MILLER TECHNOLOGY HIGH SCHOOL

PER CULTURAM—Promoting Growth and Development

2023

YEAR 10 ASSESSMENT HANDBOOK

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ASSESSMENT GUIDELINES

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

It is of specific use to students leaving school prior to the HSC.

The RoSA lists all mandatory and additional Stage 5 and – where applicable – Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed and the date of leaving school.

The NSW Education Standards Authority (NESA) issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school. Any time a student or school wants an up-to-date snapshot of a student's academic progress, a transcript called a Student eRecord can be accessed via Students Online and Schools Online and printed. The Student eRecord is not a formal NESA credential, but has the same information as a RoSA and also contains information regarding Life Skills outcomes achieved and VET course competencies completed, where applicable.

Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

Eligibility and Issuance

To be eligible for a Record of School Achievement, students must have:

- Attended a government school or accredited non-government school within NSW, or a school outside NSW recognised by NESA;
- Satisfactorily completed the mandatory curriculum requirements (see below);
- Satisfactorily completed the required school-based assessment program; and
- Completed Year 10.

Record of School Achievement (RoSA) is issued to eligible students when they leave school.

School leavers who are not eligible for the RoSA will receive a Transcript of Study. The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed and will indicate mandatory courses that have not been satisfactorily completed with the words *Not Completed.*

The Transcript of Study will state that the student is not eligible for the RoSA.

Mandatory curriculum requirements

The following are NESA's mandatory curriculum requirements for the award of a Record of School Achievement:

- Courses in each of English, Mathematics, Science, and Human Society and Its Environment are to be studied substantially throughout each of Years 7–10, with 400 hours in each to be completed by the end of Year 10. Included in the Human Society and Its Environment requirement are 100

hours each of History and Geography to be studied in Years 7–8, and 100 hours each of Australian History and Australian Geography to be studied in Years 9–10.
- Courses in each of Creative Arts and Technological and Applied Studies are to be studied, with 200 hours in each to be completed by the end of Year 10. Included in the Creative Arts requirement are 100 hours of Visual Arts and 100 hours of Music.
- A course in Personal Development, Health and Physical Education is to be studied in each of Years 7–10, with 300 hours to be completed by the end of Year 10; and
- One language is to be studied for at least 100 hours, over one continuous 12-month period between Years 7 and 10, preferably in Years 7–8.

The mandatory requirements in English, Mathematics, Science, Human Society and Its Environment, Languages, Technology, Music, Visual Arts, and Personal Development, Health and Physical Education are reported as 'Completed' on the Record of School Achievement.

Reporting of achievement

The Record of School Achievement reports on student achievement in all Stage 5 (Years 9 and 10) and Stage 6 (Preliminary) courses completed. Courses may be Board Developed Courses or Board Endorsed Courses. The Record of School Achievement includes the following information:

- The indicative duration of the course (100 hours or 200 hours for Stage 5, 1 Unit – 60 hours or 2 Unit – 120 hours for Stage 6).
- Achievement in the course, generally reported as a grade, awarded by the student's school in accordance with the Board of Studies state-wide standards (see below).
- For courses designated as Life Skills courses, reference is made to the Profile of Student Achievement, which provides details of the Life Skills syllabus outcomes achieved by the student; and
- For Vocational Education and Training (VET) courses, a reference appears to the VET credentials earned by the student in undertaking the course.

Where applicable, Stage 6 (Preliminary) courses in which the student has participated but not completed at the date of leaving school are listed.

Awarding Stage 5 grades

Grades A to E are awarded for Stage 5 courses satisfactorily completed. In Mathematics, the grades are further differentiated as A10, A9, B8, B7, C6, C5, D4, D3 or E2.

For each Board Developed Course, Course Performance Descriptors have been developed, which describe in detail typical performance by students awarded each grade at the end of Stage 5.

Grades in other courses are determined by relating each student's achievements to common grade scale descriptions.

RoSA and Numeracy and Literacy Test Reports

Under the arrangements for the Record of School Achievement, students who elect to leave school before completing the Higher School Certificate may choose to sit for tests in Literacy and Numeracy. The tests are focused on the literacy and numeracy skills required by school leavers for employment and further education.

The concepts of literacy and numeracy being tested have been drawn from the Australian Core Skills Framework (ACSF), developed, and endorsed by the Australian Government Department of Education, Employment and Workplace Relations.

The Australian Core Skills Framework describes five levels of performance in key skill areas that are essential for people to participate in our society: Learning, Reading, Writing, Oral Communication and Numeracy.

The framework provides a consistent national approach to the identification of the core skills requirements and a common reference point for describing and discussing individual performance, strengths and areas for further support and learning.

The levels used for reporting performance in the Literacy and Numeracy tests are derived from Levels 1, 2, 3 and 4 of the ACSF for Reading, Writing and Numeracy.

The maximum possible mark for each test is 80 and:

- Level 4 corresponds to marks from 60 to 80
- Level 3 corresponds to marks from 40 to 59
- Level 2 corresponds to marks from 20 to 39
- Level 1 corresponds to marks less than 20.

It is important to note that a student's performance will be influenced by many factors and is only an indication of their skills at that point in time. To gain a full understanding of the student's literacy and numeracy skills, this report should be considered in conjunction with other evidence of the student's performance.

Grades and Assessment

Stage 5 grading

Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student achievement in any 100 hour or 200-hour course completed in Stage 5. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). The grade awarded is reported on the student's Record of School Achievement.

Teachers will use Course Performance Descriptors to determine Stage 5 grades. The descriptors have been developed from General Performance Descriptors and provides a more complete description of typical performance in this course at each grade level.

Determining Stage 5 grades

Teachers follow the schools' procedures for the allocation of Stage 5 grades.

During the course teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers will make a judgement as to which grade descriptor best describes the achievement of that student.

Assessment activities

Year 10 students must follow the school's assessment policy and complete assessment activities (outlined in subject specific schedules) to be awarded a Stage 5 grade subject. Subjects may use a range of different assessment activities or tasks for this purpose. The scheduling of assessment activities and the weightings applied reflect the school's organisation of each course. Students will be given the opportunity to demonstrate their maximum level of achievement relative to the course performance descriptors.

Applying the course performance descriptors

Teachers will use their professional judgement when applying the course performance descriptors. The descriptor that provides the best overall description of the student's achievement will determine the grade awarded. Classroom teachers will distribute to students their subject specific **Course Performance Descriptor.**

General performance descriptors

The general performance descriptors describe performance at each of five grade levels.

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

'N' Determinations

'N' determinations are issued to students who **DO NOT** complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study

RoSA N DETERMINATION PROCEDURES

STEP 1

1st Assessment task/classwork not submitted on time, or student has not:

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

1st Warning Letter generated by Class Teacher and signed by the Head Teacher using Sentral/Wellbeing.
Head Teacher gives letter to Principal.
Principal signs letter and SASS will organise 4 photocopies for Year 10.

- Original letter mailed to parents.
- One copy to student file.
- One copy to Deputy Principal for Senior Review Process.
- Two copies to Head Teacher: One for file and one for original teacher to issue to student.

Student completes task/classwork, warning negated – Classroom Teacher alters Sentral/Wellbeing database from ACTIVE to WITHDRAWN and informs relevant Deputy Principal.

OR

Student does not complete task/classwork by second due date – No alteration is made to the Sentral/Wellbeing database**. The N Warning letter remains ACTIVE.**

NOTE:

Only one warning letter will be issued for any single task/period of classwork. The alternative date should be three weeks later to allow for postal delivery.

Students completing the assessment task/classwork by the alternative date will have resolved the warning unless there is a sustained pattern of non-completion of tasks/classwork by the original due date. The warning does not count towards an N determination. A zero mark is recorded.

N Warning letters and a **ZERO MARK** can be issued for non-serious attempts in exams or plagiarism.

N Warning letters should be issued for failure to complete work placements. If a student fails to organise a new work placement by the alternative date, this will result in an immediate N determination. This N determination may be lifted if the work placement is completed at a later date.

Where a student is failing to satisfy the following criteria, a) followed the course developed or endorsed by the Board, b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; c) achieved some or all of the course outcomes due to poor attendance, the N Warning letter should document the classwork they have missed and the time period in which this classwork was completed by the rest of the class

STEP 2

i. 2nd Assessment task/classwork not submitted on time, or student has not satisfied a), b) or c).
ii. 2nd Warning letter generated by Classroom Teacher on SENTRAL / Wellbeing database.
iii. Letter checked and signed by Head Teacher.
iv. Head Teacher gives letter to Principal.
v. Principal signs letter and SASS will organise 4 photocopies for Year 10.
   - Original letter mailed to parents
   - One copy to student file.
   - One copy to Deputy Principal for Senior Review process.
   - Two copies to Head Teacher: 1 for file and 1 for original teacher to issue to student.

vi. Student completes task/classwork – the N Warning is negated. Classroom Teacher alters database,

OR

Student does not complete task/classwork by due date – **the N Warning letter remains ACTIVE.**

NOTE:

The second N Warning letter will include a box which itemises the details of the **first ACTIVE N WARNING** letter issued for the subject. This acts as a follow up warning indicating a previous problem has not been corrected.

STEP 3

i. Students who have two (2) ACTIVE warnings in a subject will meet with their Deputy Principal for Senior Review. Remember: warnings accumulate only if 'alternative' dates are not met.
ii. Student will be asked to sign an acknowledgement of warnings at this Senior Review Meeting in the form of a contract. A notification of Senior Review will also be sent home to parents by mail.

STEP 4

i. Students receiving a third N Warning letter in one course will usually be recommended for a N determination in consideration of the above process. The appeals procedure will be explained by the Deputy Principal. Students who fail to complete more than 50% of assessment tasks must be recommended to the Principal.
ii. The Principal will make the final decision on an N determination and will conduct an interview with the student and the parent (if available) to explain the appeals process.

MILLER TECHNOLOGY HIGH SCHOOL ASSESSMENT POLICY AND PROCEDURES

Students who are absent when a task is due

If a student is absent from school on the day of an assessment task, it is the responsibility of the student on the first day of his/her return to school to approach the Head Teacher of that subject and present a doctor's certificate for illness or some other verifiable evidence of a legitimate personal circumstance which prevented him or her from attending on the day in question. A substitute task may then be given. A misadventure form is included in the appendix of this booklet and must be used to apply for the substitute task or acceptance of the assignment.

Teacher absence on the date of an assessment task

If a teacher is absent on the day a task is due it is the student's responsibility to hand the task to the relevant Head Teacher. If it is an in-class task, the Head Teacher will organise appropriate supervision of the task.

Malpractice

Students who are found to have engaged in malpractice during (in-class tasks) **OR** relating to an assessment task will not be awarded a mark for the task. Student will be issued with a 'N' warning in relation to that task.

COURSES SCHEDULES AND OUTCOMES

COURSE SCHEDULES

COMMERCE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	**Stimulus based task**	**Mid-course examination**	**Research – Project Proposal based task**	**End of course examination**	
Timing	Term 1, Week 8	Term 2, Week 7	Term 3, Week 4	Term 4, Week 4	
Outcomes assessed	5.1, 5.7, 5.8, 5.9 LIT, FA-5	5.1, 5.4, 5.6, 5.8	5.1, 5.3, 5.4, 5.7, 5.9 LIT	5.1, 5.4, 5.5, 5.8, FA-5	
Components					**Weighting %**
The Economic and Business Environment	25%	5%			**30%**
Travel		20%			**20%**
Law, Society and Political Involvement			25%	5%	**30%**
Towards Independence				20%	**20%**
Total %	**25%**	**25%**	**25%**	**25%**	***100%***

Commerce Outcomes:

COM5-1 Applies consumer, financial, economic, business, legal, and political and employment concepts and terminology in a variety of contexts.

COM5-2 Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, and political and employment contexts.

COM5-3 Examines the role of law in society.

COM5-4 Analyses key factors affecting decisions.

COM5-5 Evaluates options for solving problems and issues.

COM5-6 Develops and implements plans designed to achieve goals.

COM5-7 Researches and assesses information using a variety of sources.

COM5-8 Explain information using a variety of forms.

COM5-9 Works independently and collaboratively to meet individual and collective goals within specified timeframes.

Numeracy and Literacy Outcomes

FA-5 Graph representations/data analysis.

Literacy: Uses literary devices and expands vocabulary to produce a clear argument within written texts.

ENGLISH

Task number	***Task 1***	***Task 2***	***Task 3***	***Task 4***	
Nature of task	***Analytical & Multimodal***	***Mid-course examination***	***Non-Fiction Discursive Response***	***ROSA End of course examination***	
Timing	Term 1, Week 7	Term 2, Week 5	Term 3, Week 8	Term 4, Week 4	
Outcomes assessed	1, 3, 5, 6, 8, CRT7	1, 3, 5, 6, FA-5	CRT8, 1, 4, 7, 8	1, 3, 6, 7, FA-5	
Components					**Weighting %**
Reading		10%		10%	**20%**
Writing	5%	10%	10%	10%	**35%**
Speaking	10%				**10%**
Viewing & Representing			15%	5%	**20%**
Listening	10%				**10%**
Numeracy		5%			**5%**
Total %	**25%**	**25%**	**25%**	**25%**	**100%**

English Stage 5 Outcomes

EN5-1A Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.

EN5-2A Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.

EN5-3B Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.

EN5-4B Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.

EN5-5C Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.

EN5-6C Investigates the relationships between and among texts.

EN5-7D Understands and evaluates the diverse ways texts can represent personal and public worlds.

EN5-8D Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.

EN5-9E Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

Numeracy Outcomes

FA 5: Representing data in graphs and timelines.

ENGLISH (EALD)

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	**Writing and Speaking - Persuasive**	**Writing Extended Response**	**Viewing and Representing**	**Poetry**	
Timing	Term 1: Week 8	Term 2: Week 9	Term 3: Week 9	Term 4: Week 7	
Outcomes	EN5-7D, EN5-3B	EN5-4B, EN5-5C, EN5-7D, FA5	EN5-1A, EN5-3B, EN5-7D, EN5-4B, EN5-5C, EN5-8D	EN5-7D, EN5-8D, EN5-5C, FA5	
Components					**Weighting %**
Reading				15%	**15%**
Writing	15%	25%		10%	**50%**
Speaking	5%				**5%**
Viewing and Representing			25%		**25%**
Listening	5%				**5%**
Total Marks	**25%**	**25%**	**25%**	**25%**	**100%**

EALD ENGLISH OUTCOMES

EN5-1A Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis.

EN5-3B Selects and uses language forms, features, and structures of texts appropriate to a range of purposes, audiences, and contexts, describing and explaining their effects on meaning.

EN5-5C Thinks imaginatively, creatively, interpretively, and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.

EN5-6C Investigates the relationships between and among texts.

EN5-7D Understands and evaluates the diverse ways texts can represent personal and public worlds.

EN5-4B Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.

EN5-9E Purposefully reflects on, assesses, and adapts their individual and collaborative skills with increasing independence and effectiveness.

EN5-8D Questions, challenges, and evaluates cultural assumptions in texts and their effects on meaning.

Numeracy Skills Framework

FA5 Graphical representation and data analysis.

FOOD TECHNOLOGY

Task number	Task 1	Task 2	Task 3	
Nature of task	**Practical / Folio** **Food for Special Occasions**	**Report / Practical** **Food Service and Catering**	**Practical / Folio** **Food Trends**	
Timing	Term 1: Week 8	Term 3: Week 5	Term 4: Week 5	
Outcomes assessed	FT5-1, FT5-2, FT5-5, FT5-12, FT5-13	FT5-2, FT5-3, FT5-4, FT5-6, FT5-11	FT5-1, FT5-2, FT5-7, FT5-8, FT5-9, FT5-10	
Components				**Weighting %**
Numeracy focus assessment	FA4	FA4		
Literacy Outcomes – Assessment	CrT8		CrT10	
Total %	**40%**	**30%**	**30%**	**100%**

Food Technology Stage 5 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 handling food.
FT5-3 Describes the physical and chemical properties pf 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.

Numeracy and Literacy Outcomes:

FA4: Measurement and Time Calculations: KLA Applications and Considerations – Measures both liquid and dry ingredients

CrT8: Writes ideas which are relevant to the purpose of the text.
CrT10: Writes to explain and analyse (evaluates final designed solution and processes).

GEOGRAPHY

Task number	Task 1	Task 2	Task 3	
Nature of task	**Research Action Plan / Investigation**	**Media Report on Human Wellbeing**	**Final-Course Examination**	
Timing	Term 1, Week 8	Term 3, Week 7	Term 4, Week 5	
Outcomes assessed	GE5-2, GE5-3, GE5-4, GE5-5, GE5-8, Literacy 1, FA-3	GE5-1, GE5-6, GE5-7, FA-5, Literacy 1	GE5-1, GE5-6, GE5-7, GE5-8, Literacy 2, FA-5	
Components				**Weighting %**
Environmental Change and Management	40%			**40%**
Human Well Being		30%	30%	**60%**
Total	**40%**	**30%**	**30%**	**100%**

Geography 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 using a variety of strategies.
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.

Numeracy and Literacy Outcomes

FA-3	Uses maps to locate areas of significance.
FA-5**:**	Graphical representation and data analysis.

Literacy 1:	Uses modal words to convey geographical information.
Literacy 2:	Uses literary devices and expands vocabulary to produce a clear argument within written texts.

HISTORY

Task number	Task 1	Task 2	Task 3	
Nature of task	**Cold War Period Research / Source Task**	**Rights and Freedoms Source Essay**	**Rights and Freedoms End of Course Exam**	
Timing	Term 1, Week 6	Term 3, Week 8	Term 4, Week 5	
Outcomes assessed	HT5-3, HT5-6, HT5-7, HT5-8, HT5-10, FA-5, LIT	HT5-1, HT5-4, HT5-5, HT5-10, FA-5, LIT	HT5-1, HT5-2, HT5-4, HT5-5, HT5-9,	
Components				**Weighting %**
Semester 1 Cold War	40%			**40%**
Semester 2 Rights and Freedoms		30%	30%	**60%**
Total %	**40%**	**30%**	**30%**	**100%**

History 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

Numeracy and Literacy Outcomes

FA-5 Uses graphs and statistics as quantitative historical data.

Literacy: Uses cohesive devices to link sentences and paragraphs clearly and fluently.

HISTORY ELECTIVE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Presentation	Museum Curation	Essay	End of Course Exam	
Timing	Term 1, Week 7	Term 2, Week 5	Term 3, Week 10	Term 4, Weeks 4&5	
Outcomes assessed	HTE5-1; HTE5-3; HTE5-4; HTE5-9; LIT	HTE5-2; HTE5-5; HTE5-8; HTE5-10; FA-5	HTE5-2; HTE5-7; HTE5-8; HTE5-9; LIT	HTE5-1; HTE5-3HTE5-4; HTE5-6; FA-5	
Components					**Weighting %**
Semester 1	25%	25%			**50%**
Semester 2			25%	25%	**50%**
Total %	**25%**	**25%**	**25%**	**25%**	**100%**

History Elective 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 and evaluates the usefulness of historical sources in an historical inquiry process.
HTE5-7 Explains different contexts, perspectives and interpretations of the past.
HTE5-8 Selects and analyses a range of historical sources to locate information relevant to an 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.

INDUSTRIAL TECHNOLOGY – METAL

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Class Practical Safety & Workbook Mechanic Chair	Project Folio G Clamp	Assessment Task Industry Study	Project Folio Welding	
Timing	***Term 1, Week 9***	***Term 2, Week 8***	***Term 3, Week 9***	***Term 4, Week 4***	
Outcomes assessed	IND5-1, IND5-3, IND5-4, IND5-6	IND5-1, IND5-8, IND5-9	IND5-6, IND5-7 IND5-8, IND5-9, IND5-10	IND5-1, IND5-2, IND5-4, IND5-5 IND5-7, IND5-8	
Components					**Weighting %**
Numeracy focus Assessment	Focus Area 4		Focus Area 1		
Literacy Outcomes Assessment		CrT8		CrT10	
Total %	**20%**	**30%**	**20%**	**30%**	**100%**

Industrial Technology – Metal Stage 5 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
IND5-6 Presentation of ideas and projects 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.

Numeracy and Literacy Outcomes

FA 4: Measurement and Time Calculations, converts between metric units of area.
FA 1: Solves complex problems, estimates the solutions, checks the solutions for accuracy and provides reasons for the solution.

CrT10: Writes to explain and analyse (evaluates final designed solution and processes).
CrT8: Informative text Indicators, writes ideas which are relevant to the purpose of the text

INFORMATION AND SOFTWARE TECHNOLOGY

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	**Software Development and Design** **Arduino/SCRATCH/SPHERO/Python and projects**	**Artificial intelligence, simulation and modelling**	**Database Design** **The Cookies database**	**Final Course Exam**	
Timing	Term: 1: Week 8	Term: 2: Week 9	Term: 3: Week 9	Term: 4: Week 4	
Outcomes Assessed	5.1.1, 5.2.2, 5.2.3, 5.5.2, FA1, FA5, UnT5, CrT8	5.2.1, 5.2.3, 5.4.1, 5.5.1	5.1.2, 5.2.1, 5.2.2, 5.2.3	5.5.1, 5.2.1, 5.2.2, 5.2.3, 5.4.1	
Components					**Weighting %**
Design, Produce and Evaluate	10%	10%	10%	10%	**40%**
Hardware	5%	15%	15%	5%	**40%**
Numeracy FA	5%			5%	**10%**
Literacy Element FA	5%			5%	**10%**
Total Marks	**25%**	**25%**	**25%**	**25%**	**100%**

Information and Software Technology- Stage 5 – Outcomes

5.1.1 Selects and justifies the application of appropriate software programs to a range of tasks.
5.1.2 Selects, maintains and appropriately uses hardware for a range of tasks.
5.2.1 Describes and applies problem solving processes when creating solutions.
5.2.2 Designs, produces and evaluates appropriate solutions to a range of challenging problems.
5.2.3 Critically analyses decision-making processes in a range of information and software technology.
5.3.2 Acquires and manipulates data and information in an ethical manner.
5.4.1 Analyses the effects of past, current and emerging information and software technologies on the individual and society.
5.5.2 Communicates ideas, processes and solutions to a targeted audience.

Numeracy and Literacy Outcomes

FA-5 Graphical representation and data analysis
FA-1 Solve complex problems, estimates the solution, checks the solutions for accuracy.

UnT5 Recounts or describes sequenced ideas or information from simple texts with print and visual elements.
Identifies key words and the meaning they carry (nouns, verbs).
CrT8 informative text Indicators.

5.1 MATHEMATICS

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Assignment	Test	Learning Task Open Book	End of Course Exam	
Timing	Term: 1, Week 10	Term: 2, Week 5	Term: 3, Week 7	Term: 4, Week 4	
Outcomes assessed	MA4.16MG, MA5.1.4NA, MA5.1.10MG, FA1(Numeracy)	MA5.1.5NA, MA4.10NA, MA5.13WM, Literacy	MA5.1.8MG, MA5.1.11MG, MA5.1.9MG, Literacy	MA5.1.1WM, MA5.1.12SP, MA5.1.13SP, FA5(Numeracy)	
Components					**Weighting %**
Knowledge and Skills	20%	20%	20%	20%	**80%**
Working Mathematically	5%	5%	5%	5%	**20%**
Total Marks	**25**	**25**	**25**	**25**	**100%**

Mathematics 5.1 Outcomes

MA5.1.1WM	Uses appropriate terminology, diagrams, and symbols in mathematical contexts.
MA5.1.2WM	Selects and uses appropriate strategies to solve problems.
MA5.1.3WM	Provides reasoning to support conclusions that are appropriate to the context.
MA4.10NA	Uses algebraic techniques to solve simple linear and quadratic equations.
MA4.16MG	Applies Pythagoras' theorem to calculate side lengths in right-angled triangles and solves related problems.
MA5.1.4NA	Solves financial problems involving earning, spending, and investing money.
MA5.1.5NA	Operates with algebraic expressions involving positive-integer and zero indices for numerical bases.
MA5.1.6NA	Determines the midpoint, gradient and length of an interval, and graphs linear relationships.
MA5.1-7NA	Graphs simple non-linear relationships.
MA5.1.8MG	Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms.
MA5.1.9MG	Interprets very small and very large units of measurement, uses scientific notation and rounds to significant figures.
MA5.1.10MG	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression.
MA5.1.11MG	Describes and applies the properties of similar figures and scale drawings.
MA5.1.12SP	Uses statistical displays to compare sets of data and evaluates statistical claims made in the media.
MA5.1.13SP	Calculates relative frequencies to estimate probabilities of simple and compound events.

Numeracy and Literacy Outcomes

FA 1	A student identifies mathematical information, understands numbers, calculates, estimates and solves problems.
FA 5	A student represents and interprets data in graphs, tables, and diagrams.

Literacy: Uses vocabulary, including subject specific vocabulary from a range of learning areas.

5.2 MATHEMATICS

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Assignment	Test	Learning Task Open Book	End of Course Exam	
Timing	Term 1: Week 9	Term 2: Week 5	Term 3: Week 7	Term 4: Week 4	
Outcomes assessed					**Weighting %**
Components	MA5.2.13MG, MA5.2.6NA, MA5.2.4NA, FA1(Numeracy)	MA5.2.16SP, MA5.2.8NA, Literacy	MA5.2.9NA, MA5.2.11MG, MA5.2.12MG, MA5.2.17SP, Literacy	MA5.2.3WM, MA5.2.5NA, MA5.2.14MG, FA3(Numeracy)	
Knowledge and Skills	20%	20%	20%	20%	**80%**
Working Mathematically	5%	5%	5%	5%	**20%**
Total Marks	**25%**	**25%**	**25%**	**25%**	**100%**

Mathematics 5.2 Outcomes

MA5.2.1WM	Selects appropriate notations and conventions to communicate mathematical ideas and solutions.
MA5.2.2WM	Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems.
MA5.2.3WM	Constructs arguments to prove and justify results.
MA5.2.4NA	Solves financial problems involving compound interest.
MA5.2.5NA	Recognises direct and indirect proportion and solves problems involving direct proportion.
MA5.2.6NA	Simplifies algebraic fractions and expands and factorises quadratic equations.
MA5.2.7NA	Applies index laws to operate with algebraic expressions involving integer indices.
MA5.2.8NA	Solves linear and simple quadratic equations, linear inequalities and liner simultaneous equations, using analytical and graphical techniques.
MA5.2.9NA	Uses the gradient-intercept form to interpret and graph linear relationships.
MA5.2-10NA	Connects algebraic and graphical representations of simple non-linear relationships.
MA5.2.11MG	Calculates the surface areas of right prisms, cylinders and related composite solids.
MA5.2.12MG	Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders.
MA5.2.13MG	Applies trigonometry to solve problems, including problems involving bearings.
MA5.2.14MG	Calculates the angle sum of any polygon and uses minimum conditions to prove triangles and congruent or similar.
MA5.2-15SP	Uses quartiles and box plots to compare sets of data and evaluates sources of data.
MA5.2.16SP	Investigates relationships between two statistical variables, including their relationship over time.
MA5.2.17SP	Describes and calculates probabilities in multi-step chance experiments.

Numeracy and Literacy Outcomes

FA 1	A student identifies mathematical information, understands numbers, calculates, estimates and solves problems.
FA 3	A student understands and applies concepts of 2D shapes and 3D objects, angles and position.
Literacy:	Uses vocabulary, including subject specific vocabulary from a range of learning areas.

5.3 MATHEMATICS

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Assignment	Mid-Course Exam	Learning Task Take Home Project	End of Course Exam	
Timing	Term 1: Week 9	Term 2: Week 5	Term 3: Week 7	Term 4: Week 4	
Outcomes assessed					**Weighting %**
Components	MA5.3.15MG, MA5.3.5NA, MA5.2.4NA, FA1 (Numeracy)	MA5.3.7NA, MA5.3.11NA, Literacy	MA5.3.7NA, MA5.3.8NA. MA5.3.18SP, Literacy	MA5.3.13MG, MA5.3.14MG, MA5.2.17SP, FA3 (Numeracy)	
Knowledge and Skills	20%	20%	20%	20%	**80%**
Working Mathematically	5%	5%	5%	5%	**20%**
Total Marks	**25%**	**25%**	**25%**	**25%**	**100%**

Mathematics 5.3 Outcomes

MA5.2.4NA	Solves financial problems involving compound interest.
MA5.3.1WM	Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures.
MA5.3.2WM	Generalises mathematical ideas and techniques to analyse and solve problems efficiently.
MA5.2-17SP	Describes and calculates probabilities in multi-step chance experiments.
MA5.3.4NA	Draws, interprets and analyses graphs of physical phenomena.
MA5.3.5NA	Selects and applies appropriate algebraic techniques to operate with algebraic expressions.
MA5.3.6NA	Performs operations with surds and indices.
MA5.3.7NA	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations.
MA5.3.8NA	Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line.
MA5.3.9NA	Sketches and interprets a variety of non-linear relationships.
MA5.3.10NA	Recognises, describes, and sketches polynomials, and applies the factor and remainder theorems to solve problems.
MA5.3.11NA	Uses the definition of a logarithm to establish and apply the laws of logarithms.
MA5.3.12NA	Uses function notation to describe and sketch functions.
MA5.3.13MG	Applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids.
MA5.3.14MG	Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids.
MA5.3.15MG	Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions.
MA5.3.16MG	Proves triangles are similar and uses formal geometric reasoning to establish properties of triangles and quadrilaterals.
MA5.3.17MG	Applies deductive reasoning to prove circle theorems and to solve related problems.
MA5.3.18SP	Uses standard deviation to analyse data.
MA5.3-19SP	Investigates the relationship between numerical variables using lines of best fit and explores how data is used to inform decision-making processes.

Numeracy and Literacy Outcomes

FA 1	A student identifies mathematical information, understands numbers, calculates, estimates, and solves problems.
FA 3	A student understands and applies concepts of 2D shapes and 3D objects, angles, and position.
Literacy:	Uses vocabulary, including subject specific vocabulary from a range of learning areas.

MUSIC

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	**Research**	**Performance**	**Composition**	**Performance**	
Timing	Term 1: Week 10	Term 2: Week 5/6	Term 3: Week 9	Term 4: Week 4	
Outcomes assessed	5.7, 5.8, 5.12, Literacy PuN1	5.1, 5.2, 5.3	5.4, 5.5, 5.6, Numeracy FA2	5.1, 5.2, 5.3	
Components					**Weighting %**
Composition			25%		**25%**
Aural	5%	5%		15%	**25%**
Performance	10%	10%		10%	**30%**
Musicology	10%	10%			**20%**
Total Marks	**25%**	**25%**	**25%**	**25%**	**100%**

MUSIC OUTCOMES

5.1 Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.

5.2 Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.

5.3 Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.

5.4 Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.

5.5 Notates own compositions, applying forms of notation appropriate to the music selected for study.

5.6 Uses different forms of technology in the composition process.

5.7 Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.

5.8 Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study.

5.9 Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study.

5.10 Demonstrates an understanding of the influence and impact of technology on music.

5.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform.

5.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

Numeracy and Literacy Outcomes

FA2 Investigates sound and audio patterns.

PuN1 Identifies capital letters in familiar words. Identifies full stops.

PHYSICAL ACTIVITY AND SPORTS STUDIES

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	**Body Systems & Energy for Physical Activity** **Body Systems Examination**	**Coaching** **Coaching EOL'S**	**Issues in Physical Activity & Sport** **Issues in Physical Activity & Sport EOL'S**	**Australia's Sporting Identity** **Australia's Sporting Identity EOL'S**	
Timing	Term 2, Week 3	Ongoing from Term 2 Week 4 – Term 3 Week 2	Ongoing from Term 3 Week 3 – Term 4 Week 3	Ongoing from Term 3 Week 1 – Term 3 Week 10	
Outcomes Assessed	5-1, 5-2	5-6, 5-7, 5-8, 5-9	5-4, 5-4, 5-10	5-10	
Component					**Weighting %**
Knowledge & Understanding	30%	5%	15%		**50%**
Skills		15%	15%	20%	**50%**
Total %	**30%**	**20%**	**30%**	**20%**	**100%**

Physical Activity and Sports Studies - Outcomes

Knowledge and Understanding

PASS 5-1	Discusses factors that limit and enhance the capacity to move and perform.
PASS 5-3	Discusses the nature and impact of historical and contemporary issues in physical activity & sport.
PASS 5-4	Analyses physical activity and sport from personal, social and cultural perspectives.
PASS 5-5	Demonstrates actions and strategies that contribute to active participation and skilful performance.
PASS 5-6	Evaluates the characteristics of participation and quality performance in physical activity and sport.

Skills

PASS 5-7	Works collaboratively with others to enhance participation, enjoyment and performance.
PASS 5-8	Displays management and planning skills to achieve personal and group goals.
PASS 5-9	Performs movement skills with increasing proficiency.
PASS 5-10	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Term Number	Term 1	Term 2	Term 3	Term 4	
Nature of Task	**Relationships & Risks & Feed It Back** **Relationships & Risks & Feed It Back EOL's**	**Opportunities & So You Think You Can Dance** **Opportunities & So You Think You Can Dance EOL's**	**Harm Minimisation & No 'I' in Team** **Harm Minimisation & No 'I' in Team EOL's**	**Empower Us & Aquatics** **Empower Us & Aquatics EOL's**	
Timing	Ongoing assessment throughout term 1	Ongoing assessment throughout term 2	Ongoing assessment throughout term 3	Ongoing assessment throughout term 4	
Outcomes Assessed	PD5-1, PD5-2, PD5-9, PD5-5, PD5-11, FA-2	PD5-1, PD5-9, PD5-10, PD5-4, PD5-11, PUN4	PD5-6, PD5-7, PD5-8, PD5-8, PD5-10, FA-2	PD5-2, PD5-6, PD5-7, PD5-4, PD5-11, CRT6	
Component					**Weighting %**
Knowledge and understanding of course content	12.5%	12.5%	12.5%	12.5%	**50%**
Movement skill, performance and participation	12.5%	12.5%	12.5%	12.5%	**50%**
Total %	**25%**	**25%**	**25%**	**25%**	**100%**

Personal Development, Health and Physical Education - Course 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.
PD5-4 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.

Numeracy and Literacy Outcomes

FA2 Collects data and presents findings in a specific graph.

PUN4 Using commas, apostrophes, capitalise key events correctly in order to appropriately create a resume.
CRT6 Writes ideas appropriately to a task or topic in sequenced sentences to be able to compare and evaluate health services.

SCIENCE

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	**Model of DNA**	**Chem Skills Test**	**SRP/Depth Study**	**Yearly**	
Timing	Term 1: Week 8	Term 2: Week 6	Term 3: Week 4 - 5	Term 4: Week 2	
Outcomes Assessed	SC5.15LW, SC5.9WS, SC5.8WS	SC5.10PW, NFA2, SC5.8WS, LO1	SC5.17CW, SC5.6WS, SC5.7WS	NFA5, SC5.4WS, SC5.5WS, SC5.7WS, LO2	
Component					**Weighting**
Working Scientifically	10%	15%	10%	25%	**60%**
Knowledge and understanding	5%	5%	5%	0%	**40%**
Total %	**15%**	**20%**	**15%**	**25%**	**100%**

Science - Course Outcomes:

Working Scientifically

SC5.4WS	A student develops questions or hypotheses to be investigated scientifically.
SC5.5WS	A student produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
SC5.6WS	A student undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
SC5.7WS	A student processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
SC5.8WS	A student applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
SC5.9WS	A student presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.

Knowledge and Understanding

SC5.17CW	A student discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.
SC5.15LW	A student explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
SC5.10PW	A student applies models, theories and laws to explain situations involving energy, force and motion.

Numeracy and Literacy Outcomes

FA 2:	Patterns and algebraic reasoning. A student identifies patterns, develops algebraic reasoning and makes generalisations.
FA 5:	Graphical representation and data analysis. A student represents and interprets data in graphs, tables and diagrams.
Literacy:	Students identify key Scientific words and the meaning they carry. Students write a sophisticated scientific report which employs structural features and technical vocabulary.

VISUAL ARTS

Task Number	Task 1	Task 2	Task 3 Date:	Task 5:	
Nature of Task	**Research Assignment**	**Art Making**	**Body of Work**	**Final Course Examination**	
Timing	Term 1: Week 10	Term 2: Week 10	Term 3: Week 9	Term 4: Week 4	
Outcomes Assessed	5.7, 5.8, Literacy PuN1	5.1, 5.4, 5.5, 0y UuM5	5.2, 5.3, 5.6	5.9, 5.10	
Component					**Weighting %**
Art Making		20%	30%		**50%**
Art Criticism and Art History	30%			20%	**50%**
Total %	**30%**	**20%**	**30%**	**20%**	**100%**

VISUAL ARTS OUTCOMES

Artmaking

5.1 Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.
5.2 Makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience.
5.3 Makes artworks informed by an understanding of how the frames affect meaning.
5.4 Investigates the world as a source of ideas, concepts and subject matter in the visual arts.
5.5 Makes informed choices to develop and extend concepts and different meanings in their artworks.
5.6 Demonstrates developing technical accomplishment and refinement in making artwork.

Critical and historical studies

5.7 Applies their understanding of aspects of practice to critical and historical interpretations of art.
5.8 Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art.
5.9 Demonstrates how the frames provide different interpretations of art.
5.10 Demonstrates how art criticism and art history construct meanings.

Numeracy and Literacy Outcomes

UuM5 Estimates the measurement of an attribute by visualising between known informal units.

PuN1 Identifies capital letters in familiar words. Identifies full stops.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Vocational Education and Training (VET) courses are offered as part of the Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course). Students in Years 9 and 10 (Stage 5) may access VET courses through two curriculum pathways:

Stage 5 VET Board Endorsed courses (included in this booklet) – are all classified by NESA as Board Endorsed Courses and contribute 100 hours to the student's pattern of study. Work placement is not compulsory for these courses.

Early commencement of Stage 6 VET courses - Students completing Early Commencement of Stage 6 courses in Year 10 will need to complete course requirements in addition to addressing all requirements for the RoSA, including 400 hours of elective study. The principles of *HSC: All My Own Work* apply to all Stage 6 VET courses, including early commencement in Stage 5. (NB Early commencement of Stage 6 is recommended for Year 10 students only, please refer to the Preliminary and HSC Assessment booklets for additional information.)

Due to the specific requirements of a VET course, it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge, and skills.

CONSTRUCTION

Public Schools NSW Ultimo 90072
Construction Assessment Schedule
Stage 5 Board Endorsed Course – 2023

QUALIFICATION: Statement of Attainment towards CPC10120 Certificate I in Construction (Release 5)
CPC Construction, Plumbing and Services Training Package (Release 8.0)

NESA Course Code: 82501

Term	Unit Code	Units of Competency	AQF CORE / ELECTIVE	NESA STATUS	INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	Record of School Achievement (ROSA) Requirements
1	CPCCWHS1001 CPCCWHS2001	Prepare to work safely in the construction industry Apply WHS policies and procedures in the construction industry	C C	C C	10 15	**Cluster 1: SafeWork NSW WHS Induction (White Card course)** Written task, Direct Observation	Stage 5 Board Endorsed Course 100 hrs x 1 Year No mandatory work placement School may choose to insert examination weighting/s
2-4	CPCCCM1011 CPCCVE1002 CPCCOM1017	Undertake basic estimation and costing Undertake a basic computer design project Prepare simple construction sketches	C E E	C E E	25 25 10	**Cluster 2: Design a Project** Written questioning and Structured Activity – Design Brief	
2-4	CPCCCM2004	Undertake a basic construction project	C	C	20	**Cluster 3: Make a Project** Written questioning, Portfolio of evidence, Direct observation of practical work/Product assessment	
			Total hours		105		

HOSPITALITY

NSW GOVERNMENT Education	**Public Schools NSW Ultimo 90072** **Hospitality Assessment Schedule** **Stage 5 Board Endorsed Course – 2023** QUALIFICATION: SIT10216 Certificate I in Hospitality Training Package: SIT Tourism, Travel and Hospitality (version 1.2)						NESA Course Code:
Term	**Unit Code**	**Units Of Competency**	**AQF CORE / ELECTIVE**	**NESA STATUS**	**INDICATIVE Hrs.**	**Assessment Task Cluster & Method of Assessment**	**Record of School Achievement (ROSA) Requirements**
1	SITXFSA001 SITXWHS001	Use hygienic practices for food safety Participate in safe work practices	E C	E C	10 15	**Cluster A: Getting Ready for Work** Role play, written questioning, direct observation of practical work	Stage 5 Board Endorsed Course 100 hrs x 1 Year No mandatory work placement School may choose to insert examination weighting/s
2-3	BSBWOR203 SITHCCC003 TLIE1005	Work effectively with others Prepare and present sandwiches Carry out basic workplace calculations	C E E	C E E	15 10 20	**Cluster B: The Sandwich Shop** Scenario, written questioning, direct observation of practical work	
3-4	SITXCCS001 SITHFAB005	Provide customer information and assistance Prepare and serve espresso coffee*	C E	C E	15 15	**Cluster C: The Coffee Shop** Café simulation - role play or service period, written questioning, direct observation of practical work *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	
			Total Hours		100	NOTE: person with THREE years' Industry Experience must be involved in assessment.	

APPENDIX

ASSESSMENT REGISTER SHEET

Document issued to Student.

Teacher: _____ **Class:** .....

Task Name: _____

Student Name	Student Signature	Date of Issue

ASSESSMENT PLANNER

	TERM 1	TERM 2	TERM 3	TERM 4
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				
Week 11				

ASSESSMENT TASK COVER SHEET

Course Name:	
Student Name:	
Assessment Task	
Number:	Title:
Component/s:	Weighting/s - %:
Due Date:	
Date Handed In:	
Extension: YES/NO	YES - New Due Date:
Student Signature:	

Complete and detach this section when you hand in your assignment.

ASSESSMENT COVER SHEET RECEIPT

Course Name:	
Student Name:	
This is My Own Work:	YES
Assessment No:	Title:
Due Date:	Date Handed In:
Teacher Signature:	

MILLER TECHNOLOGY HIGH SCHOOL

PER CULTURAM—Promoting Growth and Development

YEAR 10 RoSA

APPLICATION FOR SPECIAL CONSIDERATION FOR ACCIDENT – MISADVENTURE – ILLNESS – SPECIAL CIRCUMSTANCES

If illness, accident, misadventure, or special circumstances prevent a student from completing an **ASSESSMENT TASK** on or by the due date:

The school must be advised immediately the situation is known (before the due date if possible) and on the day of returning to school this form must be completed and handed to the Class Teacher.

PART A: TO BE COMPLETED BY THE STUDENT

STUDENT'S NAME _____ ROLL GROUP:_____YEAR:____

COURSE:_____CLASS TEACHER:_____

NATURE OF ASSESSMENT TASK:_____

DATE SET:_____/____/_____ DATE DUE: _____/____/_____

Reasons for consideration.

Attach supporting documents (e.g., medical certificates, supporting comments, etc). Note: in the case of an application on medical grounds a medical certificate must accompany the application.

Signature of student…… Date: …./…./….

Parts B and C are on the back of this form.
Part B to be completed by the Class Teacher, Part C by the Head Teacher.

PART B

Recommendation by Class Teacher

Signature of Class Teacher ……. Date: …./…./….

PART C

Decision of Head Teacher

Signature of Head Teacher …….. Date: …./…./….

Note: Original to student / Copy 1 to Central file / Copy 2 to Head Teacher.

STUDY SKILLS

1) INTRODUCTION

This booklet is designed to help Year 10 students realise the importance of study in high school. With the help of this booklet, students will become aware of their needs in Year 10, and develop the strategies, motivation, and confidence to use their time more productively.

Through better organisational skills, self-discipline, and time management techniques, it is hoped that students will become better learners and build on the skills necessary to be able to achieve the best results possible throughout their high school career.

2) WHY STUDY?

Did you know that 90% of what you learn today, you will not remember tomorrow unless you revise it in the first 24 hours? Studying is very important because it will bring you benefits in the future and allows you many more choices in the type of career you have.

HERE ARE MORE REASONS WHY PEOPLE STUDY

- They want a good career.
- They want to achieve their best.
- They want their parents and friends to be proud of them.
- They want to improve themselves.
- They have always been interested in.
- They want to become.
- They want to gain knowledge.
- They want to feel good about themselves.
- They want to earn lots of money.

TRY THIS ACTIVITY:

Use this space to write down why you want to study.

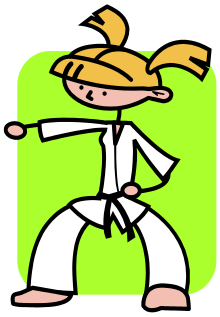
- _____
- _____
- _____

3) HOW TO STUDY?

- Spend 10-15 minutes reading over work done that day in class.
- Revise at the end of each day, revise before exams.
- View study as practice.
- Different ways to study-reading, mind maps, practice exam type questions, speaking aloud, self-testing, and peer testing.
- It is important that study is done in an appropriate environment.
- It should be done in a quiet spot – on a desk that has good lighting, no TV. Quiet music only and regular breaks.

Remember that 90% of what you learnt today, you will not remember tomorrow unless you revise or study it in the first 24 hours. Study is practice for the mind as running is practice for the athlete.

GOOD STUDY OR PRACTICE MAKES A PERFECT STUDENT OR ATHLETE!



4) HOW TO GET BETTER EXAMINATION MARKS

During the year

1) Complete all your work in class.
2) Catch up with work if you are away.
3) Do all homework and assignment.
4) Read through your class work regularly.
5) Summarise each topic in your own words.

BEFORE THE EXAM

1) Get a good sleep the night before
2) Have a good breakfast.
3) Read through your summary notes.

IN THE EXAM ROOM

1) Read the instructions carefully.
2) Look for key words (highlight them) in the exam paper.
3) Allocate your time thoughtfully.
4) Bring all necessary equipment to the exam.
5) Ask a teacher if you are confused about any part of the exam.

A POSSIBLE STUDY TIMETABLE

On the following study timetable colour:

1) **BLUE**: The time taken up with the necessities of living, such as eating, sleeping, washing, etc.
2) **GREEN**: The hours you will spend at relaxation and recreation, such as watching TV, being involved in sport or hobbies, playing a musical instrument, or go to a party.
3) **YELLOW:** The amount of time left is the total number of potential hours you have to study.
4) Set realistic times, for example 30 minutes to 1 hour per day.

5) RESEARCH SKILLS

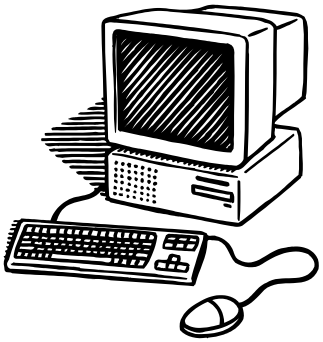
This section is designed to assist you in increasing your skills in research.

Research is a term that applies to the ways in which we find new information, knowledge and facts.

You may need to undertake research for a variety of reasons. You may have to complete an assignment for school, or you might have an area of interest that you might want to know more about.

Whatever the reason, there are certain skills that will increase your success when undertaking research.

ALWAYS KNOW EXACTLY WHAT YOU NEED TO FIND



- This may seem an obvious point, but too often people have not clearly defined exactly what they need to know and find it difficult to find relevant information.
- If you are researching information for an assignment, make sure you understand exactly what the question is asking. If you need some help, **ASK YOUR TEACHER**.

ALLOW SUFFICIENT TIME FOR RESEARCH

- Give yourself time to find the information you need. That was you will not feel rushed or under pressure and be more able to do your best work.

THERE ARE MANY PLACES AND RESOURCES THAT ARE AVAILABLE TO HELP YOU WITH YOUR RESEARCH:

- School/Public library
- Museums
- Art Galleries
- Books
- Textbooks
- Magazines/Journals
- Internet

While the internet is a good source to use when undertaking research, you should attempt to use other sources as well and not **RELY ONLY ON THE INTERNET**.

STUDY TIMETABLE

DAY							
TIME	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**	**Sunday**
						9am	
3.00 pm						**10.00 am**	
3.30 pm						**10.30 am**	
4.00 pm						**11.00 am**	
4.30 pm						**11.30am**	
5.00 pm						**12.00 pm**	
5.30 pm						**12.30 pm**	
6.00 pm						**2.00 pm**	
6.30 pm						**2.30 pm**	
7.00 pm						**3.00 pm**	
7.30 pm						**3.30 pm**	
8.00 pm						**4.00 pm**	
8.30 pm						**4.30pm**	
9.00 pm						**5.00 pm**	
9.30 pm						**5.30 pm**	
10.00 pm						**6.00 pm**	