

Year 10 Assessment Booklet 2026



Dear students, parents and caregivers

Assessment is a continuous process of assessing the skills and knowledge gained and applied during your child's learning program.

We encourage every student to enjoy their learning and the assessment tasks set, as all build knowledge and skills for their lives ahead.

We encourage families to discuss assessment tasks and to celebrate the learning achieved through the experience.

Planning for assessments is an important skill for students in maturing and developing responsibility for their learning progress.

We recommend families read the booklets carefully, and plan for the year ahead to avoid tasks piling up or being missed.

Support is available for students where needed. Students and parents are advised to contact the teacher, Year Advisor or Learning and Support team when issues emerge. Early intervention and support is powerful in ensuring confidence and motivation is maintained.

It remains true that regular attendance and reading at home as well as at school, are important foundations for success in learning and assessments.

We wish all our students the best for their assessment programs.

Cassy Norris
Principal

Ashleigh Baso
Head Teacher Secondary Studies.

The Stage 5 Curriculum

NSW Education Standards Authority (NESA) Stage 5 syllabuses have been developed to provide students with opportunities to further develop skills that will assist in the next stage of their lives.

The purpose of Stage 5 syllabuses is to:

- develop a solid foundation of literacy and numeracy
- provide a curriculum structure which encourages students to complete secondary education at their highest possible level
- foster the intellectual, creative, ethical and social development of students, in particular relating to:
 - application of knowledge, skills, understanding, values and attitudes in the fields of study they choose
 - capacity to manage their own learning and to become flexible, independent thinkers, problem-solvers and decision-makers
 - capacity to work collaboratively with others
 - respect for the cultural diversity of Australian society
 - desire to continue learning in formal or informal settings after school
- provide a flexible structure within which students can meet the challenges of and prepare for:
 - further academic study, vocational training and employment
 - changing workplaces, including an increasingly STEM focused (Science, Technology, Engineering and Mathematics) workforce
 - full and active participation as global citizens
- provide formal assessment and certification of students' achievements
- promote the development of students' values, identity and self-respect.

The Stage 5 syllabuses reflect the principles of the NESA *K–10 Curriculum Framework* and *Statement of Equity Principles*, the reforms of the NSW Government *Stronger HSC Standards* (2016), and nationally agreed educational goals. These syllabuses build on the continuum of learning developed in the K–10 syllabuses.

The syllabuses provide a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes important for students to succeed in and beyond their schooling. In particular, the attainment of skills in literacy and numeracy needed for further study, employment and active participation in society are provided in the syllabuses in alignment with the *Australian Core Skills Framework* (ACSF).

The Stage 5 syllabuses include the content of the Australian curriculum and additional descriptions that clarify the scope and depth of learning in each subject.

NESA syllabuses support a standards-referenced approach to assessment by detailing the important knowledge, understanding, skills, values and attitudes students will develop and outlining clear standards of what students are expected to know and be able to do. The syllabuses take into account the diverse needs of all students and provide structures and processes by which teachers can provide continuity of study for all students.

Principles of effective assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. At our school, we use different types of assessments to support and measure your child's learning:

Formative Assessment: These are ongoing checks during lessons that help teachers understand how your child is progressing. The feedback from these assessments guides teaching and helps your child improve their skills and knowledge along the way.

Summative Assessment: These assessments happen at the end of a learning period, such as a term or unit. They provide a summary of what your child has learned and help us understand their overall achievement.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students' what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.



Ryde Secondary College Assessment Procedures and Policies

Rights and Responsibilities

(1.1) Student rights

Students who attend Ryde Secondary College have the right to;

- Have access to the assessment policies of the college aligned to NESAs, ACE and DoE (this is made available on google classroom)
- Receive guidelines relating to the requirements of each assessment task
- Be notified 14 calendar days in advance of each assessment task (this may be done in person or electronically through the classes online learning platform)
- Receive feedback aligned to the achievement of outcomes
- Query a mark for an individual task at the time it is returned to you
- Request an appeal from the **Assessment Review Panel** against the RoSA grade you have been awarded

(1.2) Student Responsibilities

It is the responsibility of students enrolled at Ryde Secondary College to;

- Become familiar with and follow the assessment requirements set by the college and the rules in the Rules and Procedures for Higher School Certificate Candidates booklet
- Complete all set tasks on time, or follow RSC procedures if you are unable to meet a deadline
- Commit to your studies by fulfilling all course requirements and upholding academic integrity
- Ensure that all assessment work is your own or acknowledge the contribution of others
- Follow up any concerns you have with tasks using the college procedures within the required deadline.

(1.3) College Responsibilities

It is the responsibility of Ryde Secondary College to;

- Set assessment tasks which will be used to measure student performance in each component of a course, specify a mark / weighting for each assessment task
- To inform students of the requirements of each assessment task
- To give reasonable advance notice in writing (14 calendar Days) of the exact date for completing or submitting the task
- Keep records of each student's performance on each assessment task
- Provide students with information on their progress.



Submission of Tasks

(2.1) submission of work

All Assessment Notifications are provided to students on purple paper. Additionally, a copy may be distributed on the class's e-learning platform.

No automatic extension will be granted to students who are absent on the day the Assessment Task Notification is issued. Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed and to catch up on this work.

(2.2) Process for submitting tasks completed outside the classroom

All tasks must be submitted to their classroom teacher during your scheduled lesson time unless otherwise stated on the Assessment Notification. All tasks are to be submitted as a hard copy unless otherwise stated on the Assessment Notification.

Using Technology

(3.1) Using a computer

A student who uses a computer to produce an assessment task must:

- ✓ print out a draft at least one day prior to the due date
- ✓ keep all handwritten notes
- ✓ Keep all versions of the tasks (best practice to share this with your teacher as evidence of students own work)
- ✓ attach their work to the appropriate post on the selected 'online platform' (such as Google classroom).

Claims such as:

- viruses
- hardware or software failure (at school or home)
- incompatibility of software versions (eg. between home and school)

will not be accepted for failure to submit an assignment on time.

(3.2) Technological Failure

In the advent of a computer problem a student must:

- bring all of the above on the day the assignment is due
- bring a completed Assessment Task college-based misadventure form on the day the task is due, and present the completed form and evidence to the Head Teacher faculty
- understand that the mark will be based on the material presented on the day (i.e. new material can not be introduced).

(3.3) Use of AI in Assessment

Ryde Secondary College is committed to fostering a safe, inclusive, and respectful learning environment. The use of generative AI tools must reflect these values. Students are responsible for their own actions and are expected to use AI ethically, safely, and with integrity. The use of generative AI tools must reflect these values. All AI use must align with the school's expectations for academic honesty, wellbeing, and respectful conduct. Misuse of AI tools, including bullying, plagiarism, or misrepresentation, will be addressed in accordance with school policies.

Students are expected to:

1. **Be responsible** - You are accountable for how you use AI. Don't rely on it to make decisions for you.
2. **Keep it safe** - AI tools must not be used in ways that could cause harm to oneself or others, including emotional, psychological, or reputational harm.
3. **Value diverse perspectives** - Students are encouraged to use AI to explore a range of viewpoints, cultures, and ideas not only those that reinforce their own biases or assumptions.
4. **Respect human dignity** - AI must never be used to bully, stereotype, discriminate, or disrespect individuals or groups. All engagement with AI must uphold the dignity and rights of others.
5. **Use trusted tools**: Only use AI tools that your school has approved or recommended.

These expectations apply to all AI use in learning, assessment, and communication. Breaches will be addressed in accordance with the school's wellbeing, inclusion, and academic integrity procedures.

Ryde Secondary College uses a **five-tier model** to guide ethical AI use:

Tier	Description	Permitted AI Use	Student Requirements
Tier 0	AI-Prohibited Tasks	No AI use permitted	Declaration of authenticity; annotated drafts and process logs required
Tier 1	AI-Supported Learning	Grammar, spelling, brainstorming	No formal attribution; teacher may prompt reflection
Tier 2	AI-Guided Drafting	Rewording, outlining, idea expansion	Clear attribution; annotation of AI contributions, editing logs, version reports
Tier 3	AI-Integrated Assessment	AI as source, stimulus, or critique	Detailed attribution; reflection on reliability, bias, and limitations, editing logs and evidence of prior/engagement in learning
Tier 4	AI-Collaborative Creation	Co-development of artefacts (e.g. scripts, designs)	Full disclosure; iterative evidence of student decision-making, editing logs, evidence of prior/engagement in learning

Assessment tasks will explicitly state what level of AI is allowed. It is assumed any Assessment that does not mention a tier is automatically a Tier 0

Students must adhere to the school's AI permissions model when completing assessment tasks. This includes:

1. **Following task-specific AI permissions:** tasks may fall under different tiers of AI use, from prohibited to collaborative. Students must comply with the expectations outlined for each tier.
2. **Providing process evidence when required:** where AI use is restricted, students are required to submit annotated drafts, planning documents, and process logs to verify authorship.
3. **Acknowledging AI contributions transparently:** where AI use is permitted, students must clearly acknowledge all contributions, including the tool used, date of use, and purpose. They must also reflect on the ethical implications of their engagement.
4. **Engaging meaningfully in prior learning:** failure to engage in classwork, drafting, or formative activities may be considered as an indicator of potential AI misuse in an Assessment. Teachers may request additional evidence to confirm authenticity.

AI never replaces the student's intellectual responsibility or authorship; even when AI contributes material, students direct, evaluate, and integrate it, and the final work remains their own.

Directly copying and pasting AI-generated text into assessment work is not permitted under any circumstances; all submitted work must be written, shaped, and owned by the student."

Absences

(4.1) Students absent from a task

It is the student's responsibility to fulfil all requirements specified in the course assessment policies including those tasks given during the student's absence.

Students must be aware that by missing an assessment task they cannot be guaranteed the mark they might have obtained by actually doing the task.

Absence from the College on the due date for the submission of an assessment task will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are exceptional circumstances (and only after consultation with the Head Teacher faculty).

A student who is absent from the College on the day of a class/course assessment task must follow the procedure:

- I. notify the College by phone on the day of the assessment task
- II. on the day of return, submit an Assessment Task Appeal using the appropriate form to the Head Teacher faculty. Assessment Task Appeal forms may be found in this booklet
- III. attach to the Assessment Task Appeal form:
 - a. a letter of explanation which includes the reason for the absence and an indication that the student's parent or caregiver is aware that an assessment task has been missed; and
 - b. a medical certificate or other form of evidence which may include; a funeral notice etc.

(4.2) Prior knowledge of absence for authorised school activity

Where a student has a clash between an assessment task and another **authorised school activity** (this includes work placement, representative sport commitments and others) The student must notify the Deputy Principal of the year group and complete an Application for Dispensation a minimum of 5 calendar days in advance, unless there are extenuating circumstances. If the application is upheld, the Head Teacher of the Faculty in conjunction with the classroom teacher will either determine either an alternative method for submission of the task or will grant an extension.

(4.3) Students absent on the day before a task, or lessons before a task

Students must be aware that by being absent before an assessment task is due to be handed in, may be interpreted as providing undue advantage to the absent student. To ensure this is not the case, a student who is absent from the College on the day before (or absent from lessons immediately before) a class/course assessment task or when a piece of work is due to be handed in, must provide a medical certificate or other form of evidence that explains the 'day (lessons) before' absence. This will be confirmed by completing an Assessment Task Appeal form as in (b) above (students absent from a task).

(4.4) Students who hand in work after the due date

Assessment material not presented by the due time will be awarded a zero (0) mark.

If there are extenuating circumstances that might explain late submission, students can apply for an illness misadventure form and lodging as in (5.1) below.

Illness/ Misadventure/Extension

(5.1) Illness or Misadventure Procedures

As Assessments are intended to be a measure of a student's actual examination performance, applications must relate to illness or misadventure suffered immediately before or during the task that has affected the student's performance. Applications may be in respect of:

- a) illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the assessment(s) (eg influenza, an asthma attack, a cut hand);
- b) misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the assessment(s) (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

The application process does not cover:

- attendance at a sporting or cultural event, family holiday or family business (meeting relatives)
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. (There may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which NESAs will consider, eg major works stolen or destroyed by vandals.)
- disabilities for which the college has already granted disability provisions, unless an unforeseen episode occurs during the task (eg a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the classroom teacher/ examiner.
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the examination(s)
- matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper).

(5.2) Illness or Misadventure during a task or exam

A student who becomes ill or suffers an injury at the College on the day of an assessment task must report to the Clinic. If the student is too ill to stay at the College, the student will be sent home with parent permission. If a student is ill but decides to do an assessment task, the student should notify the supervising teacher before the assessment task commences.

A student who suffers a misadventure at the College on the day of an assessment task must report to the Head Teacher of that subject.

A student adversely affected by illness or misadventure on the day of an assessment task should complete an Illness/Misadventure Appeal form and lodging as in (b) above.

If your appeal is upheld, you may be required to sit a substitute task or, in exceptional circumstances, you will be provided with an estimate based on other tasks.

Note: NESA regulations state that the College assessment mark is not to compensate for factors such as extended illness, misadventure or domestic problems that may have affected a student's performance throughout the course.

(5.3) Extensions to due dates

Where a student has a clash between an assessment task and another **authorised school activity please see 4.2**

All other Extensions will only be granted in cases of severe illness or other exceptional circumstances. An Application for Dispensation a minimum of 5 calendar days in advance. Documentation must be provided to substantiate your request for Dispensation. A medical certificate will be required in cases of illness. These may be discussed with the Assessment review panel. If the application is upheld, the Head Teacher of the Faculty in conjunction with the classroom teacher will either determine an alternative method for submission of the task or will grant an extension.

(5.4) marks awarded for alternative tasks / extensions of time

In those cases where alternative arrangements have been authorised (as above), the mark given for the task will be used as a basis on which to estimate the student's rank order for the particular task. This is necessary as a substitute task does not always duplicate the same conditions and content as the original task. When the position of the student has been established, the mark most appropriate for that position will be awarded and recorded.

Task non- submission, Malpractice or Non Serious Attempt

(6.1) tasks missed or not submitted

If a task is missed or not submitted, and there is no evidence supporting an Illness/Misadventure, it will be awarded a zero mark. The student will still be required to complete and submit the tasks. Failure to do so will result in a Warning of Non Completion of Course Requirement.

(6.2) Malpractice

The purpose of the assessment procedure is to reward students for their individual efforts over the duration of the assessment period. Thus, it is essential that the assessment be the student's own individual effort, not that of others. It is important to note that even unintentional violations are treated seriously because they can undermine the fairness and integrity of the exam or assignment system and impact other students.

Where concerns arise regarding potential malpractice, the classroom teacher, in consultation with the relevant Head Teacher of Faculty, will initiate a formal investigation.

The student will be informed in writing of the concern, and provided with an opportunity to respond. Students must be able to demonstrate that any unacknowledged work submitted is entirely their own. The investigation will consider all relevant evidence, including documentation, student response, and contextual factors, to ensure a fair and consistent outcome. If malpractice is substantiated, a penalty will be applied proportionate to the severity and nature of the breach. This may include a reduction in marks, removal of malpractised content prior to re-marking, or a zero mark in cases involving a breach of examination conditions.

Throughout the assessment process, the highest level of honesty is required. The academic honesty of students completing assessment tasks, exams, and tests is critical to the integrity of the Awarded credential.

Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own.

Malpractice includes but is not limited to;

- Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.
- Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Note: Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission Against Corruption.

(6.3) Malpractice Review Panel

If a student is suspected of Malpractice they will be referred to the Assessment Review Panel for investigation. Students will be required to demonstrate that all unacknowledged work is entirely their own. Panel members include the Deputy Principal of the year, Head Teacher Secondary Studies and the appropriate Head Teacher of the Subject. Each malpractice case is investigated on its merits, considering all the issues, in order to arrive at a fair conclusion.

Where student conduct constituting malpractice has been established, a penalty may be imposed appropriate to the seriousness of the offence. Separate disciplinary actions may also be imposed aligned to the Colleges disciplinary policy. In exceptional circumstances, the school may decide to administer a substitute assessment task.

(6.4) Non Serious Attempt

A non-serious attempt is where a student submits an assessment task which shows little or no thought / effort, which is generally incomplete or which contains frivolous or objectionable material. Where a teacher and Head Teacher have deemed a student to have made a non serious attempt, a mark of zero will be awarded and the students will receive a warning of Non-completion of a course. Students must redo the assessment to have the warning resolved and meet the criteria for completion of a course requirement.

(6.5) invalid or non-discriminating tasks

In the case of a task not discriminating between students, being invalid or having problems associated with its administration, the College reserves the right to disallow (and omit) that task from the assessment program. In these circumstances the College may add another task (with sufficient notice), and/or adjust the weightings accordingly.

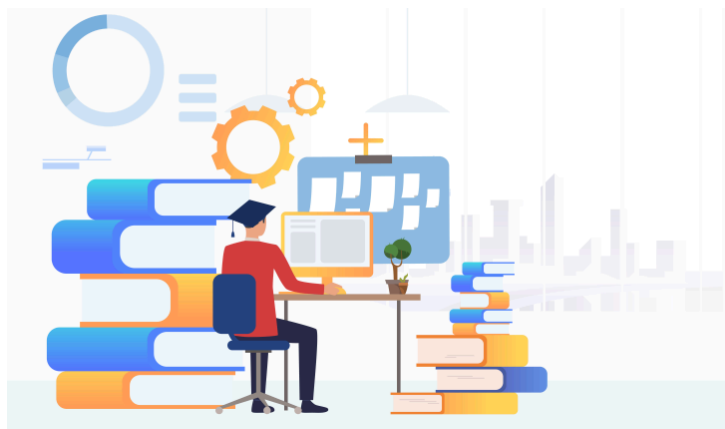
Dispute and Appeals

(7.1) Disputes regarding assessment marks

Students may engage in discussion with their class teacher over any concerns they have regarding their individual marks. Disputes over an individual task must be resolved within 3 school days of the task being returned. Students are to approach their Head Teacher to enquire about a mark awarded for an assessment task. The Head Teacher of the subject to resolve the matter.

(7.2) Disputes regarding the administration of assessment tasks

Students have the right to appeal the administration of a task if this has led to an inequitable situation. This includes inequitable processes being applied in the management of the task or students(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension. All appeals will be made to the Deputy Principal of the year group using the Assessment appeal form. Appeals must be lodged no later than 3 days after the dispute arising.



Changes/Adjustments/ Disability Provisions

(8.1) course changes, late enrolments, accelerants & accumulants

For students changing courses, the Principal must be satisfied that they have satisfactorily completed the relevant Preliminary course (or equivalent), and that they will be able to complete all course requirements, including assessment.

When a student enrolls at the College after the assessment program has commenced, that student's rank order in each subject will be determined on the basis of work done in this college only.

Accelerants should complete all assessment tasks, or the equivalent, that are undertaken by students completing the usual course program. However, there may need to be flexible in the order and timing of assessment tasks.

Accumulants are to meet the same course requirements as other students. In the case of an accumulant who is repeating a course where a major work or project is required, the major work or project entered or marked in a previous year cannot be resubmitted without the special permission of the Board.

(8.2) Adjustments for students with disability

Some students with disabilities will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

It is a requirement under the Disability Standards for Education 2005 to ensure that assessment tasks are accessible to students with disability. The college will offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments will be made in the context of collaborative curriculum planning. Providing an adjustment does not restrict a student's access to the full range of grades or marks.

Adjustments may include:

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

(8.3) Disability Provisions for College Assessments

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks, including examinations. Students with a permanent or temporary disability that would impact their ability to complete an assessment task should see the Learning Support Team who, in consultation with the relevant curriculum Head Teacher(s), will consider the type of provisions that may be provided. The granting of school-determined provisions will not guarantee that similar provisions will be provided by the NESA. NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for disadvantaged students solely because of lack of familiarity with the English language. Students for whom disability provisions are approved may not be eligible for

illness/misadventure consideration for the same condition unless they experience deterioration or variation in their condition during the actual assessment. Provision will only be granted once they meet the criteria for approval.

(8.4) Life Skills Curriculum

Students who are following a Life skills Pattern of study in 2 or more subjects are still required to meet the Course completion criteria

ACE 4.1.1.1 and 4.1.2.1

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

1. followed the course developed or endorsed by NESAs;
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

To ensure students meet this criteria the teacher will provide the student with opportunities to create evidence that demonstrates student learning. This can be done through;

- Observing students demonstrating a skill
- Following a procedure which is subject specific.
- Responding to and/or asking questions
- Annotations of personal observations
- Completion of informal tasks aligned to specific life skills outcomes with appropriate adjustments

Students can be notified through the form of an assessment notification to ensure they are demonstrating outcomes throughout a course.



Reporting -

(9.1) After Assessment Task

After Each Assessment Task teachers will provide information to students, which will show their performance relative to each other on a specific task.

The student will receive a rank specific to the task.

Each student should receive clear feedback on their performance. This advice should indicate:

- the student's attainment in the task relative to the outcomes
- the student's relative position within the school group.

(8.2) Formal Reports

Formal College reports will be issued by the College at a point midway through the course and at the completion of the course. These reports will provide a comment focused on individual learning progress and what can be done to support learning growth.

The report will also feature a cumulative rank and a course grade.

The course grade is determined by performance in tasks and teacher professional judgement aligned to the Common Grade Scale and subject specific course descriptors

The scale describes performance at each of the 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.

8.3 Life Skills

Students who are completing a life skills pattern of study will receive a report that indicates their achievement of outcomes within a course.

Students' achievement of outcomes will be indicated as;

Achieved independently	The student was able to demonstrate the outcome without adjustments or The students required adjustments to demonstrate their achievement. These adjustments should enable the student to demonstrate achievement during assessment opportunities on the same basis as their peers.
Achieved with support	The student demonstrates achievement if they are given additional support. Support is provided when a student needs help to demonstrate the achievement of an outcome. Examples of additional support include: <ul style="list-style-type: none">● verbal prompts● visual prompts● physical assistance● provision of partial responses.

Ryde Secondary College Warning of 'N' Determination Procedure

(10.1) Course Completion Criteria

The following course completion criteria refer to both RoSA/Year 10, Preliminary/Year 11 and HSC courses.

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 NESAs; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course; and
- achieved some or all of the course outcomes.

(10.2) Non-Completion of a Course Requirements

A student can receive a non-completion of course requirements of a preliminary Course due to the following;

- Not following the course developed or endorsed by NESAs
- Not applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - This means if a student does not complete necessary classwork, does not engage in learning activities and opportunities to develop their understanding of content specific to the achievement of outcomes, does not bring necessary equipment to engage in learning activities they are a risk for non-completion of the course
- Not Achieving Course Outcomes
 - This means if a student does not make a genuine attempt at all assessment tasks to provide opportunity for the demonstration of the achievement of outcomes they are a risk for non-completion of the course

(10.3) Warning of 'N' Determination

If at any point a student is at risk of receiving a N (non-Completion of a Course Requirement) Determination. The College will provide a warning as soon as possible to advise the parent or guardian (if the students are under the age of 18) in writing. This warning letter will advise the student and parent/guardian of the tasks or actions that must be undertaken and a time by which this must be achieved to resolve this. All classroom teachers will offer guidance to the student to resolve this. However, It is the responsibility of the student to discuss this with either their teacher or the Head Teacher of the subject if further support is required.

(10.4) Warning of 'N' Determination VET Courses

As with all HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

The HSC course requirements in a VET course are defined by:

- the HSC indicative hour requirements of the course
- the HSC course structure
- mandatory work placement requirements
- the HSC Requirements and Advice for examinable units of competency in Industry Curriculum Frameworks
- competency-based assessment requirements.

VET mandatory work placement

The requirement to complete work placement in a VET framework course is also stated in the student declaration on the Confirmation of Entry. This is to be signed by the student and retained by the school. If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with a non-completion ('N') determination.

It is possible for the principal to certify, at a later time, that the student has subsequently completed the mandatory requirements and request that the 'N' determination be withdrawn.

(10.5) N Determination Process - Student Review Panel

Students who fail to comply with or make an attempt to resolve multiple warnings of 'N' Determination may be placed on review. The Student Review Panel is run by the Deputy of the Year Group and includes the Head Teacher Secondary Studies and where feasible the Principal. This process provides an opportunity to parents and carers to speak with the Colleges Panel to determine pathways for success moving forward. It also serves to ensure that the student is aware of all their requirements and responsibilities to avoid receiving an N Determination.

(10.6) Final N Determination

Students who fail to comply with or make an attempt to resolve multiple warnings of 'N' Determination following review or students who do not engage in the review process will be N Determined as a matter of process. While it is best practice that this Final Determination be done in person with the student and their parent or guardian, The College can complete the Determination by correspondence if necessary. All N Determination can be appealed with NESAs following the procedure provided in the N Determination package.

It is up to the student to complete this process and only if the student considers that they have met the NSW Education Standards Authority (NESAs) course completion requirements, as detailed in the Principal's Determination Form, and is requesting a school review of the decision to issue the determination(s) of non-completion of course requirements.

(10.7) Withdrawal from Schools Online

Students who fail to engage in learning at Ryde Secondary College for prolonged periods will be at risk of being withdrawn from NESA schools online due to a lack of engagement in learning where a student is at risk of receiving an 'N' determination (non-completion of course requirements) in a minimum of 2 courses and has received a minimum of 2 written 'N' warnings in each course.

While the students' place in the school will be maintained the student will be removed from the credential of HSC/Year 11/ RoSA. Should the student wish to be reinstated they need to make an appointment with the principal to determine what stage of learning would be the most appropriate for them to ensure they meet the completion of course requirements. (10.1)



1. Core Courses

ENGLISH

Syllabus: <u>English K–10 NSW Education Standards</u>
--

Task	Task Type	Outcomes	Weighting	Date
Imaginative Writing	In-class	EN5-ECA-01 EN5-ECB-01 EN5-URA-01	25%	Term 1 Week 10
Extended Analytical Response	In-class	EN5-RVL-01 EN5-URA-01 EN5-URB-01	25%	Term 2 Week 10
Short Answer Comprehension	In-class	EN5-RVL-01 EN5-URA-01 EN5-URC-01	25%	Term 3 Week 7
Yearly Examination	Examination Featuring -Short Answer Comprehension -Extended Analytical Response	EN5-RVL-01 EN5-URB-01 EN5-URC-01	25%	Term 4 Week 2

Outcomes:

EN5-RVL-01	Uses a range of personal, creative and critical strategies to interpret complex texts
EN5-URA-01	Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
EN5URB-01	Evaluates how texts represent ideas and experiences, and how they can affirm or challenge value and attitudes
EN5-URC-01	Investigates and explains ways of valuing texts and the relationships between them
EN5-ECA-01	Crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
EN5-ECB-01	Uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

GEOGRAPHY

Syllabus: Geography K–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Geography Skills Test	In class test	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	25%	Term 1, Week 8
Investigative Study - Research Based Short Answer Task	In class test	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	25%	Assessment Week Term 2, Week 9
Stimulus Based Extended Response Task	In class extended response	GE5-1, GE5-6, GE5-7, GE5-8	20%	Term 3, Week 7
Final Exam	In class final exam	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-6, GE5-7, GE5-8	30%	Assessment Week Term 4, Week 1/2

Outcomes:

GE5-1	explains the diverse features and characteristics of a range of places and environments
GE5-2	explains processes and influences that form and transform places and environments
GE5-3	analyses the effect of interactions and connections between people, places and environments
GE5-4	accounts for perspectives of people and organisations on a range of geographical issues
GE5-5	assesses management strategies for places and environments for their sustainability
GE5-6	analyses differences in human wellbeing and ways to improve human wellbeing
GE5-7	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8	communicates geographical information to a range of audiences using a variety of strategies

HISTORY

Syllabus: History K–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Movement of Peoples	Hand-in writing task	HT5-1, HT5-4, HT5-5, HT5-7, HT5-10	30%	Term 1, Week 10
				Assessment week Term 2 Week 9
World Wars commemoration task	Documentary	HT5-1, HT5-3, HT5-4, HT5-5, HT5-8	35%	Term 3, Week 4
Yearly examination	Examination	HT5-1, HT5-2, HT5-4, HT5-6, HT5-9	35%	Term 4, Week 2

Outcomes:

HT5-1	explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4	explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5	identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7	explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

MATHEMATICS

Syllabus: Mathematics K–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Task 1	Examination	Core content: MAO-WM-01, MA5-ALG-C-01, MA5-TRG-C-02 Path content: MA5-ALG-P-01, MA5-ALG-P-02, MA5-TRG-P-01	25%	Term 1 Week 8
Task 2	Examination	Core content: MAO-WM-01, MA5-NLI-C-01, MA5-NLI-C-02 Path content: MA5-EQU-P-02, MA5-NLI-P-01, MA5-LOG-P-01	25%	Term 2 Week 9
Task 3	Project & Validation	Core content: MAO-WM-01, MA5-FIN-C-02, MA5-DAT-C-02 Path content: MA5-DAT-P-01	20%	Term 3 Week 6
Task 4	Examination	All Stage 5 content relevant split by core and pathway	30%	Term 4 Week 1/2

Outcomes:

MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)
MA5-RAT-P-02	analyses and constructs graphs relating to rates of change (Path: Stn, Adv)
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)
MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)
MA5-IND-P-02	describes and performs operations with surds and fractional indices (Path: Adv)
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form (Path: Adv)
MA5-EQU-P-02	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-01	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-LIN-C-02	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems
MA5-LIN-P-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-LOG-P-01	establishes and applies the laws of logarithms to solve problems (Path: Adv)
MA5-FNC-P-01	uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (Path: Adv)
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-TRG-P-01	

MA5-TRG-P-02	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)
MA5-ARE-C-01	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv)
MA5-ARE-P-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-VOL-C-01	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)
MA5-VOL-P-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-GEO-C-01	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)
MA5-GEO-P-01	establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)
MA5-GEO-P-02	constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext)
MA5-CIR-P-01	applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext)
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)
MA5-DAT-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-DAT-C-02	displays and interprets datasets involving bivariate data
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)
MA5-PRO-C-01	establishes conditions for congruent triangles and similar triangles and solves problems relating
MA5-PRO-P-01	compares and analyses datasets using summary statistics and graphical representations solves problems involving probabilities in multistage chance experiments and simulations solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)

SCIENCE

Syllabus: Science 7–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Task 1	Depth Study	SC5-RXN-01, SC5-RXN-02 SC5-WS-01, SC5-WS-02 SC5-WS-03, SC5-WS-04	20	Term 1, Week 9
Task 2	Half yearly examination	SC5-WS-03, SC5-WS-05 SC5-WS-08, SC5-GEV-01 SC5-GEV-02, SC5-RXN-01 SC5-RXN-02	30	Assessment week Term 2 Week 9
Task 3	VALID10	All stage 5 outcomes	20	Term 3, Week 7
Task 4	Yearly examination	SC5-WS-03, SC5-WS-04 SC5-WS-05, SC5-WS-06 SC5-WAM-02	30	Term 4, Week 5

Outcomes:

<p>SC5-WS-01 SC5-WS-02 SC5-WS-03 SC5-WS-04 SC5-WS-05 SC5-WS-06 SC5-WS-07 SC5-WS-08 SC5-EGY-01 SC5-DIS-01</p> <p>SC5-MAT-01 SC5-ENV-01 SC5-GEV-01 SC5-GEV-02 SC5-RXN-01 SC5-RXN-02 SC5-WAM-01 SC5-WAM-02 SC5-DA2-01</p>	<p>selects and uses scientific tools and instruments for accurate observations</p> <p>develops questions and hypotheses for scientific investigation</p> <p>designs safe, ethical, valid and reliable investigations</p> <p>follows a planned procedure to undertake safe, ethical, valid and reliable investigations</p> <p>selects and uses a range of tools to process and represent data</p> <p>analyses data from investigations to identify trends, patterns and relationships, and draws conclusions</p> <p>selects suitable problem-solving strategies and evaluates proposed solutions to identified problems</p> <p>communicates scientific arguments with evidence, using scientific language and terminology in a range of communication forms</p> <p>evaluates current and alternative energy use based on ethical and sustainability considerations</p> <p>explains how an understanding of the causes of disease can be used to prevent and manage the spread of disease</p> <p>assesses the uses of materials based on their physical and chemical properties</p> <p>analyses the impact of human activity on the natural world</p> <p>describes the relationship between the diversity of living things and the theory of evolution</p> <p>explains how DNA is responsible for the transmission of heritable characteristics and can be manipulated through genetic technologies</p> <p>describes a range of reaction types</p> <p>explains the factors that affect the rate of chemical reactions</p> <p>describes the features and applications of different forms of waves</p> <p>explains the motion of objects using Newton's laws of motion</p> <p>assesses the use of scientific knowledge and data in evidence-based decisions and when verifying the legitimacy of claims</p>
---	---

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Syllabus: PDHPE K–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Football Practical	Skills test	PD5-4 PD5-11	25%	Term 1 week 5
Vision Board	Project	PD5-1 PD5-9	25%	Assessment week Term 2 Week 9
Dance	Practical routine	PD5-4 PD5-10	25%	Term 2 week 7
Contraception	Examination	PD5-9 PD5-10	25%	Term 3 week 9

Outcomes:

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

2. Elective Courses

Child Studies

Syllabus: Child Studies 7–10 (2019) | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Group Research Task	Group Task	CS5-2, CS5-5, CS5-6, CS5-11	20%	Term 1, Week 8
Information Package	Research Task	CS5-1, CS5-5, CS5-6, CS5-11	30%	Assessment week Term 2 Week 9
Design a Toy + Evaluation	Creative Project	CS5-4, CS5-9, CS5-12	30%	Term 3, Week 6
Kids Party Menu	Design Project	CS5-1, CS5-5, CS5-11	20%	Term 4, Week 4

Outcomes:

- CS5-1** identifies the characteristics of a child at each stage of growth and development
- CS5-2** describes the factors that affect the health and wellbeing of the child
- CS5-3** analyses the evolution of childhood experiences and parenting roles over time
- CS5-4** plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5-5** evaluates strategies that promote the growth and development of children
- CS5-6** describes a range of parenting practices for optimal growth and development
- CS5-7** discusses the importance of positive relationships for the growth and development of children
- CS5-8** evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5-9** analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-10** demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- CS5-11** analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12** applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Commerce

Syllabus: Geography K–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Consumer & financial decisions task	In class extended response	5.1, 5.2, 5.4, 5.7, 5.9	25%	Term 1, Week 8
Employment and Work Futures Test	In class test	5.1, 5.2	25%	Assessment week Term 2 Week 9
Investing Test	In class test	5.1, 5.4, 5.5, 5.7, 5.8, 5.9	25%	Term 3 Week 9
Final Exam	In class final exam	5.1, 5.2, 5.4, 5.5, 5.8	25%	Term 4 Week 4

Outcomes:

- | | |
|------------|--|
| 5.1 | applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts |
| 5.2 | analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts |
| 5.3 | examines the role of law in society |
| 5.4 | analyses key factors affecting commercial and legal decisions |
| 5.5 | evaluates options for solving commercial and legal problems and issues |
| 5.6 | monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues |
| 5.7 | researches and assesses commercial and legal information using a variety of sources |
| 5.8 | explains commercial and legal information using a variety of forms |
| 5.9 | works independently and collaboratively to meet individual and collective goals within specified timelines |

Computing Technology

Syllabus: Computing Technology 7–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
UI/UX Project	Product & Documentation	CT5-SAF-01, CT5-DPM-01, CT5-COL-01, CT5-DAT-01, CT5-COM-01, CT5-THI-01, CT5-DAT-02 CT5-DES-01	30%	Term 2, Week 3
Software Project Part 1:	Documentation & Prototype	CT5-COM-01, CT5-DAT-01, CT5-COL-01, CT5-DPM-01	25%	Term 2 Week 10
Yearly Exam	Exam	CT5-EVL-01, CT5-DES-01, CT5-DAT-01	20%	Term 4, Week 1-2
Software Project Part 2:	Product & Documentation	CT5-SAF-01, CT5-COL-01, CT5-EVL-01, CT5-DAT-01, CT5-COM-01, CT5-OPL-01, CT5-DES-01	25%	Term 4, Week 3

Outcomes:

CT5-SAF-01	selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
CT5-DPM-01 CT5-COL-01	applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
CT5-EVL-01	manages, documents and explains individual and collaborative work practices
CT5-DAT-01 CT5-COM-01	understands how innovation, enterprise and automation have inspired the evolution of computing technology
CT5-OPL-01 CT5-THI-01	explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
CT5-DAT-02 CT5-DES-01	communicates ideas, processes and solutions using appropriate media
	designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language
	applies computational, design and systems thinking to the development of computing solutions
	acquires, represents, analyses and visualises simple and structured data
	designs and creates user interfaces and the user experience

Dance

Syllabus: [Dance 7–10 - Outcomes](#) | [NSW Curriculum](#) | [NSW Education Standards Authority](#)

Task	Task Type	Outcomes	Weighting	Due Date
Portfolio, Demonstration and Performance	Performance & e-portfolio	DA5-PER-01 DA5-PER-02	30%	Term 2 Week 6
Appreciation Essay	Essay	DA5-APP-01 DA5-APP-02	30%	Exam Week Term 4 Week 2
Composition Task	Choreography & e-portfolio	DA5-COM-01 DA5-COM-02 DA5-PER-01	40%	Term 4 Week 4

Outcomes:	
DA5-PER-01	demonstrates safe dance practice and dance technique in preparing the body to express and communicate an intent
DA5-PER02	manipulates the elements of dance to demonstrate performance quality and interpretation in context
DA5-COM-01	creates a movement vocabulary that communicates an idea and intent in response to different contexts
DA5-COM-02	creates movements using the elements of dance and structures movement to communicate a specific idea and intent
DA5-APP-01	investigates and explains how social, cultural and historical factors shape the development of dance
DA5-APP-02	evaluates dance works based on context, the elements of dance, the dancing body and theatrical elements

Design and Technology

Syllabus: [Design and Technology 7–10 Syllabus \(2019\)](#)

Task	Task Type	Outcomes	Weighting	Due Date
Task 1: Educational Toy Design + Portfolio	Practical Product & Design Portfolio	DT5-1, DT5-2, DT5-6, DT5-9	30%	Term 2, Week 5
Task 2: Beachwear Project + Portfolio	Practical Product & Design Portfolio	DT5-1, DT5-2, DT5-6, DT5-7	30%	Term 3 Week 7
Task 3: Written Exam	Examination	DT5-3, DT5-4, DT5-5	40%	Term 4, Week 2

Outcomes:

DT5-1	analyses and applies a range of design concepts and processes
DT5-2	applies and justifies an appropriate process of design when developing design ideas and
DT5-3	solutions
DT5-4	evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
DT5-5	analyses the work and responsibilities of designers and the factors affecting their work
DT5-6	evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design
DT5-7	develops and evaluates creative, innovative and enterprising design ideas and solutions
DT5-8	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
DT5-9	selects and applies management strategies when developing design solutions
DT5-10	applies risk management practices and works safely in developing quality design solutions
	selects and uses a range of technologies competently in the development and management of quality design solutions

Drama

Syllabus: [Drama 7-10 Syllabus](#)

Task	Task Type	Outcomes	Weighting	Due Date
Short-film Project and Advertising Design	Shortfilm project And supporting material.	DR5-MAK-01 DR5-MAK-02 DR5-PER-01 DR5-APP-02	Film 20% Supporting material 5%	Term 1, Week 9
Monologues	In class performance In class reflection item	DR5-MAK-02 DR5-PER-02	Performance 15% Reflection 5%	Assessment week Term 2 Week 9
Innovative Theatre Theatre Company Launch	In class presentation Podcast submission Written submission	DR5-MAK-02 DR5-PER-02 DR5-APP-02	Presentation 15% Podcast 5% Written 5%	Term 3, Week 6
Yearly Written Exam And Performance	Playbuilding performance and Written examination	DR5-MAK-02 DR5-PER-02 DR5 -APP-01	Performance 15% Written exam 15%	Term 4, Week 4

Outcomes:

DR5-MAK-01	creates and refines meaning through experimentation with dramatic processes
DR5-MAK-02	selects and applies dramatic elements to create and refine works and experiences through dramatic contexts
DR5-PER-01	applies and adapts performance skills and dramatic processes to communicate intention and meaning
DR5-PER-02	manipulates dramatic elements to stage works and influence audience response through dramatic contexts
DR5-APP-01	analyses how creative choices shape intention and meaning through dramatic processes
DR5-APP-02	evaluates how dramatic elements are manipulated to influence audience response through dramatic contexts

Engineering Industrial Technology

Syllabus: Industrial Technology 7–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Solar House	Product & Portfolio	IND 5-5, IND 5-6, IND 5-9	25%	Term 1, Week 10
Water Turbine	Product & Portfolio	IND 5-2, IND 5-4,IND 5-7	25%	Term 2, Week 9
Remote controlled vehicle	Product & Portfolio	IND 5-5, IND 5-9, IND 5-10	25%	Term 3, Week 9
Examination	Written exam	IND 5-1, IND 5-3, IND 5-8	25%	Term 4, Week 6

Outcomes:

IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Food Technology

Syllabus: Food Technology 7–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Food for Specific Needs - Chef for the Night	Practical and e-portfolio	FT5-5, FT5-9 FT5-10, FT5-11	30%	Term 1, Week 9
Food Service & Catering - Pop Up Eatery - Food Truck	Practical and e-portfolio with partner	FT5-1, FT5-2, FT5- 4, FT5-5, FT5-10	30%	Food order-Term 2 week 8 Theory - 29/6/2026 Practical 1/7/2026
Final Examination	Theory Examination	FT5-2, FT5-3, FT5-6, FT5-7, FT5-9, FT5-12, FT5-13	40%	Term 3 Week 10

Outcomes:

FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12	examines the relationship between food, technology and society
FT5-13	evaluates the impact of activities related to food on the individual, society and the environment

French

Syllabus: Modern Languages K–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Task 1	Speaking and Culture Project	ML5-INT-01 ML5-UND-01	15%	Term 1, Week 8
Task 2	Listening, Reading and Writing	ML5-UND-01 ML5-CRT-01	35%	Term 2, Week 5
Task 3	Speaking and Culture Project	ML5-INT-01 ML5-UND-01	15%	Term 3, Week 7
Task 4	Listening, Reading and Writing	ML5-UND-01 ML5-CRT-01	35%	Term 4, Week 3

Outcomes:	
ML5-INT-01	exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
ML5-UND-01	analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
ML5-CRT-01	creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

History Elective

Syllabus: [History Elective 7-10 Syllabus](#) | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Myths and Legends	Documentary	HTE5-6, HTE5-8, HTE5-9, HTE5-10	30%	Term 1, Week 9
Personality Study	Research Essay	HTE5-1, HTE5-6, HTE5-8, HTE5-9	40%	Assessment week Term 2 Week 9
Yearly Examination	Examination	HTE5-1, HTE5-2, HTE5-3, HTE5-5, HTE5-7	30%	Term 4, Week 4

Outcomes:

HTE5-1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE5-2	examines the ways in which historical meanings can be constructed through a range of media
HTE5-3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTE5-4	explains the importance of key features of past societies or periods, including groups and personalities
HTE5-5	evaluates the contribution of cultural groups, sites, and/or family to our shared heritage
HTE5-6	Identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry
HTE5-7	Explains different contexts, perspectives and interpretations of the past
HTE5-8	Locates, selects and organizes relevant historical information from a number of sources to undertake historical inquiry
HTE5-9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTE5-10	Selects and uses appropriate forms to communicate effectively about the past for different audiences

Indonesian

Syllabus: Modern Languages K–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Daily routine unit test	In class test	ML5-INT-01 ML5-UND-01	20%	Term 1, Week 9
House project	Research Project	ML5-CRT-01	10%	Term 2, Week 2
Speaking test	In class test	ML5-INT-01 ML5-UND-01	20%	Assessment week Term 2 Week 9
Weather unit test	In class test	ML5-UND-01 ML5-CRT-01	20%	Term 3, Week 8
Shopping booklet	Research Project	ML5-INT-01 ML5-UND-01 ML5-CRT-01	20%	Term 4 Week 2
Speaking test	In class test	ML5-INT-01	10	Term 4 Week 4

Outcomes:

ML5-INT-01	exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
ML5-UND-01	analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
ML5-CRT-01	creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

Industrial Technology Timber

Syllabus: Industrial Technology 7–10 | NSW Education Standards

TASK	Task Type	OUTCOMES	WEIGHT	TIME
Project 1: Medicine Cabinet	Product & Portfolio	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8,	35%	Term 2 Week 4
Project 2: Mini Major	Product & Portfolio	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8,	35%	Term 3 Week 10
Written Exam	In Class Exam	IND5-9, IND5-10,	30%	Term 4 TBA

Outcomes

IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

International Studies

Syllabus:

Task	Task Type	Outcomes	Weighting	Due Date
Culture and Beliefs	Report and Presentation	7, 8, 9, 12	25%	Term 1, Week 8
Understanding Cultural Diversity	Research Report	2,3,4,6,12	25%	Assessment week Term 2 Week 9
Culture and Beliefs Presentation	In class presentation	3,6,7,8,12	25%	Term 3 Week 5
China and India Report	Research Report	2,3,4,6,10,11,12	25%	Term 4, Week 3

Outcomes:

- | | |
|---|---|
| <ul style="list-style-type: none"> 5-1 5-2 5-3 5-4 5-5 5-6 5-7 5-8 5-9 5-10 5-11 5-12 | <ul style="list-style-type: none"> analyses a variety of definitions of culture describes characteristics of culture examines cultural similarities and differences examines cultural diversity accounts for the dynamic nature of culture identifies influences on cultures and their interconnectedness recognises bias and stereotypes analyses different contexts, perspectives and interpretations of cultural beliefs and practices evaluates culturally significant issues, events and scenarios from a variety of perspectives applies understanding of cultural differences when communicating across cultures applies strategies to challenge stereotypes selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures |
|---|---|

Music

Syllabus: Music 7–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Depth Study	Composition or Performance or Musicology	MU5-PER-02 MU5-COM-02 MU5-LIS-02	25	Term 1, Week 9
Composition and Portfolio	Composition Musicology	MU5-COM-01 MU5-LIS-02	25	Term 2 Week 5
Performance and Viva Voce	Performance Musicology	MU5-PER-01 MU5-LIS-01	25	Term 3, Week 5
Exam	Listening	MU5-LIS-01 MU5-LIS-02	25	Term 4 Exam Period

Outcomes:

MU5-PER-01	Performs repertoire with stylistic awareness and musical expression
MU5-PER-02	Manipulates and combines the elements of music in performance to communicate musical ideas
MU5-LIS-01	Uses listening skills to analyse music in relation to stylistic, cultural, historical and social contexts
MU5-LIS-02	Uses listening skills to evaluate how the elements of music are manipulated and combined
MU5-COM-01	Improvises, arranges or composes with stylistic understanding and musical expression
MU5-COM-02	Manipulates and combines the elements of music to create musical ideas

Physical Activity and Sports Studies

Syllabus: Physical Activity and Sports Studies

Task	Task Type	Outcomes	Weighting	Due Date
Body Systems	Examination	PASS5-1 PASS5-2, PASS5-10 PASS5-9	25%	Term 1 week 9
Fitness Olympics	Booklet	PASS5-1 PASS5-2, PASS5-5 PASS5-6 PASS5-7 PASS5-9	25%	Assessment week Term 2 Week 9
Sports Injury video presentation	Video presentation	PASS5-1 PASS5-7 PASS5-8 PASS5-10	25%	Term 2 week 9
Final exam	Examination	PASS5-1 PASS5-3 PASS5-6 PASS5-10	25%	Term 4 week 4

Outcomes:

PASS5-1	Discusses factors that limit and enhance the capacity to move and perform
PASS5-2	Analyses the benefits of participation and performance in physical activity and sport
PASS5-3	Discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	Analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	Demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	Evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7	Works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	Displays management and planning skills to achieve personal and group goals
PASS5-9	Performs movement skills with increasing proficiency
PASS5-10	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Photographic and Digital Media

Syllabus: [Photographic and Digital Media 7-10](#)

Task	Task Type	Outcomes	Weighting	Due Date
Re-Enchantment Animation & Photographs	Artmaking	5.2, 5.4, 5.5, 5.6	25%	Term 2 Week 6
Re-Enchantment Written Response	Critical and Historical	5.7, 5.8, 5.9, 5.10	20%	Term 2 Week 8
Metropolis	Artmaking	5.1, 5.3, 5.4, 5.6	35%	Term 3 Week 9
Examination	Critical and Historical	5.7, 5.8, 5.9, 5.10	20%	Term 4 Examination period

Outcomes:

- | | |
|--|--|
| <p>5.1</p> <p>5.2</p> <p>5.3</p> <p>5.4</p> <p>5.5</p> <p>5.6</p> <p>5.7</p> <p>5.8</p> <p>5.9</p> <p>5.10</p> | <p>develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works</p> <p>makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience</p> <p>makes photographic and digital works informed by an understanding of how the frames affect meaning</p> <p>investigates the world as a source of ideas, concepts and subject matter for photographic and digital works</p> <p>makes informed choices to develop and extend concepts and different meanings in their photographic and digital works</p> <p>selects appropriate procedures and techniques to make and refine photographic and digital works</p> <p>applies their understanding of aspects of practice to critically and historically interpret photographic and digital works</p> <p>uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works</p> <p>uses the frames to make different interpretations of photographic and digital works</p> <p>constructs different critical and historical accounts of photographic and digital works</p> |
|--|--|

Textiles Technology

Syllabus: Technology Mandatory | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Research task	Task 1: Research Project- Historical Investigation- Fashion History	TEX5-2,4,6,8, 11	25%	Term 1 Week 10
Design and construct an Apparel item (Folio & Item)	Task 2: Project 2 Focus Area – Apparel - Formal wear inspired by buildings from around the world	TEX5-2, 4, 5, 11, 12,	25%	Term 2, Week 6
Exam	Project 3: Written Exam	TEX5-1, 3, 6, 7	25%	Term 3 ,Week 10
Design and construct an Apparel item (Folio & Items)	Task 4: Project 2 Focus Area- Apparel – Material – Casual cruise wear for travels by the sea	TEX5-1, 3, 4, 7, 9, 10, 11	25%	Term 4, Week 2

Outcomes:

TEX5-1	explains the properties and performance of a range of textile items
TEX5-2	justifies the selection of textile materials for specific end uses
TEX5-3	explains the creative process of design used in the work of textile designers
TEX5-4	generates and develops textile design ideas
TEX5-5	investigates and applies methods of colouration and decoration for a range of textile items
TEX5-6	analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
TEX5-7	evaluates the impact of textiles production and use on the individual consumer and society
TEX5-8	selects and uses appropriate technology to creatively document, communicate and present design and project work
TEX5-9	
TEX5-10	critically selects and creatively manipulates a range of textile materials to produce quality textile items
TEX5-11	selects appropriate techniques and uses equipment safely in the production of quality textile projects
TEX5-12	demonstrates competence in the production of textile projects to completion evaluates textile items to determine quality in their design and construction

Visual Arts

Syllabus: Visual Arts 7–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Steal Like an Artist Artmaking Task & VAPD	Art Making	5.1, 5.3, 5.4, 5.6	30	Term 2, Week 5
Get Cultured Written Response	Critical & Historical	5.7,5.9	20	Term 2, Week 9
Get Cultured Body of Work & VAPD	Art Making	5.1, 5.2, 5.6	30	Term 3, Week 2 (VAPD) Term 3, Week 10 (BOW)
Yearly Exam	Critical & Historical	5.7, 5.8, 5.9	20	Term 4

Outcomes:

- | | |
|---|---|
| <ul style="list-style-type: none"> 5.1 5.2 5.3 5.4 5.5 5.6 5.7 5.8 5.9 5.10 | <ul style="list-style-type: none"> Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks Makes artworks informed by their understanding of the function of and relationships between the artist - artwork - world – audience Makes artworks informed by an understanding of how frames affect meaning Investigates the world as a source of ideas, concepts and subject matter in the visual arts Makes informed choices and different meanings in their artwork Demonstrates developing technical accomplishment and refinement in making artworks Applies their understanding of aspects of practice to critical and historical interpretations of art Uses their understanding of the function of and relationships between the artist - artwork - world – audience Demonstrates how the frames provide different interpretations of art Demonstrates how art criticism and art history construct meanings |
|---|---|

Visual Design

Syllabus: Visual Design 9–10 | NSW Education Standards

Task	Task Type	Outcomes	Weighting	Due Date
Object Design Part 2 & Journal	Design Making	5.1, 2, 3, 4, 5, 6	10	Term 1, Week 7
Interior/Exterior Individual Design Task & Journal	Design Making	5.1, 2, 4, 5, 6	25	Term 2, Week 7
Design Your Career Research Task	Critical & Historical	5.7, 8	20	Term 3, Week 4
Ceramics, Tableware & Event Styling Task & Journal	Design Making	5.1, 2, 4, 5, 6	25	Term 4, Week 2
Yearly examination	Critical & Historical	5.7, 8, 9, 10	20	Term 4 Examination Block

Outcomes:

- | | |
|---|---|
| <ul style="list-style-type: none"> 5.1 5.2 5.3 5.4 5.5 5.6 5.7 5.8 5.9 5.10 | <ul style="list-style-type: none"> Develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks Makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience Makes visual design artworks informed by an understanding of how the frames affect meaning. Investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks Makes informed choices to develop and extend concepts and different meanings in their visual design artworks Selects appropriate procedures and techniques to make and refine visual design artworks Applies their understanding of aspects of practice to critically and historically interpret visual design artworks Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks Uses the frames to make different interpretations of visual design artworks Constructs different critical and historical accounts of visual design artworks |
|---|---|

3. Life Skills Courses

Life Skills - English

Task Description	Outcomes	Achieved by
Modified task and class portfolio (formative)	ENLS-RVL-01	End of Term 1
Modified task and class portfolio (formative)	ENLS-RVL-02	End of Term 2
Modified task and class work (summative)	ENLS-URA-01	End of Term 3
Demonstration through classwork and in class formative assessment	ENLS-URB-01 ENLS-URC-01 ENLS-ECA-01	Mid Term 4

Outcomes:	
ENLS-COM-01	communicates in familiar or unfamiliar contexts
ENLS-RVL-01	engages with a range of texts
ENLS-RVL-02	uses reading strategies when engaging with a range of texts
ENLS-URA-01	identifies language and/or visual forms, features and structures
ENLS-URB-01	identifies ideas, experiences and values in a range of texts
ENLS-URC-01	makes connections with and between texts
ENLS-ECA-01	composes texts for everyday purposes
ENLS-ECA-02	composes texts using language conventions for specific purposes and audiences
ENLS-ECB-01	uses processes of planning and revising to develop texts

Life Skills - Geography

Task Description	Outcomes	Date
Demonstration through classwork and in class formative assessment	GE-LS-1 GELS-2, GELS-3	End of Term 2
Modified task and class portfolio (formative)	GELS-4, GELS-5 GELS-6, GELS-8,	Mid Term 4

Outcomes:

- | | |
|--|---|
| <p>GELS-1
GELS-2
GELS-3
GELS-4
GELS-5
GELS-6
GELS-7
GELS-8</p> | <p>recognises features and characteristics of places and environments
demonstrates an understanding that places and environments change
explores interactions and connections between people, places and environments
recognises perspectives of people and organisations on a range of geographical issues
explores management of places and environments
investigates differences in human wellbeing
collects and uses geographical information for inquiry
communicates geographical information</p> |
|--|---|

Life Skills - History

Task Description	Outcomes	Date
Modified task and class portfolio (formative)	HTLS-1, HTLS-4, HTLS-5,HTLS-7	End of Term 2
Demonstration through classwork and in class formative assessment	HTLS-2,HTLS-3, HTLS-6, HTLS-8 HTLS-9	Mid Term 4

Outcomes:

HTLS-1	recognises personal connections to history
HTLS-2	demonstrates an understanding of time and chronology
HTLS-3	investigates how people lived in various societies from the past
HTLS-4	explores the features of a particular society or time
HTLS-5	recognises the significance of people and events in the past
HTLS-6	explores the significance of changes and developments in the past
HTLS-7	recognises a variety of historical sources
HTLS-8	uses sources to understand the past
HTLS-9	recognises different perspectives of people, events and issues
HTLS-10	uses a variety of strategies to locate and select information for an historical investigation
HTLS-11	uses historical terms to describe the past
HTLS-12	investigates the past using historical skills
HTLS-13	selects and uses a variety of strategies to organise and communicate information about the past

Life Skills - Mathematics

Task Description	Outcomes	Date
Modified task and class portfolio (formative)		End of Term 2
Demonstration through classwork and in class formative assessment		Mid Term 4

Outcomes:

MALS-LAN-01	recognises language that represents number
MALS-LAN-02	responds to and uses language that represents number
MALS-COU-01	counts in everyday contexts
MALS-REP-01	represents number in everyday contexts
MALS-COM-01	compares and orders numbers
MALS-FRC-01	demonstrates knowledge of fractions in everyday contexts
MALS-DEP-01	demonstrates knowledge of decimals and percentages in everyday contexts
MALS-ADS-01	uses strategies for addition and subtraction
MALS-MDI-01	uses strategies for multiplication and division
MALS-FIN-01	demonstrates knowledge of money in everyday contexts
MALS-FIN-02	plans and manages personal finances
MALS-PAT-01	recognises and applies patterns in everyday contexts
MALS-TIM-01	demonstrates knowledge of time in everyday contexts
MALS-TIM-02	organises and measures time in everyday contexts
MALS-LEN-01	measures and uses length in everyday contexts
MALS-VOL-01	measures and uses volume, capacity and mass in everyday contexts
MALS-ARE-01	measures and uses area in everyday contexts
MALS-GEO-01	explores 2 dimensional shapes and 3 dimensional objects
MALS-POS-01	demonstrates knowledge of position and direction in everyday contexts
MALS-DAT-01	recognises and represents data in everyday contexts
MALS-DAT-02	interprets information from data displays
MALS-PRO-01	applies chance and probability to everyday events

Life Skills - Science

Task Description	Outcomes	Date
Modified task and class portfolio (formative)	SCLS-4WS, SCLS-5WS, SCLS-7WS	End of Term 1
Modified task and class work (summative)	SCLS-22CW, SCLS-23CW	End of Term 2
Demonstration through classwork and in class formative assessment	SCLS-6WS, SCLS-8WS, SCLS-9WS	End of Term 3
Modified task and class work (summative)	SCLS-11PW, SCLS-12PW, SCLS-1VA, SCLS-2VA, SCLS-3VA	Mid Term 4

Outcomes:

SCLS-1VA	recognises the role of science in personal, social and global issues relating to everyday life
SCLS-2VA	recognises that using the processes of Working Scientifically increases their understanding of the world
SCLS-3VA	demonstrates a willingness to engage with science-related issues relevant to their lives
SCLS-4WS	asks questions that can be tested and makes predictions
SCLS-5WS	participates in planning to investigate questions or problems
SCLS-6WS	participates in an investigation by following a sequence
SCLS-7WS	collects, records and interprets data and information
SCLS-8WS	recognises strategies to solve identified problems
SCLS-9WS	uses a variety of strategies to communicate information about an investigation
SCLS-10PW	explores a range of forces in everyday situations
SCLS-11PW	identifies various forms and sources of energy and their uses
SCLS-12PW	investigates ways to use energy responsibly
SCLS-13ES	identifies features of the Earth
SCLS-14ES	explores features of the solar system, including the Earth's position and movement
SCLS-15ES	identifies that the Earth is the source of resources used in everyday life
SCLS-16ES	investigates some practices used in the effective management of the Earth's resources
SCLS-17LW	recognises features of living and non-living things
SCLS-18LW	identifies structures of living things and their functions
SCLS-19LW	explores ways in which science and technology have improved human health
SCLS-20LW	explores the interactions of living things with each other and the environment
SCLS-21LW	investigates the effect of science and technology on the environment
SCLS-22CW	recognises the properties of common substances
SCLS-23CW	explores how common chemicals affect everyday life
SCLS-24CW	investigates a variety of chemical changes

Life Skills - PDHPE

Task Description	Outcomes	Date
MODIFIED TASK - OBSERVATION	PDLS-5 PDLS-6	Term 1 week 5
MODIFIED TASK - Classroom discussion and observation	PDLS-7	Term 1 week 9
MODIFIED TASK - OBSERVATION	PDLS-1, PDLS-12	Term 2 week 7
MODIFIED TASK - Classwork (portfolio)	PDLS-3	Term 3 week 9

Outcomes:

- | | |
|--|--|
| <p>PDLS-1</p> <p>PDLS-2</p> <p>PDLS-3</p> <p>PDLS-4</p> <p>PDLS-5</p> <p>PDLS-6</p> <p>PDLS-7</p> <p>PDLS-8</p> <p>PDLS-9</p> <p>PDLS-10</p> <p>PDLS-11</p> <p>PDLS-12</p> | <p>recognises strategies to manage current and future challenges</p> <p>demonstrates help-seeking strategies and behaviours</p> <p>uses strategies to access health information and support services available in the community</p> <p>uses appropriate strategies and behaviours to establish and maintain respectful relationships with others</p> <p>demonstrates a range of movement skills in a variety of physical activity contexts</p> <p>engages with ways to problem-solve in physical activity contexts</p> <p>explores factors that enhance health, safety, wellbeing and participation in physical activity</p> <p>uses appropriate and safe behaviours to promote healthy, safe and active lifestyles in a range of contexts</p> <p>engages with components of a healthy, safe and balanced lifestyle</p> <p>develops skills for effective self-management</p> <p>uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts</p> <p>demonstrates and adapts a range of movement skills in a variety of contexts</p> |
|--|--|

Life Skills - commerce

Task Description	Outcomes	Date
Demonstration through classwork and in class summative assessment	COMLS-1,COMLS-2, COMLS-8	End of Term 1
Modified task Recognises the differences between needs and wants and class portfolio (formative)	COMLS-3, COMLS-4	End of Term 2
Modified task and class portfolio (observation)	COMLS-3, COMLS-4,COMLS-6	End of Term 3
Modified task and class work (summative)	COMLS-1,COMLS-2, COMLS-8,	Mid Term 4

Outcomes:

COMLS-1	Recognises the differences between needs and wants
COMLS-2	Identifies ways in which people obtain goods and services in the local community
COMLS-3	Explores rights and/or responsibilities as a consumer
COMLS-4	Identifies individual employment rights and/or responsibilities
COMLS-5	Investigates issues which affect daily life
COMLS-6	Outlines individual legal rights and responsibilities
COMLS-7	Makes informed decisions in a range of contexts
COMLS-8	Purchases goods and services
COMLS-9	Identifies financial services that assist in making decisions
COMLS-10	Identifies appropriate community support personnel and agencies who can assist with problems and issues
COMLS-11	Uses strategies to locate and select information
COMLS-12	Uses strategies to organise and communicate information
COMLS-13	Uses individual and collaborative skills in the learning process

Life Skills - PASS

Task Description	Outcomes	Date
MODIFIED TASK - OBSERVATION	PASSLS - 9	Term 1 week 5
MODIFIED TASK - Classroom discussion and observation	PASSLS-1, PASSLS-6, PASSLS-7, PASSLS-10	Term 1 week 9
MODIFIED TASK - OBSERVATION	PASSLS-4, PASSLS-8	Term 2 week 7
MODIFIED TASK - Classwork (portfolio)	PASSLS-4, PASSLS-6, PASSLS-7, PASSLS-8,	Term 3 week 9

Outcomes:

- | | |
|--|---|
| <p>PASSLS-1</p> <p>PASSLS-2</p> <p>PASSLS-3</p> <p>PASSLS-4</p> <p>PASSLS-5</p> <p>PASSLS-6</p> <p>PASSLS-7</p> <p>PASSLS-8</p> <p>PASSLS-9</p> <p>PASSLS-10</p> | <p>Identifies factors that affect health and fitness</p> <p>Explores the benefits of participating in a range of physical activities and/or sports</p> <p>Explores the ways in which physical activity and sport are part of everyday life in Australia</p> <p>Investigates ways to participate in physical activity and/or sport contexts</p> <p>Demonstrates skills and strategies for participation in physical activity and/or sport</p> <p>Investigates factors that enhance participation in physical activity and/or sport</p> <p>Collaborates with others when participating in a range of activities</p> <p>Plans to achieve personal and group goals</p> <p>Performs movement skills with increasing confidence</p> <p>Demonstrates decision-making skills in physical activity and/or sport contexts</p> |
|--|---|

My Assessment Planner

Term	Week	Assessment
ONE	7	
	8	
	9	
	10	
TWO	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
THREE	1	
	2	

	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	FOUR	1	
		2	
3			
4			
5			
6			
7			
8			
9			
10			