

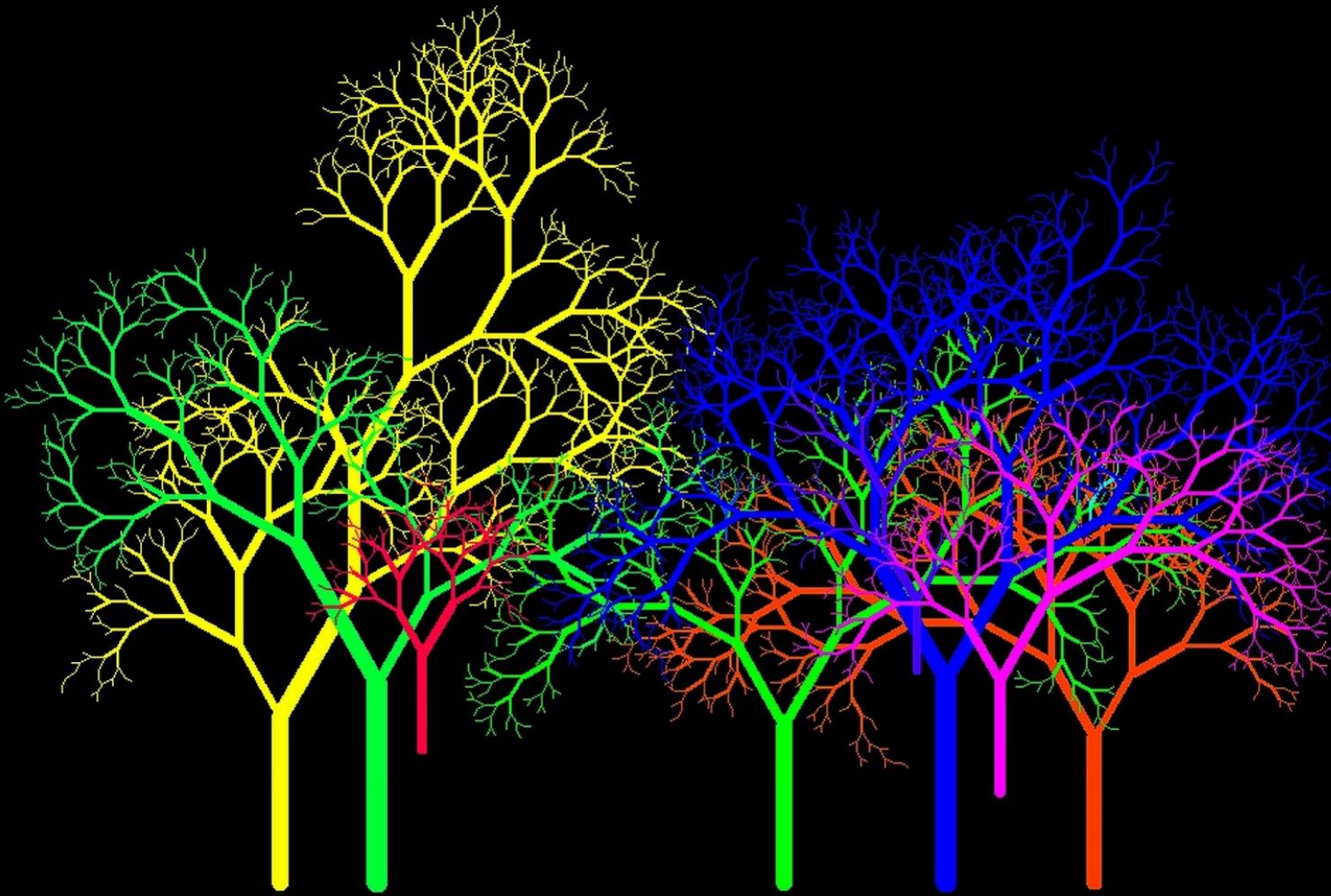


ASQUITH BOYS HIGH SCHOOL

YEAR 9 STAGE 5 RoSA

ASSESSMENT MANUAL

2019



Exceptional Learning Opportunities For Boys

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Introduction to the Year 9 Stage 5 RoSA Assessment Booklet

From 2012, the School Certificate credential has been replaced with the NSW Record of School Achievement (RoSA) as a pathway to the Higher School Certificate or employment.

Year 9 is the first year of study for the Stage 5 RoSA.

'Assessment' refers to the process of identifying, gathering and interpreting information about student learning. At Asquith Boys High School, we use a series of ongoing assessment tasks rather than relying on a major examination. Assessment tasks can include such things as tests, practical work, presentations, pieces of writing, art works, book work, comprehension exercises, research projects and assignments.

Each subject will have its own method to measure student performance using a mixture of assessment tasks. Student performance will then be measured against **'Course Performance Descriptors'**. Course performance descriptors are designed by the NSW Education Standards Authority (NESA), for teachers to describe your work against set standards.

At the end of each semester, student learning achievement in all subjects will be reported through a school report. At the end of Year 10, the school will also submit a grade for each subject that you have successfully completed for Stage 5 over Years 9 and 10. These grades will reflect the course performance descriptors in the respective subjects that you have studied. They will also be an important factor in determining which subjects you will be able to complete in Stage 6 (Years 11 and 12).

At Asquith Boys High School we expect our students to earn a RoSA, not just receive one. Our students will earn a RoSA of value because of the quality of work that is expected through the assessment tasks.

It is very important that you read this booklet carefully, show it to your parents and discuss it with them. If you have any questions that need an explanation please ask the Head Teacher of the subject concerned, speak with your Year Adviser, the Deputy Principal or see the Curriculum Coordinator (Mrs Laffer).

(Mr.) B. Grant
Principal

(Mrs.) R. Laffer
Curriculum Coordinator

Stage 5 Assessment General Information

From 2012, the School Certificate credential has been replaced with the **NSW Record of School Achievement (RoSA)** as a pathway to the Higher School Certificate or employment.

The **NSW Record of School Achievement (RoSA)** credential will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, schoolbased assessment, not external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the option to take online literacy and numeracy tests
- be comprehensive and offer the ability to record a student's extracurricular achievements.

Eligibility

To be eligible for the award of a NSW Record of School Achievement (RoSA), a student must have:

- a) Attended a school recognised by the Board of Studies
- b) Undertaken and completed courses of study that satisfy the Board of Studies' curriculum and assessment requirements for the Record of School Achievement
- c) Complied with any other regulations or requirements (such as attendance) imposed by the Minister of Education or the Board of Studies
- d) Completed Year 10.

Satisfactory Completion of a Course

To be eligible for a Record of School Achievement, a student must "Satisfactorily complete all courses of study". This will be achieved if, in the Principal's view, there is sufficient evidence that the student has:

- a) **Followed** the course developed by the Board of Studies.
- b) **Applied** himself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- c) **Achieved** some or all of the outcomes.

Attendance

Attendance at school on a regular basis is therefore critical in determining whether a student has “satisfactorily completed a course”. As a guide, if a student’s attendance falls below 85% of a school’s programmed lesson time for a course, a Principal may determine that as a result of absence, the course completion criteria has not been met.

Students need to have a satisfactory record of attendance up until the final day of the school year, as defined by the school principal.

Assessment

Student assessment relates to the student’s total achievement in a subject, including those aspects which do not lend themselves to written tests.

The Stage 5 School-Based Grading System

At the completion of Year 10, your achievement in all courses NESA developed courses which you have studied in Years 9 and 10 for 100 hours or more will be reported by using 5 grades, A to E. In Mathematics only, these 5 Grades are broken down further (A10, A9, B8, B7, C6, C5, D4, D3, E2).

For elective subjects, the grade that you receive on the RoSA is determined by your school, based on your performance in the course throughout Years 9 and 10 either 100 hours (one year only) or 200 hours (both Year 9 and Year 10). In addition, the ‘N’ Determination will be used to signify cases of “non-satisfactory completion”. See the next page for further information on the meaning of each grade.

Important Dates for Year 9

8th April - Parent Teacher Interviews (Term 1 Week 11)

2nd May - Smart Money Incursion (Term 2 Week 1)

13th – 17th May - NAPLAN (Term 2 Week 3)

18th June - Subject Information Evening for Parents and Students (Term 2 Week 8)

23rd July - Semester 1 Reports issued (Term 3 Week 1)

29th July - Parent Teacher Interviews (Term 3 Week 2)

16th December - Issue of Semester 2 Reports.

16th December - Presentation Night

18th December - Last day of School Year.

General Performance Descriptors

GRADE

- A** A grade indicating **excellent achievement** in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
- B** A grade indicating a **high level of achievement** in the course. The student has a thorough knowledge and understanding of the course 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** A grade indicating **substantial achievement** in the course. 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** A grade indicating **satisfactory achievement** in the course. 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** A grade indicating **elementary achievement** in the course. The student has an elementary knowledge and understanding of the content and has achieved very limited competence in some of the processes and skills.

Where an A to E grade appears opposite a course, the student has satisfactorily completed the course by meeting the following requirements:

- a) followed the course developed by the Board of Studies;
- b) applied himself with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- c) achieved some or all of the course outcomes.

- N** Where “N” appears in place of an A to E grade, this indicates the student has failed to meet one or more of the above requirements. The course will be listed as ‘Not Completed’ on the student’s Record of Achievement. If the “N” is applied to one or more of the mandatory courses (English, Mathematics, Science, PDHPE, Australian History or Australian Geography) the student will be **ineligible** to receive a Stage 5 Record of Student Achievement (RoSA).

School Based Assessment - Stage 5 Assessment Policy

All students are expected to perform all tasks which are part of each subject's assessment program.

In this document, each course of study outlines in detail, the approximate dates and nature of each of its assessment tasks. Exact dates for each assessment task, will be provided in writing utilising the Asquith Boys High School Assessment Notification form, **at least two weeks prior** to the task completion/submission. Students are to sign receipt of assessment notification / assessment task submitted / assessment task returned with feedback received. These records will be maintained in the relevant faculty's monitoring folder.

Student is absent from school when assessment information is handed out

If a student is absent the day of assessment task notification, it is the student's responsibility to see their teacher to receive the notification. Students will know when the task notification must be provided from the information outlined in this assessment manual. In every case, teachers are to issue students with a copy of missed information during the next attended lesson if students fail to meet their responsibilities. No extension of time will be given to students unless a medical certificate, statutory declaration or appropriate documentation is supplied along with a completed Illness /Misadventure Request for Consideration Form (see page 35).

Submission of tasks

All hand-in assessment tasks are to be submitted to the class teacher by the time and due date specified on the task notification. If there is no time specified on the task notification, then the task must be submitted by 3.00 p.m. on the due date. As an added security measure, students must sign a register when submitting the hand-in task. In the absence of the student's regular teacher, the Head Teacher of the respective faculty will make arrangements for the collection of assessment tasks. Tasks should NEVER be left by a student on a desk or table for future collection by the teacher.

It is a requirement of the School, that students must attend all other scheduled classes on the day of any assessment task. If you are absent on the day of this assessment, yet manage to deliver the task either electronically or physically, your submitted task must be accompanied by acceptable evidence as outlined in the Assessment Policy. Failure to follow these guidelines may result in a mark of zero for the task.

Students who hand in work late or are absent

Students who are unable to attend or submit an assessment task on the due date must contact the school on that day by phone and leave a message with the front office. The student will need to complete the Illness/Misadventure Request for Consideration Form (page 35)

Students absent from an assessment task or examination will be awarded a zero mark if they do not have a medical certificate or other documentary evidence such as a Statutory Declaration relating to the absence.

What should you do if you know you will be absent for an assessment task?

If you know in advance that you will be absent for a scheduled assessment task because of a school sanctioned activity, you need to apply in advance for a variation of task date. Use the Illness/Misadventure Request for Consideration form that is at the end of this book. (page 35) **Notification after the event will not be considered.**

What happens if a student is absent for an assessment task?

Any assessment task not attempted by a student will score zero marks unless the following applies:

1. For a short term absence where you have been genuinely sick on the due date, or day of the assessment task, a **doctor's certificate** must be attached to a completed Illness/Misadventure Request for Consideration form and given to the appropriate Head Teacher **on the day you return to school.** You will usually be required to complete the task or a substitute task.

Note:

A letter or phone call from your parent/guardian/carer is not sufficient.

Family holidays WILL NOT be considered an acceptable reason for not completing assessment tasks.

2. Where you have had an accident or other misadventure, a completed Illness/Misadventure Request for Consideration form along with a Statutory Declaration must be given to the appropriate Head Teacher. You will usually be required to complete the task or a substitute task. A copy of the ABHS Illness/Misadventure Request for Consideration form can be found at the end of this book (page 35).

In both cases described above **this must be done on the first day you return to school after your absence.**

In rare cases, such as extended illness, it is possible for the school to give an estimate for a missed assessment task. This can only be considered if the Principal has been provided with the relevant documentation. The same procedures apply as described above with the difference being, that it should be done **as soon as the parent/caregiver is aware of the circumstances.**

Failure to complete Non-Assessment Tasks or Course Work

- To satisfy the requirements for your Stage 5 course, **you must satisfactorily complete the course**. This means more than just completing the assessment tasks. In general, failure to complete a course may occur if:
 - i. You miss sufficient experiences that are required in the course, e.g. assignments, course work, practical work, participation in class activities etc. Many of these experiences are not formally assessed but they are still necessary for satisfactory completion of the course.
 - ii. You do not make a **genuine attempt** at either examinations or assessment tasks. It is a matter for the teacher's judgement whether an attempt is genuine.
- Non-completion of course work or the non-application to course work may result in you receiving an '**N-Award Warning**'. This is a warning that you may be awarded an '**N**' **Determination** for that subject. These 'N-Award Warnings' can be redeemed if the work is subsequently completed by the revised due date as indicated on the warning letter. A minimum of two 'N-Award warnings' in any subject will be issued prior to a final 'N' determination.
- At the discretion of the Principal, failure to complete Year 9 course work in any elective course may result in an '**N Determination**'. The course will be listed as 'Not Completed' on your Record of School Achievement (RoSA) and you will not be permitted to continue with that course into Year 10. This will also be taken into consideration when you apply for subjects for Year 11 (Stage 6) studies, to determine your suitability to undertake a related course.
- Note: **In Year 10**, if you receive an 'N' determination in any of the compulsory subjects of English, Mathematics, Science, PDHPE, Australian History or Australian Geography you WILL NOT complete Year 10 and therefore WILL NOT be eligible to commence Year 11 studies.

Academic Issues - Plagiarism

Academic dishonesty in any form is unacceptable. Work that is submitted for assessment must be the work of the student, or where group work is permitted, of the students concerned.

Plagiarism (copying another's work without proper acknowledgement) is not permitted. Any of the following, without fully acknowledging the original source, counts as plagiarism or academic dishonesty:

- Duplication in any assessment task, by copying another work or allowing it to be copied – from a book, article, website, another student's assignment or any other work;
- Paraphrasing of another's work closely, with minor changes, but with the essential meaning, form and/or progression of ideas maintained;
- Piecing together sections of the work of others as if it was all your own original work;

- Handing in work which you have already used for assessment in another subject; and
- Producing assignments with the help of other people when independent work is required.

Any work 'copied' from other sources must be acknowledged clearly. If you are unsure how to correctly acknowledge your sources, see your teacher to get an appropriate method before the due date.

Asquith Boys High School reserves the right for all tasks submitted to be subject to tests for plagiarism.

Should a case of academic dishonesty be established, the student may have one or more of the following penalties applied:

- The student may receive a mark of zero for the assessment task;
- The student may be required to undertake additional assessment in that subject;
- The matter may be referred for further disciplinary action.

In every case where a penalty is applied for academic dishonesty, written notification of the details will be sent to the student's parents/ caregivers by the Principal and a copy of the correspondence will be placed in the student's file maintained by the school.

Academic Issues - Technology

When a student wishes to hand in work done on non-school computers, it is the student's responsibility to ensure it is compatible with the technology currently available within the school. Students should also supply the teacher with a printed copy of the task (unless other arrangements have been made by the teacher.) **Remember** to back up your work on a USB drive. Equipment failure, hardware or software incompatibility or failure of school equipment to read the USB is the student's responsibility and the student will be deemed not to have handed in the task on time.

Student Guidelines for Year 9 Examinations at Asquith Boys High School

The following guidelines outline student responsibilities and general organisation for examinations at Asquith Boys High School.

Students ...

- Must supply a medical certificate to cover absence from an assessment task.
- Attend roll call as normal.
- Should ensure they have **all the necessary equipment** for each examination. No borrowing of equipment is permitted in the examination room.
- **Are not permitted** to leave the room during the examination.

To be fair to all students attempting to complete their examinations, strict rules governing behaviour are necessary. **DISRUPTIVE BEHAVIOUR OF ANY SORT WILL RESULT IN REMOVAL FROM THE EXAMINATION.**

- **No food or drinks**, except water, are permitted in the examination room
- **No electronic devices**, including ipods or mobile phones are permitted in the examination room. Watches must be removed and placed on the examination desk.
- Only equipment needed for the examination should be taken into the examination room. All other materials, including magazines and novels, are not permitted.
- Students are to comply with the normal school rules regarding the wearing of school uniform.
- Once seated, students should **remain silent** and not communicate, either verbally or non-verbally, with any other students without the permission of an examination supervisor.
- Students should **face the front** at all times.
- Students **will not be permitted to leave the examination room** early, even if they have completed the examination. Any extra time should be used to go over answers, checking them for accuracy and/or trying to improve them.
- Non-serious attempts at any examination will not be marked. In addition, examination papers with offensive writing or graffiti **will not be marked**, and students will be referred to the Deputy Principal for further disciplinary action.

Students sent out from an examination for disruptive behaviour must report directly to the Head Teacher.

STUDENTS SENT OUT FROM AN EXAMINATION WILL RECEIVE A MARK OF ZERO FOR THAT PAPER PENDING ANY APPEAL TO THE PRINCIPAL. THIS APPEAL NEEDS TO BE IN WRITING WITHIN SEVEN DAYS OF THE EXAMINATION

Method of Reporting

Marks for assessment tasks will be awarded against explicit marking guidelines which must accurately correlate and reflect outcomes that are being assessed. At the completion of each task, students will receive the actual mark obtained for that task. Tasks will be returned to students with explicit feedback of a meaningful nature, articulating assessment task strengths and areas for improvement. Feedback may be in both written and verbal form.

Two formal school reports will be available throughout the year. Teacher comments on reports will provide constructive feedback in order that students can make productive improvements.

Subject Assessment Guidelines - Core Subjects

ENGLISH FACULTY

ENGLISH – Stage 5 (Year 9)

COURSE OUTCOMES

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

Course: ENGLISH – Stage 5 (Year 9) Total number of tasks: 4

Task No.	Type of Task	Date (Term and Week)	Details of Task	Outcomes to be assessed	% value of task
1	Essay	T1 W11	Essay – in class	EN5-1A, EN5-3B, EN5-5C, EN5-7D	25%
2	Portfolio of writing and reflection	T2 W10	Inspired writing based on poetry, and reflection on writing	EN5-1A, EN5-3B, EN5-5C, EN5-8D, EN5-9E	25%
3	Appropriation and reflection	T3 10	Create an appropriation of the text to submit and reflect on choices	EN5-1A, EN5-3B, EN5-5C, EN5-8D, EN5-9E	25%
4	Examination	T4 W6	Based on texts studied and skills developed in T4	EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-7D, EN5-8D	25%

MATHEMATICS FACULTY***MATHEMATICS – Stage 5 (Year 9)***

The Year 9 Mathematics course covers the strands:

Number, Patterns and Algebra, Data, Measurement, Space and Geometry and Working Mathematically. The course continues into Year 10.

At the end of Year 10, students get an overall grade using the Stage 5 course performance descriptors (CPD). The descriptors have been developed from the NESA general performance descriptors. In Mathematics, the Year 10 grades are differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2).

In Year 9, the student's performance is calculated and reported on each semester, based on two assessment tasks per semester. Assessment tasks have equal weighting.

Stage 5 – Year 9		
Task	Approx date	Weighting %
Task 1	Term 1 Week 10	20%
Task 2	Term 2 Week 5	20%
Task 3	Term 3 Week 8	20%
Task 4	Term 4 Week 4	20%
Working Mathematically	<i>Class Tests and Assignments</i> Ongoing	20%

SCIENCE FACULTY**SCIENCE – Stage 5 (Year 9)**

SEMESTER 1

Type of Task	Weighting (%)	Date of task
Individual research task	20%	Term 1
Half Yearly Examination	20%	Term 2
Skills Test	5%	Term 1 or 2
Total Weighting	45%	

SEMESTER 2

Type of Task	Weighting (%)	Date of task
Project based Assessment	20%	Term 3
Yearly Examination	25%	Term 4
Research Task	10%	Term 3 or 4
Total Weighting	55%	

HSIE FACULTY
AUSTRALIAN STUDIES

Semester 1 - MANDATORY AUSTRALIAN HISTORY

Course Components	Type of Task	Task 1	Task 2	Task 3
		Essay (Industrial Revolution)	Content Exam (Making a Nation)	Skills Exam (WWI & WW2)
	Syllabus Weightings	Term 1 Week 10	Term 2 Week 2	Term 2 Week 5
HT5-1 Explains and assesses the historical forces and factors that shaped the modern world and Australia	25%	20%		5%
HT5-4 Explains and analyses the causes and effects of events and developments in the modern world and Australia.	30%	10%	10%	10%
HT5-5 Identifies and evaluates the usefulness of sources in the historical inquiry process	25%		15%	10%
HT5-10 Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences	20%		10%	10%
Task Weightings	100%	30%	35%	35%
Outcomes		HT5-1, HT5-4	HT5-4, HT5-5 HT5-10	HT5-1, HT5-4, HT5-5, HT5-10

YEAR 9 HISTORY – ASSESSMENT BREAKDOWN

- **Task 1: ToPEALE Essay (30%)** – (DS1) The Industrial Revolution (HT5-1, HT5-4) The ToPEALE essay response will investigate the last two dot-points in the syllabus requiring students to discuss and assess the short and long-term impacts of any one idea on Australia and the modern world. **DUE WEEK 10 TERM 1**
- **Task 2: Content Test (35%)** – (DS2) Making a Nation (HT5-4, HT5-5 HT5-10) **DUE WEEK 2, TERM 2**
- **Task 3: Skills Test (Sources) (35%)** – Australians at War – WWI & WW2 (HT5-1, HT5-4, HT5-5, HT5-10) **DUE WEEK 5, TERM 2**

Semester 2 - MANDATORY GEOGRAPHY

Course Components		Task 1	Task 2	Task 3
	Type of Task	<i>Sustainable Biomes Report</i>	<i>Skill Test</i>	<i>Content Exam</i>
	Syllabus Weightings	Term 3 Week 9	Term 4 Week 4	Term 4 Week 4
GE5-1 Explains the diverse features and characteristics of a range of places and environments	20%			20%
GE5-2 Explains processes and influences that form and transform places and environments	20%		10%	10%
GE5-3 Analyses the effect of interactions and connections between people, places and environments	20%		20%	
GE5-5 Assesses management strategies for places and environments for their sustainability.	20%	20%		
GE5-8 Communicates geographical information using a variety of strategies	20%	20%		
Task Weightings	100%	40%	30%	30%
Outcomes		GE5-5, GE5-8	GE5-1, GE5-2, GE5-3	GE5-1, GE5-2, GE5-3

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE) FACULTY

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION - COURSE OUTCOMES

Knowledge and Understanding Objectives	Stage 5 outcomes
<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships • demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts • understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity • enact and strengthen health, safety, wellbeing and participation in physical activity 	<p>A student:</p> <p>PD5-1: assesses their own and others' capacity to reflect on and respond positively to challenges</p> <p>PD5-2: researches and appraises the effectiveness of health information and support services available in the community</p> <p>PD5-3: analyses factors and strategies that enhance inclusivity, equality and respectful relationships</p> <p>PD5-4: adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts</p> <p>PD5-5: appraises and justifies choices of actions when solving complex movement challenges</p> <p>PD5-6: critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity</p> <p>PD5-7: plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities</p> <p>PD5-8: designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity</p>
Skills Objectives	Stage 5 outcomes
<p>Students will:</p> <ul style="list-style-type: none"> • develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others • develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity • move with confidence, competence and creativity within and across various physical activity contexts 	<p>A student:</p> <p>PD5-9: assesses and applies self-management skills to effectively manage complex situations</p> <p>PD5-10: critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts</p> <p>PD5-11: refines and applies movement skills and concepts to compose and perform innovative movement sequences</p>

Course: PDHPE**Total number of tasks: 9**

Task No.	Type of Task	Approx. Date	Details of Task	Outcomes to be assessed	% Value of Task
1	Skill Performance Evaluation	Term 1-4	Mini Tennis	5-4, 5-5, 5-11	8%
2	Skill Performance Evaluation	Term 1-4	AFL	5-4, 5-5, 5-11	9%
3	Skill Performance Evaluation	Term 1-4	Basketball	5-4, 5-5, 5-11	8%
4	Skill Performance Evaluation	Term 1-4	Zookaball	5-4, 5-5, 5-11	9%
5	Skill Performance Evaluation	Term 1-4	Weights	5-4, 5-5, 5-11	8%
6	Skill Performance Evaluation	Term 1-4	Soccer	5-4, 5-5, 5-11	8%
7	Examination	Week 3 Term 2	Half Yearly Examination	5-1, 5-2, 5-3, 5-6, 5-7, 5-8	16%
8	Design a campaign	Week 10 Term 2	Cyber Sense	5-2, 5-7, 5-9, 5-10	17%
9	Examination	Week 3 Term 4	Yearly Examination	5-1, 5-2, 5-3, 5-6, 5-7, 5-8	17%

Subject Assessment Guidelines - Elective Subjects

CREATIVE AND PERFORMING ARTS FACULTY

DRAMA - SYLLABUS OUTCOMES

MAKING OUTCOMES

Stage 5 course: A student
5.1.1 Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding
5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.

PERFORMING OUTCOMES

Stage 5 course: A student
5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.

APPRECIATING OUTCOMES

Stage 5 course: A student
5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2 analyses the contemporary and historical contexts of drama
5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Course Components	Type of Task	Task 1	Task 2	Task 3	Task 4	Task 5
		<i>Playbuilding (making and performing)</i>	<i>½ Yearly /MAD Night Performance and Critical Studies</i>	<i>Drama Style (making and performing)</i>	<i>Drama Style Workbook (critical study and Appreciating)</i>	<i>Yearly Student Panel Performance</i>
		Date → ----- Syllabus Weightings	T1 W10	T2 W8	T3 W10	T4 W2
Making	40%	20%	5%	5%	5%	5%
Performing	40%	15%	10%	5%	5%	5%
Appreciating	20%		10%		5%	5%
Task Weightings	100%	35%	25%	10%	15%	15%
Syllabus Outcomes		P1-P10	P3-P11	P2-10	P4-6	P1-9

MUSIC - SYLLABUS OUTCOMES**PERFORMING OUTCOMES**

Stage 5 course: A student
5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness

COMPOSING OUTCOMES

Stage 5 course: A student
5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
5.6 uses different forms of technology in the composition process

LISTENING OUTCOMES

Stage 5 course: A student
5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
5.10 demonstrates an understanding of the influence and impact of technology on music

VALUE AND APPRECIATION

5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Course Components	Type of Task	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7
		Topic-based Performance	Listening Presentation	Topic-based Composition	Listening Half-Yearly Exam	Topic-based performance	Write and Record Composition	Listening Yearly Exam
		Date → ----- Syllabus Weightings	T1 W8	T2 W10	T2 W4	T3 W7	T3 W7	T4 W4
Performing	35%	20%				15 %		
Composing	30%			10 %			20%	
Listening	35%		10%		10%			15%
Task Weightings	100%	20%	10%	10%	10%	15%	20%	15%
Syllabus Outcomes		5.1, 5.2, 5.3, 5.12	5.7, 5.8, 5.10, 5.11	5.4, 5.5, 5.6, 5.12	5.7, 5.8, 5.9, 5.12	5.1, 5.2, 5.3, 5.10	5.4, 5.6, 5.10, 5.12	5.7, 5.8, 5.9, 5.12

VISUAL ARTS - SYLLABUS OUTCOMES**Artmaking Outcomes**

Content	Stage 5 course: A student
Practice	5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
Conceptual framework	5.2 makes artworks informed by their understanding of the function of and relationships between artist - artwork - world - audience
Frames	5.3 makes artworks informed by an understanding of how the frames affect meaning
Representation	5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
Conceptual strength & meaning	5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
Resolution	5.6 demonstrates developing technical accomplishment and refinement in making artworks

Art Criticism and Art History Outcomes

Content	Stage 5 course: A student
Practice	5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
Conceptual framework	5.8 uses their understanding of the function of and relationships between artist artwork world audience in critical and historical interpretations of art
Frames	5.9 demonstrates how the frames provide different interpretations of art
Representation	5.10 demonstrates how art criticism and art history construct meanings

Course Components	Type of Task	Task 1	Task 2	Task 3	Task 4	Task 5
		<i>Art Writing Task 1</i>	<i>Student Semester 1 Exhibition</i>	<i>Art Writing Task 2</i>	<i>Student Annual Exhibition</i>	<i>Reflective Artist Statement on Achievements Written Task 3</i>
		Date → ----- Syllabus Weightings	T1 W10	T2 W10	T3 W10	T4 W9
Making	70%		30%		40%	
Writing	30%	5%		10%		15%
Task Weightings	100%	5%	30%	10%	40%	15%
Course Components		5.7 – 5.10	5.1 -5.6	5.7 – 5.10	5.7 – 5.10	5.1 – 5.10

PHOTOGRAPHIC AND DIGITAL MEDIA - SYLLABUS OUTCOMES

Photography and Digital Media Outcomes: A student:
5.1 develops range and autonomy in selecting and applying photographic and digital works conventions and procedures to make photographic and digital works
5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist - artwork - world - audience
5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4 investigates the world as a source of ideas, concepts and subject matter for the photographic and digital works
5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6 selects appropriate procedures and techniques to make and refine photographic and digital works

Critical and historical interpretations: A student:
5.7 applies their understanding of aspects of practice to critical and historical interpretations of photographic and digital works
5.8 uses their understanding of the function of and relationships between artist - artwork - world - audience in critical and historical interpretations of photographic and digital works
5.9 uses the frames to make different interpretations of photographic and digital works
5.10 constructs different critical and historical accounts of photographic and digital works

Course Components	Type of Task	Task 1	Task 2	Task 3	Task 4	Task 5
		<i>Writing Task 1</i>	<i>Student Semester 1 Photography Exhibition</i>	<i>Writing Task 2</i>	<i>Student Annual Photography Exhibition</i>	<i>Reflective Artist Statement on Achievements Written Task 3</i>
		Date → ----- Syllabus Weightings	T1 W10	T2 W10	T3 W10	T4 W9
Making	70%		30%		40%	
Writing	30%	10%		10%		10%
Task Weightings	100%	10%	30%	10%	40%	10%
Course Components		5.7 – 5.10	5.1 -5.6	5.7 – 5.10	5.7 – 5.10	5.1 – 5.10

COMPUTING FACULTY

INFORMATION AND SOFTWARE TECHNOLOGY

This course is presented to students in both Year 9 and 10 as a series of elective topics. Each semester, one elective is studied in a combination of project work and related theory.

Outcomes for the course include but are not limited to:

- 5.1.1 – Selects and justifies the application of appropriate software programs to a range of tasks
- 5.1.2 – Selects, maintains and appropriately uses hardware for a range of tasks.
- 5.2.1 – Describes and applies problem solving processes when creating solutions
- 5.2.2 – Designs, produces and evaluates appropriate solutions to a range of challenging problems.
- 5.4.1 – Analyses the effects of past, current and emerging information and software technologies on society
- 5.5.1 – Applies collaborative work practices to complete tasks.

Task	Assessment Procedure	Assessment Task	Weighting	Due Date
1	Practical assignment	Cyber Security	20%	Term1 Week 11
2	Practical assignment	Database	20%	Term 2 Week 8
3	Practical assignment	Artificial Intelligence	20%	Term 3 Week 10
4	Written examination	Yearly Examination	40%	Term 4 Week 2

ENGLISH FACULTY**PHILOSOPHY****Semester 1 - Ways of Thinking
Semester 2 - Thinking in Action****Outcomes**

STUDENTS WILL DEVELOP:	A student
KS OBJECTIVE 1: Skills in logic and critical thinking.	1.1 Constructs logically valid arguments.
KS OBJECTIVE 2: Skills and understanding of knowledge acquisition, justification and application.	2.1 Understands how knowledge is acquired, justified and applied in a variety of fields. 2.2 Presents knowledge with justification.
KS OBJECTIVE 5 Research and communication skills.	5.1 Communicates ideas effectively, using a range of modes, media and technologies. 5.2 Conducts independent research using a variety of research tools. 5.3 Synthesises information from multiple sources.
VA OBJECTIVE Reflective awareness and understanding of the positive influence philosophy has on society.	VA1 Reflects explicitly on personal values and beliefs

Schedule of Assessment Tasks

Task No.	Task Type	Weighting	Due Date	Outcomes
1	Observation	25%	Term 1 Week 10	1.1 2.2
2	Reflection Statement	25%	Term 2 Week 10	2.1 5.3 VA1
3	Research Project	25%	Term 3 Week 10	5.2 5.3
4	Creation and Direction of a Socratic Seminar	25%	Term 4 Week 6	1.1 5.1 5.3

HSIE FACULTY

YEAR 9/10 COMMERCE

Semester 1: Core Topic – Your Money

Semester 2: Options Topics – Towards Independence / Travel, Trade and Tourism

1. Knowledge and Understanding:

In this Semester –based course, students will develop:

- knowledge and understanding of consumer, financial, business, legal and employment matters
- skills in decision-making and problem-solving in relation to consumer, financial, business, legal and employment issues
- skills in effective research and communication
- skills in working independently and collaboratively

2. Syllabus Outcomes:

- uses appropriate terminology in consumer, financial, business, legal and employment contexts
- applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- describes the rights and responsibilities of individuals within consumer, financial, business, legal and employment contexts
- analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
- selects and organises commercial and legal information from a variety of sources
- researches and assesses commercial and legal information using a variety of sources

Schedule of Assessment Tasks: Semester 1

		Task 1	Task 2	Task 3
Course Components	Type of Task	<i>Personal Finance and Consumer Choice Research Task</i>	<i>Skills Test</i>	<i>Content Test</i>
	Syllabus Weightings	Term 1 Week 8	Term 2 Week 4	Term 2 Week 4/5
knowledge and understanding (5.3)	35%	10%	10%	15%
skills in decision making and problem solving (5.5)	35%	10%	15%	10%
Research and Communication (5.8)	10%	5%		5%
Working independently & collaboratively (5.9)	20%	5%	10%	5%
Task Weightings	100%	30%	35%	35%
Outcomes		5.3, 5.4, 5.5, 5.7, 5.9	5.2, 5.4, 5.8, 5.9	5.1, 5.3, 5.5, 5.6, 5.8, 5.9

Schedule of Assessment Tasks: Semester 2

		Task 1	Task 2	Task 3
Course Components	Type of Task	<i>Travel, Trade and Tourism Research Task</i>	<i>Skills Test</i>	<i>Content Test</i>
	Syllabus Weightings	Term 3 Week 11	Term 4 Week 4	Term 4 Week 5
knowledge and understanding (5.3)	35%	5%	15%	15%
skills in decision making and problem solving (5.5)	35%	10%	15%	10%
Research and Communication (5.8)	20%	10%	5%	5%
Working independently & collaboratively (5.9)	10%	5%		5%
Task Weightings	100%	30%	35%	35%
Outcomes		5.3, 5.4, 5.7, 5.9	5.2, 5.4, 5.8, 5.9	5.1, 5.3, 5.5, 5.6, 5.8, 5.9

YEAR 9/10 ELECTIVE HISTORY**2019 HISTORY THROUGH FILM – ANCIENT**

Stage 5 syllabus outcomes

A student

E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry

E5.2 examines the ways in which historical meanings can be constructed through a range of media

- develop a knowledge and understanding of past societies and historical periods**

E5.3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation

E5.4 explains the importance of key features of past societies or periods, including groups and personalities

E5.5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

- develop skills to undertake the processes of historical inquiry**

E5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process

E5.7 explains different contexts, perspectives and interpretations about the past

E5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

Objective**Students: develop skills to communicate their understanding of history**

E5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

E5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Semester 1

	Task 1 Extended Response	Task 2 Presentation	Task 3 Assignment
Approx date of task	Term1 Week 10	Term 2 Week 4	Term 2 Week 5
Thematic Studies	25%		
Constructing History		15%	
Ancient, Medieval and Early Societies			10%
Total	25%	15%	10%
Outcomes	E5.2, E5.8, E5.9, E5.10	E5.2, E5.6, E5.7, E5.8	E5.3, E5.6, E5.9

Semester 2

	Task 1 Special Interest Unit	Task 2 Extended Response	Task 3 Assignment
Approx date of task	Term1 Week 10	Term 2 Week 4	Term 2 Week 5
Thematic Studies	25%		
Constructing History		15%	
Ancient, Medieval and Early Societies			10%
Total	25%	15%	10%
Outcomes	E5.2, E5.8, E5.9, E5.10	E5.2, E5.6, E5.7, E5.8	E5.3, E5.6, E5.9

LANGUAGES OTHER THAN ENGLISH FACULTY

AN INTRODUCTION TO FRENCH AND GERMAN (Not offered in 2019)

ASSESSMENT POLICY

Assessment for this course is based on syllabus objectives. Assessment tasks are marked accordingly to the marking criteria and achievement of outcomes is measured across the modes of reading, writing, speaking, listening, making linguistic connections and moving between cultures.

Course outcomes:

Objectives	Outcomes: A student	
Using Language	5.UL.1 - Listening	selects, summarises and analyses information and ideas in spoken texts and responds appropriately
	5.UL.2 - Reading	selects, summarises and analyses information and ideas in written texts and responds appropriately
	5.UL.3 - Speaking	uses Japanese by incorporating diverse structures and features to express own ideas
	5.UL.4 - Writing	experiments with linguistic patterns and structures in Japanese to convey information and to express own ideas
Making Linguistic Connections	5.MLC.1	demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages
	5.MLC.2	uses linguistic resources to support the study and production of texts in Japanese
Moving Between Cultures	5.MBC.1	explores the interdependence of language and culture in a range of texts and contexts
	5.MBC.2	identifies and explains aspects of the culture of Japanese-speaking communities in texts.

Type of tasks & Outcomes	Term 1	Term 2	Term 3	Term 4	Total Weighting (%)
Listening <i>Outcome: 5.UL.1</i>	5 % Term test	5 %	5 %	5 %	20 %
Reading <i>Outcome: 5.UL.2</i>	5 % Term test	5 %	5 %	5 %	20 %
Speaking <i>Outcome: 5.UL.3</i>	5 % Role play	5 %	5 %	5 %	20 %
Writing & MLC <i>Outcomes: 5.UL.4 5.MLC.1 & 2</i>	5 % Weekly Diary entry	5 %	5 %	5 %	20 %
Cultural & Linguistic <i>Outcomes: 5.MBC.1 & 2 5.MLC.1 & 2</i>	5 % Research – sign poster	5 %	5 %	5 %	20 %
Termly weighting (%)	25 %	25 %	25 %	25 %	100 %

PDHPE FACULTY***PHYSICAL ACTIVITY AND SPORT STUDIES (PASS)***

This elective PDHPE course can be studied over either 100 hours (one year) or 200 hours (two years). The assessment schedule listed below changes each year to ensure that students do not cover the same theory or practical work more than once.

Objectives Students will:	Outcomes A student:
1 develop a foundation for efficient and enjoyable participation and performance in physical activity and sport	1.1 discusses factors that limit and enhance the capacity to move and perform 1.2 analyses the benefits of participation and performance in physical activity and sport
2 develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing	2.1 discusses the nature and impact of historical and contemporary issues in physical activity and sport 2.2 analyses physical activity and sport from personal, social and cultural perspectives
3 enhance the participation and performance of themselves and others in physical activity and sport	3.1 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance 3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
4 develop the personal skills to participate in physical activity and sport with confidence and enjoyment	4.1 works collaboratively with others to enhance participation, enjoyment and performance 4.2 displays management and planning skills to achieve personal and group goals 4.3 performs movement skills with increasing proficiency 4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Course: Physical Activity & Sport Studies**Total Assessments: 8**

Task No.	Task Date	Task Type	Topic	Outcomes	Weighting
1	Week 5 Term 1	Skill Performance Evaluation	Table Tennis	3.1, 4.1, 4.2, 4.3	9%
2	Week 11 Term 1	Skill Performance Evaluation	European Handball	3.1, 4.1, 4.2, 4.3	9%
3	Week 7 Term 2	Exam	Body Systems	1.1, 1.2, 3.1	17%
4	Week 11 Term 2	Skill Performance Evaluation	Ultimate Frisbee	3.1, 4.1, 4.2, 4.3	8%
5	Week 5 Term 3	Skill Performance Evaluation	Gaelic Football	3.1, 4.1, 4.2, 4.3	8%
6	Week 10 Term 3	Skill Performance Evaluation	Flag Footy	3.1, 4.1, 4.2, 4.3	8%
7	Week 5 Term 4	Exam	Weight Training and Participation with Safety	1.1, 2.2, 4.4	33%
8	Week 5 Term 4	Skill Performance Evaluation	Lacrosse	3.1, 4.1, 4.2, 4.3	8%

TAS FACULTY

TAS FACULTY STAGE 5 (YEAR 9/10) ELECTIVE SUBJECTS

COURSE OUTCOMES for : ***BUILDING AND CONSTRUCTION***
ENGINEERING 1 - 2
ENGINEERING 3 - 4
GENERAL METAL
METAL FABRICATION
GENERAL WOOD
CABINETWORK and WOOD MACHINING

CONTENT	STUDENTS LEARN TO:	OUTCOMES
WHS and Risk Management	Safely use tools, materials and equipment. Use personal protective equipment appropriately.	5.1.1, 5.1.2, 5.4.2
Materials	Identify and use a range of materials appropriate to the context area being studied.	5.3.1, 5.3.2, 5.5.1
Equipment, tools and machines	Can adjust and use hand tools, portable power tools and machines appropriate to the practical projects selected for the context area being studied.	5.2.2, 5.4.2, 5.5.1
Techniques	Able to use correct measuring methods and standards when preparing practical projects specific to the context area being studied.	5.2.2, 5.4.2, 5.5.1
Links to industry	Able to relate construction techniques to industry specific context area and to be aware of career paths within the industry.	5.5.1, 5.7.2
Design	Able to apply principles of design to modify and construct projects as well as evaluates work in terms function and quality.	5.2.1, 5.5.1, 5.6.1
Work place communication skills	Responds to safety signage. Able to interpret workshop and pictorial drawings to produce material lists and calculate quantities. Makes neat freehand sketches of projects. Prepares reports using appropriate glossary of terms and using appropriate software and hardware.	5.4.1, 5.5.1
Societal and environmental impact	Able to identify renewable and non-renewable resources appropriate to the specific context area. Recognises the need to conserve and recycle materials.	5.7.1, 5.7.2

ASSESSMENT SCHEDULES for:

BUILDING & CONSTRUCTION
ENGINEERING 1 - 2
ENGINEERING 3 - 4
GENERAL METAL
METAL FABRICATION
GENERAL WOOD
CABINETWORK and WOOD MACHINING

COURSE CONTENT	COURSE SPECIFIC CONTENT	OUTCOMES	WEIGHTING	WHEN DUE
PRACTICAL WORK	Range of projects and exercises	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1 5.3.2, 5.4.2, 5.6.1	70%	Ongoing throughout Semester
THEORY				
ASSIGNMENT	Communicating context information as per specific hand-out sheet	5.4.1, 5.5.1, 5.7.1, 5.7.2	15%	Week 3-4 Term 2 and Week 2 Term 4
EXAMINATION	Covers selected knowledge of context area	From 5.1.1 to 5.7.2	10%	Week 7 Term 2 and Week 8 Term 4
HOMEWORK/BOOKWORK	Covers selected knowledge of context area	From 5.1.1 to 5.7.2	5%	Ongoing throughout Semester

FOOD TECHNOLOGY

COURSE CONTENT	COURSE SPECIFIC CONTENT	OUTCOMES	WEIGHTING	WHEN DUE
PRACTICAL WORK - INCLUDING SELF ASSESSMENT and PEER ASSESSMENT	<ul style="list-style-type: none"> - knowledge, understanding and skills related to food hygiene, safety and the provision of quality food - knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food - skills in designing, producing and evaluating solutions for specific food purposes 	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.5.1, 5.5.2,	50%	ONGOING
ASSIGNMENT	<ul style="list-style-type: none"> - knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health - skills in researching, evaluating and communicating issues in relation to food 	5.3.1, 5.3.2, 5.4.1, 5.4.2	30%	Week 8 Term 1 Week 8 Term 2 Week 6 Term 4
EXAMINATION	<ul style="list-style-type: none"> - knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health - knowledge, understanding and appreciation of the significant role of food in society 	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.6.1, 5.6.2	15%	Week 8 Term 3
HOMEWORK/ BOOKWORK	<ul style="list-style-type: none"> - knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health - skills in researching, evaluating and communicating issues in relation to food - skills in designing, producing and evaluating solutions for specific food purposes 	5.4.1, 5.4.2, 5.5.1, 5.5.2	5%	ONGOING



Asquith Boys High School Illness/Misadventure Request for Consideration Form

Whenever possible a completed Illness/Misadventure Request for Consideration Form should be presented to the relevant Head Teacher **in advance** of any Assessment Task that is likely to be missed. Otherwise, a completed Form **MUST** be presented to the relevant Head Teacher **on the FIRST DAY BACK AT SCHOOL**. NB. The only circumstances covered by this form include: illness, misadventure, serious family incident, school representation.

Student's Name: _____

Subject: _____

Nature of Assessment Task (eg; test, oral task, practical): _____

Date of Assessment Task: _____

Reason for Illness/Misadventure: _____

Please note:

1. *If consideration is being sought on the basis of illness then a Medical Certificate must be supplied.*
2. *Computer "problems" are not considered reasonable grounds for a Misadventure Appeal.*
3. *Students not attending school for the full day at Assessment time will need to submit an Illness/Misadventure form.*
4. *Students must hand in their work on the due date by such time specified on the assessment task notification. Any time after this will be judged to be "not submitted on time"*
5. *Extensions/adjustments will not be considered for holidays.*

Check List: *(Tick that you have all the necessary information ready for your Application)*

- A fully completed Illness/Misadventure Form
- Supporting evidence e.g. Doctor's Medical Certificate, etc.
- The completed Assessment Task (if it was a task that was to be done at home)

Student's Signature: _____

Supporting Statement from parent/teacher: *(Please attach further information if insufficient space)*

Parent/Teacher's Signature: _____

.....

Date Received by Head Teacher: _____

Head Teacher's Recommendation: *(Please tick)*

- Student permitted to undertake / submit the assessment task Alternate due date: _____
- Student permitted to undertake an alternative task Alternate due date: _____
- Request declined — student will receive zero marks for this task.

Head Teacher's Signature: _____ Date: _____

(A copy of the completed form is to be provided to the student. The Head Teacher is to retain the original.)

Student Receipt of the Asquith Boys High School Year 9 Stage 5 RoSA Assessment Book 2019

By signing below I confirm that:

1. I have received the Asquith Boys High School “Year 9 Stage 5 RoSA Assessment Book 2019”.
2. I will read and follow the School policies regarding the completion of assessment tasks.
3. I will meet all NSW Education Standards Authority (NESA) requirements in attendance, application and completion of work to attain a NSW Record of School Achievement (RoSA).

Student’s Full Name(Please print):

Student’s signature:

Date: