



**PORT HACKING HIGH SCHOOL**

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**ROSA  
(RECORD OF SCHOOL ACHIEVEMENT)  
ASSESSMENT  
YEAR 10  
2022**

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# WHAT IS A RoSA

## What is the Record of School Achievement?

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. The RoSA will provide students who leave school before receiving their HSC with a more comprehensive credential.

## ELIGIBILITY FOR A 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 the requirements from the Education Act.

## Who Will Get a RoSA?

- Not all Year 10 students will automatically receive the credential. Eligible students are those who choose to leave school after the end of Year 10 but before they complete the HSC.
- It will be cumulative and comprehensive – it will show a student's school achievements up to the time they leave school, not just at the end of Year 10.
- This means that students who leave school from the end of Year 10 or during Years 11 and 12 will be eligible for a RoSA.

## Attendance

While NESA does not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate a student's absence to the non-completion of course requirements.

# RoSA REPORTING AND GRADES

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that may have been sat
- date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.

## Grades are:

- based on student achievement in their assessment work
- submitted to NESA by the school in Term 4
- monitored by us for fairness and consistency.

Grades **will not** be shown for partial completion of Year 10 courses

## SCHOOL ASSESSMENT AND REPORTING

School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks or grades in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements.

From 2021, there will be no weightings on formal assessment tasks for Years 7 – 10.

Outcomes on reports will not be mapped to marks from assessment tasks, but will include professional teacher judgement based on both informal and formal assessment, and both formative and summative assessment tasks and aligned to the common grade scale and subject specific grade descriptors.

### What is Formative and Summative Assessment?

Formative and summative assessment are two functions of assessment that work together to monitor and evaluate a student's progression along their learning path, to provide constructive feedback and for judgment against local and/or national standards.

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that need work, and assists teachers to recognise where students may be struggling and address problems immediately. Formative assessments are generally *low stakes*, which means that they have low or no point value.

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often *high stakes*, which means that they have a high point value. For example an assessment task or end of year examination.

## COURSE ASSESSMENT SCHEDULES

The course assessment schedule is set out in the assessment booklet. It contains information about the set tasks in each component of your course. The course assessment schedule also informs you of approximately when the various assessment tasks will take place. The date of each assessment task will be provided by the classroom teacher at **least two weeks prior to the task**.

## SCHOOL ASSESSMENT POLICY

Each subject has prepared an Assessment Schedule which outlines the components of the assessment and the types of tasks to be included. This will be provided to each student. Students will be given an Assessment Notification at least TWO weeks prior to the due date of the task.

There will be four assessments over the course of Year 10.

The Principal reserves the right to use decimal places in marks to separate students on the same ranking.

### Illness / Misadventure

It is essential that students ensure that they are present for and complete all assessment tasks. If a student is absent on the day of an assessment task, he or she must contact the school to explain the absence, and then provide the Principal (or his delegate) with an illness/misadventure form **within 3 school days** after returning to school.

- **An illness claim MUST be supported by a medical certificate dated at the time of the illness specifying the nature of the illness. If a student is still away sick on days after the due date, the medical certificate must cover all days of illness NOT just the day of the task.**
- Generally speaking 'Misadventure' is for unforeseen misfortune.
- Holidays/travel are NOT a valid excuse for missing an assessment task/exam OR for requesting an alternate date for the task/exam. This includes asking to sit a task/exam early to accommodate a holiday.
- Technological malfunctions are not automatically considered a valid excuse. (See below)
- The Principal will judge whether the illness/misadventure claim and supporting documents provides a valid reason.

### Technology Problems:

Computer and/or printer malfunction is not automatically considered a valid excuse.

Problems with computers crashing and printers not working may be a reason to apply for misadventure. However it will not be automatic that a student has a misadventure appeal granted due to a technology malfunction. A student will be required to show evidence of their work in order to be considered for a misadventure appeal. This evidence may be in the form of a:

- draft printout of the task
- handwritten draft version of the task
- USB handed to the teacher containing an electronic version of the task

### *A student:*

- must keep a back-up copy of tasks in progress. The school recommends this be done through the use of the DET portal email. Students can email their work (as they progress through it) to their own email address, thereby having it accessible to show their teacher on request

- will be awarded a zero mark if they are unable to show evidence of the task in draft form
- must not expect to be granted a misadventure appeal if they leave the printing of the task until the night before it is due, and then find that they experience technology problems
- must be able to supply independent evidence of computer malfunction (eg letter from a computer company)

### **Valid Illness/Misadventure**

Where the Principal decides that a valid reason has been supplied, the following special procedures will be implemented in all courses in all subjects.

- a) an extension of time, or
- b) awarding of a mark based on completion of a substitute task, or
- c) where neither is feasible nor reasonable, or where the missed task is difficult to duplicate, the Principal may authorise the use of an estimate for that task based on other appropriate evidence.

**Where there is no valid reason for non-completion of an assessment task, a zero mark must be recorded for that task.**

**NB** Students who do not make a serious attempt at more than 50% of assessment tasks within a course will be awarded an 'N' determination for the final assessment submitted to NESAs.

### **Responsibility for Substitute Tasks**

The responsibility for requesting a substitute task lies with the student. Students must complete an illness/misadventure form and give that, and any supporting documentation, to the relevant Deputy Principal.

For assessment tasks, either in class or hand in, the student must see the Head Teacher on the first day of attendance after the missed task, regardless of whether or not a lesson in that subject is timetabled on that day.

For examinations, students must report to the Deputy Principal as soon as they are well enough to attend school (i.e. the school day after the medical certificate is valid) even if they do not have an exam scheduled for that day.

In cases where a zero mark has been recorded, the student must be given an opportunity to complete the task(s) and so show some achievement in that section of the course and redeem any N-award warning issued.

### **Late Handing in of Tasks/Assignments**

Procedures outlined in *Granting of Substitute Tasks* above, also apply to the late handing in of tasks. The student must contact the teacher on the first day of attendance after the missed submission date, regardless of whether or not a lesson in that subject is timetabled on that day. If the late handing in of a task, or request for an extension of time to submit that task, is not explained by a valid illness/misadventure claim, **a zero mark** will be recorded for that task.

### **Absence Before a Task**

The school reserves the right to question any (partial) absence in the lesson periods before a task. If the Principal deems that a partial absence has resulted in an advantage to a student, a mark penalty will be decided.

### **Malpractice and Plagiarism**

A zero mark will be recorded for tasks where malpractice or plagiarism is involved. Malpractice is defined as failing to comply with the Rules of Conduct set out by the School (see below). Plagiarism is "when you pretend that you have written or created a piece of work that someone else originated." (All My Own Work, NESAs). Candidates who do not comply with these rules or who engage in malpractice in assessment tests or examinations, or in the preparation of assessments, will receive no marks for that task. Students will be required to re-attempt the assessment task in order to satisfy course outcomes.

## **Non-Serious Attempts**

Any student who enters a non-serious attempt (including but not restricted to inappropriate comments to questions, challenging markers to take away marks, making abusive, rude or derogatory comments, inappropriate diagrams) will receive zero marks for that assessment task. Students will be required to re-attempt the assessment task in order to satisfy course outcomes.

## **Rules of Conduct**

- a) Where a task takes the form of a test or examination, the supervisor's instructions must be followed at all times.

Candidates must:

- NOT speak to any person other than the supervisor during the examination.
- NOT behave in any way likely to disturb the work of any other candidate or upset the conduct of the examination.
- NOT bring mobile phones into the exam room. All mobile phones are to be turned off and left in students' bags. Mobile phones are not to be in students' pockets.
- NOT wear a watch of any kind.
- All acceptable stationary is to be placed in a clear, see-through bag. NO pencil cases.
- See-through water bottles are permitted.

Nor may any books, notes, paper or equipment other than that specifically permitted by the supervisor be taken into the room where the examination is taking place.

- b) All tasks must be the work of the student submitting them. All sources used in preparation of a task must be acknowledged. Teachers will use their professional judgement to decide what is the student's own work.
- c) In accordance with NESA's policy, mobile phones and MP3 players are banned.
- they may not be taken into an examination room
  - during class assessment tasks, they are to be switched off and in student's school bag
- d) Any attempt at malpractice or plagiarism will result in a zero mark.

## **Appeals**

Appeals against decisions made with regard to this policy must be addressed to the Principal in writing.

## **Procedures concerning tasks that produce invalid or unreliable results**

In exceptionally, rare circumstances a task might not adequately discriminate between students (in such a case everyone gets the same or a very similar mark). Sometimes a task might become invalid or inequitable due to problems associated with its administration. In these circumstances the head teacher in consultation with the deputy principal will ascertain the best method to address these issues. This may include:

- only part of the task used to calculate the internal assessment mark;
- the weighting of the task may be reduced and additional weighting added to a future task; and/or
- the original assessment task will be replaced by an additional task. Sufficient written notice will be provided for any additional tasks and, if necessary, weightings will be adjusted accordingly.

Students will be notified in writing, if any assessment task is deemed to be invalid or unreliable and the course of action to be taken to rectify this issue.

## **N-WARNING LETTERS**

N-Warning letters will be sent home if a student has not met one of the following requirements in a subject:

- Not followed the course developed or endorsed by NESA.
- Not applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school such as classwork and assessment tasks.
- Not addressed some or all of the course outcomes.

- Non-attendance at or non-serious attempt at an assessment task without a valid illness or misadventure claim.

N-Warnings can be redeemed by a student. The N-Warning letters outline the task to be completed and a new due date. If a student submits a serious attempt at the task, then the N-Warning is redeemed. While the student will receive zero for the task, which will affect their final mark, the N-Warning is cleared from their record.

If a student has two or more outstanding N-Warnings in a subject/s, by the time the school is required to submit RoSA marks to NESA, the principal may submit an N-determination. If the N-determination is upheld then the student will NOT have met the requirements for a RoSA certificate. If a student is not entitled to a RoSA they will receive a Transcript of Study from NESA for the subjects they successfully completed.

## **‘N’ DETERMINATIONS**

If at any time it appears that a student is at risk of being given an ‘N’ (Non-completion of course requirements) determination in any course, the Principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) **in writing**. This warning should be given in time for the problem to be corrected. If the warning letter is not effective, a further warning letter should be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the ‘N’ determination.

Where a student receives an ‘N’ determination in a course, that course will not appear on the student’s Record of Achievement. In some cases the student may not then meet the pattern of study requirements and hence be ineligible for the award of the RoSA in that year.

English, Mathematics, Science, History, Geography and PDHPE are **mandatory** courses. If a student gains two ‘N’ warning letters in one of these subjects and does not complete the work, they will not be awarded a RoSA. Students are warned via a warning letter from the school if it looks like they might receive an ‘N’ determination in any given subject. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an ‘N’ determination in a mandatory curriculum requirement course, they will not 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.

## **MINIMUM STANDARD OF LITERACY AND NUMERACY**

A minimum standard of literacy and numeracy is required to receive the HSC from 2020 to reflect the importance of literacy and numeracy for success in daily life. HSC students will need to meet the minimum standard in three areas – reading, writing and numeracy. The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school. Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

To check that students have the basics right, they need to sit short online tests of reading, writing and numeracy for everyday life. Students get two chances a year to pass each of the tests from Year 10 until a few years after the HSC. Port Hacking High School will complete these tests at the end of each Semester. If you pass the online tests of basic reading, writing and numeracy skills students will show they have met the minimum standard required to receive their HSC.



## Illness or Misadventure Claim Flowchart

If you have **prior warning** (eg a planned surgery or representative commitments) please contact the DP assigned to your year group as soon as this is known. Please comply with arrangements made at this time.

For illness or misadventure **without prior warning**, please follow the steps below:

### 1) Contact the school as early as possible.

Contact reception and explain that you cannot attend an **in class task** or **exam** or **hand in a task** due to illness or misadventure. Ask that this message be passed on to the DP assigned to your year group, HT of the subject AND the class teacher.

### 2) Get supporting documentation.

**If ill**, go to the doctor that day (back dated medical certificates are not acceptable) and get a medical certificate to cover you for the day of the task AND any following days that you are not fit for school. (You will be expected to complete the task on the day after the medical certificate expires.)

**If misadventure**, get any documentation that supports your claim. If not possible, then a Statutory Declaration may be requested.

### 3) Submit Task/Organise substitute task.

The responsibility for submitting the task or requesting a substitute tasks rests with the student. This **must** be done on the first day after the medical certificate expires or the first day possible after a misadventure, whether or not you have the subject or an exam timetabled on that day.

If it is a **hand in task**, submit the task to the faculty HT on the first day of return.

If it is an **inclass task**, see the faculty HT **before school on your first day of return** (before the roll bell) and an alternate time for the task will be negotiated. You should be prepared to sit the task that day.

If it is an **exam**, see the DP assigned to your year group between 8:30 – 8:40am to organise an alternate time for the exam. You should be prepared to sit the exam that day.

### 4) Submit an Illness/Misadventure Form

Complete and submit an *Illness or Misadventure Claim Form* to the DP assigned to your year group along with any supporting evidence (eg Medical Certificate, insurance claim, incident report – see notes on Technology Problems in your assessment booklet). The DP will assess the claim for its validity. **Please don't assume approval.**

The *Illness or Misadventure Claim Form* MUST be submitted **within 3 school days** after returning to school.

**NB** Even if your Illness or Misadventure Claim is not approved you should still submit or complete the task because, even though you will be awarded "0", you will avoid an N-award warning.

**X** Attach any supporting evidence here with a staple or a pin.

**PORT HACKING HIGH SCHOOL  
ILLNESS OR MISADVENTURE CLAIM FORM**

Students Name: \_\_\_\_\_ Year: \_\_\_\_\_ Roll Class: \_\_\_\_\_

Parent's name: \_\_\_\_\_ Daytime parent contact phone number: \_\_\_\_\_

Exam or Assessment task affected: \_\_\_\_\_

\_\_\_\_\_ Due date of task: \_\_\_\_/\_\_\_\_/\_\_\_\_

Subject: \_\_\_\_\_ Class Teacher's name: \_\_\_\_\_

Type of claim ( Please tick ✓ )     Illness     Misadventure

Describe your reasons for submitting this claim. (Describe the illness or misadventure)  
(Any supporting evidence, such as a doctor's certificate or a letter from a parent, should be attached to the top left corner of this form.)

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

State what outcome you hope to achieve by submitting this claim:

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

Parent or Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**INSTRUCTIONS:** (Please read the following instructions carefully.)

- This claim form, along with any supporting evidence, such as a doctor's certificate etc, should be submitted to the Principal.
- This claim form should be submitted **within 3 school days after return to school** when an assessment task has been missed. (It may also be submitted before the task is due.)
- Failure to comply with these instructions may result in a zero assessment being recorded.

**Office use only**

Day & Date claim received by Principal: Mo Tu We Th Fr \_\_\_\_/\_\_\_\_/\_\_\_\_

Principal's Decision: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

This claim form should be filed in the student's master file attached to a brief note describing the outcome of the claim.

# SUBJECT INFORMATION

## CREATIVE AND PERFORMING ARTS

### DRAMA

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	Term 1 Week 8	Term 2 Week 5	Term 3 Week 5	Term 4 Week 1
Unit/Topic	Small Screen Drama	Scripted Drama "Gary's House"	Playbuilding	Realism through a monologue
Type of Task	<b>Film and Rationale</b>	<b>Essay</b>	<b>Group Performance &amp; Logbook</b>	<b>Performance &amp; Rationale</b>
Outcomes Assessed	5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.1	5.3.1, 5.3.2	5.1.1, 5.1.2, 5.2.1, 5.2.3, 5.3.3	5.1.3, 5.2.1, 5.3.1
Form	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

## MUSIC

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	Term 1 Week 7	Term 2 Week 5	Term 3 Week 5	Term 4 Week 1
Unit/Topic	Theatre Music	Classical Music	Rock Music	Music of a Culture
Type of Task	<b>Performance</b>	<b>Composition Portfolio</b>	<b>Performance</b>	<b>Listening Test</b>
Outcomes Assessed	5.1, 5.2, 5.3	5.4, 5.5, 5.6, 5.7, 5.8, 5.9	5.1, 5.2, 5.3,	5.7, 5.8, 5.9
Form	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

## PHOTOGRAPHY AND DIGITAL MEDIA

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	Term 1 Week 7	Term 2 Week 5	Term 4 Week 1
Unit/Topic	Digital Dreams	Studio Portraiture	Contemporary Photography
Type of Task	<b>Surreal Images</b>	<b>Research Essay</b>	<b>Practical Project and Writing Task</b>
Outcomes	5.1, 5.3, 5.6, 5.9	5.7, 5.8, 5.9, 5.10	5.2, 5.4, 5.5, 5.8
Form	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

## VISUAL ARTS

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	Term 1 Week 7	Term 2 Week 3	Term 3 Week 2	Term 4 Week 1
Unit/Topic	Social & Political Issues	Social & Political Issues	The Figure	Altered Realities
Type of Task	<b>Research Task</b>	<b>Body of Work VAPD</b>	<b>Research Task</b>	<b>Body of Work VAPD</b>
Outcomes Assessed	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.4, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.5
Form	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

# ENGLISH

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	Term 1 Week 11	Term 2 Weeks 9/ 10	Term 4 Week 1
Unit/Topic	Shakespeare - The Fault in our Heroes	Looking in the Mirror	Close Study of a Novel/Context
Type of Task	<b>Analytical Response</b>	<b>Multimodal and Reflection</b>	<b>Imaginative Response</b>
Outcomes Assessed	EN5-1A, EN5-6C, EN5-7D	EN5-2A, EN5-4B, EN5-9E	EN5-1A, EN5-3B, EN5-5C
Form	<input type="checkbox"/> Take home <input type="checkbox"/> In class <input checked="" type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination

# HSIE

## COMMERCE

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	Term 1 Week 9	Term 3 Week 6	Term 4 Week 1
Unit/Topic	Topic Test The Economic and Business Environment	Research Task Law, Society and Political Involvement and Law in Action	Yearly Examination All Topics
Type of Task	<b>In-class Topic Test</b>	<b>Hand-in Task</b>	<b>Yearly Examination</b>
Outcomes Assessed	COM5-1, COM5-2, COM5-4, COM5-5, COM5-8	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, Com-8	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-8
Form	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

## HISTORY SEMESTER 1

	<b>TASK 1</b>	<b>TASK 2</b>
	Term 1 Week 7	Term 2 Week 5
Unit/Topic	Holocaust Research Task	Yearly Examination All topics
Type of Task	<b>Hand in</b>	<b>Examination</b>
Outcomes Assessed	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9 HT5-10 HTLS-5, HTLS-8, HTLS-10, HTLS-11, HTLS-12, HTLS13	HT5-1, HT5-4, HT5-5, HT5-6, HT5-7, HT5-9, HT5-10 HTLS-3, HTLS-4, HTLS6, HTLS-8, HTLS- 9, HTLS-11, HTLS-12, HTLS-13
Form	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

## GEOGRAPHY SEMESTER 2

	<b>TASK 1</b>	<b>TASK 2</b>
	Term 3 Week 7	Term 4 Week 1
Unit/Topic	Environmental Change and Management Research Task	Yearly Examination All topics
Type of Task	<b>Hand in</b>	<b>Examination</b>
Outcomes Assessed	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7 GELS-2, GELS-3, GELS-5, GELS-7	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8 GELS-1, GELS-2, GELS-6, GELS-7, GELS-8
Form	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

All students will undertake a semester of History followed by a semester of Geography. As such they will not receive Half Yearly and Yearly reports for both subjects, rather a final report for each course.



## INTERNATIONAL STUDIES

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	Term 2 Week 5	Term 3 Week 8	Term 4 Week 1
Unit/Topic	Culture and Beliefs Research Task	Culture and Gender Presentation	All Topics Yearly Examinations
Type of Task	<b>Hand-in Task</b>	<b>Hand-in Task</b>	<b>Yearly Examination</b>
Outcomes Assessed	IS5-2, IS5-4, IS5-8, IS5-12	IS5-2, IS5-3, IS5-4, IS5-12	IS5-2, IS5-3, IS5-4, IS5-10, IS5-12
Form	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

# LANGUAGES

## FRENCH

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	Term 1 Week 10	Term 2 Week 5	Term 3 Week 9	Term 4 Week 1
Unit/Topic	Daily Routine	Past events	All units	All units
Type of Task	<b>Multimedia</b>	<b>Reading and Responding</b>	<b>Examination</b>	<b>Listening and Responding</b>
Outcomes Assessed	LFR5-1C, LFR5-5U, LFR5-3C, LFR5-6U	LFR5-2C, LFR5-4C, LFR5-6U, LFR5-7U	LFR5-1C, LFR5-4C, LFR5-5U, LFR5-6U, LFR5-8U	LFR5-2C, LFR5-3C, LFR5-6U, LFR5-7U
Form	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

## JAPANESE

	Term 1 Week 10	Term 2 Week 5	Term 3 Week 9	Term 4 Week 1
Unit/Topic	Celebrations of milestones	Healthy lifestyles	All units	All units
Type of Task	<b>Multimedia</b>	<b>Reading and Responding</b>	<b>Examination</b>	<b>Listening and Responding</b>
Outcomes Assessed	LJA5-1C, LJA5-5U, LJA5-3C, LJA5-7U	LJA5-2C, LJA5-4C, LJA5-6U, LJA5-8U	LJA5-1C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-9U	LJA5-2C, LJA5-3C, LJA5-5U, LJA5-8U
Form	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

# MATHEMATICS

## MATHEMATICS 5.1

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	Term 1 Week 8	Term 2 Week 5	Term 3 Week 6	Term 4 Week 1
Unit/Topic	<ul style="list-style-type: none"> <li>• Surface Area and Volume</li> <li>• Financial Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra</li> <li>• Coordinate Geometry</li> </ul>	<ul style="list-style-type: none"> <li>• Pythagoras' Theorem</li> <li>• Trigonometry</li> </ul>	<ul style="list-style-type: none"> <li>• Equations</li> <li>• Pythagoras' Theorem</li> <li>• Trigonometry</li> <li>• Non Linear Graphs</li> <li>• Statistical Analysis</li> </ul>
Type of Task	<b>In class written test</b>	<b>In class written test</b>	<b>Investigation Style Take Home Task and Calibration Test</b>	<b>Semester 2 Test In class written test</b>
Outcomes Assessed	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-8MG	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-5NA, MA5.1-6NA	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA4-16MG, MA5.1-10MG	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA4-16MG, MA5.1-7NA, MA5.2-8NA, MA5.1-10MG, MA5.1-12SP
Form	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

Please note that students completing the 5.1 outcomes may be extended and assessed on selected 5.2 outcomes.

## MATHEMATICS 5.2

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	Term 1 Week 8	Term 2 Week 5	Term 3 Week 6	Term 4 Week 1
Unit/Topic	<ul style="list-style-type: none"> <li>• Surface Area and Volume</li> <li>• Financial Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra</li> <li>• Coordinate Geometry</li> </ul>	<ul style="list-style-type: none"> <li>• Trigonometry</li> </ul>	<ul style="list-style-type: none"> <li>• Equations</li> <li>• Trigonometry</li> <li>• Further Graphs and Non Linear Graphs</li> <li>• Statistical Analysis</li> </ul>
Type of Task	<b>In class written test</b>	<b>In class written test</b>	<b>Investigation Style Take Home Task and Calibration Test</b>	<b>Semester 2 Exam In class written test</b>
Outcomes Assessed	MA5.2-1WM, MA5.2-2WM, MA5.2-4NA, MA5.2-11MG, MA5.2-12MG	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-6NA, MA5.2-6NA, MA5.2-7NA, MA5.2-9NA	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-13MG	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA, MA5.2-10NA, MA5.2-13MG, MA5.2-15SP
Form	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

Please note that students completing the 5.2 outcomes will also be assessed on 5.1 outcomes.

## MATHEMATICS 5.3

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	Term 1 Week 8	Term 2 Week 5	Term 3 Week 6	Term 4 Week 1
Unit/Topic	<ul style="list-style-type: none"> <li>• Surds</li> <li>• Surface Area and Volume</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Mathematics</li> <li>• Products and Factors</li> </ul>	<ul style="list-style-type: none"> <li>• Trigonometry</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate Geometry</li> <li>• Equations</li> <li>• Trigonometry</li> <li>• Functions and Graphs</li> <li>• Statistical Analysis</li> </ul>
Type of Task	<b>In class written test</b>	<b>In class written test</b>	<b>Investigation Style Take Home Task and Calibration Test</b>	<b>Semester 2 Exam In class written test</b>
Outcomes Assessed	MA5.3-1WM, MA5.3-2WM, MA5.2-3WM, MA5.3-6NA, MA5.3-13MG, MA5.3-14MG	MA5.3-1WM, MA5.3-2WM, MA5.2-3WM, MA5.2-4NA, MA5.3-5NA	MA5.3-1WM, MA5.3-2WM, MA5.2-3WM, MA5.3-15MG	MA5.3-1WM, MA5.3-2WM, MA5.2-3WM, MA5.3-4NA, MA5.3-7NA, MA5.3-8NA, MA5.3-9NA, MA5.3-12NA, MA5.3-15MG, MA5.2-15SP, MA5.3-18SP
Form	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

Please note that students completing the 5.3 outcomes will also be assessed on 5.1 and 5.2 outcomes.

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	Term 1 Week 8	Term 2 Week 5	Term 3 Week 10	Term 4 Week 1
Unit/Topic	Road Safety and Alcohol	Sports Skills 1	Sports Skills 2	All PDHPE course topics
Type of Task	<b>Research Essay</b>	<b>Practical Application</b>	<b>Practical Application</b>	<b>Examination</b>
Outcomes	PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9	PD5-4 PD5-5 PD5-7, PD5-11	PD5-4 PD5-5 PD5-7, PD5-11	PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10,
Form	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

## PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	Term 1 Week 10	Term 2 Week 5	Term 3 Week 10	Term 4 Week 1
Unit/Topic	Sports Application	Body Systems	Coaching	All PASS course topics
Type of Task	<b>Practical Application</b>	<b>Topic Test</b>	<b>Practical Application</b>	<b>Examination</b>
Outcomes	PASS5-5, PASS5-6 PASS5-7, PASS5-9	PASS5-1, PASS5-2	PASS5-7, PASS5-8, PASS5-10	PASS5-2, PASS5-3. PASS5-4, PASS5-10
Form	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

# SCIENCE

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	Term 1 Week 9	Term 2 Week 3	Term 3 Week 7	Term 4 Week 1/2
Unit/Topic	Chemical Reactions	Reproduction and Genetics	All Topics across Stage 5	All Topics
Type of Task	<b>Student Research Project</b>	<b>Practical Skills and knowledge Exam</b>	<b>VALID Online Task</b>	<b>ONLINE Yearly Examination</b>
Outcomes Assessed	SC5-4WS; SC5-5WS; SC5-6WS; SC5-7WS; SC5-8WS; SC5-9WS	SC5-4WS; SC5-5WS; SC5-6WS; SC5-7WS; SC5-8WS; SC5-9WS; SC5-16CW; SC5-17CW	SC5-1VA; SC5-2VA; SC5-3VA; SC5-10PW; SC5-12ES	All outcomes may be assessed
Form	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input type="checkbox"/> In class <input checked="" type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

VALID Online10 – Task to be completed in Term 3.



## MARINE AND AQUACULTURE TECHNOLOGY

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	Term 1 Week 10	Term 2 Week 6	Term 3 Week 5	Term 4 Week 1 (Assessment wk)
Unit/Topic	Snorkelling	Rock Platform	Boating	Antarctica
Type of Task	<b>Theory and Practical</b>	<b>Field Study</b>	<b>Folio and Model</b>	<b>Online Quiz</b>
Outcomes Assessed	MAR5-3; MAR5-9; MAR5-10; MAR5-11; MAR5-14	MAR5-1; MAR5-2; MAR5-7; MAR5-13; MAR5-14	MAR5-9; MAR5-10; MAR5-11	MAR5-1; MAR5-2; MAR5-14
Form	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input checked="" type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

# TAS - HOME ECONOMICS

## CHILD STUDIES

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	Term 1 Week 7	Term 2 Week 5	Term 3 Week 7	Term 4 Weeks 1/2
Unit/Topic	"Health and Safety in Childhood"	"Food and Nutrition in Childhood"	"The Diverse Needs of Children"	"Health and Safety in Childhood" "Media and Technology in Childhood" "Diverse Needs of Children" "Food and Nutrition"
Outcomes Assessed	CS5-4, CS5-9	CS5-2, CS5-12	CS5-8, CS5-11	CS5-2, CS5-4, CS5-5, CS5-8, CS5-9
Type of Task	<b>Research and Presentation</b>	<b>Group research task</b>	<b>Research and Pamphlet</b>	<b>Examination</b>
Form	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

## FOOD TECHNOLOGY

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	Term 1 Week 9	Term 2 Week 6	Term 3 Week 6	Term 4 Week 1 & 2
<b>Unit/Topic</b>	Food Trends	Food for Specific needs	Food Service and Catering	Food Product Development Food for Specific Needs Food Service and Catering Food in Australia Food Selection and Health Food Trends Food for Special occasions
<b>Type of Task</b>	<b>Emerging Technologies Research Report</b>	<b>Information pamphlet</b>	<b>Practical assessment</b>	<b>Class Yearly examination</b>
<b>Outcomes:</b>	FT5-8, FT5-9, FT5-11	FT5-6, FT5-7, FT5-8, FT5-9, FT5-13	FT5-1, FT5-2, FT5-5, FT5-10, FT5-11	FT5-3, FT5-4, FT5-6, FT5-7, FT5-12, FT5-13
<b>Form</b>	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

## TEXTILES TECHNOLOGY

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	Term 1 Week 8	Term 2 Week 7	Term 3 Week 10	Term 4 Week 2
Unit/Topic	Dressed for the City	Dressed for the City	A Patch in Time	- Design - Properties and Performance of Textiles -Textiles and Society
Type of Task	Design and Construction Folio	Practical Project and Evaluation	Design Folio	Yearly Exam
Outcomes Assessed	TEX5-2, TEX5-4, TEX5-5, TEX5-8	TEX5-9, TEX5-10, TEX5-11, TEX5-12	TEX5-2, TEX5-4, TEX5-5, TEX5-8	TEX5-1, TEX5-2, TEX5-3, TEX5-6, TEX5-12
Form	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

# TAS – INDUSTRIAL ARTS

## INDUSTRIAL TECHNOLOGY – METAL

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	Term 1 Week 10	Term 2 Week 9	Term 4 Week 1
Unit/Topic	Specialised Mod-Fabrication 2	Specialised Mod-Fabrication 3	Specialised Mod-Fabrication 3
Type of Task	<b>Fabricated Project</b>	<b>Fabricated Project</b>	<b>Fabricated Project</b>
Task Outcomes	IND5-2, IND5-3	IND5-3, IND5-4	IND5-4, IND5-8
Form	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

## INDUSTRIAL TECHNOLOGY – MULTIMEDIA

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 4</b>
	Term 1 Week 11	Term 2 Week 5	Term 4 Week 1
Unit/Topic	Specialised Module 2-App Design	Specialised Module 2-Intellectual Property	Specialised Module 2-Game Development
Type of Task	<b>Mobile App</b>	<b>Intellectual Property Report</b>	<b>Game Design</b>
Task Outcomes	IND5-2, IND5-3	IND5-5, IND5-8, IND5-10	IND4-, IND5-7
Form	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

## INDUSTRIAL TECHNOLOGY – TIMBER

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	Term 1 Week 11	Term 2 Week 5	Term 4 Week 1
<b>Unit/Topic</b>	Timber 2	Timber 2	Timber 2
<b>Type of Task</b>	<b>Written Theory Task</b>	<b>BBQ Caddy Completion</b>	<b>Bedside Table</b>
<b>Task Outcomes</b>	IND5-7, IND 5-8, IND 5-10	IND5-2, IND5-3, IND 5-5	IND5-1, IND 5-2, IND 5-4, IND 5-9
<b>Form</b>	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

## INFORMATION AND SOFTWARE TECHNOLOGY

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	Term 1 Week 9	Term 2 Week 6	Term 3 Week 5	Term 4 Week 1&2
<b>Unit/Topic</b>	Artificial Intelligence, Simulation	Issues	Data Handling	Yearly Exam
<b>Type of Task</b>	<b>Simulation Project</b>	<b>Research Task</b>	<b>Q &amp; A</b>	<b>Examination</b>
<b>Outcomes Assessed</b>	5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.1	5.3.1	5.3.2	5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.5.2
<b>Form</b>	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	Term 1 Week 11	Term 2 Week 5	Term 4 Week 1
Unit/Topic	Graphic Design and Communication	Engineering Drawing	Architectural Drawing
Type of Task	<b>Desktop Publishing</b>	<b>Engineering Drafting</b>	<b>Architectural drawing package</b>
Task Outcomes	GT5-1, GT5-5, GT5-6	GT5-1, GT5-2, GT5-7	GT5-3, GT5-5, GT5-7
Form	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination