



PEAK HILL CENTRAL SCHOOL

YEAR 7 - 10 ASSESSMENT GUIDE HANDBOOK



2020

Peak Hill Central School Vision Statement

All members of the Peak Hill Central School community contribute to making tomorrow better than today by becoming lifelong learners and achieving success through effort.

Peak Hill Central School Stage 4-5 Assessment Guidelines 2020

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INTRODUCTION

This handbook is designed to provide a summary of the assessment procedures for all students in Years 7 - 10 at Peak Hill Central School. It includes references to support students to maximise their achievements during Stages 4 & 5 and prepare them for successful transition into senior studies. All students, parents and carers should read this document carefully and ensure that they fully understand the procedures and practices to be followed. The guidelines are written to reflect NESA best practice. Questions relating to specific courses should be directed in the first instance to the appropriate teacher. Questions relating to the Assessment Policy itself should be directed to the Principal or a Head Teacher.

LIST OF CONTACTS

Questions relating to this Assessment Information Booklet should be directed to the personnel listed below:

Principal	Mr S Olsson
Deputy Principal	Mrs Anna Brain
Head Teacher Secondary Studies	Ms C Doyle
Head Teacher Secondary Studies	Miss L Dempsey
Stage 4 Year Advisor	Mr M Labone
Stage 5 Year Advisor	Mr M Thomas

English	Mr M Labone
Mathematics	Miss L Dempsey
Science	Mr J Grubb
HSIE	Mr M Thomas
PDHPE	Miss L Dempsey
TAS	Ms C Doyle
CAPA	Mrs C Stanford
Learning and Support	Ms C Barnes

Students are required to sign to acknowledge they received this booklet

PEAK HILL CENTRAL SCHOOL ASSESSMENT POLICY 2020

WHAT IS ASSESSMENT?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

NSW syllabuses promote an integrated approach to teaching, learning and assessment. Schools use syllabuses, assessment and reporting materials and Assessment Certification and Examination (ACE) requirements to develop school-based assessment programs.

WHAT IS NESAS?

The NSW Education Standards Authority (NESAS) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017. NESAS sets and monitors quality teaching, learning, assessment and school standards across NSW public, Catholic and independent schools from Kindergarten to Year 12.

WHAT MUST STUDENTS DO?

The NSW Education Standards Authority (NESAS) and Peak Hill Central School expect students to complete all Stage 4 and 5 coursework. Furthermore, students must:

- Make a serious attempt at all coursework and avoid any behaviour which disrupts the learning environment of the class.
- Complete all coursework honestly and avoid any malpractices such as cheating or plagiarism.
- Submit any requested coursework to their classroom teacher.
- Inform their teachers in advance if they know they are going to be absent for the coursework.
- Discuss any matters in advance (with their teachers) which may impact the quality of their course work or assessment work.

COURSE COMPLETION REQUIREMENTS

At the school level, the Principal must certify that a student has satisfactorily completed each course. If this evidence does not exist, the Principal will not certify satisfactory completion, and will notify NESAS of the student's failure to meet requirements of the course. Students will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- Followed the course developed or endorsed by the NESAS and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- Satisfactorily achieved some or all of the course outcomes and requirements
- Completed the requirements of all assessable tasks

NESAS does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give written warning of the consequences of non-completion of course requirements. Students can best meet these requirements if they:

- Attend all timetabled lessons and minimise absences from class for any reason;
- Complete all activities set during class time;
- Complete homework set by the teacher;
- Regularly revise all work and implement a regular study timetable; and
- Complete all assessment tasks to maximise their marks.

WHAT IS THE RoSA?

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

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses. The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

ELIGIBILITY FOR THE RoSA

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with other requirements (such as attendance) imposed by the Minister or the Board.
- Complied with the requirements from the Education Act (1990).

MANDATORY CURRICULUM REQUIREMENTS FOR THE AWARD OF THE RoSA

Course	Mandatory Curriculum Requirements
English	The NESA developed syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
Mathematics	The NESA developed syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
Science	The NESA developed syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
Human Society and Its Environment	The NESA developed syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8
Technological and Applied Studies	The NESA developed Technology Mandatory Years 7–8 syllabus to be studied for 200 hours
Creative Arts	200 hours to be completed, consisting of the NESA developed 100-hour mandatory courses in each of Visual Arts and Music. It is expected that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years
Personal Development, Health and Physical Education	The NESA developed mandatory 300-hour integrated syllabus is to be studied in each of Years 7–10.

LIFE SKILLS

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. For each Life Skills course studied, outcomes and content are selected to meet the particular needs of the students. Students are not required to address or achieve all the Life Skills outcomes for a particular course.

Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of students. Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Additional Life Skills information about eligibility, programming, planning and assessment is available on the NESAs website.

N-WARNINGS

Students who fail to complete assessable coursework or a Major Assessment Task through non-submission of the work, non-serious attempt, plagiarism, truancy or refusal to participate may receive an N-warning letter. An N-warning letter is a formal communication to parents/guardians regarding a student's lack of progress or application in a course. Upon receiving an N-warning, students are required to complete all work indicated in this warning letter. If a student fails to meet the requirements of two or more warning letters in the same course then they are then at risk of an N-Determination for that course.

N-DETERMINATION

If students don't complete a course's requirements they will receive an 'N' determination. If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination. If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

AWARDING GRADES:

A standards-referenced approach is used to report student achievement in NSW. Achievement standards are based on what students are expected to learn and how well they have achieved. The NSW syllabuses state what students at each stage are expected to learn. A to E grade scales describe how well students have achieved. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved. Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

The Common Grade Scale (CGS) shown below is used to report student achievement in junior secondary years (7-10). The Common Grade Scale describes performance at each of five grade levels and is employed in all mandatory and elective subjects.

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

HELPFUL SITES

Students are encouraged to speak to subject teachers, Head Teachers or the Principal should they have any questions about an assessment. In addition, students and parents may refer to the following websites for more information about the NSW Department of Education's requirements

and the NSW Education Standards Authority (NESA) syllabus outcomes and assessment requirements for each course being studied.

<http://www.det.nsw.gov.au>

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

<https://ace.nesa.nsw.edu.au/>

PEAK HILL CENTRAL SCHOOL ASSESSMENT PROCEDURES

This formal assessment program has been prepared in accordance with each NESA syllabus and incorporates the Areas for Assessment that have been developed for each Board Developed Course and that are published with the Course Performance Descriptors. These provide a framework for structuring the assessment program. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. They may include exams, written assignments, practical activities, fieldwork and projects.

ASSESSMENT PROGRAM:

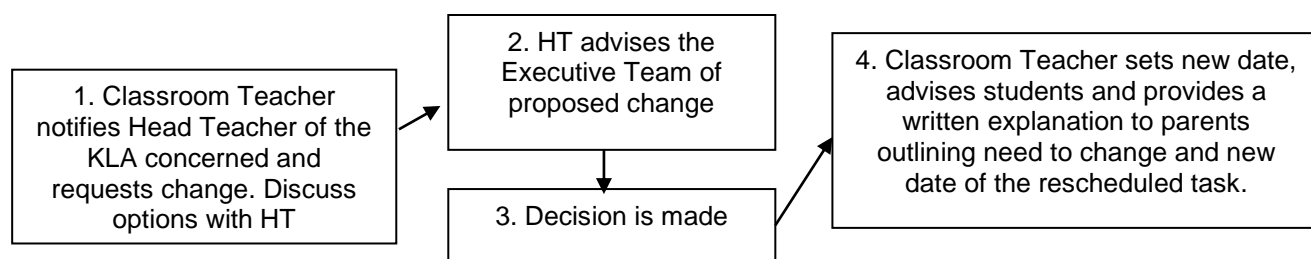
The school will provide each student with a copy of the assessment program in each course which shows:

- The type of assessment tasks that will be set;
- The mark value of each task in relation to the total number of assessment marks for the course;
- An indication of when each assessment task will take place

It is expected that all students will complete all assessment tasks.

ASSESSMENT SCHEDULES

- Students will be issued with assessment schedules for all courses;
- Students will be given a minimum of two weeks' written notification of the due date of an assessment task;
- Students may have more than one assessment task due at the same time;
- If an assessment schedule needs to be altered, students will be advised in writing after the following process has been undertaken.



ADJUSTMENTS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that students with special education needs can access and participate in education on the same basis as other students. Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content.

These may include:

- adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or scribe or specific technology
- adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions
- alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

Schools are responsible for any decisions about adjustments to course work and formal school-based assessment tasks. Decisions regarding adjustments should be made in the context of collaborative curriculum planning.

FORMAL ASSESMENT NOTIFICATION

Students will be informed of the set dates and details of each assessment task a minimum of two weeks prior to the due date of the task. A hard or electronic copy of the task notification with a description of the task type, weighting, assessable outcomes and relevant support documents will be provided to every student. Teachers are required to explain task details to their classes and students are required to sign an assessment receipt indicating they understand the requirements of each task. Where possible an electronic copy of the task will be sent to each student via email. When a student returns to school from any absence, it is the student's responsibility to enquire about any work set during the absence. Head Teachers are required to validate each task prior to its distribution to students. Students are required to sign and date the Assessment Task Notification & Acknowledgement Form as confirmation of receiving the Assessment Task Notification (see Appendix).

DURING A TASK

Specific tasks may allow significant class time while others may require students to manage their own time on task at school and at home. It is expected that students will seek assistance or clarification upon a task early on in the planning/preparation phase and request editing, feedback or additional scaffolding well prior to submission dates.

Unless otherwise directed in the task details, a student will work independently on all assessment items and complete the required components of assessments in a manner that reflect their personal knowledge/understanding/ability. Adult/peer/teacher support may of course be sought, but all submissions must be a student's own work.

Students may make reasonable requests of teachers to provide additional time for tuition, access to technology, assistance with planning, advice on research/resources etc. During busy assessment periods access to the library and computer room resources will be provided at least two lunch times a week.

SUBMISSION OF TASKS

Each assessment task must be submitted with a completed cover sheet which must be signed by both student and teacher. Students should observe the submission organisation outlined to them by their teacher. If the teacher is not available, then the task should be handed to the Head Teacher. **Do not leave the task on a teacher's desk.** Where possible, students are encouraged to email assessment task submissions to teachers on or prior to the due date as this ensures a sender receipt with time and date stamps.

If a student is absent from school on the due date of an assessment task because of a legitimate school activity (e.g. a sporting excursion) the student must submit the task **before** going on the excursion. If students know they will be absent from school on the date that a test or examination will be held they must make arrangements with their Classroom Teacher before the examination date to do the test/examination at an alternate time (see "Valid Reason" on Page 10).

LATE SUBMISSION

If the student does not attend an examination or an in-class assessment task, a zero mark will be awarded unless there is a valid reason. Late submissions of a hand in task must be accompanied by an appeal form (see Appendix). A student with a valid reason will need to submit an illness/misadventure appeal form, with supporting documentation within three days of the initial due date.

NON-SUBMISSION

Failure to submit a task by a due date or lodge an appeal form within 3 school days of a due date will result in an N-warning (Stage 5) or warning letter (Stage 5) being issued for the course.

NON-SERIOUS ATTEMPT

A non-serious attempt at an assessment task will be regarded as a non-attempt and will be awarded a zero mark. Responses submitted which are of an incomplete, trivial or offensive nature may be regarded as non-serious.

TECHNOLOGICAL FAILURE

Computer/printer/storage device failure is not an automatic excuse for inability to complete tasks on the due date. It is the student's responsibility to back-up and keep a copy of any work in progress. Extensions will be given only if students can provide proof of work completed and can outline the direction of their work to the teacher. Appeal/Misadventure application must be completed in this case.

STUDENT ABSENCES

A student's absence from an in-class assessment task due to a legitimate reason must be communicated to the school. If a student's absence remains unexplained or is due to truancy the zero mark will stand.

MALPRACTICE

All work presented in assessment tasks and examinations must be your own work or must be acknowledged appropriately. Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes:

- Copying someone else's work in part or in whole, and presenting it as your own;
- Using material directly from books, journals, CDs or the internet without reference to the source;
- Building on the ideas of another person without reference to the source;
- Buying, stealing or borrowing another person's work and presenting it as your own;
- Submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially;
- Breaching school examination rules;
- Cheating in an examination;
- Contriving false explanations to explain work not handed in by the due date; or
- Assisting another student to engage in malpractice.

In the case of suspected malpractice students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas; and/or
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

One or more of the following consequences may be applied to proven malpractice:

- Reduced marks for all or part of the assessment task;
- Zero marks for all or part of the assessment task;
- An N-warning letter issued (Stage 5); or
- The student may be required to sit a substitute task with significantly different supervision.

The penalty applied will be appropriate to the seriousness of the offence. Registration of malpractice must be recorded on Schools Online.

ILLNESS/MISADVENTURE

If a student is unable to complete a task on or by the due date they may apply for consideration under the illness/misadventure provisions. It is the student's responsibility to initiate this procedure and supply the relevant supporting documentation to the Head Teacher either prior to the task or on the first day they return to school.

In the event of illness or unavoidable circumstances and misadventures that prevent a student from attending an assessment task or exam, the student must provide the Principal with a copy of a doctor's certificate or a statutory declaration and a completed copy of the Illness/Misadventure form (see Appendix). Only where the Principal considers that the student has a valid reason, may the Principal grant an extension of time or award a mark based on a substitute task. Only one opportunity to complete a substitute task can be arranged.

In exceptional circumstances (where undertaking a substitute task is not feasible or reasonable, or where the missed task is impossible to duplicate), the Principal can authorise the use of an estimate based on other appropriate evidence. In general, administering a substitute task is preferable to providing an estimate mark. An estimate will only be applied after all other tasks have been undertaken providing that a student has completed more than 50% of the assessment program.

Where no prior arrangements have been made, or no valid reason exists, a zero mark will be awarded. When a student is absent from an assessment task at short notice the Head Teacher must be contacted as soon as possible.

VALID REASON

Illness of the student, death or serious illness or family problem in the immediate family are valid reasons if supported by documentation (a copy of a doctor's certificate or statutory declaration). Attendance at a school approved excursion or sporting visit, may also be a valid reason if the excursion is for a period greater than two days. **It is the student's responsibility to notify the teacher prior to the absence and complete an Illness/Misadventure Form** (see Appendix). The Principal may grant an extension to the due date but will consider the impact of the absence on the student's chance to complete the task. An extension will not automatically be given.

If a student is likely to miss an assessment task done at school because of a school approved excursion or absence, a substitute task can be arranged if the Head Teacher has been notified by the student in advance. The substitute task may be done before or after the notified date and must be negotiated with the Head Teacher concerned. It is the student's responsibility to initiate any Appeal for Illness or Misadventure and this must be done immediately on their return to school.

NOTIFICATION TO PARENTS

Breaches of the policy on malpractice, non-serious attempts and non-completion of tasks will result in parents being informed in writing.

APPEALS

Students have the right to appeal if they feel that the process used does not comply with the set rules. Appeal forms must be lodged within one calendar week of the return of the task (see Appendix). Students should note that an appeal cannot be considered if it is based on the actual marks obtained. A student can only appeal on the basis of process.

ENQUIRIES

Students should direct any enquiries about assessment marks or tasks directly to their class teacher. Concerns or complaints about any issue not resolved following discussion with the class teacher and/or the Head Teacher may be referred by either the parents or the student to the Principal or Deputy Principal. The school asks parents and students to submit significant complaints in writing. The school is committed to act on and resolve complaints to the satisfaction of all parties.

EXAMINATION AND ASSESSMENT TASK RULES AND PROCEDURES

In many subjects the Yearly Examinations form part of the assessment program. Students must follow the day-to-day rules of the school including no talking during examinations or assessment tasks, no communication with other students once they enter the Hall or room, and remaining in their allocated seat and not disturbing other students.

Students must follow the supervising teacher's instructions at all times and must behave in a polite and courteous manner towards the staff and other students. You must not:

- Take a mobile phone into the examination or assessment room;
- Take any electronic device into the examination room unless approved by the school;
- Speak to any person other than a supervisor during an examination or assessment task;
- Behave in any way likely to disturb the work of any other student or upset the conduct of the examination or assessment task;
- Attend an examination or assessment task under the influence of alcohol or illegal drugs;
- Take into the examination or assessment task room any books, notes, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable or on the assessment task;
- Smoke in the examination room or assessment task;
- Eat in the examination room or assessment task except as approved by the presiding officer;
- Take any examination booklets, whether used or not, from the examination room.

No responsibility will be taken for the safe-keeping of any unauthorised material or equipment surrendered to supervisors before or during examinations or assessment tasks. Students will be given a copy of the Examination Rules and Procedures with the timetable for the examinations.

APPENDIX

Support Documents

Appendix A: Student Responsibilities and Examination Procedures

Appendix B: Official N-Warning Letter

Appendix C: Assessment Task Notification and Acknowledgement

Appendix D: Assessment Task Cover Sheet

Appendix E: Illness/Misadventure Form

Appendix F: Appeal Form

Appendix A: Student Responsibilities and Procedures in Assessment

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time.

Examinations and tests require students to **work individually** and make a **genuine attempt** to the **best** of their ability. Examinations and tests are conducted under silent conditions for the duration for the allotted time period. A student who communicates with other students during an examination or test or brings material into an examination or test room that may assist him or her, or does not **follow instructions** from a teacher may have some or all of his or her paper not included for assessment.

- Students are responsible for knowing when each of their examination/written test is timetabled including the examination location. This includes the time and location of submitted tasks.
- Students who miss examinations or hand-in tasks late must complete an Appeal form, attach supporting documentation and hand it in to the Office within the timeframe. In the event of illness/misadventure the school should be notified on or before the due date.
- Students who require examination rescheduling must see the Head Teacher Secondary Studies. Rescheduling should only occur for illness, misadventure or Western Area/State CHS Sport commitments. Rescheduled tasks can only occur before, not after, the advertised date of the examination or assessment task.

Examination and Test Conduct Requirements

- Students are to be ready to enter the examination room 5 minutes before the timetabled start of each of their examinations. Time will not be added for latecomers.
- Students will **not** be able to leave the examination room before the scheduled finishing time of the examination unless otherwise advised.
- Examinations may have reading time. During reading time, students are not permitted to have anything in their hands. Students may not write or mark their paper in any way.
- All NESA "Special Provision" requirements must be adhered to for all examinations.
- All equipment that the student anticipates they will need during the examination is to be provided by the student (e.g. calculator, drawing equipment, pens, pencils, erasers etc). There will be no borrowing of equipment of any description during the exam.
- All equipment used by students is to be contained in a clear plastic sleeve; i.e. no pencil cases are to be brought into the examination room.
- Students are not permitted to bring paper into the examination room. Writing paper will be provided by the school for all examinations. Bring only essential equipment to school.
- No responsibility will be taken for equipment left outside the examination room.
- **No food or drink** is to be brought into the examination room. **Unopened** clear water bottles are permitted. It is **not** permissible to chew lollies and chewing gum.
- Mobile Phones, MP3 players etc are banned from the examination room. They must not be in a student's pocket. All mobile phones in the vicinity of the examination room must be turned off. Failure to comply may result in a zero mark for that examination.
- Students must not communicate with or disrupt other students in any way (e.g. by talking, tapping on desks, throwing any objects, scrunching of paper, or waving of arms etc). Should any misconduct occur during the examination the supervising teachers might move or remove the offending student/s. Any student asked to leave the examination room may have their paper for that course cancelled.

Appendix B: Sample N-Warning Letter (Stage 5)

PEAK HILL CENTRAL SCHOOL

Caswell Street
Peak Hill NSW 2869

Phone: 6869 1304
Fax: 6869 1776
Principal: Mr. S Olsson

OFFICIAL WARNING

Non-completion of a Stage 5 Course

I am writing to advise that your son/daughter is in danger of not meeting the Course Completion Criteria for Stage 5 in (*Course Name*).

The NSW Educational Standards Authority requires schools to issue students with official warnings in order to give them the opportunity to correct the problem. Please regard this letter as the (*No. of Warnings*) official warning we have issued concerning (*Course Name*).

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion) determination being made for a course.

Course Completion Criteria

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of School Achievement. In Year 10, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, (*Student Name*) has not satisfactorily met the Course Completion Criteria because:

	He/she has not followed the course developed or endorsed by NESA.
	He/she has not applied himself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
	He/she has not achieved some or all of the course outcomes.

The following task, requirement or outcome has not yet been completed or achieved, or a genuine attempt has not been made. In order for *(Student Name)* to satisfy the Course Completion Criteria, the following task, requirement or outcome needs to be satisfactorily completed:

Task name, course requirement or course outcome	Task Assessment Weight	Date task initially due (if applicable)	Action required by student	Date to be completed by (if applicable)

Please discuss this matter with *(Student Name)* and contact the school if further information or clarification is needed.

Yours sincerely,

Mr. S Olsson
PRINCIPAL
PEAK HILL CENTRAL SCHOOL



PLEASE DETACH THIS SECTION AND RETURN TO THE SCHOOL

Requirements for the Satisfactory Completion of a Stage 5 Course

- I have received the letter dated *(Date of Letter)* indicating that *(Student Name)* is in danger of not having satisfactorily completed *(Subject)*.
- I am aware that this course may not appear on his/her Record of School Achievement.
- I am also aware that the 'N' (non-completion of course) determination may make him/her ineligible to proceed to Year 11 until this issue is rectified.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____



Appendix D: Assessment Task Cover Sheet

**PEAK HILL CENTRAL SCHOOL
Assessment Task Cover Sheet**

Student Name:			
Subject:		Class Teacher:	
Assessment Task Number:			
Due Date:		Number of Pages: (Not Including Cover Sheet)	
Student Signature:	<i>DECLARATION: In signing this form I agree that I own the intellectual property rights of the content in this assessment task and declare that it is all my own work.</i>		
Appeal Form submitted: Yes / No			
Received By:	Teacher's Signature	Date:	

✂-----

PLEASE NOTE:

This receipt must be retained by the student as evidence of submission in the event of an appeal being lodged.

PEAK HILL CENTRAL SCHOOL STUDENT ASSESSMENT TASK RECEIPT			
Student Name:			
Subject Class Code:		Class Teacher:	
Assessment Task Number:			
Task submitted on due date: Yes / No			
Received By:	Teacher's Signature	Date:	



Appendix E: Illness/Misadventure Form
PEAK HILL CENTRAL SCHOOL
ILLNESS/MISADVENTURE FORM

Name: _____

Date: _____

This form must be submitted if you (1) know you will be absent from an assessment task with a valid reason or (2) had an illness or misadventure that prevented you from doing the task or examination, or that impacted on your performance during the examination. This form must be submitted on the day or the first day you return to school to a Head Teacher (who will inform the Principal)

I, _____ hereby apply on consideration of the following factor(s) which affect my performance in this assessment task.

KLA/Subject: _____

Scheduled Due Date: _____

Task number: _____

Class Teacher: _____

Task Description: _____

Hand in task Presentation Examination Other: _____

Outline of reason/s for misadventure/illness:

Request and date for proposed completion (if applicable): _____

Extension with penalty Extension without penalty

Note: Documentary evidence from Parent/Doctor must be provided, except in exceptional circumstances.

Independent evidence of illness/misadventure:

- Doctor's Certificate supplied:
- Statuary Declaration by parent/guardian supplied:

Statuary Declaration must include date of illness/incident, nature of incident (e.g. death of family member, car accident etc), all relevant details of the incident, and contact details of parent/guardian.

I believe that my examination/assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination/assessment as set out in this form.

I declare the all the information I have supplied is true:

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Student Signature: _____ Parent / Carer Signature: _____ Date: _____

Recommendation and Decision

Extension granted – new date _____ Penalty applied No penalty

Further information (if applicable):

Zero marks to be awarded to completed task Estimate to be given Alternative Task to be set

Marks to count Ranking to be maintained Task to be completed, ranking cannot improve

Other: _____

Principal Signature: _____ Date: _____

Copy to Principal and Head Teacher Original filed in Student File Recorded on Sentral by _____

Head Teacher informs student of Decision: Date: _____

Signatures: _____

Head Teacher

Student



Appendix F:Appeal Form
PEAK HILL CENTRAL SCHOOL
APPEAL FORM

Name: _____

Date: _____

Appeal forms must be lodged with the Principal within one calendar week of the return of the task. You may seek advice from your class teacher, Year Advisor or Head Teacher before you complete this form. If the Principal deems there are grounds for appeal then this form will be forwarded to the Executive Team.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the School. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Long term illness;
- The same grounds for which special provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments

KLA/Subject: _____ **Task #:** _____ **Class Teacher:** _____

Task Description: _____

Details of Appeal:

Confidential. Principal (or nominee) to contact. Please provide phone number: _____

Supporting Documentation: (list the documents you are attaching to this appeal).

Were Special Provisions provided for this assessment task? Yes/ No

If yes, what were they? _____

Office Use Only

Outcome of Appeal: Upheld Declined

Additional information:

Executive Signature: _____

Date: _____

Stage 4 Assessment Schedules

2020	Stage 4 - English			
	Task 1	Task 2	Task 3	Task 4
Weighting:	20%	25%	30%	25%
Date: Term/Week	Term 1 Week 10	Term 2 Week 6	Term 3 Week 9	Term 4 Week 6
Task Description:	In class Advertisement analysis	Half Yearly Examination	Research Task and Presentation	Yearly Examination
Outcomes:	EN4-2A EN4-3B EN4-9E	EN4-1A EN4-2A EN4-3B EN4-7D	EN4-5C EN4-6C EN4-9E	EN4-4B EN4-5C EN4-6C EN4-8D

Outcome	Descriptor
EN4-1A	responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN4-2A	effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
EN4-3B	uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
EN4-4B	makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
EN4-5C	thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
EN4-6C	identifies and explains connections between and among texts
EN4-7D	demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
EN4-8D	identifies, considers and appreciates cultural expression in texts
EN4-9E	uses, reflects on and assesses their individual and collaborative skills for learning

2020	Stage 4 - Science				
	Task 1	Task 2	Task 3	Task 4	Task 5
Weighting:	10%	15%	25%	25%	25%
Date: Term/Week	Term 1 Week 10	Term 2 Week 4	Term 2 Week 6	Term 3 Week 9	Term 4 Week 6
Task Description:	Secondary Investigation into Ecosystems	Practical Investigation	Half Yearly Examination	Student Research Project	Yearly Examination
Outcomes:	SC4-WS7 SC4-WS8	SC4-CW1 SC4-WS7 SC4-WS8	SC4-CW1 SC4-LW14 SC4-PW10 SC4-E&S12	SC4-WS4 SC4-WS5 SC4-WS6 SC4-WS9	SC4-CW3 SC4-LW15 SC4-PW11 SC4-E&S13

Outcome	Descriptor
Working Scientifically	<p>4 Identifies problems that can be tested or researched and makes predictions based on scientific knowledge</p> <p>5 Produces a plan to investigate questions and problems</p> <p>6 Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually</p> <p>7 Processes and analyses data from investigations to identify trends, patterns and relationships, and draw conclusions</p> <p>8 Selects and uses appropriate strategies, understanding and skills to produce solutions to identified problems</p> <p>9 Presents science ideas, findings and information using appropriate scientific language.</p>
Physical World	<p>10 Describes the action of unbalanced forces in everyday situations</p> <p>11 Discusses how scientific developments have contributed to finding solutions to problems involving energy transfers and transformations</p>
Earth & Space	<p>12 Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system</p> <p>13 Explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resources</p>
Living World	<p>14 Relates the structure and function of living things to their classification, survival and reproduction</p> <p>15 Explains how new biological evidence changes people's understanding of the world</p>
Chemical World	<p>16 Describes the observed properties and behaviour of matter, using scientific models and theories</p> <p>17 explains how scientific understanding of properties of elements, compounds and mixtures relate to their uses in everyday life</p>

2020	Stage 4 - Maths			
	Task 1	Task 2	Task 3	Task 4
Weighting:	20%	20%	30%	30%
Date: Term/ Week	Term 1 Week 11	Term 2 Week 6	Term 3 Week 10	Term 4 Week 6
Task:	In Class Test	Half Yearly Examination	Research Task	Yearly Examination
Outcomes:	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-8NA, MA4-9NA	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-8NA, MA4-9NA	MA4-1WM, MA4-2WM, MA4-3WM, MA4-10NA, MA4-13MG, MA4-15MG, MA4-16MG, MA4-17MG, MA4-19SP, MA4-20SP	MA4-1WM, MA4-2WM, MA4-3WM, MA4-10NA, MA4-11NA, MA4-15MG, MA4-16MG, MA4-18MG, MA4-19SP, MA4-20SP

Outcome	Descriptor
MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
MA4-2WM	applies appropriate mathematical techniques to solve problems
MA4-3WM	recognises and explains mathematical relationships using reasoning
MA4-4NA	compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA	operates with fractions, decimals and percentages
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-9NA	operates with positive-integer and zero indices of numerical bases
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA4-11NA	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-15MG	performs calculations of time that involve mixed units, and interprets time zones
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-17MG	classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-18MG	identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-19SP	collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-20SP	analyses single sets of data using measures of location, and range

2020	Stage 4 – Human Society & Its Environment			
	Task 1	Task 2	Task 3	Task 4
Weighting	25%	25%	25%	25%
Date: Term/Week	Term 1 Week 10	Term 2 Week 6	Term 3 Week 10	Term 4 Week 6
Task:	Water Scarcity Research Task	Half-Yearly Examination	Artefact Analysis	Yearly Examination
Outcomes:	GE4-1 GE4-3 GE4-5 GE4-8	GE4-2 GE4-5 GE4-7	HT4-1 HT4-6 HT4-9	HT4-1 HT4-2 HT4-10

Outcome	Descriptor
GE4-1	Locates and describes the diverse features and characteristics of a range of places and environments.
GE4-2	Describes processes and influences that form and transform places and environments
GE4-3	Explains how interactions and connections between people, places and environments result in change.
GE4-5	Discusses management of places and environments for their sustainability.
GE4-7	Acquires and processes geographical information by selecting and using geographical tools for inquiry.
GE4-8	Communicates geographical information using a variety of strategies.
HT4-1	Describes the nature of history and archaeology and explains their contribution to an understanding of the past.
HT4-2	Describes major periods of historical time and sequences events, people and societies from the past.
HT4-6	Uses evidence from sources to support historical narratives and explanations.
HT4-9	Uses a range of historical terms and concepts when communicating an understanding of the past.
HT4-10	Selects and uses appropriate oral, written, visual and digital forms to communicate about the past.

2020	Stage 4 - PDHPE			
	Task 1	Task 2	Task 3	Task 4
Weighting:	25%	25%	25%	25%
Date: Term/Week	Term 1 Week 11	Term 2 Week 6	Term 3 Week 10	Term 4 Week 6
Task name / Description:	Create a Board Game	Half Yearly Examination	Teach the Class	Yearly Examination
Outcomes:	PD4-3, PD4-6, PD4-7	PD4-2, PD4-3, PD4-6, PD4-8, PD4-9, PD4-10	PD4-4, PD4-5, PD4-11	PD4-6, PD4-7, PD4-9, PD4-10 PD4-11

Outcome	Descriptor
PD4-2	examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
PD4-3	investigates effective strategies to promote inclusivity, equality and respectful relationships
PD4-4	refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PD4-5	transfers and adapts solutions to complex movement challenges
PD4-6	recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD4-7	investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD4-8	plans for and participates in activities that encourage health and a lifetime of physical activity
PD4-9	demonstrates self-management skills to effectively manage complex situations
PD4-10	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD5-11	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

2020	Year 7 - Technology Mandatory				
	Task 1	Task 2	Task 3	Task 4	Task 1
Weighting:	25%	25%	25%	25%	25%
Date: Term/Week	Term 1 Week 11	Term 2 Week 10	Term 3 Week 10	Term 4 Week 6	Term 1 Week 11
Task name / Description:	Practical & Portfolio	Practical & Portfolio	Practical & Portfolio	Yearly Examination Practical & Theory	Practical & Portfolio
Outcomes:	TE4-1DP TE4-2DP TE4-3DP	TE4-2DP TE4-3DP TE4-5AG TE4-10TS	TE4-1DP TE4-2DP TE4-3DP	TE4-3DP TE4-5AG TE4-9MA TE4-10TS	TE4-1DP TE4-2DP TE4-3DP

Outcome	Descriptor
TE4-1DP	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	plans and manages the production of designed solutions
TE4-3DP	selects and safely applies a broad range of tools, material and processes in the production of quality projects
TE4-4DP	designs algorithms for digital solutions and implements them in a general-purpose programming language
TE4-5AG	investigates how food and fibre are produced in managed environments
TE4-6FO	explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-7DI	explains how data is represented in digital systems and transmitted in networks
TE4-8EN	explains how force, motion and energy are used in engineered systems
TE4-9MA	investigates how the characteristics and properties of tool, material and processes affect their use in designed solutions
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

2020	Year 8 - Technology Mandatory				
	Task 1	Task 2	Task 3	Task 4	Task 1
Weighting:	25%	25%	25%	25%	25%
Date: Term/Week	Term 1 Week 11	Term 2 Week 10	Term 3 Week 10	Term 4 Week 6	Term 1 Week 11
Task name / Description:	Practical & Portfolio	Half Yearly Examination Practical & Theory	Practical & Portfolio	Yearly Examination Practical & Theory	Practical & Portfolio
Outcomes:	TE4-1DP TE4-2DP TE4-3DP	TE4-2DP TE4-6FO TE4-5AG TE4-10TS	TE4-2DP TE4-3DP TE4-5AG TE4-10TS	TE4-3DP TE4-5AG TE4-9MA TE4-10TS	TE4-1DP TE4-2DP TE4-3DP

Outcome	Descriptor
TE4-1DP	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	plans and manages the production of designed solutions
TE4-3DP	selects and safely applies a broad range of tools, material and processes in the production of quality projects
TE4-4DP	designs algorithms for digital solutions and implements them in a general-purpose programming language
TE4-5AG	investigates how food and fibre are produced in managed environments
TE4-6FO	explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-7DI	explains how data is represented in digital systems and transmitted in networks
TE4-8EN	explains how force, motion and energy are used in engineered systems
TE4-9MA	investigates how the characteristics and properties of tool, material and processes affect their use in designed solutions
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

2020	Stage 4 – Visual Art				
	Task 1	Task 2	Task 3	Task 4	Task 5
Weighting:	25%	10%	25%	25%	15%
Date: Term/ Week	Term 1 Week 11	Term 2 Week 5	Term 2 Week 9	Term 4 Week 3	Term 4 Week 6
Task:	In Your Face- Self Portrait	Half-yearly Examination	Altered Environments- Graffiti - Digital Presentation	Creepy Creatures - Sculptures	Yearly Examinations
Outcomes	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10

Outcome	Descriptor
4.1	Uses a range of strategies to explore different artmaking conventions and procedures to make artworks
4.2	Explores the function of and relationships between artist – artwork – world – audience
4.3	Makes artworks that involve some understanding of the frames
4.4	Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
4.5	Investigates ways to develop meaning in their artworks
4.6	Selects different materials and techniques to make artworks
4.7	Explores aspects of practice in critical and historical interpretations of art
4.8	Explores the function of and relationships between the artist – artwork – world – audience
4.9	Begins to acknowledge that art can be interpreted from different points of view
4.10	Recognises that art criticism and art history construct meanings

2020	Stage 4 - German			
	Task 1	Task 2	Task 3	Task 4
Weighting:	10%	20%	30%	40%
Date: Term/Week	Term 1 Week 6	Term 2 Week 5	Term 3 Week 6	Term 4 Week 6
Task Description:	Spoken and written Presentation (Individual and Group/Pair)	Reading and Listening to German texts (Individual)	Spoken and Written Presentation (Group/Pair) Listening of Presentations (Individual)	Examination (Individual)
Outcomes:	LGE4-1C LGE4-3C LGE4-4C LGE4-5U	LGE4-2C LGE4-8U	LGE4-1C LGE4-2C LGE4-3C LGE4-4C LGE4-5U LGE4-8U	LGE4-1C LGE4-2C LGE4-3C LGE4-4C LGE4-5U LGE4-6U LGE4-7U LGE4-8U

Outcome	Descriptor
LGE4-1C	uses German to interact with others to exchange information, ideas and opinions, and make plans
LGE4-2C	identifies main ideas in, and obtains information from texts
LGE4-3C	organises and responds to information and ideas in texts for different audiences
LGE4-4C	applies a range of linguistic structures to compose texts in German, using a range of formats for different audiences
LGE4-5U	applies German pronunciation and intonation patterns
LGE4-6U	applies features of German grammatical structures and sentence patterns to convey information and ideas
LGE4-7U	identifies variations in linguistic and structural features of texts
LGE4-8U	identifies that language use reflects cultural ideas, values and beliefs

Stage 5 Assessment Schedules

2020	Stage 5 English			
	Task 1	Task 2	Task 3	Task 4
Weighting:	30%	25%	20%	25%
Date: Term/Week	Term 1 Week 8	Term 2 Week 6	Term 3 Week 7	Term 4 Week 6
Task Description:	Portfolio of Work	Half Yearly Examination	Comparative Essay	Yearly Examination
Outcomes:	EN5-2A EN5-5C EN5-9E	EN5-2A EN5-4B EN5-5C EN5-7D	EN5-3B EN5-6C	EN5-1A EN5-3B EN5-6C EN5-8D EN5-9E

Outcome	Descriptor
EN5-1A	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5-3B	selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-4B	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-6C	investigates the relationships between and among texts
EN5-7D	understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

2020	Stage 5 - Science				
	Task 1	Task 2	Task 3	Task 4	Task 5
Weighting	10%	15%	25%	25%	25%
Date: Term/ Week	Term 1 Week 10	Term 2 Week 4	Term 2 Week 6	Term 3 Week 9	Term 4 Week 6
Task:	Secondary Investigation into Infectious Disease	Practical Investigation	Half Yearly Examination	Individual Research Project	Yearly Examination
Outcomes	SC5-WS7 SC5-WS8 SC5-CW16	SC5-WS6-8 SC5-PW10	SC5-CW16 SC5-LW14 SC5-PW10 SC5-E&S12	SC5-CW17 SC5-WS4-6 SC5-WS9	SC5-CW17 SC5-LW15 SC5-PW11 SC5-E&S13

Outcome	Descriptor
Working Scientifically	<p>4 Develops questions or hypotheses to be investigated scientifically</p> <p>5 Produces a plan to investigate identified questions, hypotheses or problems</p> <p>6 Undertakes experiments to collect valid and reliable data and information</p> <p>7 Processes and analyses data from investigations to develop evidence-based arguments and conclusions</p> <p>8 Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p>9 Presents science ideas and evidence for a particular purpose, using appropriate scientific language, conventions and representations</p>
Physical World	<p>10 Applies models, theories and laws to explain situations involving energy, force and motion</p> <p>11 Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems</p>
Earth & Space	<p>12 Describes ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time</p> <p>13 Explains how global patterns of geological activity and systems can be used to inform decisions related to contemporary issues</p>
Living World	<p>14 Analyses interactions between components and processes within biological systems</p> <p>15 Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p>
Chemical World	<p>16 Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p> <p>17 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>

2020	Stage 5 - Mathematics			
	Task 1	Task 2	Task 3	Task 4
Weighting:	20%	25%	30%	25%
Date: Term/ Week	Term 1 Week 11	Term 2 Week 6	Term 3 Week 10	Term 4 Week 6
Task:	In Class Test	Half Yearly Examination	Research Task	Yearly Examination
Outcomes:	MA5.1-8MG MA5.2-11MG MA5.2-5NA MA5.2-6NA MA5.2-8NA	MA5.1-8MG MA5.1-13SP MA5.2-11MG MA5.2-5NA MA5.2-6NA	MA5.1-5NA MA5.1-6NA MA5.1-10MG MA5.2-15SP MA5.2-7NA MA5.2-9NA MA5.2-13MG	MA5.1-7NA MA5.1-11MG MA5.2-10NA MA5.2-4NA

Outcome	Descriptor
5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
5.1-7NA	graphs simple non-linear relationships
5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
5.1-11MG	describes and applies the properties of similar figures and scale drawings
5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
5.2-4NA	solves financial problems involving compound interest
5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data

2020	Stage 5 – Human Society & Its Environment			
	Task 1	Task 2	Task 3	Task 4
Weighting	25%	25%	25%	25%
Date: Term/Week	Term 1 Week 10	Term 2 Week 6	Term 3 Week 10	Term 4 Week 6
Task:	Photo Essay	Half-Yearly Examination	Changing Places Report	Yearly Examination
Outcomes:	HT5-1 HT5-3 HT5-4 HT5-5 HT5-9	HT5-1 HT5-2 HT5-4 HT5-5 HT5-7	GE5-2 GE5-3 GE5-5	GE5-1 GE5-2 GE5-3 GE5-4 GE5-8

Outcome	Descriptor
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.
HT5-7	Explains different contexts, perspectives and interpretations of the modern world and Australia.
HT5-9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past.
GE5-1	Explains the diverse features and characteristics of a range of places and environments.
GE5-2	Explains processes and influences that form and transform places and environments.
GE5-3	Analyses the effect of interactions and connections between people, places and environments.
GE5-4	Accounts for perspectives of people and organisations on a range of geographical issues.
GE5-5	Assesses management strategies for places and environments for their sustainability .
GE5-8	Communicates geographical information to a range of audiences using a variety of strategies.

2020	Stage 5 - PDHPE			
	Task 1	Task 2	Task 3	Task 4
Weighting:	25%	25%	25%	25%
Date: Term/Week	Term 1 Week 11	Term 2 Week 8	Term 3 Week 9	Term 4 Week 6
Task name / Description:	Written Personal Reflection	Assess Your Peers	Respectful Relationships	Yearly Examination
Outcomes:	PD5-1, PD5-2, PD5-9	PD5-4, PD5-5, PD5-10, PD5-11	PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-10	PD5-1, PD5-2, PD5-3, PD5-6, PD5-8, PD5-10

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

2020	Stage 5 – Aboriginal Studies			
	Task 1	Task 2	Task 3	Task 4
Weighting:	25%	25%	25%	25%
Date: Term/Week	Term 1 Week 11	Term 2 Week 7	Term 3 Week 9	Term 4 Week 6
Task name / Description:	Significant People and Places	Aboriginal Identity Presentation	NAIDOC Week Organisation	Portfolio
Outcomes:	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.10, 5.11

Outcome	Descriptor
5.1	describes the factors that contribute to an Aboriginal person's identity
5.2	explains ways in which Aboriginal Peoples maintain their identity
5.3	describes the dynamic nature of Aboriginal cultures
5.4	explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
5.5	explains the importance of families and communities to Aboriginal Peoples
5.6	explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally
5.7	assesses the significance of contributions of Aboriginal Peoples to Australian society
5.8	analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures
5.9	analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
5.10	independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data
5.11	independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.

2020	Stage 5 – Food Technology			
	Task 1	Task 2	Task 3	Task 4
Weighting:	25%	25%	25%	25%
Date: Term/Week	Term 1 Week 11	Term 2 Week 6	Term 3 Week 10	Term 4 Week 6
Task name / Description:	Food for Specific Needs Practical & Digital Presentation Theory & Practical	Food Service and Catering Half Yearly Examination Practical & Theory	Food Product Development Practical & Portfolio	Food Trends Yearly Examination Practical & Theory
Outcomes:	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13

Outcome	Descriptor
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

2020	Stage 5 – Industrial Technology: Timber			
	Task 1	Task 2	Task 3	Task 4
Weighting:	20%	25%	30%	25%
Date: Term/Week	Term 2 Week 6	Term 2 Week 10	Term 4 Week 5	Term 4 Week 6
Task name / Description:	Half Yearly Examination	Timber Toolbox & Portfolio	Turned Bowl & Magazine Rack/Breadbin & Portfolio	Yearly Examination
Outcomes:	IND5-1 IND5-4 IND5-8	IND5-1 IND5-2 IND5-4 IND5-5 IND5-8	IND5-1 IND5-3 IND5-5 IND5-6 IND5-7 IND5-8	IND5-1 IND5-3 IND5-9 IND5-10

Outcome	Descriptor
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

2020	Stage 5 – Industrial Technology: Metal			
	Task 1	Task 2	Task 3	Task 4
Weighting:	20%	25%	30%	25%
Date: Term/Week	Term 2 Week 6	Term 2 Week 10	Term 4 Week 5	Term 4 Week 6
Task name / Description:	Half Yearly Examination	Hose Holder/ Centre Punch & Portfolio	Garden Tool or Filter Wrench/ Machine Vice & Portfolio	Yearly Examination
Outcomes:	IND5-1 IND5-4 IND5-8	IND5-1 IND5-2 IND5-4 IND5-5 IND5-8	IND5-1 IND5-3 IND5-5 IND5-6 IND5-7 IND5-8	IND5-1 IND5-3 IND5-9 IND5-10

Outcome	Descriptor
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