>AG5-14</b> demonstrates plant and/or animal management practices safely and in collaboration with others</p>	<p>A student:</p> <ol style="list-style-type: none"> <li><b>1.</b> explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets</li> <li><b>2.</b> investigates and implements responsible production systems for plant and animal enterprises</li> <li><b>3.</b> demonstrates plant and/or animal management practices safely and in collaboration with others</li> </ol>

**CHILD STUDIES  
ELECTIVE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Health and Safety in Childhood	25%	Term 1 Week 8	CS5-2, CS5-8, CS-9, CS5-11	1
2	Making a Toy	25%	Term 2 Week 6	CS5-4, CS5-5, CS-9	2
3	Supernanny Case Study	25%	Term 3 Week 7	CS5-4, CS5-7, CS5-9	3
4	Child care services and career opportunities	25%	Term 4 Week 3	CS5-2, CS5-3	4

Course Outcomes	Reporting Statements
<p>A student:</p> <p><b>CS5-1</b> identifies the characteristics of a child at each stage of growth and development</p> <p><b>CS5-2</b> describes the factors that affect the health and wellbeing of the child</p> <p><b>CS5-3</b> analyses the evolution of childhood experiences and parenting roles over time</p> <p><b>CS5-4</b> plans and implements engaging activities when educating and caring for young children within a safe environment</p> <p><b>CS5-5</b> evaluates strategies that promote the growth and development of children</p> <p><b>CS5-6</b> describes a range of parenting practices for optimal growth and development</p> <p><b>CS5-7</b> discusses the importance of positive relationships for the growth and development of children</p> <p><b>CS5-8</b> evaluates the role of community resources that promote and support the wellbeing of children and families</p> <p><b>CS5-9</b> analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing</p> <p><b>CS5-10</b> demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts</p> <p><b>CS5-11</b> analyses and compares information from a variety of sources to develop an understanding of child growth and development</p> <p><b>CS5-12</b> applies evaluation techniques when creating, discussing and assessing information related to child growth and development</p>	<p>A student:</p> <ol style="list-style-type: none"> <li>displays knowledge and understanding of immunisation and childhood disease through a comprehensive and structured written response</li> <li>displays knowledge and understanding of the sustainability of toys. Students use knowledge and understanding of child developmental stages to design a product that is engaging and promotes the learning and growth of children</li> <li>analyses and evaluates different practices related to discipline to assess effectiveness</li> <li>evaluates a child care option available for a family to access that will promote wellbeing of children and families</li> </ol>

**ENGLISH  
CORE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Cultural Appreciation	25%	Term 1 Week 9	All	All
2	Novel Study Extended Response	25%	Term 2 Week 8	All	All
3	Documenting Our World Review and Reflection	25%	Term 3 Week 9	All	All
4	Genre Study Examination	25%	Term 4 Week 4	All	All

Course Outcomes	Reporting Statements
<p>A student:</p> <p><b>EN5-RVL-01</b> uses a range of personal, creative, and critical strategies to interpret complex texts</p> <p><b>EN5-URA-01</b> analyses how meaning is created through the use of interpretation of increasingly complex language forms, features and structures</p> <p><b>EN5-URB-01</b> evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes</p> <p><b>EN-URC-01</b> investigates and explains ways of valuing texts and the relationship between them</p> <p><b>EN-ECA-01</b> 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><b>ENECB-01</b> uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts</p>	<p>A student:</p> <ol style="list-style-type: none"> <li>is able to demonstrate an ability to read, view and listen to a variety of texts</li> <li>is able to demonstrate an ability to understand and respond to texts in appropriate contexts</li> <li>is able to demonstrate an ability to express their ideas and compose texts across a variety of forms.</li> </ol>

**FOOD TECHNOLOGY  
ELECTIVE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Food in Australia Assignment	30%	Term 1 Week 6	FT5-8, FT5-9, FT5-10, FT5-11, FT5-12	1, 2, 6
2	Food for Specific Needs Google Slides	35%	Term 2 Week 8	FT5-1, FT5-6, FT5-7, FT5-8, FT5-12	1, 2, 6
3	Food Trends Practical	35%	Term 3 Week 9	FT5-2, FT5-3, FT5-4, FT5-5, FT5-12	4, 5

Course Outcomes	Reporting Statements
<p>A student:</p> <p><b>FT5-1</b> demonstrates hygienic handling of food to ensure a safe and appealing product</p> <p><b>FT5-2</b> identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food</p> <p><b>FT5-3</b> describes the physical and chemical properties of a variety of foods</p> <p><b>FT5-4</b> accounts for changes to the properties of food which occur during food processing, preparation and storage</p> <p><b>FT5-5</b> applies appropriate methods of food processing, preparation and storage</p> <p><b>FT5-6</b> describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities</p> <p><b>FT5-7</b> justifies food choices by analysing the factors that influence eating habits</p> <p><b>FT5-8</b> collects, evaluates and applies information from a variety of sources</p> <p><b>FT5-9</b> communicates ideas and information using a range of media and appropriate terminology</p> <p><b>FT5-10</b> selects and employs appropriate techniques and equipment for a variety of food-specific purposes</p> <p><b>FT5-11</b> plans, prepares, presents and evaluates food solutions for specific purposes</p> <p><b>FT5-12</b> examines the relationship between food, technology and society</p> <p><b>FT5-13</b> evaluates the impact of activities related to food on the individual, society and the environment</p>	<p>A student:</p> <ol style="list-style-type: none"> <li>demonstrates hygienic handling and works safely to produce high quality food products</li> <li>describes the changes that occur to foods when preparing, cooking and storing items</li> <li>uses correct tools and techniques to prepare, cook and store food</li> <li>describes the impact of nutrition and food choices on people and communities</li> <li>researches effectively and communicates ideas in different ways using appropriate terminology</li> <li>plans, prepares and presents food for different occasions using the correct equipment and techniques</li> <li>evaluates the relationship between food, people and the environment.</li> </ol>



**GEOGRAPHY  
CORE**

Task No.	Task Details Topic/ Task Types	Weighting	Due Date	Course Outcomes	Reporting Statement
1	Environmental Change and Management Topic Test	50%	Term 3 Week 8	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	2, 3, 6
2	Human Wellbeing Research Task	50%	Term 4 Week 3	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	1, 5, 6

Course Outcomes	Reporting Statements
<p>A student:</p> <p><b>GE5-1</b> explains the diverse features and characteristics of a range of places and environments</p> <p><b>GE5-2</b> explains processes and influences that form and transform places and environments</p> <p><b>GE5-3</b> analyses the effect of interactions and connections between people, places and environments</p> <p><b>GE5-4</b> accounts for perspectives of people and organisations on a range of geographical issues</p> <p><b>GE5-5</b> assesses management strategies for places and environments for their sustainability</p> <p><b>GE5-6</b> analyses differences in human wellbeing and ways to improve human wellbeing</p> <p><b>GE5-7</b> acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</p> <p><b>GE5-8</b> communicates geographical information to a range of audiences using a variety of strategies</p>	<p>A student:</p> <ol style="list-style-type: none"> <li>1. explains the diverse features and characteristics of a range of places and environments</li> <li>2. explains processes and influences that form and transform places and environments</li> <li>3. analyses the effect of interactions and connections between people, places and environments</li> <li>4. assesses management strategies for places and environments for their sustainability</li> <li>5. acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</li> <li>6. communicates geographical information to a range of audiences using a variety of strategies</li> </ol>

**HISTORY  
CORE**

Task No.	Task Details Topic/ Task Types	Weighting	Due Date	Course Outcomes	Reporting Statement
1	Changing Rights and Freedoms Research Task - Essay	50%	Term 1 Week 8	HT5-1, HT5-5, HT5-7, HT5-8, HT5-9	2, 3, 4
2	The Cold War <b>Written Response</b>	50%	Term 2 Week 3	HT5-1, HT5-2, HT5-3, HT5-4, HT5-6, HT5-10	1, 5, 6

Course Outcomes	Reporting Statements
<p>A student:</p> <p><b>HT5-1</b> explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p><b>HT5-2</b> sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia (Informal)</p> <p><b>HT5-3</b> explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia (Informal)</p> <p><b>HT5-4</b> explains and analyses the causes and effects of events and developments in the modern world and Australia (Informal)</p> <p><b>HT5-5</b> identifies and evaluates the usefulness of sources in the historical inquiry process</p> <p><b>HT5-6</b> uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</p> <p><b>HT5-7</b> explains different contexts, perspectives and interpretations of the modern world and Australia (Informal)</p> <p><b>HT5-8</b> selects and analyses a range of historical sources to locate information relevant to an historical inquiry</p> <p><b>HT5-9</b> applies a range of relevant historical terms and concepts when communicating an understanding of the past.</p> <p><b>HT5-10</b> selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</p>	<p>A student:</p> <ol style="list-style-type: none"> <li>1. uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</li> <li>2. sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia</li> <li>3. identifies and evaluates the usefulness of sources in the historical inquiry process</li> <li>4. explains different contexts, perspectives and interpretations of the modern world and Australia</li> <li>5. selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</li> <li>6. explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</li> <li>7. selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</li> </ol>

**INTERNATIONAL STUDIES  
ELECTIVE**

Task No.	Task Details Topic/Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Understanding culture and diversity in today's world: Photographic Essay	20%	Term 1 Week 9	IS5-1, IS5-2, IS5-3, IS5-1, IS5-8, IS5-9, IS5-12	1, 2, 3, 4, 5
2	Culture and Beliefs: Written Examination	25%	Term 2 Week 2	IS5-2, IS5-3, IS5-4, IS5-6, IS5-7, IS5 8, IS5-12	1, 3, 8
3	School developed option: Mini Personal Interest Project	30%	Term 3 Week 5	IS5-1, IS5-5, IS5-4, IS5-9, IS5-10, IS5 11, IS5-12	2, 5, 8
4	Culture and Food: Recipe Book	25%	Term 4 Week 4	IS5-2, IS5-3, IS5-4, IS5-6	4, 5, 6, 7, 8

Course Outcomes	Reporting statements
<p>A student:</p> <p><b>IS5-1</b> analyses a variety of definitions of culture  <b>IS5-2</b> describes characteristics of culture  <b>IS5-3</b> examines cultural similarities and differences  <b>IS5-4</b> examines cultural diversity  <b>IS5-5</b> accounts for the dynamic nature of culture  <b>IS5-6</b> identifies influences on cultures and their interconnectedness  <b>IS5-7</b> recognises bias and stereotypes  <b>IS5-8</b> analyses different contexts, perspectives and interpretations of cultural beliefs and practices  <b>IS5-9</b> evaluates culturally significant issues, events and scenarios from a variety of perspectives  <b>IS5-10</b> applies understanding of cultural differences when communicating across cultures  <b>IS5-11</b> applies strategies to challenge stereotypes  <b>IS5-12</b> selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures.</p>	<p>A student:</p> <ol style="list-style-type: none"> <li>1. analyses the variety of ways and factors that contribute to culture</li> <li>2. explains the similarities and differences between a variety of cultures</li> <li>3. identify the different ways in which cultures intersect and connect</li> <li>4. assesses the bias and stereotypes that may impact cultures</li> <li>5. assesses strategies and initiatives in place to counter effects of bias and stereotypes on cultures.</li> <li>6. analyses the range of relationships between cultures located in a common location.</li> <li>7. analyse the factors that influence people's perceptions of different cultures</li> <li>8. selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings information and findings</li> </ol>

**iSTEM (Integrated Science, Technology, Engineering and Mathematics)****ELECTIVE**

<b>Task No.</b>	<b>Task Details Topic / Task Type</b>	<b>Weighting</b>	<b>Date Due</b>	<b>Course Outcomes</b>	<b>Reporting Statement</b>
1	Half-Yearly Examination	20%	Term 2 Week 3	ST5-2, ST5-3, ST5-5, ST5-8	1, 2
2	Project - Aeronautical engineering – Skylap	30%	Term 2 Week 10	ST5-1, ST5-2, ST5-3, ST5-4, ST5-6, ST5-7, ST5-8	1, 2
3	Project – Grand Designs	30%	Term 3 Week 9	ST5-1, ST5-2, ST5-3, ST5-4, ST5-6, ST5-7, ST5-8	1, 2
4	Examination	20%	Term 4 Week 3	ST5-2, ST5-3, ST5-5, ST5-8	1, 2

<b>Course Outcomes</b>	<b>Reporting Statements</b>
<p>A student:</p> <p><b>ST5-1</b> designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems</p> <p><b>ST5-2</b> demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts</p> <p><b>ST5-3</b> applies engineering design processes to address real-world STEM-based problems</p> <p><b>ST5-4</b> works independently and collaboratively to produce practical solutions to real-world scenarios</p> <p><b>ST5-5</b> analyses a range of contexts and applies STEM principles and processes</p> <p><b>ST5-6</b> selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems</p> <p><b>ST5-7</b> selects and applies project management strategies when developing and evaluating STEM-based design solutions</p> <p><b>ST5-8</b> uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences</p> <p><b>ST5-9</b> collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions</p> <p><b>ST5-10</b> analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment.</p>	<p>A student:</p> <ol style="list-style-type: none"> <li>1. develops skills in planning, project management, communication and problem solving in a range of STEM contexts</li> <li>2. develops knowledge and understanding of the application of cognitive processes and STEM principles to address real world STEM based problems</li> </ol>

**MATHEMATICS  
CORE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Portfolio Sample	20%	Term 1 Week 9	MA5-NET-P-01 MA5-DAT-C-01 MAO-WM-01	1, 2
2	Topic Test	25%	Term 2 Week 4	MA5-TRG-C-01 MA5-TRG-C-02 MAO-WM-01	3, 4
3	Portfolio Sample	25%	Term 3 Week 6	MA5-NLI-C-01 MA5-NLI-C-02 MAO-WM-01	5, 6
4	Progress Examination	30%	Term 4 Week 4	All	7

Course Outcomes	Reporting Statements
<p>A student:</p> <p><b>MAO-WM-01</b> - 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><b>MA5-NET-P-01</b> - solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits</p> <p><b>MA5-DAT-C-01</b> - compares and analyses datasets using summary statistics and graphical representations</p> <p><b>MA5-TRG-C-01</b> - applies trigonometric ratios to solve right-angled triangle problems</p> <p><b>MA5-TRG-C-02</b> - applies trigonometry to solve problems, including bearings and angles of elevation and depression</p> <p><b>MA5-NLI-C-01</b> - identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts</p> <p><b>MA5-NLI-C-02</b> - identifies and compares features of parabolas and exponential curves in various contexts</p> <p><b>MA5-VOL-C-01</b> - solves problems involving the volume of composite solids consisting of right prisms and cylinders</p>	<p>A student:</p> <ol style="list-style-type: none"> <li>solves network problems, applying mathematical techniques and connecting mathematical concepts</li> <li>compares and analyses data sets, communicating their thinking and reasoning</li> <li>develops an understanding and application of trigonometric ratios</li> <li>applies trigonometry to solve problems including the exploration of bearings and angles of elevation and depression</li> <li>identifies mathematical connections of quadratic and exponential relationships in a variety of contexts</li> <li>distinguishes between linear, quadratic and exponential relationships and compares their features</li> <li>makes mathematical connections and applies techniques to solve volume problems</li> </ol>

**METALS INDUSTRIAL TECHNOLOGY  
ELECTIVE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Fabrication Project and Project Report	30%	Term 2 Week 5	IND5-1, IND5-3 IND5-6, IND5-8	1, 2, 4
2	Personal Project and Project Report	30%	Term 4 Week 3	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8	All
3	Examination	40%	Term 4 Week 5	IND5-1, IND5-7, IND5-9, IND5-10	1, 2, 4

Course Outcomes	Reporting Statements
<p>A student:</p> <p><b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies IND5-1</p> <p><b>IND5-2</b> applies design principles in the modification, development and production of projects IND5-2</p> <p><b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p><b>IND5-4</b> selects, justifies and uses a range of relevant and associated materials for specific applications</p> <p><b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p><b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment</p> <p><b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p><b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</p> <p><b>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications</p> <p><b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p>	<p>A student:</p> <ol style="list-style-type: none"> <li>1. identifies, assesses and manages the risks and WHS issues associated with the use of a range of materials, hand tools, machine tools and processes</li> <li>2. identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects</li> <li>3. works cooperatively with others in the achievement of common goals</li> <li>4. applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects</li> </ol>

**MUSIC  
ELECTIVE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Music of Australia, including music of Aboriginal and Torres Strait Islander Peoples, popular music, art music and jazz performance	Performing 10% Listening 10%  20%	Term 1 Week 7	MU5-PER-01, MU5-PER-02, MU5-LIS-01	All
2	Composing Jazz and Art Music	Performing 10% Composing 20%  30%	Term 2 Week 6	MU5-PER-01, MU5-PER-02, MU5-COM-01, MU5-COM-02	All
3	Student Directed Depth Study: Popular Music	Performing 10% Listening 10% Composing 10%  30%	Term 3 Week 5	MU5-PER-01, MU5-PER-02 and as selected through depth study	All
4	Viva Voca: Depth Study: Popular Music	Performing 10% Listening 10%  20%	Term 4 Week 2	MU5-PER-01, MU5-PER-02 and as selected through depth study	All

Course Outcomes	Reporting Statements
<p>A student:</p> <p><b>MU5-PER-01</b> performs repertoire with stylistic awareness and musical expression</p> <p><b>MU5-PER-02</b> manipulates and combines the elements of music in performance to communicate musical ideas</p> <p><b>MU5-LIS-01</b> uses listening skills to analyse music in relation to stylistic, cultural, historical and social contexts</p> <p><b>MU5-LIS-02</b> uses listening skills to evaluate how the elements of music are manipulated and combined</p> <p><b>MU5-COM-01</b> improvises, arranges or composes with stylistic understanding and musical expression</p> <p><b>MU5-COM-02</b> manipulates and combines the elements of music to create musical ideas</p>	<p>A student:</p> <ol style="list-style-type: none"> <li>1. engages with and demonstrate understanding and appreciation for a variety of music styles</li> <li>2. composes, performs and improvises to demonstrate understanding and musical expression</li> <li>3. showcases understanding of the elements of music</li> </ol>

**PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION  
CORE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Lifelong Health	25%	Term 1 Week 8	PD5-6, PD5-9, PD5-8	1
2	Practical Application and Performance	25%	Term 2 Week 3	PD5-4, PD5-5, PD5-10, PD5-11	2
3	Examination	25%	Term 4 Week 2	PD5-1, PD5-3, PD5-5, PD5-6, PD5-7, PD5-8	3
4	Game Sense and Awareness	25%	Term 4 Week 3	PD5-4, PD5-5, PD5-10, PD5-11	4

Course Outcomes	Reporting Statements
<p>A student:</p> <p><b>PD5-1</b> assesses their own and others' capacity to reflect on and respond positively to challenges</p> <p><b>PD5-3</b> analyses factors and strategies that enhance inclusivity, equality and respectful relationships</p> <p><b>PD5-4</b> adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts</p> <p><b>PD5-5</b> appraises and justifies choices of actions when solving complex movement challenges</p> <p><b>PD5-6</b> critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity</p> <p><b>PD5-7</b> plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities</p> <p><b>PD5-8</b> designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity</p> <p><b>PD5-9</b> assesses and applies self-management skills to effectively manage complex situations</p> <p><b>PD5-10</b> critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts</p> <p><b>PD5-11</b> refines and applies movement skills and concepts to compose and perform innovative movement sequences</p>	<p>A student:</p> <ol style="list-style-type: none"> <li>assesses personal physical activity levels, reflects on the benefits and consequences of physical activity, and sets achievable goals</li> <li>refines and applies movement skills and concepts to physical activity and in a range of team sports</li> <li>devises methods of gathering, interpreting, and communicating information about health and physical activity concepts</li> <li>demonstrates and justifies choices of actions when solving complex movement challenges</li> </ol>



**PHOTOGRAPHY AND DIGITAL MEDIA  
ELECTIVE**

<b>Task No.</b>	<b>Task Details Topic / Task Type</b>	<b>Weighting</b>	<b>Date Due</b>	<b>Course Outcomes</b>	<b>Reporting Statement</b>
1	Studio Compositions	Making = 20% Critical and Historical Interpretations = 10% 30%	Term 1 Week 9	5.1,5.2,5.3,5.4, 5.5,5.6,5.7,5.8, 5.9,5.10	All
2	Exhibitions and Arrangements	Making = 20% Critical and Historical Interpretations = 10% 30%	Term 2 Week 9	5.1,5.2,5.3,5.4, 5.5,5.6,5.7,5.8, 5.9,5.10	All
3	Creating a Photostory	Making = 20% Critical and Historical Interpretations = 10% 20%	Term 3 Week 5	5.1,5.2,5.3,5.4, 5.5,5.6,5.7,5.8, 5.9,5.10	All
4	Film and Video	Making = 10% Critical and Historical Interpretations = 10% 20%	Term 4 Week 5	5.1,5.2,5.3,5.4, 5.5,5.6,5.7,5.8, 5.9,5.10	All

<b>Course Outcomes</b>	<b>Reporting Statements</b>
<p>A student:</p> <p><b>5.1</b> develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works</p> <p><b>5.2</b> makes photographic and digital works informed by their understanding of the function of and relationships between artist– artwork–world–audience</p> <p><b>5.3</b> makes photographic and digital works informed by an understanding of how the frames affect meaning</p> <p><b>5.4</b> investigates the world as a source of ideas, concepts and subject matter for photographic and digital media works</p> <p><b>5.5</b> makes informed choices to develop and extend concepts and different meanings in their photographic and digital works</p> <p><b>5.6</b> selects appropriate procedures and techniques to make and refine photographic and digital works</p> <p><b>5.7</b> applies their understanding of aspects of practice to critically and historically interpret photographic and digital works</p> <p><b>5.8</b> uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works</p> <p><b>5.9</b> uses the frames to make different interpretations of photographic and digital works</p> <p><b>5.10</b> constructs different critical and historical accounts of photographic and digital works</p>	<p>A student:</p> <ol style="list-style-type: none"> <li>generates original concepts and characteristic style that is increasingly self-reflective in their photographic practice</li> <li>demonstrates use of complex tools and techniques with control of colour, tone and composition</li> <li>generates in their critical and historical practice ways to interpret and explain photography</li> <li>demonstrates safe and responsible practice in the classroom, darkroom, studio and out in the field</li> </ol>

## PHYSICAL ACTIVITY AND SPORT STUDIES

## PASS - ELECTIVE

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Australian Sporting Identity Player Profile	25%	Term 1 Week 9	PASS5-3, PASS5-4, PASS5-10	1
2	Practical Application and Performance	25%	Term 2 Week 3	PASS5-1, PASS5-5, PASS5-7, PASS5-9	2
3	Physical Activity Initiative	25%	Term 3 Week 7	PASS5-5, PASS5-6, PASS5-10	3
4	Game Sense and Awareness	25%	Term 4 Week 3	PASS5-1, PASS5-5, PASS5-7, PASS5-9	4

Course Outcomes	Reporting Statements
<p>A student:</p> <p><b>PASS5-1</b> discusses factors that limit and enhance the capacity to move and perform</p> <p><b>PASS5-2</b> analyses the benefits of participation and performance in physical activity and sport</p> <p><b>PASS5-3</b> discusses the nature and impact of historical and contemporary issues in physical activity and sport</p> <p><b>PASS5-4</b> analyses physical activity and sport from personal, social and cultural perspectives</p> <p><b>PASS5-5</b> demonstrates actions and strategies that contribute to active participation and skilful performance</p> <p><b>PASS5-6</b> evaluates the characteristics of participation and quality performance in physical activity and sport</p> <p><b>PASS5-7</b> works collaboratively with others to enhance participation, enjoyment and performance</p> <p><b>PASS5-8</b> displays management and planning skills to achieve personal and group goals</p> <p><b>PASS5-9</b> performs movement skills with increasing proficiency</p> <p><b>PASS5-10</b> analyses and appraises information, opinions and observations to inform physical activity and sport decisions</p>	<p>A student:</p> <ol style="list-style-type: none"> <li>analysis of participation and performance in fitness and reflects on how the systems of the body interact during physical activity</li> <li>performs movement skills collaboratively with others to enhance performance</li> <li>works collaboratively with others to coach and enhance participation and quality performance in physical activity and sport</li> <li>demonstrates actions and strategies that contribute to active participation and skilful performance</li> </ol>

**SCIENCE  
CORE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Genetics and Biotechnology Research Task	20%	Term 1 Week 8	SC5-7WS, SC5-9WS, SC5-14LW, SC5-15LW	1
2	Mid-year Examination	30%	Term 2 Week 4	SC4-4WS, SC4-5WS, SC4-7WS, SC4-9WS, SC4-14LW, SC5-15LW	1, 2
3	Student Research Project	20%	Term 3 Week 9	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	1
4	Examination	30%	Term 4 Week 3	SC5-4WS, SC5-5WS, SC5-7WS, SC5-9WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW	1, 2

Course Outcomes	Reporting Statements
<p>A student:</p> <p><b>SC5-4WS</b> develops questions or hypotheses to be investigated scientifically</p> <p><b>SC5-5WS</b> produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p><b>SC5-6WS</b> undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p><b>SC5-7WS</b> processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p><b>SC5-8WS</b> applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p><b>SC5-9WS</b> presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p> <p><b>SC5-10PW</b> applies models, theories and laws to explain situations involving energy, force and motion</p> <p><b>SC5-11PW</b> explains how scientific understanding about energy conservation, transfers and transformations is applied in systems</p> <p><b>SC5-12ES</b> 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><b>SC5-14LW</b> analyses interactions between components and processes within biological systems</p> <p><b>SC5-15LW</b> explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p> <p><b>SC5-16CW</b> explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p> <p><b>SC5-17CW</b> 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>	<p>A student:</p> <ol style="list-style-type: none"> <li>develops knowledge, understanding of and skill in applying the processes of working scientifically</li> <li>develops knowledge of the physical world, earth and space, living world and chemical world, and understanding about the nature, development, use and influence of science</li> </ol>

**TIMBER INDUSTRIAL TECHNOLOGY  
ELECTIVE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Practical Joinery Task	30%	Term 2 Week 5	IND5-1, IND5-3, IND5-8	1, 2, 4
2	Timber Cabinet & Project Report	40%	Term 3 Week 5	IND5-1, IND5-3, IND5-8	All
3	Examination	30%	Term 4 Week 5	IND5-1, IND5-3, IND5-7, IND5-8	All

Course Outcomes	Reporting Statements
<p>A student:</p> <p><b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies IND5-1</p> <p><b>IND5-2</b> applies design principles in the modification, development and production of projects IND5-2</p> <p><b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p><b>IND5-4</b> selects, justifies and uses a range of relevant and associated materials for specific applications</p> <p><b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p><b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment</p> <p><b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p><b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</p> <p><b>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications</p> <p><b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p>	<p>A student:</p> <ol style="list-style-type: none"> <li>1. proficiently identifies and manages Workplace Health and Safety concerns during the construction of practical projects</li> <li>2. demonstrates the capacity to identify, select and use various hand tools, power tools, machinery and processes to manufacture practical projects</li> <li>3. develops the ability to apply and transfer skills to design and construct a practical project</li> <li>4. effectively evaluates projects in relation to criteria established to evaluate success</li> </ol>

**VISUAL ARTS  
ELECTIVE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Medieval Art Illuminated Manuscripts	Artmaking 15% Critical Historical 10%  25%	Term 1 Week 9	5.4, 5.6, 5.7, 5.10	All
2	Hands On Materials and Meaning	Artmaking 20% Critical Historical 10%  30%	Term 2 Week 8	5.3, 5.5, 5.8	All
3	Ink Up Print Processes	Artmaking 15% Critical Historical 10%  25%	Term 3 Week 8	5.2, 5.6, 5.8	All
4	Excited Body of Work	Artmaking 10% Critical Historical 10%  20%	Term 4 Week 4	5.1, 5.8	All

Course Outcomes	Reporting Statements
<p>A student:</p> <p><b>5-1</b> develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks</p> <p><b>5-2</b> makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience</p> <p><b>5-3</b> makes artworks informed by an understanding of how the frames affect meaning</p> <p><b>5-4</b> investigates the world as a source of ideas, concepts and subject matter in the visual arts</p> <p><b>5-5</b> makes informed choices to develop and extend concepts and different meanings in their artworks</p> <p><b>5-6</b> demonstrates developing technical accomplishment and refinement in making artworks</p> <p>Develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames</p> <p><b>5-7</b> applies their understanding of aspects of practice to critical and historical interpretations of art</p> <p><b>5-8</b> uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art</p> <p><b>5-9</b> demonstrates how the frames provide different interpretations of art</p> <p><b>5-10</b> demonstrates how art criticism and art history construct meanings</p>	<p>A student:</p> <ol style="list-style-type: none"> <li>1. makes informed choices to develop and extend concepts and different meanings in their artworks</li> <li>2. demonstrates technical accomplishment and refinement in making artworks</li> <li>3. demonstrates how art criticism and art history construct meanings</li> </ol>



MOUNT AUSTIN HIGH SCHOOL

Respect, Responsibility and Commitment

### Illness or Misadventure Form

Stage 5 (RoSA)  Preliminary  HSC   
 (please tick the appropriate box)

CATEGORY (please tick one)

- Application for an assessment task extension  
 Failure to attend an in-class task due to illness, accident or misadventure  
 Appeal of assessment mark due to illness, accident or misadventure

**An illness or misadventure form must be submitted in the following instances if:**

- a student **knows in advance** that they will be absent for an assessment task
- a student is unexpectedly and genuinely absent **in the lead up to or on the due date** of an assessment task

In the case of a genuine absence, the completed and signed form must be submitted within 3 school days (72 hours) from the student's return to school.

**Illness or Misadventure Details - student or parent to complete and submit to the class teacher**

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Course: \_\_\_\_\_ Task No: \_\_\_\_\_ Due Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

What is the task? \_\_\_\_\_

**1. Why are you submitting this form?**

- I was absent on the day of the assessment task (medical certificate attached)  
 I know in advance that I will be absent on the due date of the assessment task  
 I will be/was absent for a school-based commitment which meant I will be/was genuinely absent on the day of the assessment task (evidence from the supervising teacher is required)  
 I have had an extended absence in the lead up to the assessment task (evidence from a parent/carer is required – statutory declaration)

**Please outline the details relating to the absence and attach relevant evidence.**

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Medical Certificate attached: Yes  No  Additional information attached: Yes  No

**2. What am I requesting?**

- An extension of the due date  
 An alternate or substitute task  
 Late submission - the task to be submitted without penalty

**Parent or carer endorsement:**

I \_\_\_\_\_ (parent or carer) endorse the request of  
 \_\_\_\_\_ (student) as I believe they were impacted by  
 factors outside their control: illness, accident or extenuating circumstances.

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 Parent or carer signature                      Date                      Contact phone number

**▲ Class Teacher Comment:** \_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 \_\_\_\_\_  
 Class teacher signature                      Date

Please indicate if the student has already completed/submitted the task: Yes  No

**Head Teacher Recommendation:**

- Complete a substitute task
- Estimate to be given
- No marks to be awarded
- Task to be submitted with penalty
- Complete the task without penalty

**Reason for decision:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

New due date if appropriate: \_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_  
 Head Teacher signature

**Deputy Principal Notes:**

- Accept the recommendation of the Head Teacher
- Reject the recommendation of the Head Teacher
- Alternate outcome

Notes: \_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 \_\_\_\_\_  
 Signature of Deputy Principal                      Date

**Illness or Misadventure Decision**

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Course: \_\_\_\_\_ Task No: \_\_\_\_\_ Due Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

What is the task? \_\_\_\_\_

Decision: **Approved / Not Approved**

*DP to print two copies once signed (original to teacher/copy to student/copy to student file@Admin)*