



PORT HACKING HIGH SCHOOL

**ROSA
(RECORD OF SCHOOL ACHIEVEMENT)
ASSESSMENT
YEAR 10
2023**

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WHAT IS A RoSA

What is the Record of School Achievement (RoSA)?

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12. The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning. 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 Year 10 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.

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 but will include professional teacher judgement based on both informal and formal assessment
- 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.

General grade performance descriptors

The general performance descriptors for the awarding of grades describe performance at each of five grade levels.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

SATISFACTORY COMPLETION OF A COURSE

The following course completion criteria refer to both Year 11 and HSC courses.

Course Completion Criteria

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

- followed** the course developed or endorsed by NESA (NSW Educational Standards Authority); and
- applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved** some or all of the course outcomes

NON-COMPLETION WARNING LETTERS

Non-Completion Warning letters (also known as 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.

An N-warning may also be issued if a student has engaged in malpractice or a non-serious attempt in an assessment task or exam.

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.

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 students' absence to the non-completion of course requirements.

NON-COMPLETION DETERMINATIONS

If a student has two or more outstanding N-Warnings in a subject/s, by the time the school is required to submit RoSA grades to NESAs, the principal may submit a Non-Completion Determination (also known as N-Determinations). If the N-Determination is upheld, then the student may NOT have met the requirements for the RoSA. If a student is not entitled to the RoSA they will receive a Transcript of Study from NESAs for the subjects they successfully completed.

If it appears that a student is at risk of being given a N-Determination in any course, the Principal (or Principal delegate) 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.

Students who do not make a genuine attempt to complete the course work outlined in the N-warnings, 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 RoSA. In most 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 (see Note below).

The award of the RoSA may not be withheld for reasons related to school management of codes of conduct, such as non-payment of fees, participation in prohibited activities, non-wearing of school uniform or misuse of school equipment. Similarly, N-determinations may not be made on such grounds.

Note: An N-Determination or NESAs decision to withhold a course will have the following consequences:

- If a student is n-determined in one of the mandatory courses (English, Mathematics, Science, History, Geography, PDHPE), then the student will not be awarded a Year 10 RoSA;
- If a student is not entitled to the RoSA they will receive a Transcript of Study from NESAs for the subjects they successfully completed.
- If a student is n-determined in one of their electives, the elective will not appear on their RoSA but the student will still be awarded the RoSA.

For further details, visit NESAs website at:

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

or contact the school on 9524 8816.

DISABILITY PROVISIONS

Disability provisions (also known as Special Provisions) are practical arrangements designed to help students with a disability, who couldn't otherwise make a fair attempt, to demonstrate their learning in an assessment task or exam.

Disability provisions address students' formal assessment needs related to learning, medical, vision, and hearing disabilities. These provisions also cover specific diagnosed anxiety disorders or concentration disorders.

For example, students with a:

- learning disability may use reader or writer
- medical disability may access toilet breaks or use adapted furniture
- vision disability may use braille or large-print papers
- hearing disability may use an oral or sign interpreter
- diagnosed anxiety disorder may use rest breaks.

What is not covered

Disability provisions do not apply to:

- Conditions that may or may not occur during an exam (episodic), eg migraines. An occurrence of this type of condition would be covered by an illness/misadventure claim, except when there are identifiable factors that might contribute to, or trigger, a condition. For example, if fluorescent lighting frequently results in a migraine, a student might request seating near a window with natural light.
- Loss of preparation time or difficulty undertaking a course, eg a musical instrument being broken some months prior to the task.
- Difficulty with reading due to English being an additional language/dialect for a student.

When providing students with adjustments for school-based assessments, Port Hacking High School will take into account NESAs key messages and principles for exam modifications to ensure that, where appropriate, adjustments are put in place that are consistent with disability provisions granted for the RoSA.

Provisions are not granted solely on the basis of a diagnosis

Disability impacts students in different ways and to different degrees. Applying a one-size-fits-all approach does not recognise the individual needs of each student. Students with the same disability may need and receive different provisions. It is therefore possible that students with the same disability can have different approved provisions. Provisions are determined on the basis of functional evidence.

Applying for Disability Provisions

The student should contact the Head Teacher Learning Support if they would like to apply for disability provisions. They should apply as soon as possible. The Head Teacher Learning Support will advise the student as to the evidence they require to make an application for Special Provisions, which may include medical or psychological reports, work samples, organised outside testing, etc. If a student doesn't have enough evidence, their disability provisions may not be approved.

Emergency arrangements can be made if a student has an illness or mishap just before an exam or assessment task that affects their ability to read or respond in the task. Any affected student should contact their Deputy Principal immediately if this happens.

SCHOOL ASSESSMENT AND REPORTING

School-based assessment tasks are linked to standards because the tasks focus on outcomes. These 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.

There are 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.

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. These schedules are collated in this booklet, which is provided as a hard copy to each student as well as being posted on the school's website. Students will be given an individual Assessment Notification for each task typically THREE weeks prior to the due date of the task.

There will typically be four assessments over the course of Year 10 for each subject.

It is essential that students ensure that they are present for and complete all assessment tasks.

ABSENCE FROM A TASK

If a student is going to be absent on the day of an assessment task, the student or their guardian **MUST** inform the school of their absence as soon as possible and no later than the start time of the assessment task or exam. Alternatively, the student may message their relevant Deputy Principal via a message through their Canvas Inbox.

The responsibility for notifying the school to request a substitute task and submission date lies with the student.

The relevant Deputy Principal will then notify students, who have missed an assessment task or failed to submit a task, of an alternate date and time via Canvas Inbox. **Students should expect to submit or sit a task the day after the end of their illness/misadventure as noted on their Illness or Misadventure claim.**

If a student misses a task, they must still submit or sit the task at a later date to avoid or redeem a n-warning, even if they are awarded a zero for failing to submit a valid and approved Illness or Misadventure claim.

Completing an assessment task to avoid a N-Warning and potentially a N-Determination for a course is a separate process to applying for an Illness or Misadventure claim, which determines if a zero mark applies or if a student will be credited with their mark.

ILLNESS OR MISADVENTURE CLAIMS

If a student has a valid reason (illness or misadventure) for being absent from a task or for failing to submit a task, then they must provide their relevant Deputy Principal with a completed Port Hacking High School "Illness or Misadventure Student Declaration" **within 3 school days** after returning to school immediately after an illness or misadventure. If the student is making an Illness claim then a **Medical Certificate must** also be submitted with the "Illness or Misadventure Student Declaration".

Where there is no valid reason for non-completion of an assessment task or an Illness or Misadventure Claim form is not received within 3 school days after the student returning to school immediately after an illness or misadventure, a zero mark will be recorded for that task.

NB Students who do not attempt or make a serious attempt at more than 50% of assessment tasks within a course will receive a Non-completion Determination for the final grade submitted to NESA.

Limitations of Illness or Misadventure Claims

Port Hacking High School's Illness and Misadventure claim processes are aligned to NESAs policy and this extends to the limitations of Illness or Misadventure claims.

You cannot submit a claim on the basis of:

- difficulties in preparation or loss of preparation time except under exceptional circumstances
- the same grounds for which you received disability provisions
- alleged deficiencies in teaching; for example extended teacher absences
- loss of study time or facilities prior to the task or exam
- misreading the assessment/exam notification, including missing the submission date/time or misreading the task/exam instructions. If you miss an exam or submission of a task or arrive late to an exam because you misread the timetable, contact the school immediately.
- other commitments, such as participation in non-school events; for example family holiday, work, in entertainment or sporting events, unless an *Exemption From School* claim has been approved by the principal for elite sporting or entertainment industry commitments.

Please note 1: Participation in a school authorised event **MUST** have the prior approval of the relevant Deputy Principal. It is the responsibility of the student to advise their Deputy Principal as soon as possible if they will be unable to attend or submit an assessment task because of a clash with a school event.

Please note 2: An *Exemption From School* will not be granted for family holidays.

Illness Claims

- A Medical Certificate must be completed by an independent medical practitioner either on the day of the task or immediately prior to the task. This form must be specific to the date and time of the assessment task/s or exam/s.
- Back dated Medical Certificates will not be accepted.
- If a student is sick on days beyond the days covered by the original Illness Claim form, students will be required to complete an additional Illness Claim form.
- The Illness Claim form must cover all subsequent days of illness NOT just the day of the task.

Misadventure Claims

- Generally speaking 'Misadventure' is for unforeseen misfortune.
- Holidays/travel are NOT a valid excuse for missing an assessment task/exam NOR 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. (Please refer to notes on 'Technology Problems')
- The Deputy Principal will judge whether the Misadventure Claim and supporting documents provide 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 or Misadventure Claims

The relevant Deputy Principal will make a considered judgement as to the validity of the claim and, if approved, the appropriate outcome.

Where the Deputy Principal decides that a valid reason has been supplied, one of the following outcomes will apply:

- 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 Deputy Principal may authorise the use of an estimate for that task based on other appropriate evidence.

Invalid Illness or Misadventure Claim

If the Illness or Misadventure Claim form is:

- incomplete or
- submitted more than three days after a student has returned to school or
- the student has not returned to school or is not available for a rescheduled task immediately after their illness or misadventure or
- the Deputy Principal does not accept the reason outlined in the claim for non-completion of an assessment task,

a zero mark will 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 receive an 'N' determination for the final assessment submitted to NESAs.

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.

Appealing an Illness of Misadventure Claim Deputy Principal's Determination

All initial Illness or Misadventure Claims are to be submitted to the student's relevant Deputy Principal and it is this Deputy Principal who assesses the validity of the claim and, if approved, the outcome of the claim.

In the event that a student wishes to appeal the Deputy Principal's decision (either the approval or the outcome) students can appeal to the Principal for a review of the Deputy Principal's decision.

This appeal MUST be in writing and be received by the Principal within one week of the Deputy Principal's decision being communicated to the student. The appeal must be based on a breach of the school's assessment policy.

The Principal will form a panel to consider the appeal.

Appealing an Illness of Misadventure Claim Principal's Determination

Students may appeal the Principal's panel's Illness or Misadventure appeal determination directly to NESAs.

RULES OF ACADEMIC CONDUCT

Malpractice

Malpractice is defined as failing to comply with the Rules of Conduct set out by the School (see below). 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 typically receive no marks for that task. Students will be required to re-attempt the assessment task in order to satisfy course outcomes. Where malpractice has occurred the Deputy Principal will record this on NESAs malpractice register.

Plagiarism

Plagiarism is "when you pretend that you have written or created a piece of work that someone else originated." (All My Own Work, NESAs). Where plagiarism has occurred, only the student's original work will be marked. If an entire task is plagiarised the student will receive no marks for the task.

The school reserves the right to use a number of strategies to uncover instances of plagiarism, this includes software programs such as Turnitin. Turnitin is a text matching software program which uses an algorithm to find strings of words within a student's assessment, that may be identical to resources already known to the software program. Turnitin promotes students to complete their best, original work.

Students may be instructed, via their assessment notification, to submit their assessment via Canvas, using the Turnitin software.

Assessment Policy Addendum (Inserted 12 May, 2023)

Use and Detection of Artificial Intelligence (AI)

It is important that the school and students take every measure to maintain the integrity of assessment tasks and to ensure that assessment task results are both valid and reliable. These measures include taking all available measures to ensure that students abide by the principles underlying "All My Own Work".

In January 2023, the NSW Department of Education has publicly announced that the use of generative AI programs (one example is ChatGPT) are banned in NSW public schools.

The emergence of generative AI programs has proven a challenge to ensuring the integrity of all assessment tasks. Therefore, **the use of artificial intelligence (AI) programs to either generate, write, modify, improve, edit or review student submissions is prohibited.**

At Port Hacking High School, most pre-prepared submissions are uploaded to Canvas. Once submissions are uploaded, a third-party software program, Turnitin, reviews all submissions and generates plagiarism and AI reports. Turnitin is a highly reputable plagiarism and AI detection software program. Turnitin will capture the use of AI for any reason.

Students should not use AI in ANY capacity when creating and reviewing their work. This includes using AI to:

- generate all or part of an assessment task;
- improve the standard of their work;
- review or edit work for spelling, punctuation, sentence structure or general language use or;
- run their work through an AI detection tool.

Additionally, students must assure that they adhere to all assessment task requirements which may include:

- specifying the software program/s allowed to be used to create the student's work eg for text based tasks only Microsoft Word and/or Google Docs can be used. (Both these programs are provided free to NSW Department of Education students.) This means, that this software is the only software that can be used in the creation of a student's work and only the embedded tools in these software programs are to be used.
- ensure that "track changes" is turned on from the time a student begins to create their task.
- ensure that at no time do they use or does their work come into contact with any software programs apart from those allowed by the assessment notification.

Non-serious attempts in assessment tasks and examinations

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 or not making a genuine effort) will receive zero marks for that assessment task. Students will be required to re-attempt the assessment task in order to satisfy course outcomes and avoid an n-warning; however, a zero will be recorded as the mark for the task.

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.
- Only use NESA approved calculators.
- Place all acceptable stationary in a clear, see-through bag. NO pencil cases.
- Only use see-through water bottles.

Nor to take any books, notes, paper or equipment, other than that specifically permitted by the supervisor, into the room where the assessment task or exam 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.

APPEALS REGARDING ADMINISTRATION OF AN ASSESSMENT TASK

Assessment appeals regarding the administration or procedures of an assessment task must be addressed to the relevant Deputy Principal in writing within THREE school days of the event occurring. Any appeal is to be based on a breach of the school's assessment policy.

The Deputy Principal's determination in any matters can be appealed in writing to the Principal. This appeal MUST be in writing and be received by the Principal within one week of the Deputy Principal's decision being communicated to the student. The appeal must be based on a breach of the school's assessment policy.

The principal will form a panel to review the appeal.

Students may appeal the Principal's review panel's determination directly to NESA.

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.



PORT HACKING HIGH SCHOOL Illness or Misadventure Claim Student Declaration

This form must be completed by the student who is applying for an Illness or Misadventure claim.

I, request that the Deputy Principal at Port Hacking High School consider my claim for Illness or Misadventure.

I have carefully read the Port Hacking High School Assessment Policy detailing Illness and Misadventure claims.

I consider that my ability to:

submit or attend or an assessment task or exam was impossible

OR

that my performance in an assessment task or exam could be or was negatively affected due to illness or an unforeseen misadventure which occurred immediately before or during an assessment task or exam.

I declare that all the information that I have supplied is true.

I give permission for a member of Port Hacking High School’s senior executive to obtain further details from any person who has provided evidence in the Illness or Misadventure Claim form if applicable and considered necessary by Port Hacking High School.

Instructions: A completed *Student Declaration* AND a Medical Certificate (for an illness claim) must be submitted to the relevant Deputy Principal **within THREE school days after immediately** following an illness or misadventure. (These forms may also be submitted before the task is due.)

Subject/s affected	Assessment Task affected	Due date of task	Class Teacher
Is this an Illness or Misadventure Claim?			

<p>Illness Claim: Please describe how your illness and symptoms will or has affected your exam or assessment task performance OR your ability to attend an assessment task or exam.</p> <p>Misadventure Claim: Please describe the nature of your unforeseen misadventure AND how this misadventure will or has affected your exam or assessment task performance OR your ability to attend an assessment task or exam.</p>	
<p>Have you attached the Illness or Misadventure Claim form?</p>	

Student's signature		Parent's signature	
Student name		Parent name	
Date		Date	

DEPUTY PRINCIPAL

Day and Date claim received by Deputy Principal	Mon Tues Wed Thu Fri /...../.....
Deputy Principal Determination	Approved / NOT Approved
Outcome:	
Date determination and outcome communicated to student	
Method of communicating to student	
Deputy Principal Signature:	
Student signature of receipt of outcome, if verbally given.	Date:

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 a **sit down task, 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.

Alternatively, you can message your DP via a message through your Canvas Inbox.

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 task 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 an exam or sit down test 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 **exam**, the relevant Deputy Principal will notify the students of an alternate date and time via Canvas Inbox. **Students should expect to submit or sit a task the day after the end of their illness/misadventure as noted on their Illness or Misadventure claim.**

4) Submit an Illness/Misadventure Form

Complete and submit a *Student Declaration* 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 *Student Declaration* form (as well as a Medical Certificate for an Illness claim) **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.

SUBJECT INFORMATION

CREATIVE AND PERFORMING ARTS

MUSIC

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 7	Term 2 Week 5	Term 3 Week 5	Term 4 Week 2
Unit/Topic	Music for Radio, Film, Television and Multimedia (Group 2)	Classical Music	Rock Music	Music and Technology
Type of Task	Formative composition, listening and performance tasks	Composition	Performance	Listening Exam
Outcomes Assessed	5.1, 5.2, 5.3 5.4 5.5 5.6 5.7 5.8 5.9	5.4, 5.5, 5.6,	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

VISUAL ARTS

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 7	Term 2 Week 3	Term 3 Week 2	Term 4 Week 2
Unit/Topic	Social & Political Issues	Social & Political Issues	The Figure	Altered Realities
Type of Task	Research Task	Body of Work VAPD	Research Task	Body of Work VAPD
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

	TASK 1	TASK 2	TASK 3
	Term 1 Week 8	Term 2 Weeks 9/10	Term 4 Week 2
Unit/Topic	Close Study of a Novel	Slam it Down!	Shakespeare - The Fault in our Heroes
Type of Task	Imaginative Response	Multimodal	Analytical Response
Outcomes Assessed	EN5-1A, EN5-3B, EN5-4B, EN5-5C	EN5-2A, EN5-6C, EN-8D,	EN5-1A, EN5-5C, EN5-7D
Form	<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 checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

HSIE

COMMERCE

	TASK 1	TASK 2	TASK 3
	Term 1 Week 9	Term 3 Week 6	Term 4 Week 2
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	In-class Topic Test	Hand-in Task	Yearly Examination
Outcomes Assessed	COM5-1, COM5-2, COM5-4, COM5-5, COM5-8	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-8	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

	TASK 1	TASK 2
	Term 1 Week 9	Term 2 Week 6
Unit/Topic	Holocaust Research Task	Yearly Examination All topics
Type of Task	Hand in	Examination
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

	TASK 1	TASK 2
	Term 3 Week 7	Term 4 Week 2
Unit/Topic	Environmental Change and Management Research Task	Yearly Examination All topics
Type of Task	Hand in	Examination
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

	TASK 1	TASK 2	TASK 3
	Term 2 Week 5	Term 3 Week 8	Term 4 Week 2
Unit/Topic	Culture and Beliefs Research Task	Culture and Gender Presentation	All Topics Yearly Examinations
Type of Task	Hand-in Task	Hand-in Task	Yearly Examination
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

	TASK 1	TASK 2	TASK 3
	Term 2 Week 4	Term 3 Week 8	Term 4 Week 2
Unit/Topic	Daily Life & Work	Past Events	All units
Type of Task	Multimedia	Listening and Responding	Examination
Outcomes Assessed	LFR5-4C, LFR5-5U, LFR5-6U	LFR5-2C, LFR5-3C, LFR5-7U	LFR5-2C, LFR5-4C, LFR5-6U, LFR5-8U
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 type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

MATHEMATICS

MATHEMATICS 5.1

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 8	Term 2 Week 5	Term 3 Week 6	Term 4 Week 2
Unit/Topic	<ul style="list-style-type: none"> Surface Area and Volume Financial Mathematics 	<ul style="list-style-type: none"> Algebra Coordinate Geometry 	<ul style="list-style-type: none"> Pythagoras' Theorem Trigonometry 	<ul style="list-style-type: none"> Equations Non Linear Graphs Statistical Analysis
Type of Task	In class written test	In class written test	In class written test	In class written test
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, MA5.1-7NA, 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 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

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 8	Term 2 Week 5	Term 3 Week 6	Term 4 Week 2
Unit/Topic	<ul style="list-style-type: none"> • Surface Area and Volume • Financial Mathematics 	<ul style="list-style-type: none"> • Algebra • Coordinate Geometry 	<ul style="list-style-type: none"> • Equations • Trigonometry 	<ul style="list-style-type: none"> • Further Graphs and Non Linear Graphs • Statistical Analysis
Type of Task	In class written test	In class written test	In class written test	In class written test
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, MA5.2-10NA, MA5.2-5NA 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 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

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 8	Term 2 Week 5	Term 3 Week 6	Term 4 Week 2
Unit/Topic	<ul style="list-style-type: none"> • Surds • Surface Area and Volume 	<ul style="list-style-type: none"> • Financial Mathematics • Products and Factors 	<ul style="list-style-type: none"> • Coordinate Geometry • Equations 	<ul style="list-style-type: none"> • Simultaneous Equations • Trigonometry
Type of Task	In class written test	In class written test	In class written test	In class written test
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, MA5.3-7NA, MA5.3-15MG,
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 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

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 8	Term 2 Week 5	Term 3 Week 10	Term 4 Week 2
Unit/Topic	Road Safety and Alcohol	Sports Skills 1	Sports Skills 2	All PDHPE course topics
Type of Task	Research Essay	Practical Application	Practical Application	Examination
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)

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 10	Term 2 Week 5	Term 3 Week 10	Term 4 Week 2
Unit/Topic	Sports Application	Body Systems	Coaching	All PASS course topics
Type of Task	Practical Application	On Line Topic Test	Practical Application	Examination
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

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 10	Term 2 Week 3	Term 3 Week 7	Term 4 Week 2
Unit/Topic	Chemical Reactions	Reproduction and Genetics	All Topics across Stage 5	All Topics
Type of Task	Student Research Project	Practical Skills and Knowledge Exam	VALID Online Task	Yearly Examination
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.

TAS - HOME ECONOMICS

CHILD STUDIES

	TASK 1	TASK 2	TASK 3
	Term 1 Week 7	Term 3 Week 7	Term 4 Week 2
Unit/Topic	"Health and Safety in childhood"	"The Diverse Needs of Children"	"Health and Safety in childhood" "Media and Technology in childhood" "Diverse Needs of Children" "Food and Nutrition"
Type of Task	Research and Presentation	Research and Pamphlet	Yearly Examination
Outcomes	CS5-4, CS5-9	CS5-8, CS5-11	CS5-2, CS5-4, CS5-5, CS5-8, CS5-9
Form	<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

	TASK 1	TASK 2	TASK 3
	Term 1 Week 10	Term 3 Week 6	Term 4 Week 2
Unit/Topic	Food Trends	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
Type of Task	Emerging Technologies Research Report	Practical assessment	Class Yearly examination
Outcomes:	FT5-8, FT5-9, FT5-11	FT5-1, FT5-2, FT5-5, FT5-10, FT5-11	FT5-3, FT5-4, FT5-6, FT5-7, FT5-12, FT5-13
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 type="checkbox"/> Examination	<input type="checkbox"/> Take home <input type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

TEXTILES TECHNOLOGY

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 8	Term 2 Week 10	Term 3 Week 8	Term 4 Week 2
Unit/Topic	A Patch in Time	A Patch in Time	Fashion Flair	- Design - Properties and Performance of Textiles -Textiles and Society
Type of Task	Design Folio	Patchwork Quilt and Evaluation	Fashion Magazine	Yearly Exam
Outcomes Assessed	TEX5-2, TEX5-4, TEX5-5, TEX5-8	TEX5-10, TEX5-11, TEX5-12	TEX5-3, TEX5-4, TEX5-7	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

GRAPHICS TECHNOLOGY

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

INDUSTRIAL TECHNOLOGY – METAL

	TASK 1	TASK 2	TASK 3
	Term 1 Week 10	Term 2 Week 9	Term 4 Week 2
Unit/Topic	Specialised Mod-Fabrication 2	Specialised Mod-Fabrication 3	Specialised Mod-Fabrication 3
Type of Task	Fabricated Project	Research Task	Fabricated Project
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

	TASK 1	TASK 2	TASK 4
	Term 1 Week 11	Term 2 Week 5	Term 4 Week 2
Unit/Topic	Specialised Module 2-App Design	Specialised Module 2-Intellectual Property	Specialised Module 2-Game Development
Type of Task	Mobile App	Intellectual Property Report	Game Design
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

	TASK 1	TASK 2	TASK 3
	Term 1 Week 11	Term 2 Week 5	Term 4 Week 2
Unit/Topic	Timber 2	Timber 2	Timber 2
Type of Task	Written Theory Task	BBQ Caddy Completion	Bedside Table
Task Outcomes	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
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 type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

INFORMATION AND SOFTWARE TECHNOLOGY

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 9	Term 2 Week 6	Term 3 Week 5	Term 4 Week 2
Unit/Topic	Artificial Intelligence, Simulation	Robotics	Software	Yearly Exam
Type of Task	Simulation Project	Robotics Challenge	Software Development Task	Examination
Outcomes Assessed	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
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 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