

**NORTHERN BEACHES SECONDARY COLLEGE**

**MANLY CAMPUS**



**Record of School Achievement  
Assessment Guidelines**

**(Including Year 11 Accelerant Subjects)**

**2025**

**CONTACT INFORMATION**

138 Abbott Road, North Curl Curl, NSW, 2099  
(02) 9905 3982  
nbscmanlys-h.school@det.nsw.edu.au

**SCHOOL EXECUTIVE**

PRINCIPAL.....Ms O’Sullivan  
DEPUTY PRINCIPAL (Year 8, 10, 12)..... Ms Carolan  
DEPUTY PRINCIPAL (7, 9, 11)..... Mr Newcomb

**HEAD TEACHERS**

ADMINISTRATION..... Ms Farrow  
ENGLISH.....Ms Munro  
CAPA ..... Mr Rolls  
HSIE..... Mr Sinclair  
LANGUAGES..... Ms Walker  
PDHPE..... Ms Walker  
MATHEMATICS..... Ms Rouzbehi  
SCIENCE .....Mr Crooks  
STUDENT ENGAGEMENT ..... Ms Brien  
TAS ..... Ms Goykovic  
TEACHING & LEARNING..... Ms Campbell (relieving)  
TECHNOLOGY ..... Mr Goykovic  
WELLBEING..... Ms Herft

**YEAR ADVISERS FOR 2025**

YEAR 7..... Ms Whyte and Ms Anderson  
YEAR 8.....Ms Myers  
YEAR 9..... Ms Koo  
YEAR 10..... Ms Bolton  
YEAR 11 .....Ms Lindsay  
YEAR 12..... Ms Herft  
**LEARNING ADVISER**..... Ms Brien / Ms Larsen  
**SCHOOL COUNSELLOR**..... Ms Laslett | Mr McBride | Mr Poole

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## NSW Record of School Achievement

### Stage 5 Record of School Achievement

Eligible students who leave school before receiving their Higher School Certificate (HSC) receive the NSW Record of School Achievement (RoSA). The RoSA records completed Stage 5 and Year 11 Stage 6 courses and grades, and participation in any uncompleted Year 11 Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

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

To receive the RoSA, students are required to study courses in Years 7 – 10 in English, Mathematics, Science, Human Society and its Environment, and Personal Development, Health and Physical Education. At some time during Years 7 – 10, students are also required to study courses in Creative Arts, Technology and Applied Studies and Languages Other Than English. Students are awarded a grade for each of these courses studied in Years 9 and 10.

Students only receive their RoSA when they leave school. Most students at this school sit for the HSC so they will then receive their HSC Record of Achievement including the examination mark and the Record of School Achievement for Year 11. Grades are also recorded for any 100 or 200hr electives studied. Grading student achievement is the process of assigning a letter (A, B, C, D, E) based on the NESA Course Performance Descriptors to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2).

### Course Performance Descriptors

#### 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 process 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.

Students only receive their RoSA when they leave school. Typically, all students at this school sit for the HSC so they will then receive their HSC Record of Achievement and the Record of School Achievement for Year 11s and Stage 5.

# HIGHER SCHOOL CERTIFICATE

## Record of Achievement



This is to certify that  
**Sample Student**  
 of  
**Sample High School**  
 has met the requirements of the Record of School Achievement  
 and has received the results shown below.

### STAGE 5 COURSES

| Year   | Course                                      | Result    |
|--|---|-----------|
| <b>Board Developed Courses</b>                         |   |           |
| 2014   | English (200)                               | A         |
|  | Mathematics (200)                           | A         |
|  | Science (200)                               | B         |
|  | Australian Geography (100)                  | B         |
|  | Australian History (100)                    | A         |
|  | French (200)                                | A         |
|  | Latin (200)                                 | A         |
|  | Personal Development, Health and P.E. (200) | B         |
| <b>Board Endorsed Courses</b>                          |   |           |
| 2014   | Christian Studies (100)                     | A         |
| <b>Years 7 to 10 Mandatory Curriculum Requirements</b> |   |           |
|  | English                                     | Completed |
|  | Mathematics                                 | Completed |
|  | Science                                     | Completed |
|  | Human Society and its Environment           | Completed |
|  | Languages                                   | Completed |
|  | Technology                                  | Completed |
|  | Music                                       | Completed |
|  | Visual Arts                                 | Completed |
|  | Personal Development, Health and P.E.       | Completed |



Student Number: NS212472

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Chief Executive Officer  
 NSW Education Standards Authority

## Stage 5 Record of School Achievement Assessment Guidelines

The school assessment is intended to provide an indication of a student's grade attainment based on:

- a wide range of syllabus objectives.
- measures and observation obtained throughout the course.

The assessments are intended to measure students' achievement relative to syllabus outcomes.

### Reporting to Students and Parents

As each assessment task is completed, students will receive full and detailed information regarding their performance in a task. School reports will be issued in July and December.

## What is Assessment?

Assessment is used by teachers for the collection and evaluation of evidence of learning. Assessment can be formative or summative and reflects syllabus outcomes. At Manly Campus, assessment is either a 'common task' or a 'class task'.

- Common Tasks - All students in the grade must complete in the same conditions.
- Class Tasks - Individual teachers assign based on the skills and topics for each subject.

### Formative Assessment

Formative assessment is an ongoing process of collecting information about students' knowledge, understanding and skills.

It allows teachers and students to gain feedback throughout the teaching and learning cycle to inform them of the next steps in student learning.

- Occurs at any time during the teaching cycle
- Used to provide information about learning and adapt teaching to meet learning needs
- Helps both teachers and students to develop a greater awareness of learning
- Enables students to become active participants in their own learning

The purpose of formative assessment

- Identify misunderstandings and skills not yet mastered to guide teacher action
- Focus on learning processes to inform next steps for teacher and student
- Provide students with opportunities to improve
- Reflect on the learning process and set learning goals.

Examples of Formative Assessment

- Application of skills
- Teacher discussions
- Homework tasks
- Practical activities
- Application of skills to demonstrate understanding of a variety of skills
- Teacher questioning
- Teacher questioning to observe individual level of understanding
- Teacher–student discussions or conferences.

## **Self-Assessment**

Self-assessment involves students assessing their own learning to identify what they know, the direction they need to go and how they are going to get there to support their learning goals.

Examples of Self-Assessment

- Peer reflection
- Self-reflection
- Evaluation
- Annotations
- Goal setting
- Learning journals
- Portfolio of work
- Reassessing learning goals based on feedback

## **Summative Assessment**

Summative assessment provides evidence of student learning to inform teacher judgements about achievement in relation to syllabus, outcomes and performance standards. It may be used to report student achievement to students, parents, educators and the wider community.

Examples of Summative Assessment

- Assessment tasks
- Tests
- Projects
- Presentations
- Portfolios
- Practical tasks
- Performances
- Examinations



## Feedback

Feedback clarifies for students how their knowledge, understanding and skills are developing in relation to the syllabus outcomes, and the content being taught. It may be provided through both formative and summative assessment experiences.

### Examples of Feedback

- Verbal or written comments
- Conversations about drafts and resubmissions
- Collaborations that may include the use of online tools
- Checklists and/or criteria
- Symbols, keys or cues with a shared understanding of their meaning
- Discussion of a range of student work samples and exemplars.

## NBSC Manly Campus Assessment Policy and Process

### Definition of Assessment

An Assessment Mark is the mark determined for each student studying a Board-developed or Board-endorsed course which represents a measure of the student's achievement relative to other students and the NESA Course Performance Descriptors by the end of the course. The Assessment Mark is derived from the results of a number of tasks, tests and formal examinations.

### Maximum Number of Tasks

Each faculty translates its course requirements into student tasks. All subjects have 3 assessment tasks. Examinations are included in the total number of assessment tasks.

### Assessment Calendar of Tasks

So that students can be informed well in advance of their obligations an assessment calendar has been developed. See page 36.

### Timing of Assessment Tasks

Course guidelines set out the approximate timing for each task. Your class teacher will advise you of the precise timing at least two weeks before the task is to be administered, and will at the same time inform you of the nature of the task and the outcomes to be assessed.

It is the student's responsibility to be alert to the notification of the tasks. In case of absences from school, students will need to check with their teachers immediately upon their return and be ready to complete the missed task immediately.

Students should only have two tasks per day to complete at school. Tasks set as assignments and projects may form an additional task for a specific day.

### Changes to the Assessment Calendar

If unforeseen exceptional circumstances arise, the class teacher, in consultation with the Head Teacher and Deputy Principal, may change the date of the assessment task with due written notice to students involved.

### Feedback

When the assessment task is returned to the student, teachers will supply the mark or grade awarded, written comments indicating what the student has achieved, and what they could do to improve this result.

**Student Responsibilities**

Students must demonstrate they are serious candidates for the RoSA through their regular attendance to classes and their satisfactory preparation of, and performance in, assessment tasks. They must present themselves on time at the place specified for each assessment task or hand in each assessment task at the time specified.

Students who are absent from an assessment task must obtain a medical certificate for that day and notify the school prior to the task taking place. (See rules and procedures for assessment tasks).

**Course Requirements**

To have satisfactorily completed a course, students should:

- follow the course developed or endorsed by NESAs
- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieve some or all of the course outcomes.

The Principal may determine that as a result of absence or unsatisfactory performance, the course completion criteria may not be met. Due warning will be given to students whose attendance or performance is unsatisfactory.

To be eligible for the NESAs Stage 5 Record of School Achievement (RoSA), students must complete all tasks, not only those scheduled in the Assessment Policy.

**'N' Determination**

Students who have not complied with the student responsibilities and course requirements cannot be regarded as having satisfactorily completed the course.

Should this occur the Principal will notify NESAs that the student should be issued with an "N" determination. This could mean the non-award of the Stage 5 Record of School Achievement. A copy of the Official Warning NESAs Non-completion of a course is included (Appendix 2). The process used at Manly Campus is outlined in Appendix 3.

**Students taught by parents**

Where students are taught by a parent, assessment tasks will be double marked.

## Rules and Procedures for Common Tasks

At NBSC Manly Campus the following policies towards missed tasks have been determined. You are expected to be aware of and complete all tasks scheduled in the school assessment period.

### Rules:

- Students who fail to submit a take-home Common Task by the due date and time must be given zero if they have no valid reason.
- Students who fail to attend a Common Task which is to be completed at school are given zero if they have no valid reason.
- Student who fail to submit a take-home Common Task by the due date and time, but who have a valid reason (such as sickness or approved leave) may be allocated an extension of time. These students are eligible for the full mark allocated to the task. For sickness, a doctor's certificate notification to the school is essential. Technology failure is not an acceptable excuse for missing a common task due date.
- Students who fail to attend a Common Task which is to be completed at school, but who have a valid reason (e.g. sickness) may be given an opportunity to do the task or an equivalent task at a later date. In exceptional circumstances it may be necessary to give an estimate mark. These students are eligible for the full mark allocated to the task. For sickness, a doctor's certificate is essential.
- If a student submits a task which is deemed to be absolutely a non-serious attempt by the teacher, then a zero mark may be awarded.
- If a student misses lessons (truants) in order to complete or prepare for a task on the day a common task is due they may be awarded zero for that task.
- All common tasks must be submitted with a cover sheet with a completed declaration *of all my own work statement* (see Appendix 4).
- **Malpractice** – A zero mark may be recorded for tasks where malpractice is involved. Malpractice is defined as failing to comply with the assessment policy for Northern Beaches Secondary College Manly Campus or dishonesty through cheating or plagiarising in Common Tasks or exams. **Plagiarising** is the theft of someone else's work. This includes copying the work of another person directly and intermingling it with your own work or simply presenting something that you didn't write as your own. Cutting and pasting chunks of text from the internet and presenting this as your own work is one example.
- All students have the responsibility to protect their intellectual property (their own work). Students who are found to have knowingly allowed their work to be copied or who have given their work to another student may also receive zero marks for that task.
- Submitting work generated by an Artificial Intelligence App or Bot as your own work constitutes malpractice. Even where students have written their own responses and run these through AI, this is unethical and will be treated as malpractice. This also includes, but is not limited to, using AI to format any part of the submitted response, including bibliographies.

All work that is derived from another source must be cited at the point where another's ideas have been used, and in the Bibliography. If the marker or your teacher suspects that you have plagiarised or used AI writing tools to compose your response, it is your responsibility to prove that your assessment is all your own work, as per NESAs guidelines (ACE 9023).

It is the responsibility of the student to keep records of all drafting and electronic version histories. These must be presented if the work presents as AI generated through anti plagiarism software. In the

case of suspected malpractice, a student may receive a mark of zero for the task in question or be required to present this evidence to the faculty Head Teacher or Deputy Principal.

**Procedures:**

- **Where a student is going to be absent from any common task**, the student or parent/caregiver must contact the Head Teacher or class teacher before the task takes place. If unexpectedly absent on the day of the task, the student must phone the school and inform the Head Teacher of the course.
  - Students who are absent from any common task must submit an Illness and Misadventure form with a written explanation for their absence; A doctor's certificate must be attached. See Appendix 1 Illness and Misadventure form.
  - The Illness and Misadventure form must be handed to the relevant Deputy Principal on the morning of the first day back at school. The Deputy Principal will require the student to complete the original common task, be given an extension of time or a substitute common task. In exceptional circumstances the school will contact NESAs for advice on how the student is to be assessed.
  - Common tasks must be handed to the teacher on the morning of the student's first day of return to school.
- **Where a student requests an extension for a common task** an Illness and Misadventure form must be completed and handed to the Deputy Principal.

## Student Engagement Program and Learning Advisers

The Student Engagement Program supports students through mentoring and assistance with time management, organisation and motivation techniques. Learning Advisers work with students individually and in small groups to help them identify SMART goals and strategies to effectively supplement classroom and home learning.

You can access the Student Engagement Program in the following way:

- if your learning concerns are specific to a certain subject, discuss needs with your classroom teacher who will advise if further assistance from a Learning Adviser is appropriate
- if your learning concerns are more general, contact your Year Adviser who may recommend you see a Learning Adviser
- come to the Learning Hub in the Library and speak directly to a Learning Adviser.

***If students are feeling overwhelmed with work, they can see their classroom teacher, Ms Brien or Ms Larsen.***

***If they feel like they'd like some additional support regarding their wellbeing, direct them to their Year Adviser, or to book an appointment with the School Counsellor.***

### School Counsellor 2025 Information

#### Counsellor Office Location

Level 1 Maths Block. Off the landing at the top of the stairs nearest the overhead walkway. Door is labelled.

#### How to make an appointment with the school counsellor

All students are able to access services directly and easily by simply contacting the school counsellors to make an appointment.

Ms Laslett: [jaimie.laslett@det.nsw.edu.au](mailto:jaimie.laslett@det.nsw.edu.au) (available Monday and Wednesday)

Mr Poole: [dudley.poole@det.nsw.edu.au](mailto:dudley.poole@det.nsw.edu.au) (available Tuesday)

Mr McBride: [paul.mcbride11@det.nsw.edu.au](mailto:paul.mcbride11@det.nsw.edu.au) (available Thursday and Friday)

## Year 10 Commerce

### Outcomes

A student:

- 5.1 Applies consumer, financial, business, legal 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.

| <b>Date Due</b>  | <b>Description of the Task</b> | <b>Outcomes to be assessed</b> | <b>Component/ Mode</b>                                 |
|------------------|--------------------------------|--------------------------------|--|
| Term 1<br>Week 9 | Written Report                 | 5.2, 5.5, 5.6, 5.9             | Employment and Work Futures                            |
| Term 3<br>Week 4 | Group Presentation             | 5.7, 5.8, 5.9, 5.3             | Our Economy  |
| Term 4<br>Week 2 | Exam                           | 5.3, 5.4, 5.7, 5.1             | Economic and Business Environment + Running a Business |

## Year 10 Computing Technology

### Outcomes

A student:

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

| Date Due         | Description of the Task          | Outcomes to be assessed  | Component / Mode                  |
|------------------|----------------------------------|--|-----------------------------------|
| Term 1<br>Week 6 | Research Task                    | CT5-EVL-01<br>CT5-THI-01   | Software Development              |
| Term 2<br>Week 8 | Project &<br>Documentation       | CT5-SAF-01<br>CT5-DPM-01<br>CT5-COL-01<br>CT5-COM-01<br>CT5-OPL-01<br>CT5-DES-01 | Software Development              |
| Term 3<br>Week 8 | Planning &<br>Documentation Task | CT5-COL-01<br>CT5-DAT-01<br>CT5-COM-01   | Enterprise Information<br>Systems |
| Term 4<br>Week 5 | Project &<br>Documentation       | CT5-SAF-01<br>CT5-DPM-01<br>CT5-COM-01<br>CT5-THI-01<br>CT5-DAT-02<br>CT5-DES-01 | Enterprise Information<br>Systems |



## Year 10 Drama

*Note: Each task consists of two parts – workshop and written*

### Outcomes

A student:

- 5.3.3 Analyses and evaluates the contribution of individuals and groups to processes and performances.
- 5.2.2 Selects and uses performance spaces, theatre conventions and production elements appropriate to audience and purpose.
- 5.1.2 Contributes, selects, develops and structures ideas in improvisation and play building.
- 5.1.3 Explores, structures and refines ideas using dramatic forms and techniques.
- 5.1.4 Devises, interprets and enacts drama using scripted and unscripted material or text.
- 5.3.1 Responds to, reflects on and evaluates elements of drama and performance styles.
- 5.2.3 Analyses the contemporary and historical contexts of drama.

| <b>Date Due</b>   | <b>Description of the Task</b> | <b>Outcomes to be assessed</b>   |
|-------------------|--------------------------------|----------------------------------|
| Term 1<br>Week 10 | Group Performance              | 5.1.2<br>5.1.3<br>5.2.1<br>5.3.3 |
| Term 2<br>Week 8  | Monologue and Reflection       | 5.1.1<br>5.2.3<br>5.3.1          |
| Term 3<br>Week 9  | Design Project                 | 5.1.4<br>5.2.2<br>5.3.2          |

## Year 10 Engineering Technology

### Outcomes

A student:

- 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.

| Date Due          | Description of the Task | Outcomes to be assessed   | Component / Mode                                 |
|-------------------|-------------------------|---|--|
| Term 2<br>Week 5  | Project with report     | IND5-1, IND5-2,<br>IND5-3, IND5-4,<br>IND5-5, IND5-6,<br>IND5-7, IND5-8,<br>IND5-9, IND5-10 | Control Systems                                  |
| Term 3<br>Week 10 | Project with report     | IND5-1, IND5-2,<br>IND5-3, IND5-4,<br>IND5-5, IND5-6,<br>IND5-7, IND5-8,<br>IND5-9, IND5-10 | Renewable energy/<br>Control<br>Systems          |
| Term 4<br>Week 5  | Project with report     | IND5-1, IND5-2,<br>IND5-3, IND5-4,<br>IND5-5, IND5-6,<br>IND5-7, IND5-8,<br>IND5-9, IND5-10 | Mini Major Design<br>Project<br>Renewable Energy |

## Year 10 English

### Outcomes

A student:

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.

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values 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.

| <b>Date Due</b>   | <b>Description of the Task</b>      | <b>Outcomes to be assessed</b>           | <b>Component / Mode</b>          |
|-------------------|-------------------------------------|--|----------------------------------|
| Term 1<br>Week 11 | Critical Response                   | EN5-URB-01,<br>EN5-URC-01,<br>EN5-ECA-01 | Comparative Study                |
| Term 2<br>Week 10 | Creative Composition<br>Examination | EN5-URB-01,<br>EN5-ECA-01,<br>EN5-ECB-01 | Area of Study                    |
| Term 4<br>Week 3  | Speech                              | EN5-RVL-01,<br>EN5-URC-01,<br>EN5-ECB-01 | Interpretation of<br>Shakespeare |

## Year 10 Food Technology

### Outcomes

A student:

- 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 source
- 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

| <b>Date Due</b>  | <b>Description of the Task</b>          | <b>Outcomes to be assessed</b>                     | <b>Component / Mode</b>  |
|------------------|---|--|--|
| Term 1<br>Week 9 | Research Task                           | FT5-6<br>FT5-8<br>FT5-9                            | Food, nutrition & society  |
| Term 3<br>Week 7 | Individual Project &<br>Practical       | FT5-1<br>FT5-2<br>FT5-3<br>FT5-4<br>FT5-6<br>FT5-7 | Food properties &<br>preparation, Food &<br>Hygiene                          |
| Term 4<br>Week 3 | Catering Practical Task &<br>Evaluation | FT5-1<br>FT5-2<br>FT5-10<br>FT5-11<br>FT5-13       | design, plan and prepare<br>appealing food items<br>appropriate for catering |

## Year 10 French

### Outcomes

#### Interacting

A student:

ML5-INT-01 Exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language.

#### Understanding Texts

A student:

ML5-UND-01 Analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding.

#### Creating Texts

A student:

ML5-CRT-01 Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language.

| Date Due         | Description of the Task               | Outcomes to be assessed  |
|------------------|---------------------------------------|--------------------------|
| Term 1<br>Week 9 | Interacting and Understanding Texts   | ML5-INT-01<br>ML5-UND-01 |
| Term 3<br>Week 8 | Interacting and Creating Spoken Texts | ML5-INT-01<br>ML5-CRT-01 |
| Term 4<br>Week 3 | Creating Written Texts                | ML5-CRT-01               |

## Year 10 Geography

### Outcomes

A student:

GE5-1 Explains the diverse features and characteristics of a range of places and environments.

GE5-2 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.

| <b>Date Due</b>  | <b>Description of the Task</b> | <b>Outcomes to be assessed</b> | <b>Component / Mode</b>           |
|------------------|--------------------------------|--------------------------------|-----------------------------------|
| Term 3<br>Week 7 | Investigative Report           | 5-2, 5-4, 5-5, 5-7, 5-8        | Environmental Change & Management |
| Term 4<br>Week 3 | Examination                    | 5-1, 5-3, 5-6, 5-8             | Human Wellbeing                   |

## Year 10 History

### Outcomes

A student:

- 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.

| Due Date         | Description of the Task           | Outcomes to be assessed                         | Component/Mode                             |
|------------------|-----------------------------------|---|--|
| Term 1<br>Week 7 | Examination                       | HT5.5, 5.6, 5.1, 5.8                            | Core-Depth Study:<br>Rights and Freedoms   |
| Term 2<br>Week 4 | Investigative Project<br>or Essay | HT5.5, 5.6, 5.1, 5.8<br>HT5.3, 5.8<br>5.7, 5.10 | Depth Study:<br>Vietnam / The<br>Holocaust |

## Year 10 History Elective

### Outcomes

A student:

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.

| Due Date         | Description of the Task | Outcomes to be assessed   | Period   |
|------------------|-------------------------|---------------------------|----------|
| Term 2<br>Week 2 | Project                 | HTE5.9, HT E5.6<br>HTE5.5 | Medieval |
| Term 3<br>Week 3 | Project                 | HTE5.8, HTE5.4<br>HTE5.7  | Ancient  |
| Term 4<br>Week 3 | Essay                   | HTE5.2, HTE5.3<br>HTE5.10 | Modern   |



## Year 10 Independent Learning Project (ILP)

### Outcomes

A student:

#### *Innovate*

IFF5I.1.1 Poses questions to investigate complex issues.

IFF5I.1.2 Draws parallels between known and new ideas to create new ways of achieving goals.

IFF5I.2.1 Generates a range of ideas and evaluate their utility.

IFF5I.2.2 Successfully navigates constraints when implementing ideas.

#### *Literate*

IFF5L.1.1 Selects and cites the most appropriate information for a task or purpose.

IFF5L.2.1 Selects and composes appropriate texts that inform, persuade, or communicate imaginative ideas. Where appropriate, use multimodal resources, data representation, references, and literary techniques.

IFF5L.2.2 Communicates information, sequencing selected content and multimodal elements for accuracy and their impact on the audience.

IFF5L.2.3 Evaluates whether an intended goal or purpose was achieved through communication.

#### *Critical*

IFF5C.1.1 Explains responses to different information sources.

IFF5C.2.3 Combines ideas in a variety of ways and from a range of sources.

| <b>Date Due</b>   | <b>Description of the Task</b>   | <b>Outcomes to be assessed</b>             |
|-------------------|--|--|
| Term 1<br>Week 8  | Common Task 1:<br>Project pitch, and process<br>journal check  | IFF5I.1.1<br>IFF5I.2.1 IFF5L.1.1 IFF5L.2.2 |
| Term 2<br>Week 8  | Common Task 2:<br>Project progress meeting, and<br>process journal check   | IFF5C.1.1<br>IFF5I.2.2 IFF5L.1.2           |
| Term 3<br>Week 10 | Common Task 3:<br>Exhibition of final product<br>Final process journal<br>submission (including reflection<br>statement) | IFF5C.2.3<br>IFF5L.2.3 IFF5L.2.1 IFF5L.2.2 |

Note: Students enrolled in an accelerated subject will complete modified tasks

## Year 10 Japanese

### Outcomes

#### Interacting

A student:

ML5-INT-01 Exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language.

#### Understanding Texts

A student:

ML5-UND-01 Analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding.

#### Creating Texts

A student:

ML5-CRT-01 Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language.

| Date Due         | Description of the Task                  | Outcomes to be assessed  |
|------------------|--|--------------------------|
| Term 1<br>Week 9 | Understanding Texts                      | ML5-UND-01               |
| Term 3<br>Week 8 | Interacting and<br>Creating Spoken Texts | ML5-INT-01<br>ML5-CRT-01 |
| Term 4<br>Week 3 | Creating Written Texts                   | ML5-CRT-01               |

## Year 10 Mathematics

In Year 10, students complete more of the Core and Path topics of the Stage 5 syllabus, developing understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly. The Core topics develop a variety of techniques in the areas of algebra, co-ordinate geometry and probability, especially to consolidate those learnt in the Stage 5 syllabus in Year 9. In addition, students complete most of the Path topics which extend their mathematical appreciation and also form a basis for their Year 11 studies. The work completed is critical for laying the foundation to successful HSC studies.

Details of all topics covered in Stages 4 and 5 can be referenced on the [NESA website](#).

Common Tasks conducted in relation to the Year 10 curriculum are internal to the school. They lead to the award of a Grade in the range A-E.

The Year 10 Common Tasks Schedule for Mathematics is as follows:

| <b>Date Due</b>  | <b>Description of the Task</b> | <b>Outcomes to be assessed</b>   | <b>Component / Mode</b> |
|------------------|--------------------------------|--|-------------------------|
| Term 1<br>Week 8 | In class written task          | Number & Algebra<br>Measurement  | Class Test              |
| Term 2<br>Week 4 | In class written task          | Number & Algebra<br>Measurement  | Class Test              |
| Term 4<br>Week 4 | In class written task          | Number & Algebra<br>Measurement &<br>Space Statistics &<br>Probability | 2 hour examination      |

The three common tasks are used in part to advise students on their subject selections for Year 11.

## Year 10 Music

### Outcomes

A student:

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

| <b>Date due</b>  | <b>Description of the Task</b> | <b>Outcomes to be Assessed</b> | <b>Component</b>                        |
|------------------|--------------------------------|--------------------------------|---|
| Term 2<br>Week 4 | Musicology Exam                | 5.7, 5.8, 5.9                  | Listening                               |
| Term 3<br>Week 6 | Small Ensembles Task           | 5.3, 5.4, 5.5, 5.6             | Performance<br>Composition<br>Listening |
| Term 4<br>Week 6 | Australian Music Performance   | 5.3, 5.7, 5.12                 | Performance<br>Listening                |

## Year 10 Personal Development, Health & Physical Education (PDHPE)

### Outcomes

A student:

- 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.
- PD5-7 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.
- PD5-11 Refines and applies movement skills and concepts to compose and perform innovative movement sequences.

| <b>Date Due</b>      | <b>Description of the Task</b>                        | <b>Outcomes to be assessed</b> | <b>Component Mode</b>               |
|----------------------|---|--------------------------------|-------------------------------------|
| Term 3<br>Week 7     | Case Study: Planning a Road Trip                      | PD5-7                          | Health, Wellbeing and Relationships |
| Terms 1-4<br>Ongoing | Movement skills and performance class tasks (Rubrics) | PD5-4, PD5-5, PD5-11           | Movement Skill and Performance      |
| Terms 1-4            | Class tasks (Rubrics)                                 | PD5-2, PD5-3, PD5-7, PD5-8     | Health, Wellbeing and Relationships |

## Year 10 Physical Activity and Sports Studies (PASS)

### Outcomes

A student:

- PASS5-2 analyses the benefits of participation and performance 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 skillful performance
- 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 displays management and planning skills to achieve personal and group goals
- PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

| <b>Date Due</b>     | <b>Description of the Task</b>                 | <b>Outcomes to be assessed</b> | <b>Component Mode</b>                   |
|---------------------|--|--------------------------------|---|
| Term 1 in class     | Coaching                                       | PASS5-5<br>PASS5-7<br>PASS5-8  | Enhancing Participation and Performance |
| Term 3 in class     | Lifestyle, Leisure and Recreation              | PASS5-2<br>PASS5-4<br>PASS5-10 | Physical Activity and Sport in Society  |
| Terms 1 - 4 Ongoing | Movement Skills, Performance and Participation | PASS5-7<br>PASS5-9             | Movement Applications                   |

## Year 10 Science

### Outcomes

A student:

#### *Values and Attitudes*

- 1VA Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them.
- 2VA Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.
- 3VA Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.

#### *Skills*

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

#### *Knowledge and Understanding*

- 10PW Applies models, theories and laws to explain situations involving energy, force and motion.
- 11PW Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
- 12ES Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
- 13ES Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
- 14LW Analyses interactions between components and processes within biological systems.
- 15LW Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
- 16CW Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.

17CW 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.

| <b>Date Due</b>   | <b>Description of task</b> | <b>Outcomes Knowledge and understanding</b>                         | <b>Outcomes Working scientifically</b> |
|-------------------|----------------------------|---|--|
| Term 1<br>Week 10 | Research                   | PW, ES, LW, CW<br>outcomes subject to<br>student choice             | WS 7, WS 9                             |
| Term 3<br>Week 7  | Depth Study                | N/A   | WS 4, WS 5,<br>WS 6, WS 7, WS 9        |
| Term 4<br>Week 4  | Yearly exam                | 10, 11 PW 1-4,<br>12, 13 ES 1-3,<br>14, 15 LW 1-4,<br>16, 17 CW 1-4 | WS 4, WS 5, WS 6 WS 7,<br>WS 8, WS 9   |



## Year 10 Visual Arts

### Outcomes

A student:

- 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 and 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 artworks.
- 5.7 Applies their understanding of aspects of practice to critical and historical interpretations of art.
- 5.8 Uses their understanding of the function and relationships between artist, artwork, world and audience in critical and historical interpretations of art.

| <b>Date Due</b>   | <b>Description of the Task</b> | <b>Outcomes to be assessed</b> | <b>Component / Mode</b> |
|-------------------|--------------------------------|--------------------------------|-------------------------|
| Term 2<br>Week 2  | Artmaking                      | 5.1, 5.2, 5.4                  | Artmaking               |
| Term 3<br>Week 8  | Art History / Criticism        | 5.7,5.8                        | Art History / Criticism |
| Term 3<br>Week 10 | Artmaking                      | 5.3, 5.5, 5.6                  | Artmaking               |

## **Accelerated Subjects**

Year 11 Ancient History

Year 11 Biology

Year 11 Mathematics Advanced

## Year 11 Ancient History

(Year 10 Accelerated)

**Outcomes:**

A student:

- AH11-1** describes the nature of continuity and change in the ancient world
- AH11-2** proposes ideas about the varying causes and effects of events and developments
- AH11-3** analyses the role of historical features, individuals and groups in shaping the past
- AH11-4** accounts for the different perspectives of individuals and groups
- AH11-5** examines the significance of historical features, people, places, events and developments of the ancient world
- AH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7** discusses and evaluates differing interpretations and representations of the past
- AH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH11-10** discusses contemporary methods and issues involved in the investigation of ancient history.

### Year 11 Ancient History Assessment Schedule

| Component   | Task 1                   | Task 2                                 | Task 3              | NESA Weighting |
|---|--------------------------|--|---------------------|----------------|
| Outcomes  | Source Analysis          | Historical Investigation               | Yearly Examination  |                |
|   | Term 1, Week 10          | Term 2, Week 10                        | Term 3, Weeks 9, 10 |                |
|   | AH11-6 AH11-7<br>AH11-10 | AH11-3, AH11-4, AH11-5, AH11-8, AH11-9 | A range of outcomes |                |
| Knowledge and understanding of course content                                   | 20                       |  | 20                  | <b>40</b>      |
| Historical skills in the analysis and evaluation of sources and interpretations | 5                        |  | 15                  | <b>20</b>      |
| Historical inquiry and research   |                          | 20                                     |                     | <b>20</b>      |
| Communication of historical understanding in appropriate forms                  | 5                        | 10                                     | 5                   | <b>20</b>      |
| <b>Percentage Weighting</b>   | <b>30</b>                | <b>30</b>                              | <b>40</b>           | <b>100</b>     |

## Year 11 Biology

(Year 10 Accelerated)

### Outcomes:

#### Skills

A student:

#### **BIO11/12-1 Questioning and predicting**

develops and evaluates questions and hypotheses for scientific investigation

#### **BIO11/12-2 Planning investigations**

designs and evaluates investigations in order to obtain primary and secondary data and information

#### **BIO11/12-3 Conducting investigations**

conducts investigations to collect valid and reliable primary and secondary data and information

#### **BIO11/12-4 Processing data and information**

selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

#### **BIO11/12-5 Analysing data and information**

analyses and evaluates primary and secondary data and information

#### **BIO11/12-6 Problem solving**

solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

#### **BIO11/12-7 Communicating**

communicates scientific understanding using suitable language and terminology for a specific audience or purpose

#### Knowledge and Understanding

A student:

- develops knowledge and understanding of the structure and function of organisms

#### **BIO11-8**

describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

#### **BIO11-9**

explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

- develops knowledge and understanding of the Earth's biodiversity and the effect of evolution.

#### **BIO11-10**

describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

#### **BIO11-11**

analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

#### Values and Attitudes

A student:

- develops positive, informed values and attitudes towards biology
- recognises the importance and relevance of biology in their lives
- recognises the influence of economic, political and societal impacts on the development of scientific knowledge
- develops an appreciation of the influence of imagination and creativity in scientific research.

**Year 11 Biology Assessment Schedule**

| <b>Component</b>            | <b>Task 1</b>                                      | <b>Task 2</b>                                       | <b>Task 3</b>   | <b>NESA Weighting</b> |
|-----------------------------|--|---|---|-----------------------|
|                             | Practical Investigation                            | Depth Study   | Yearly Examination  |                       |
|                             | Term 1, Week 9                                     | Term 2, Week 9                                      | Term 3 Weeks 9 and 10   |                       |
|                             | Outcomes assessed<br>BIO 11/12-1,2,3,7<br>BIO 11-9 | Outcomes assessed<br>BIO 11/12-4,5,6,7<br>BIO 11-10 | Outcomes assessed<br>BIO11/12-<br>1,2,3,4,5,6,7<br>BIO 11-8,9,10,11 |                       |
| Working Scientifically      | 20   | 20  | 20  | <b>60</b>             |
| Knowledge and Understanding | 10   | 10  | 20  | <b>40</b>             |
| <b>Percentage Weighting</b> | <b>30</b>  | <b>30</b>   | <b>40</b>   | <b>100</b>            |

## Year 11 Mathematics Advanced

(Year 10 Accelerated)

The Mathematics Advanced course is a calculus based course focused on developing student awareness of Mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

**The components and weightings for Year 11 are:**

**Problem-solving, reasoning and justification– 50%**

This component involves the use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.

**Understanding, fluency and communication – 50%**

This component is primarily concerned with the application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.

**Outcomes:**

A student:

- MA11-1** uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems.
- MA11-2** uses the concepts of functions and relations to model, analyse and solve practical problems.
- MA11-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes.
- MA11-4** uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities.
- MA11-5** interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6** manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7** uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8** uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9** provides reasoning to support conclusions which are appropriate to the context.

**Year 11 Mathematics Advanced Assessment Schedule - see following page**

**Year 11 Mathematics Advanced Assessment Schedule**

| <b>Component</b>                                   | <b>Task 1</b>                                | <b>Task 2</b>                     | <b>Task 3</b>                                    | <b>NESA Weighting</b> |
|--|--|-----------------------------------|--|-----------------------|
|  | Term 1, Week 9<br>In class task              | Term 2, Week 7<br>In-class task   | Yearly<br>Examination<br>Term 3,<br>Weeks 9 - 10 |                       |
| Outcomes   | MA11-1, MA11-2,<br>MA11-3, MA11-8,<br>MA11-9 | MA11-1, MA11-2,<br>MA11-3, MA11-4 | All outcomes                                     |                       |
| Understanding,<br>Fluency and<br>Communicating     | 12   | 18                                | 20   | <b>50</b>             |
| Problem Solving,<br>Reasoning and<br>Justification | 13   | 17                                | 20   | <b>50</b>             |
| <b>Percentage<br/>Weighting</b>                    | <b>25</b>                                    | <b>35</b>                         | <b>40</b>  | <b>100</b>            |

## NBSC Manly Campus

### APPENDIX 1 – Illness / Misadventure Application – Years 10,11 and 12

Complete all these forms and submit electronically to the Deputy Principal via email within 7 days of the due date of task

#### Student Checklist, Information and Declaration

(Student to complete)

Answer **all** fields in this form to support the consideration of your application.

| 1. Student Details |  |
|--------------------|--|
| Student Name       |  |
| Student Year Group |  |

#### Eligibility Check

**Check if any of the following are your reason for this application:**

- Loss of ability to prepare prior to assigned time for completion of task as per assessment notification
- Long term illnesses, e.g. glandular fever, unless you suffer a flare-up during the task
- The same grounds for which you received disability provisions, except for other difficulties during the task
- Misreading the task notification or task timetable – if you miss a task or arrive late to a task, contact the Deputy Principal immediately.
- Other commitments, such as participation in entertainment, family holiday, work, extra-curricular or sporting events (*elite level representation may be considered upon application*)

**Note:** If one or more of the reasons above are ticked ✓ **you cannot submit** an application.

Contact your Deputy Principal to:

- **Check** if you are eligible and seek advice on evidence required
- **Submit** your application

#### 2. Student Checklist

Check and complete each step below before you submit your application to the Deputy Principal.

**I have:**

|  |
|--|
| <input type="checkbox"/> experienced an unexpected illness or misadventure that occurred immediately before or during the task (applies to each task I am applying for) and/or   |
| <input type="checkbox"/> experienced an unexpected illness or misadventure which prevented me from attending the tasks (written or practical) or impacting completion of hand-in task.   |
| <input type="checkbox"/> read the Student Information  |
| <input type="checkbox"/> correctly recorded my full name and year group at the top of all forms  |
| <input type="checkbox"/> advised the Deputy Principal and test invigilator or class teacher  |
| <input type="checkbox"/> had Sections 2A and 2B completed OR have attached the required independent evidence for each affected task. <b>Note: A medical certificate that merely states you were unfit for work/study is unacceptable</b>     |
| <input type="checkbox"/> read and completed the Student Declaration  |
| <b>saved my own copy of each</b> of the following documents to give to the Deputy Principal:<br>this includes:   |
| <input type="checkbox"/> Student Checklist, Information and Declaration ( <i>student completes</i> )   |
| <input type="checkbox"/> Section 1 - Effect on task performance ( <i>student completes</i> )   |
| <input type="checkbox"/> Section 2A - Independent evidence of illness ( <i>relevant health professional completes</i> )  |
| <input type="checkbox"/> Section 2B – Independent evidence of misadventure ( <i>relevant person e.g. police officer, funeral director completes</i> )  |
| <input type="checkbox"/> Independent evidence as well as or instead of Section 2A or 2B ( <i>e.g. photographs, written signed report from a relevant person, as per Section 2B – to be collected by the student on the day of the task</i> ) |



**Complete all these forms and submit electronically to the Deputy Principal via email within 7 days of the due date of task**

### 3. Student Information

Before completing this application, read the full information on applying for illness and Misadventure in the School's Assessment Policy and Schedules Booklet.

#### Attendance at Tasks

- You must attend every task where safe to do so. Do not miss a task just because you do not feel able to do your best. The Illness/Misadventure program is designed to support students who perform below their expectations because of unforeseen illness or misadventure.
- If you do not attend a task and your Illness/Misadventure application is unsuccessful, you will not receive a result for the task.  
The school does not expect you to attend a task against specific medical advice. If you cannot attend the task, you must notify the Deputy Principal immediately. Provide them with all the relevant sections of the Illness/Misadventure form and any other relevant medical documentation to support your application.

#### Limitations on Applications and Evidence

Students may only apply in relation to circumstances that occur **immediately** before or **during** a task that effect their performance in the task.

You must seek independent evidence **on the same day, either immediately before or after each task** for which you are applying. The documentation you provide must be **current, specific to the date and time of the task**, and submitted with all parts of the Illness/Misadventure form.

A medical certificate that merely states you were unfit for work/study is unacceptable.

#### Your Rights and Responsibilities

- It is your right and responsibility to submit an Illness/Misadventure application whenever necessary. Pay close attention to the instructions and complete all relevant sections.
- Only if you are incapacitated, an application may be submitted by your parent/guardian on your behalf.

#### Key Dates for Applications

**Tasks – one week after** the affected task or submission date.

### 4. Student Declaration

I, .....Student Year Group: .....  
(write your name in full)

request that the school consider my application for Illness/Misadventure.

I have carefully read the **School's Assessment Policy and Schedules Booklet**, and have followed the instructions on this form.

Student's signature:.....

Student's contact phone number:.....

Student's email address: .....

Date: .....

**Note: If the student is unable to sign for themselves, please complete the below**

Name of Parent/Guardian: ..... Signature:.....

Relationship to Student: .....

Contact phone number: ..... Contact email address: .....

Date: .....

Complete all these forms and submit electronically to the Deputy Principal via email within 7 days of the due date of task

## Section 1

(Student to Complete)

Answer **all** fields in this form to support the consideration of your application.

| Student Details  |  |   |   |   |
|--|--|---|---|---|
| Student Name   |  |   |   |   |
| Student Year Group   |  |   |   |   |
| Did you have disability provisions for this task?            |  |   |   | <input type="checkbox"/> Yes <input type="checkbox"/> No  |
| Is this application for more than one task?                  |  |   |   | <input type="checkbox"/> Yes <input type="checkbox"/> No  |
| Details – Effect of Illness/Misadventure on task performance |  |   |   |   |
| Date of task   | Course and Task Number<br>(e.g. English Paper 1) | Did you attend/submit?                                      | Describe the specific impact of the unexpected illness or misadventure on your task performance | What action did you take to report this?<br>(to the Deputy Principal, Invigilator, or staff member) |
|  |  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |   |   |
|  |  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |   |   |
|  |  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |   |   |
|  |  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |   |   |
|  |  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |   |   |
|  |  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |   |   |
|  |  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |   |   |
|  |  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |   |   |

Complete all these forms and submit electronically to the Deputy Principal via email within 7 days of the due date of task

## Section 2A – Independent Evidence of Illness

(Doctor or appropriately qualified health professional to complete)

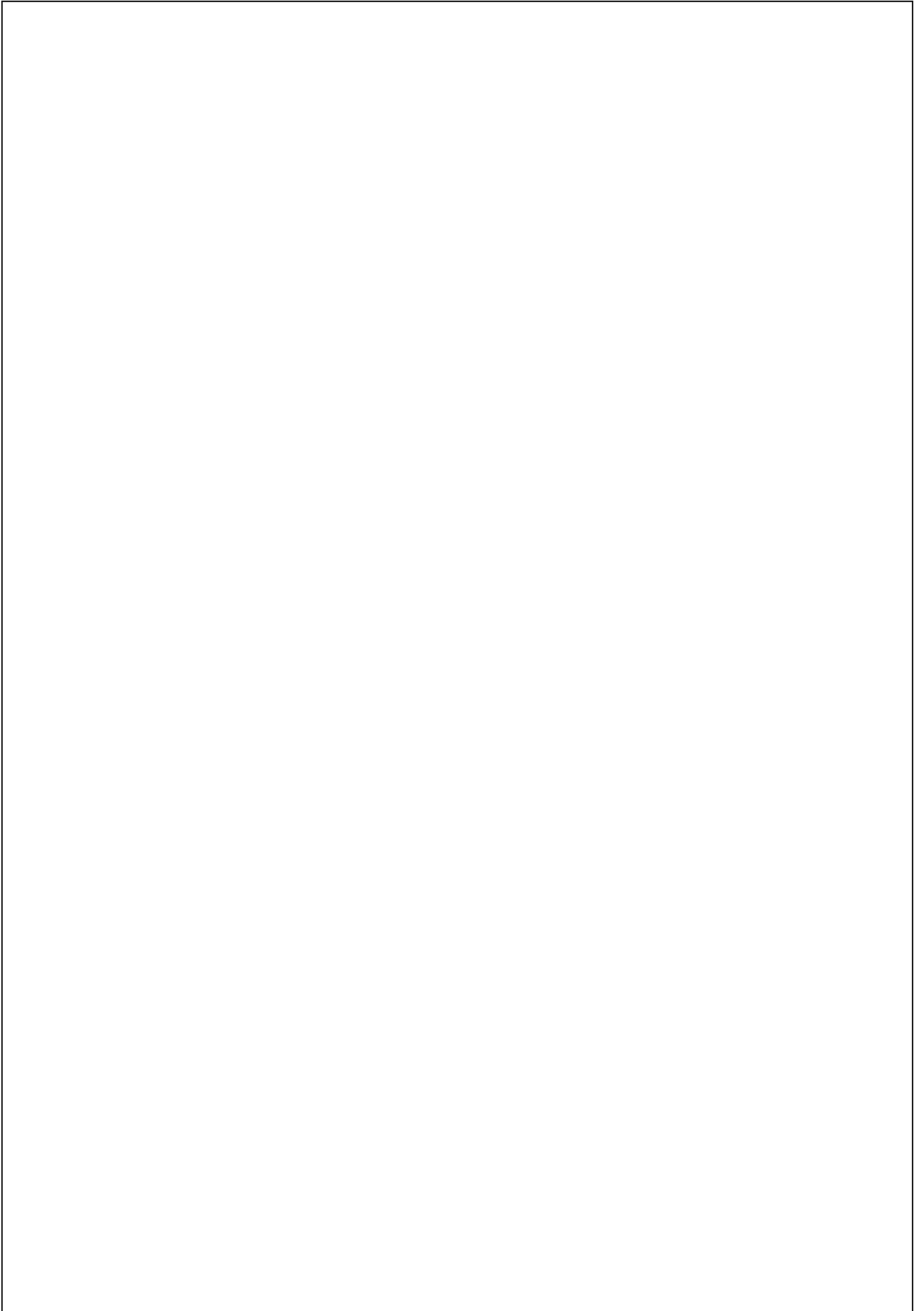
*Section 2A can be completed with electronic sign off, or handwritten needs to signed and scanned as attachments.*

| Important information for the student  |
|--|
| <ul style="list-style-type: none"> <li>Only one health professional should complete this form. If multiple health professionals need to contribute information, each one should complete a separate form.</li> <li>This form will not be accepted if anyone other than the signatory has written on it.</li> <li>Providing false or fraudulent information, including editing, or adding to the health professional's comments, is a breach of the school assessment policy. This may be determined as malpractice and impose a penalty on your results.</li> </ul>  |
| Important information for the medical/health professional  |
| <ul style="list-style-type: none"> <li><b>Students are required to attend all tasks, even when they believe their performance may be adversely affected by illness (unless it is not safe to do so, in accordance with medical advice).</b></li> <li>The specific impact of the situation on the student's performance in the task will be considered.</li> <li>Students who are unwell must seek independent medical advice either immediately before or after the task. (this requirement applies separately to each task)</li> <li>Answer all questions based on your own professional opinion.</li> <li>The student has given permission for the school to obtain further information relating to the application from anyone completing Section 2A.</li> <li>Any fee for providing this report is the responsibility of the student.</li> </ul> |
| <b>A medical certificate that merely states student was unfit for work/study is unacceptable</b>   |

Answer **all** fields in this form to support the consideration of the student's application.

| Patient (student) name                |  |
|---------------------------------------|--|
| Diagnosed medical condition           |  |
| Date of onset/diagnosis of illness    |  |
| Doctor or health professional details |  |
| Name                                  |  |
| Profession                            |  |
| Qualifications/ specialty             |  |
| AHPRA Registration Number             |  |
| Practice / organisation of employment |  |
| Phone number                          |  |
| Signature                             |  |
| Date                                  |  |

| 1. List all date(s) and time(s) of consultations/meetings related to this illness  |  |
|--|--|
|  |  |
|  |  |
|  |  |
| 2. Describe fully how the student's condition and symptoms will or has impacted their task performance (or the student's medical inability to attend the task if applicable)<br><i>Additional sheet(s) may be attached if necessary.</i> |  |
|  |  |



Complete all these forms and submit electronically to the Deputy Principal via email within 7 days of the due date of task

## Section 2B – Independent Evidence of Misadventure

(Relevant person to complete)

*Section 2B can be completed with electronic sign off, or handwritten needs to signed and scanned as attachments.*

| Important information for the student   |
|---|
| <ul style="list-style-type: none"> <li>Only one relevant person should complete this form. If multiple relevant persons need to contribute information, each one should complete a separate form.</li> <li>This form will not be accepted if anyone other than the signatory has written on it.</li> <li>Providing false or fraudulent information, including editing, or adding to the relevant person's comments, is a breach of the school assessment policy. This may be determined as malpractice and impose a penalty on your results.</li> </ul> |

| Important information for the relevant person   |
|---|
| <ul style="list-style-type: none"> <li><b>Students are required to attend all tasks, even when they believe their performance may be adversely affected by misadventure (unless it is not safe to do so, in accordance with specific evidence).</b></li> <li>The specific impact of the situation on the student's performance in the task will be considered.</li> <li>Students who experience unforeseen misadventure must seek independent advice and evidence <b>either immediately before or after</b> the task. (this requirement applies separately to <b>each task</b>)</li> <li>Answer all questions based on your own professional opinion.</li> <li>The student has given permission for the school to obtain further information relating to the application from anyone completing Section 2B.</li> <li>And fee for providing this report is the responsibility of the student.</li> </ul> |

Answer **all** fields in this form to support the consideration of the student's application.

|  |  |
|--|--|
| 1. Student name  |  |
| 2. Type of identification sighted (please request e.g. student photo card, license -include number   |  |
| 3. Date of misadventure  |  |
| 4. Are you known to the student  | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 5. If yes, how do you know the student and what is the nature of your relationship?  |  |
| 6. Were you a witness to the event?  | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 7. If no, how did you obtain the evidence you are providing?   |  |
| 8. Please describe in your own words, the misadventure that the student has experienced. Include as much detail about the specific circumstances, answering the questions: what, where, how and why the event or situation occurred (as per prompts below) has affected their task performance (or the student's medical inability to attend a task, if applicable) <i>Additional sheet(s) may be attached if necessary.</i> |  |
| What happened?   |  |

Where did it occur?

How did the situation unfold, as it directly relates to the student?

Why was the student involved and affected, from your observations? If it was not safe or possible for the student to attend their task, why not?

**9. Relevant person details**

|                              |  |
|------------------------------|--|
| Name                         |  |
| Position of employment       |  |
| Organisation / place of work |  |
| Phone number                 |  |
| Signature                    |  |
| Date                         |  |

## APPENDIX 2 - Official Warning Letter

Date: .....

Dear Parent/Guardian

Re: OFFICIAL WARNING: Non-completion of a Stage 5 Course

I am writing to advise that your son/daughter .....is in danger of not meeting  
(student name)  
the Course Completion on Criteria for the Stage 5 course:.....  
(course name)

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

Please regard this letter as the ..... (e.g. 1<sup>st</sup>, 4<sup>th</sup>) **official warning** we have issued concerning  
.....  
(course name)

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

### Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 10, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, ..... has not satisfactorily met.....of the Course Completion Criteria.  
(student name) (indicate a), b) or c)

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for ..... to satisfy Course  
(student name)

Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed / achieved.

Please discuss this matter with..... and contact the school if further information or  
(student name)  
clarification is needed.

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by .....

*(student name)*

| <b>Task Name(s) /<br/>Course Requirement(s) /<br/>Course Outcome</b> | <b>Original Due<br/>Date<br/>(if applicable)</b> | <b>Action Required by student</b> | <b>Revised date to<br/>be completed by<br/>(if applicable)</b> |
|--|--|-----------------------------------|--|
|  |  |                                   |  |
|  |  |                                   |  |
|  |  |                                   |  |
|  |  |                                   |  |

Please discuss this N Award Warning letter with your child and email .....

*(Head Teacher of the subject)*

to indicate that you have received this warning letter and understand the process.

Yours faithfully

.....

Head Teacher

.....

Principal



## APPENDIX 3 – NBSC Manly Campus Process for N Awards

When **student** is not completing class tasks, common tasks or not meeting course outcomes due to frequent unexplained absences, the below procedure for N Awards is followed.

### 1. CLASS TEACHER:

- a. Speaks to student to ascertain reason for non-completion
- b. Ensure student understands to the task, has relevant resources and is given assistance if appropriate
- c. Liaises with Head Teacher
- d. Completes N Award warning letter in Sentral and sends PDF copy of N Award warning letter to the Head Teacher



### 2. HEAD TEACHER:

- a. Liaises with Deputy Principal
- b. Interviews student where appropriate
- c. Phone call to parents where appropriate
- d. Send email of PDF N Award warning letter to parent / caregiver and cc Deputy Principal
- e. Record communications on Sentral including return of acknowledgement email from parents



### 3a. PARENT / CAREGIVER:

- a. Emails acknowledgement of N Award warning letter to Head Teacher

### 3b. STUDENT:

- a. Liaises with classroom teacher to complete outstanding work and follows school requirements



### 4. CLASS TEACHER:

- a. Ensures student understands the task, has relevant resources and is given assistance if appropriate
- b. Liaises with Learning Advisor if necessary



### 5. LEARNING ADVISOR:

- a. Liaises with classroom teacher and student to assist in resolution of N Award



### 6. CLASS TEACHER:

- a. If work has been completed - enters completion on Sentral and notifies Head Teacher
- b. If work has not been completed - notifies Head Teacher



### 7. HEAD TEACHER:

- a. If work has been completed - notifies Deputy Principal
- b. If work has not been completed - phones parent / caregiver again, sends a follow-up N Award warning letter and notifies Deputy Principal

Only **one** N Award warning letter will be sent for each issue or task where a student is not meeting NESA requirements. When **two** N Award warning letters have been sent in one course (i.e. two different issues or tasks) intervention from the executive team will take place and the N Award process may begin.



## NBSC Manly Campus

### APPENDIX 4 – Common Task Cover Sheet

Please attach this signed cover sheet to every common task you submit.

|                           |                            |
|---------------------------|----------------------------|
| <b>Surname:</b>           | <b>Given Name:</b>         |
| <b>Student number:</b>    |                            |
| <b>Subject:</b>           | <b>Due Date:</b>           |
| <b>Teacher:</b>           | <b>Task Title:</b>         |
| <b>Teacher signature:</b> | <b>Date of submission:</b> |

#### All My Own Work

##### 1. *Acknowledgement of Sources by compiling a bibliography*

One of the most important elements of good practice involves careful acknowledgement of the ideas of others used in your response. This acknowledgement should occur in your answer at the point where you use another's ideas (e.g. Jones, 2007, p.92, i.e. author's surname, date of publication, page) and in a bibliography at the conclusion of your response.

##### 2. *Avoiding plagiarism*

Plagiarism involves using the work of another person and presenting it as your own. These are some ways you would be plagiarising, unless you have clearly acknowledged your source:

- Copying out part(s) of any document from any source, including the internet;
- Using someone else's ideas or conclusions, even if you have put them in your own words;
- Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded some parts.

#### DECLARATION:

I have read and understood the *All My Own Work* statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

Student Initial /Confirmation: ..... Date: .....

## APPENDIX 5 – Reference List based on APA 7

### Referencing for Common Tasks

When writing assignments that rely on knowledge from other sources, e.g websites, books, videos, journal and newspaper articles, it is important that we reference where this information came from. This includes all information that is not our own knowledge and is not considered public knowledge. This helps us to avoid accidentally plagiarising the work of others.

We do this in two ways when using the **APA Reference system**:

- A Reference List at the end
- In-text citations throughout our assignment

### In-Text Citations

In-text citations are used to show that we are referring to the ideas of another source. We might do this by discussing an idea, summarising, paraphrasing or directly quoting. We use an author-date system for in-text referencing – meaning the author’s surname and date of publication are used. When quoting, we need to include the page number if possible.

- The current refugee crisis is the largest example of global displacement in history (**Yousafzai, 2021**).
- **McKernan (2014)** suggests that the purpose of parading wounded soldiers before the general public was to counter growing apathy towards the war.
- **Langton and Neale (2023, p.37)** state that First Nations Law is “constantly evolving in response to new needs and circumstances”.

### Reference List

Your Reference List includes everything you used to write your assignment and is arranged alphabetically by author, then by date. *For more referencing examples, see the APA7 Guide on the Library website.*

|  |  |
|--|--|
| <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• Author’s surname, Initials. (Publication year). <i>Title in italics</i>, Name of publisher</li> <li>• Use &amp; between authors if there are two</li> </ul> <p>e.g. McKernan, M. (2014). <i>Australians at home</i>, The Five Mile Press</p>   | <p><b>Website:</b></p> <ul style="list-style-type: none"> <li>• Author/Organisation (Publication year or n.d. if no known year). <i>Title of webpage in italics</i>. Company/organisation name if different from author. &lt;URL&gt;</li> </ul> <p>e.g. World Health Organisation (2023). <i>Asthma</i>, <a href="https://www.who.int/news-room/fact-sheets/detail/asthma">https://www.who.int/news-room/fact-sheets/detail/asthma</a></p>   |
| <p><b>Australian Bureau of Statistics:</b></p> <ul style="list-style-type: none"> <li>• Australian Bureau of Statistics. (Year). <i>Report title</i>. URL</li> </ul> <p>e.g. Australian Bureau of Statistics. (2017). 2071.0 - Census of Population and Housing: Reflecting Australia - Stories from the Census, 2016: Religion in Australia. <a href="https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by+Subject/2071.0~2016~Main+Features~Religion+Data+Summary~70#:~:text=Reflecting%20the%20historical%20influence%20of,religion%20in%202016%20(30%25)">https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by+Subject/2071.0~2016~Main+Features~Religion+Data+Summary~70#:~:text=Reflecting%20the%20historical%20influence%20of,religion%20in%202016%20(30%25)</a>.</p> | <p><b>Online News Article:</b></p> <ul style="list-style-type: none"> <li>• Author, Initials. (Year, Month Day) Title. <i>Publication</i>. URL</li> </ul> <p>e.g. Kemp, E. (2023, July 25) Sam Kerr will be missed, but she is not the Matildas’ top scorer of late. <i>The Sydney Morning Herald</i>, <a href="https://www.smh.com.au/sport/soccer/sam-kerr-will-be-missed-but-she-is-not-the-matildas-top-scorer-of-late-20230724-p5dqse.html">https://www.smh.com.au/sport/soccer/sam-kerr-will-be-missed-but-she-is-not-the-matildas-top-scorer-of-late-20230724-p5dqse.html</a></p>     |
| <p><b>Podcast:</b></p> <ul style="list-style-type: none"> <li>• Host. (Year, Month Day). Title [Type]. In <i>Title of podcast</i>. URL</li> </ul> <p>e.g. Jenner, G. (2023, May 5). Victorian bodybuilding [Podcast] In <i>You’re Dead to Me</i>. BBC Radio, <a href="https://www.bbc.co.uk/programmes/p0flh367">https://www.bbc.co.uk/programmes/p0flh367</a></p>   | <p><b>Journal Article:</b></p> <ul style="list-style-type: none"> <li>• Surname, I. (Year). Title of the article. Title of Journal, volume number (issue number), page-page</li> </ul> <p>E.g. Fogarty, M. &amp; Arnold, G. (2021). Are You Ready for It? Re-Evaluating Taylor Swift. <i>Contemporary Music Review</i>, 40 (1), 1-10</p>   |
| <p><b>Chapter/Short story in an edited Book:</b></p> <ul style="list-style-type: none"> <li>• Surname, I. (Year). Title of Chapter. In I. Editor (Ed.), Title of book (pp. xx-xx). Publisher</li> </ul> <p>e.g. Eg. Winch, T.J. (2021). Cloud Busting. In E. van Neerven (Ed.), <i>First Nations Stories Then and Now</i> (1-8). University of Queensland Press</p>  | <p><b>Government/Organisation Report:</b></p> <ul style="list-style-type: none"> <li>• Organisation name (Year). <i>Title of report</i>. URL</li> </ul> <p>e.g. NSW Department of Planning and Environment (2023). <i>Code of Practice for Injured Sick and Orphaned Koalas</i>. <a href="https://www.environment.nsw.gov.au/-/media/OEH/Corporate-Site/Documents/Animals-and-plants/Native-animals/code-of-practice-koalas-230250.pdf">https://www.environment.nsw.gov.au/-/media/OEH/Corporate-Site/Documents/Animals-and-plants/Native-animals/code-of-practice-koalas-230250.pdf</a></p> |

## APPENDIX 6 - School Based Calendar of Common Tasks / Assessment Schedule Guidelines

### Year 10 2025

*The scheduled weeks for common tasks / Stage 6 assessment tasks may not be changed without approval.*

| Term Week              | Common Tasks and Accelerated Assessment Tasks  |  | Week Beginning    |
|------------------------|--|--|-------------------|
| T1 W1                  | SDD 31/1 - 5/2 – Pupil Free  | First day of term for students is 6/2, PDHPE and PASS Term 1-4 ongoing | 31 January 2025   |
| T1 W2                  |  |  | 3 February 2025   |
| T1 W3                  |  |  | 10 February 2025  |
| T1 W4                  |  |  | 17 February 2025  |
| T1 W5                  |  |  | 24 February 2025  |
| T1 W6                  | Computing Technology   |  | 3 March 2025      |
| T1 W7                  | History  |  | 10 March 2025     |
| T1 W8                  | ILP, Mathematics   |  | 17 March 2025     |
| T1 W9                  | Commerce, Food Technology, French, Japanese, Year 11 Mathematics, Year 11 Biology                              |  | 24 March 2025     |
| T1 W10                 | Drama, Science, Year 11 Ancient History  |  | 31 March 2025     |
| T1 W11                 | English  |  | 7 April 2025      |
| <b>School Holidays</b> |  |  |                   |
| T2 W1                  | SDD 28/4 and 29/4 – Pupil Free   | First day of Term 2 for students is Tuesday 29 April 2025              | 28/4/2025         |
|                        | PDHPE and PASS Term 1-4 ongoing  |  |                   |
| T2 W2                  | History Elective, Visual Arts  |  | 5/5/2025          |
| T2 W3                  |  |  | 12/5/2025         |
| T2 W4                  | History, Mathematics, Music  |  | 19/5/2025         |
| T2 W5                  | Engineering Technology   |  | 26/5/2025         |
| T2 W6                  |  |  | 2/6/2025          |
| T2 W7                  | Year 11 Mathematics  |  | 9/6/2025          |
| T2 W8                  | ILP, Computing Technology, Drama   |  | 16/6/2025         |
| T2 W9                  | Year 11 Biology  |  | 23/6/2025         |
| T2 W10                 | English, Year 11 Ancient History   |  | 30/6/2025         |
| <b>School Holidays</b> |  |  |                   |
| T3 W1                  | SDD 21/7 – Pupil Free  | First day of Term 3 for students is Tuesday 22 July 2025               | 21 July 2025      |
|                        | PDHPE and PASS Term 1-4 ongoing  |  |                   |
| T3 W2                  |  |  | 28 July 2025      |
| T3 W3                  | History Elective   |  | 4 August 2025     |
| T3 W4                  | Commerce   |  | 11 August 2025    |
| T3 W5                  |  |  | 18 August 2025    |
| T3 W6                  | Music  |  | 25 August 2025    |
| T3 W7                  | Food Technology, Geography, PDHPE, Science   |  | 1 September 2025  |
| T3 W8                  | Computing Technology, French, Japanese, Visual Arts  |  | 8 September 2025  |
| T3 W9 & W10            | Drama, Engineering Technology, ILP, Visual Arts, Year 11 Ancient History, Year 11 Mathematics, Year 11 Biology |  | 15 September 2025 |
|                        |  |  | 22 September 2025 |
| <b>School Holidays</b> |  |  |                   |
| T4 W1                  | First day of Term 4 for students is Tuesday 14 October 2025, PDHPE and PASS T1-4 ongoing                       |  | 14 October 2025   |
| T4 W2                  | Commerce   |  | 21 October 2025   |
| T4 W3                  | English, Food Technology, French, Geography, History Elective, Japanese  |  | 28 October 2025   |
| T4 W4                  | Mathematics, Science   |  | 4 November 2025   |
| T4 W5                  | Computing Technology, Engineering Technology   |  | 11 November 2025  |
| T4 W6                  | Music  |  | 18 November 2025  |
| T4 W7                  |  |  | 25 November 2025  |
| T4 W8                  |  |  | 2 December 2025   |
| T4 W9                  |  |  | 9 December 2025   |
| T4 W10                 |  |  | 16 December 2025  |