



PORT HACKING HIGH SCHOOL

**YEAR 9
ASSESSMENT
POLICY
2024**

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IMPORTANT: the following policy applies to all subjects EXCEPT geography. Please see the policy that applies to RoSA geography that follows.

OVERVIEW

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- a) **followed** the course developed by each faculty; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes

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.

Since 2021, there have been no weightings on formal assessment tasks for Years 7 – 10.

Outcomes on reports will not be mapped to only 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* in order 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 standards 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 this assessment booklet. It contains information about the formal tasks in each component of a course. The course assessment schedule also informs students 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

It is essential that students ensure 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 classroom teacher with a letter from a parent/guardian explaining the reason for the absence on the first day of their return**, regardless of whether or not a lesson in that subject is timetabled on that day.

- Holidays/travel are NOT considered a valid excuse for missing an assessment task/exam OR for requesting an alternate date for the task/exam, unless the official exemption procedures have been completed and approved by the principal at least four (4) weeks in advance of leave being taken. Students are to inform their teacher of any leave arrangements as soon as they become aware that they will not be present for a task.
- Technological malfunctions are not automatically considered a valid excuse. (See next page)

If a task is missed with no valid reason, parents will be contacted and students will be expected to complete the task in lunchtime catch ups.

Late Handing in of Tasks/Assignments due to absence (illness or misadventure)

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 letter from a parent/guardian, **a zero mark** will be recorded for that task.

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

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, including open files from the internet, a tutor or artificial intelligence software. 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.

The school reserves the right to use a number of strategies to uncover instances of plagiarism, this includes a teacher's professional judgement and 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.

If a student is suspected of plagiarism, the onus is on students to prove the work is their own (eg This may include but not limited to showing track changes (Word) or versions (Docs), submitting drafts when requested, completing work on the assessment task in class). This aligns with NES rules and regulations.

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 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 teacher's instructions must be followed at all times.

Candidates must:

- Always follow the directions of the supervising teacher.
- NOT speak to any person other than the teacher during the examination.
- NOT behave in any way likely to disturb the work of any other student 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.
- NOT take any books, notes, paper or equipment other than that specifically permitted by the teacher into the room where the test is taking place.
- ALWAYS comply with the instructions regarding the administration of a task.

b) All tasks must be the work of the student submitting them. All sources used in preparation of a task must be acknowledged. (See notes on plagiarism and use of AI.)

c) Any attempt at malpractice or plagiarism will result in a zero mark.

Technology Problems:

Problems with computers crashing and printers not working may be a reason to apply for an extension. However it will not be automatic that a student has an extension granted due to a technology malfunction. A student will be required to show evidence of their work in order to be considered an extension. 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
- OR the student may email the completed assessment to the teacher

A student:

- must keep a back-up copy of tasks in progress. The school recommends this be done through the use of the DoE 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 an extension 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)

IMPORTANT: the following policy ONLY applies to RoSA geography.

At Port Hacking High School, students in Year 9 will complete the RoSA (Record of Student Achievement) geography course. This will be the first grade that students achieve for the Stage 5 RoSA. All other subjects will be completed in Year 10. As a consequence, for geography only, students must follow the rules relating to the credentialling of the NSW RoSA.

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
- 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 Year 9 geography, Year 10, 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:

- a) **followed** the course developed or endorsed by NESA (NSW Educational Standards Authority); and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **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 NESAs do 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 an 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 only 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.

FORMAL ASSESSMENTS POLICY

Each subject has prepared an Assessment Schedule which outlines the components of formal 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 teacher or subject head teacher.

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

The student must contact their deputy principal on the first day of attendance after the missed submission date to complete the Illness/Misadventure procedures.

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

If a student misses a task, they must still submit or sit the task at a later date (in consultation with the deputy principal) 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 NESA's 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 the official exemption procedures have been completed and approved by the principal at least four (4) weeks in advance of leave being taken. Students are to inform their teacher of any leave arrangements as soon as they become aware that they will not be present for a task.

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: Holidays/travel are NOT considered a valid excuse for missing an assessment task/exam OR for requesting an alternate date for the task/exam, unless the official exemption procedures have been completed and approved by the Principal at least four (4) weeks in advance of leave being taken.

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.
- 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.
- Where a student has been granted official exemption from school by the Principal eg family holiday, work, sporting representation, etc, the student must still complete a Misadventure Claim for any leave affecting the completion of a formal assessment task.
- 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 NESA.

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.



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 performance 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>	
Have you attached the Illness or Misadventure Claim form?	

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, representative commitments, approved exemption from school) 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 your teacher and the DP assigned to your year group.



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 a timetabled class for that subject on that day.

Please ensure that you submit your task or request a substitute to your classroom teacher or faculty head teacher.



4) Submit an Illness/Misadventure Form

Complete and submit a *Student Declaration* form to the Deputy Principal 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 Deputy Principal 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.

Appealing an Illness or 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 or Misadventure Claim Principal's Determination

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

RULES OF ACADEMIC CONDUCT

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/s during the examination.
- NOT behave in any way likely to disturb the work of any other candidate or upset the conduct of the examination.
- Follow the directions of all exam supervisors.
- 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) Follow and adhere to all administration instructions, either written or verbal, regarding the administration of the exam, for example but not restricted to, reading time instructions; equipment permitted; toilet break.
- c) 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.

"ALL MY OWN WORK": MAINTAINING HONESTY AND INTEGRITY

Students must be entirely honest when completing assessment tasks, exams and submitted works. Students will be marked only on the quality and originality of the work the student has produced. All plagiarised material will not be taken into consideration.

Always acknowledge your sources:

Students must acknowledge any part of their work that was written, created or developed by someone else. This includes any material from other sources like books, journals, electronic resources, the internet and generative AI tools. Students do not need to formally acknowledge material that they learned from their teacher in class.

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

Plagiarism

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated, including open files from the internet, a tutor or artificial intelligence software. 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.

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 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.

Suspected Malpractice including plagiarism and use of generative AI

If a student is suspected of malpractice, the onus is on students to prove the work is their own. This aligns with NESAs Assessment Certification Examination (ACE) manual. "Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own."

ADMINISTRATIVE PROCEDURES

Adjustments or amendments to the school's assessment policy or assessment schedules

In some unforeseen circumstances, the school's assessment policy or assessment schedules (including associated documents, such as subject scope and sequences) may need to be adjusted or amended as a result of events, issues or considerations that emerge over the duration of a course. In such cases, the school reserves the right to alter:

- assessment policy documents and associated documents, including deleting, inserting or amending policy statements and/or requirements;
- the nature of an assessment task;
- the duration of an assessment task;
- the due date of an assessment task;
- the location of an assessment task;
- the components assessed in an assessment task/s and/or;
- the outcomes assessed in an assessment task/s.

If the schools' assessment policy or assessment schedules (including associated documents) require adjustments or amendments, the following principles will apply:

- all changes are consistent with NESAs and the Department of Education's mandatory requirements and directions;
- students will be notified in writing of any changes;
- students will be notified as soon as practically possible;
- if the adjustments or amendments effect the requirements of a particular task, the school will endeavour to give students three weeks' notice of any changes.

Procedures regarding 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 one of the options below or a combination of two of more of these options:

- only part of the task used to calculate the assessment grade;
- the original assessment task will be replaced by an additional task which assesses the same syllabus outcomes. Sufficient written notice will be provided for any additional tasks.

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.

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 schools'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 NESAs.

SUBJECT INFORMATION

CREATIVE AND PERFORMING ARTS

MUSIC

	TASK 1	TASK 2	TASK 3	TASK 4
DATE	Term 1 Week 6	Term 2 Week 7	Term 3 Week 6	Term 4 Week 3
UNIT/TOPIC/MOD	Australian Music (Mandatory)	Baroque Music	Jazz (Group 2)	Music for Small Ensembles (Group 1)
NATURE OF TASK	Individual Performance	Ground Bass Composition	Listening Exam and Viva Voce	Group Performance
OUTCOMES	5.1, 5.2, 5.3	5.4, 5.5, 5.6	5.7 (Viva Voce) 5.8, 5.9 (Listening Exam)	5.1, 5.2, 5.3

PHOTOGRAPHY & DIGITAL MEDIA

	TASK 1	TASK 2	TASK 3	TASK 4
DATE	TERM 1 Week 7	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 2-4
UNIT/TOPIC/MOD	Composition 101	X-Factor	Modernism and Architecture	Urban Spaces
NATURE OF TASK	Practical Task	Practical Task	Research Task	Practical Task
OUTCOMES	5.4, 5.5, 5.6	5.1, 5.3, 5.4, 5.6	5.7, 5.8, 5.9, 5.1	5.1, 5.2, 5.4, 5.5

VISUAL ARTS

	TASK 1	TASK 2	TASK 3	TASK 4
DATE	Term 1 Week 10	Term 2 Week 4	Term 3 Week 7	Term 4 Weeks 3
UNIT/TOPIC/MOD	Reflecting Nature	Etch It & Press It	Etch It & Press It	Steam Punk
NATURE OF TASK	Practical Task	In Class Writing Task	Practical Task	Research Task
OUTCOMES	5.1, 5.2, 5.4, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.3, 5.5, 5.6	5.7, 5.8, 5.9, 5.10

VISUAL DESIGN

	TASK 1	TASK 2	TASK 3	TASK 4
DATE	Term 1 Week 9	Term 2 Week 5	Term 3 Week 6	Term 4 Week 3
UNIT/TOPIC/MOD	Sk8er Boi	Sk8er Boi	Bootlegged	Frost Yourself
NATURE OF TASK	Skateboard Design Brief/Proposal	Product Design - Skateboard	Apparel Design & Advertising	Jewellery Design & Packaging
OUTCOMES	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10

ENGLISH

	TASK 1	TASK 2	TASK 3
DATE	Term 1 Weeks 10- 11	Term 2 Week 10	Term 3 Week 8
UNIT/TOPIC/MOD	Voices of Protest	Shakespeare’s Everywhere	Novel Study
NATURE OF TASK	Persuasive Speech	Multimodal Transformation	Analytical Response
OUTCOMES	EN5-URB-01 EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-URA-01 EN5-URC-01 EN5-ECA-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01

HSIE

COMMERCE

	TASK 1	TASK 2	TASK 3
DATE	Term 2 Week 3	Term 3 Week 7	Term 4 Week 4
UNIT/TOPIC/MOD	Consumer and Financial Decisions	Running a Business	Yearly – all topics covered
NATURE OF TASK	In-Class Test	Simulated business & Presentation	Examination
OUTCOMES	COM5-1, COM5-2, COM5-4,	COM5-1, COM5-5, COM5-6, COM5-7, COM5-9	COM5-1, COM5-2, COM5-3, COM5-4, COM5-8,

ELECTIVE HISTORY

	SEMESTER 1		SEMESTER 2	
	TASK 1	TASK 2	TASK 3	TASK 4
DATE	Term 2 Week 1	Term 2 Week 3	Term 3 Week 9	Term 4 Week 2
UNIT/TOPIC/MOD	Class work & application Constructing History	Skills Test Constructing History	Multi-modal presentation Historical Investigation	Yearly Exam All topics
NATURE OF TASK	Class work	In-class Exam	Multi-modal presentation	In-class Exam
OUTCOMES	All outcomes	HTE4-6 HTE4-7; HTE4-8	HTE4-2; HTE4-4; HTE4-9; HTE4-10	HTE4-1; HTE4-3; HTE4-5; HTE4-9

GEOGRAPHY

	TASK 1	TASK 2	TASK 3	TASK 4
DATE	Term 1 Week 8	Term 2 Week 5	Term 3 Week 6	Term 4 Week 2
UNIT/TOPIC/MOD	Sustainable Biomes	Classwork Sustainable Biomes and Environmental Change and Management	Geography skills	Changing Places and Human Wellbeing
NATURE OF TASK	Fieldwork booklet and written task under timed conditions	Bookmark and Canvas Submissions	Canvas Test	Research Action Plan and written task under timed conditions
OUTCOMES	GE5-1 GE5-2 GE5-5 GE5-7	GE5-8	GE5-7 GE5-8	GE5-3 GE5-4 GE5-6 GE5-7 GE5-8

LANGUAGES

FRENCH

	TASK 1	TASK 2	TASK 3	TASK 4
DATE	Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	Term 4 Week 6
UNIT/TOPIC/MOD	What's Your Style?	A Day in My Life	In My Free Time	Feeling Great!
NATURE OF TASK	Fashion inspiration annotated poster	Exchange student reading & discussion	Hobbies interview	Blog post reading and responding
OUTCOMES	ML5-CRT-01	ML5-UND-01, ML5-INT-01	ML5-INT-01	ML5-UND-01, ML5- CRT-01

MATHEMATICS

	TASK 1	TASK 2	TASK 3	TASK 4
DATE	Term 1 Week 7	Term 2 Week 3	Term 3 Week 5	Term 4 Week 2
UNIT/TOPIC/MOD	<ul style="list-style-type: none"> • Algebraic Expressions • Indices • Surds(path) 	<ul style="list-style-type: none"> • Equations • Area, Surface Area and Volume 	<ul style="list-style-type: none"> • Trigonometry • Linear Relationships 	<ul style="list-style-type: none"> • Financial Mathematics • Variation and rates of change
NATURE OF TASK	In class written test	In class written test	In class written test	In class written test
OUTCOMES	MA5-ALG-C-01 MA5-IND-C-01 MAO-WM-01 *MA5-ALG-P-01 *MA5-IND-P-01 *MA5-IND-P-02	MA5-EQU-C-01 MA5-ARE-C-01 *MA5-VOL-P-01, MA5-MAG-C-01 MAO-WM-01	MAO-WM-01 MA5-LIN-C-01 MA5-TRG-C-01, MA5-TRG-C-02 *MA5-TRG-P-02	MA5-FIN-C-01 MAO-WM-01 *MA5-RAT-P-01

* Path Outcomes will be assessed based on the scope of each class.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

	TASK 1	TASK 2	TASK 3	TASK 4
DATE	Term 1 Week 9	Term 2 Week 4	Term 3 Week 10	Term 4 Week 4
UNIT/TOPIC/MOD	Health and Nutrition Eat Well Live Well	Sports Skills 1	Same, Same but Different	Sports Skills 2
NATURE OF TASK	Research Essay Question in Class	Practical Application	Topic Test	Practical Application
OUTCOMES	PD5-1, PD5-2, PD5-9	PD5-4 PD5-5 PD5-8, PD5-11	PD5-1, PD5-2, PD5-3, PD5-6, PD5-8, PD5-9, PD5-10	PD5-4 PD5-5 PD5-8, PD5-11

PHYSICAL ACTIVITY AND SPORTS STUDIES

	TASK 1	TASK 2	TASK 3	TASK 4
DATE	Term 2 Week 2	Term 2 Week 5	Term 3 Week 10	Term 4 Week 4
UNIT/TOPIC/MOD	Body Systems	Sports Application	Sports Application	All PASS course topics
NATURE OF TASK	Research Task	Practical Application	Practical Application	Exam
OUTCOMES	PASS5-3, PASS5-4	PASS5-5, PASS5-6 PASS5-7, PASS5-9	PASS5-7, PASS5- 8, PASS5-10	PASS5-1, PASS5-2. PASS5-3, PASS5-4

SCIENCE

	TASK 1	TASK 2	TASK 3	TASK 4
DATE	Term 1 Week 7	Term 1 Week 9	Term 3 Week 4	Term 4 Week 2
UNIT/TOPIC/MOD	Working Scientifically	Working Scientifically	Chemistry	All
NATURE OF TASK	Student Research Project – Planning and Practical Component	Student Research Project - Report	Depth Study and Model	Yearly Examination
OUTCOMES	SC5-4WS, SC5-5WS, SC5-6WS	SC5-7WS, SC5-8WS, SC5-9WS	SC5-16CW, SC5-17CW, SC5-4WS, SC5-9WS	SC5-10PW, SC5-11PW, SC5-13ES, SC5-14LW, SC5-12ES, SC5-16CW, SC5-17CW,

TAS – HOME ECONOMICS

CHILD STUDIES

	TASK 1	TASK 2	TASK 3
DATE	Term 1 Week 10	Term 3 Week 7	Term 4 Week 3
UNIT/TOPIC/MOD	Preparing for Parenthood	Newborn Care	Conception to Birth Preparing for Parenthood and Newborn Care
NATURE OF TASK	Research Task	Design Activity	Yearly Examination
OUTCOMES	CS5-8, CS5-9, CS5-11	CS5-5, CS5-7, CS5-10, CS5-12	CS5-1, CS5-2, CS5-3, CS5-5, CS5-6, CS5-7

FOOD TECHNOLOGY

	TASK 1	TASK 2	TASK 3	TASK 4
DATE	Term 1 Week 10	Term 2 Week 4	Term 3 Week 9	Term 4 Week 2
UNIT/TOPIC/MOD	Food Selection and Health	Food in Australia	Food Product Development	Food in Australia, Food Selection and Health, Food Product Development
NATURE OF TASK	ICT research Task	Multicultural Food practical	Design Portfolio and practical application	Yearly Examination
OUTCOMES	FT5-6, FT5-9, FT5-12, FT5-8.	FT5-1, FT5-2, FT5-5	FT5-1, FT5-2, FT5-10, FT5-11, FT5-13	FT5-6, FT5-7, FT5- 12, FT5-13

TEXTILES TECHNOLOGY

	TASK 1	TASK 2	TASK 3
DATE	Term 2 Week 2	Term 3 Week 9	Term 4 Week 2
UNIT/TOPIC/MOD	'It's in the Bag'	'Oodie or Hoodie'	'Textiles and Society', 'Design', 'Properties and Performance of Textiles'
NATURE OF TASK	Practical Task	Practical Task "Oodie or Hoodie" and Evaluation.	Class Test
OUTCOMES	TEX5-5, TEX5-10, TEX5-11	TEX5-1, TEX5-2, TEX5-10, TEX5-11, TEX5- 12	TEX5-1, TEX5- 2, TEX5- 3, TEX5- 6, TEX5-7, TEX5- 10, TEX5- 12

TAS – INDUSTRIAL ARTS

COMPUTING TECHNOLOGY

	TASK 1	TASK 2	TASK 3	TASK 4
DATE	Term 1 Week 8	Term 2 Week 4	Term 3 Week 5	Term 4 Week 2
UNIT/TOPIC/MOD	Analysing data	Analysing Data	Games & Simulations	Games & Simulations
NATURE OF TASK	Research Task	Data Visualisation	Research Task + Prototype	Game Development + Documentation
OUTCOMES	CT5-EVL-01, CT5-COM-01	CT5-DPM-01 CT5-DAT-01 CT5-COM-01 CT5-THI-01 CT5-DAT-02	CT5-EVL-01 CT5-THI-01	CT5-SAF-01 CT5-DPM-01 CT5-COL-01 CT5-COM-01 CT5-OPL-01 CT5-DES-01

GRAPHICS TECHNOLOGY

	TASK 1	TASK 2	TASK 3	TASK 4
DATE	Term 1 Week 8	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4
UNIT/TOPIC/MOD	Drafting	CAD Design	Technical Drawing	Portfolio
NATURE OF TASK	Drawing Task	Design in Graphics	Graphics Techniques	Presentation
OUTCOMES	GT5-1, GT5-5 GT5-11	GT5-3, GT5-5 GT5-7	GT5-1, GT5-5 GT5- 11	GT5-2, GT5-4 GT5-6

INDUSTRIAL TECHNOLOGY – METAL

	TASK 1	TASK 2	TASK 3	TASK 4
DATE	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 4
UNIT/TOPIC/MOD	Sheet Metal Product	Fabricated Projects 1	Fabricated Projects 2	Metal machining project
NATURE OF TASK	Toolbox	Bottle Opener	Engineer's Square	Centre Punch/Tack Hammer
OUTCOMES	IND5-1, IND5-2, IND5-3	IND5-1, IND5-2, IND5-3	IND5-1, IND5-2, IND5-3	IND5-1, IND5-2, IND5-3

INDUSTRIAL TECHNOLOGY – MULTIMEDIA

	TASK 1	TASK 2	TASK 3	TASK 4
DATE	Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	Term 4 Week 4
UNIT/TOPIC/MOD	Web Tech 1	Web Tech 2	Audio Production	Video Production
NATURE OF TASK	Poster	Website	Audio Jingle	Short Film
OUTCOMES	IND5-2, IND5-3	IND5-2, IND5-5	IND5-3, IND5-4	IND5-2, IND5-3, IND5-5

INDUSTRIAL TECHNOLOGY – TIMBER

	TASK 1	TASK 2	TASK 3	TASK 4
DATE	Term 1 Week 11	Term 2 Week 4	Term 3 Week 4	Term 4 Week 4
UNIT/TOPIC/MOD	Timber 1	Timber 1	Timber 1	Timber 1
NATURE OF TASK	Utility Box	Written Theory Task	Grazing Table	Speaker Stand
OUTCOMES	IND5-2, IND5-3, IND5-5	IND5-8, IND5-9, IND5-10	IND5-3, IND5-5, IND5-7	IND5-2, IND5-3, IND5-7