



# MITCHELL HS

YEAR 10 2025  
ASSESSMENT HANDBOOK





This year will be a very important year for you as you are in Year 10. You will be studying for the **NSW Record of School Achievement (RoSA)**.

Year 10 students must have a satisfactory record of attendance up until the final day of the school year.

**The NSW Education Standards Authority (NESA)**, is responsible for granting the Record of School Achievement (RoSA) and therefore is responsible for the rules and regulations around these certificates. The RoSA is provided to students who are leaving school to enable students to enter TAFE or gain employment. It is a record of achievement for students who leave school prior to receiving their Higher School Certificate (HSC). The RoSA is not automatically provided at the completion of Year 10.

Students need to complete their courses in a satisfactory way to be eligible for a RoSA by showing they have:

- followed the course developed or endorsed by NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes

This handbook is designed to help you to plan for the assessment for your NSW Record of School Achievement (RoSA). It informs you of all the tasks, the dates due and the weighting of each task.

The RoSA will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school-based assessment rather than external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW.

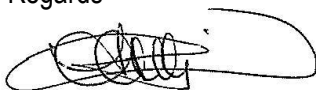
**This handbook is also available on the school's website:**

**[www.mitchell-h.schools.nsw.edu.au](http://www.mitchell-h.schools.nsw.edu.au)**

Remember to put all the tasks that you have due on a calendar so you do not forget when one is due.

Good luck and remember good grades do not just happen. They happen because of hard work and dedication.

Regards



Ms E. Marinis  
Principal

### Reporting of NSW Record of School Achievement (RoSA) Results

**NSW Record of School Achievement (RoSA)** is issued to students by the **NSW Education Standards Authority (NESA)**. The RoSA is a testamur document showing the student's name and school and indicating their record of achievements.

It is proposed that to qualify for the award of NSW Education Standards Authority (NESA), a student **must have**:

- attended a government school, an accredited non-government school or a recognised school outside NSW undertaken and completed courses of study that satisfy NESA curriculum and assessment requirements for the Record of School Achievement
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA and
- completed Year 10.

### Courses Studied by Candidates in 2025

**Mandatory:** English, Mathematics, Science, Personal Development, Health and Physical Education (PDHPE), History and Geography

**Electives:** Big History, Carers, Child Studies, Commerce, Electronics, Dance, Drama, History Elective, Information Software Technology, Multimedia, Food Technology, Metal, German, Photographic and Digital Media, Music, Psychology, Sport Science, Textiles Technology, Timber and Furnishings, Visual Arts, Work Education.

### School-Based Assessment

In every course studied, a student will be issued a grade based on **Course Performance Descriptors**. This will be reported as a grade from A - E. Assessment tasks in each course will be used to determine a student's grade in conjunction with course performance descriptors in all courses. Students are required to complete all the assessment tasks as indicated in the schedules for the award of the **RoSA**. Each course has its own course performance descriptors, but the following chart gives a general description of the student performance required for each grade. Course performance descriptors for all courses will be issued to students via their class / course teachers. Specific course related questions can be resolved through Head Teachers. A student's grade in each course will indicate the level of achievement and performance they have reached. In some subjects a weighting is given to indicate the relative contribution of each task. In other subjects, tasks assess specific subject descriptors so weightings are not indicated.

All assessment tasks at Mitchell High School are now presented on a standardised task sheet as well as on the Millennium Portal, to ensure consistency in the way students receive information about such important tasks.

**Attendance at school and in classes is critical to a student achieving course outcomes.**

### Satisfactory / Unsatisfactory Completion

For each course the Principal will need to declare that a student has:

- followed an approved course of study
- applied themselves with diligence and sustained effort
- participated in and achieved some or all of the course outcomes.

**The Year 12 Assessment Handbook is available on the school's website and Millennium Portal:**

[www.mitchell-h.schools.nsw.gov.au](http://www.mitchell-h.schools.nsw.gov.au)

<https://millennium.education/portal/>

# NSW Education Standards Authority (NESA) Year 10 General Performance Descriptors



The following are the general course performance descriptors from the NSW Education Standards Authority (NESA), which are used to report on outcome achievement across a range of courses:

<b>Grade</b>	<b>General Performance Descriptors</b>
<b>A</b> <b>Outstanding Achievement</b>	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>B</b> <b>High Achievement</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.
<b>C</b> <b>Sound Achievement</b>	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.
<b>D</b> <b>Basic Achievement</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b> <b>Limited Achievement</b>	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.



## This information applies to all subjects

### Completion of tasks/extensions

- Students must complete all tasks to the best of their ability.
- All tasks must be completed by the due date. Teachers will generally not grant extensions unless a student presents very good reasons in the way of a **medical certificate** or other written documents, which verify that a task cannot be completed by the due date. Requests for **extensions must be made on the Illness/ Misadventure/ Extension Form to the head teacher concerned and at least a week before** the assignment is due. Students who hand in tasks after the due date without appropriate documents will be awarded a **zero** mark, which could result in the loss of the RoSA.

**All questions about marks or grades must be resolved at the time a task is handed back.**

### Absence

In the event of an unavoidable absence on the day that an assessment task / test is to be held, students **must**:

- Complete the illness/misadventure/extension form and supply a letter of explanation and the relevant documentation (e.g. doctor's certificate) to the head teacher
- Report to the teacher and head teacher on the first day they return to school with appropriate documentation
- Present evidence of the task being commenced

The head teacher will then decide if the student will:

- Sit for a substitute test
- Receive an estimate

Failure to follow these instructions or to have a suitable explanation will lead to a **zero** mark for that task / test.

In the case of absence when a task is due to be handed in, the student should try to ensure that the task is received by the teacher that day. This may mean a friend or relative bringing it to the school. If this is not possible, then an illness/misadventure/ extension form and a doctor's certificate or appropriate documentation must accompany the assignment, which must be handed in to the relevant KLA head teacher on the **first day back after an absence or illness**. If a student fails to hand in the work with a suitable explanation then a **zero** mark will be awarded.

### Transfer

Students enrolling in the school during Year 10 will be graded on their performance whilst at this school but advice may be sought from their previous school.

### Computer Failure

Computer or printer failure or malfunction cannot be taken as an acceptable reason for failure to submit an assessment task on time. It is the student's responsibility to save their work frequently and back it up regularly. If failure occurs, the student must submit their last printed hard copy as evidence of work completed. If the assignment is to be submitted on USB flash drive or CD, the last saved copy is to be submitted.

## 'N' Determinations

A student who is given an 'N' Determination may not be eligible for a RoSA.

### **School procedures for students who are at risk of being ineligible for a RoSA**

- 1 Initially a letter will be sent to students by class teachers and head teachers outlining areas where problems exist and consequences of not addressing these. This letter will be supplemented, if necessary, by counselling / interview.
- 2 If there is insufficient improvement, a further letter will be sent to students again outlining consequences of failure to meet requirements. This letter will be accompanied by additional interviews / counselling by the head teacher and class teacher if the student is not performing in one subject area. The Deputy Principal will become involved at this stage.
- 3 The students and parents / carers will be involved in an interview with the senior executive regarding the possible ineligibility for a RoSA.

## Malpractice

### Copying, cheating, and talking during an assessment task.

All assessment tasks must be:

- 1 **The student's own original work.** You cannot submit a task identical to that of another student. You may work on a task with a friend / relative etc. but the final copy must be in your own words: i.e. it must be your original interpretation of the task. Failure to comply with this will lead to the award of a **zero** mark.
- 2 **Completed by a student in the current assessment period.** You may not hand in a task or part of a task completed for another assignment in this or previous years. Students found to have committed this form of malpractice will be awarded a **zero** mark.

In situations where it is established that the student has copied from another student or misrepresented work copied from a source or committed any other type of malpractice then a **zero mark** will be given for the task.

The head teacher, in consultation with the class teacher, will establish that malpractice has occurred. Parents / carers will be advised in writing.

If a student can produce conclusive evidence that malpractice has not occurred, an appeal may be lodged with the Deputy Principal in writing. An interview with the student will follow and the decision made will be final. If it is found that malpractice has occurred, no substitute task will be given.

A Record of Achievement will not be awarded to a student found who is guilty of malpractice (e.g. cheating, copying another person's work or copying from a source and claiming it as her own work or talking during the external tests). Malpractice during a school exam or for an assessment task will result in a **zero mark** and could result in an 'N' Determination for that subject.

### Attitude and Effort

Poor attitude and effort that result in lack of achievement of course outcomes and non-completion of work will result in an 'N' Determination. Attitude and effort will be part of the school report.

### Reports

The marks and comments that students receive on their reports may be derived from tests, assignments and bookwork as well as a conduct and attitude component.

### Appeals

The Principal will notify the NSW Education Standards Authority (NESA), of any student who has not met NESA requirements and therefore may be ineligible for a RoSA on the grounds of unsatisfactory attendance or application. The Principal will also notify the student of his / her actions and pass on appropriate information including an appeal form to the students / parents. Final dates for submission will be notified at that time.

### Appeals Committee

If a student believes that he / she has been unfairly dealt with in relation to an assessment procedure, he / she should report to the Deputy Principal who will convene the Appeals Committee for a hearing, if warranted.

<b>1.</b>	<b>You are required to attempt all school based assessment(s), that your teachers set you.</b>
<b>2.</b>	<b>You need to work with your teachers to decide how much is reasonable for you to complete.</b>
<b>3.</b>	<b>If you are in any doubt about your requirements, then it is your responsibility to talk to your teacher.</b>
<b>4.</b>	<b>It is essential for you to fulfil your attendance requirements.</b>



## APPENDIX A

### Illness / Misadventure / Extension Form Record of School Achievement, Year 11 and Higher School Certificate Assessment Tasks

#### Student & Course Details

Student's first name: ..... Student's surname: .....

Year: ..... Roll call: .....

Course name: .....

Head Teacher's name: ..... Teacher's name: .....

#### Task Details

Task name: .....

Task number: ..... Task weight: .....

Task due date: ..... Task completed date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

#### Misadventure Details

Details of absence: First day of absence: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Last day of absence: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Details of illness / misadventure:  
.....  
.....  
.....

Medical certificate attached:  Yes  No

Student signature: ..... Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

#### Teacher Approval

Has this request been discussed with your teacher?  Yes  No

#### KLA HT Response

Clearly informed of student absence as per regulations  Yes  No

Student submitted task as per Assessment Handbook  Yes  No

Student completed exam / task on first day of return  Yes  No

Support this appeal  Yes  No

KLA HT signature: ..... Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

KLA HT recommendation action (estimate, sit exam, sit alternate exam etc.)  
.....

Deputy Principal: ..... Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

# Student Reflection



Answer the following questions after you have finished the task

**A. How did I know what I had to do to complete this task?**

---

---

---

---

**B. Looking at my work and using the levels of achievement I believe this work is:**

- Outstanding
- High
- Sound
- Basic
- Limited

**Because:**

---

---

---

---

---

**C. I need to ask for help with:**

---

---

---

---

---

---

**Teacher's comments:**

---

---

---

---

---

# Record of School Achievement (RoSA)

## Assessment Rules



To be determined to have met the requirements for completion of Year 10 RoSA courses, students must be able to provide evidence to the Principal that they have:

NESA Terminology from Assessment, Certification & Examination (ACE) manual:	For students at Mitchell High School this means:
"Followed the course developed or endorsed by the NESA"	Following the relevant NESA syllabus and participating in the learning activities set by the teacher.
"Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school"	<ul style="list-style-type: none"><li>• Attending all timetabled lessons unless there is a valid, explained reason</li><li>• Making a genuine attempt to complete the greater majority of tasks set in class or at home to the best of their ability.</li><li>• Actively participating in the learning experiences provided.</li><li>• Completing mandatory practical activities</li></ul>
"Achieved some or all of the course outcomes"	Demonstrating in class that they have learnt concepts, ideas and skills in that course to at least an elementary level (as determined by the class teacher) in assessment tasks and other activities in that course.

**Failure by a student to meet any of these requirements may result in them being issued an 'N Determination' warning letter.**

The issuing of three (3) 'N Determination' warning letters by the school in any one subject may result in a student being declared to have not met course requirements.

**NSW Education Standards Authority (NESA) = ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au))**

## 1 Assessment Tasks

- 1.1 Each student is expected to complete or make a genuine attempt at all assessment tasks.
- 1.2 Assessment tasks take precedence over all other school activities, including excursions, competitions and sporting events. Under special circumstances the Principal may grant exemptions.
- 1.3 Assessment tasks must be handed in personally to the class teacher or subject head teacher in their staffroom or classroom at the due time. Unless otherwise specified, all assessment tasks must be submitted as hard (paper) copies.
- 1.4 Assessment is continuous throughout Year 10.
- 1.5 Assessment must be based on the Stage 5 course, apart from exceptions noted by NESA.
- 1.6 All work done at home must be the student's own work. The progress of home assessment tasks will be monitored by the teacher where appropriate. Tasks containing work not from the student may receive zero marks.
- 1.7 Assessment tasks will not be due in the period two weeks before school examinations without the permission of the Principal.
- 1.8 The Principal has the authority to grant disability provisions for assessment work and tests.

## 2 Completion of Assessment Tasks

- 2.1 Work submitted late will receive a zero mark unless accompanied by an illness/misadventure/extension form and a doctor's certificate or an application is made to the Principal regarding misadventure.
- 2.2 Faulty USB flash drives, computer and printing problems, will not be accepted as valid excuses for late work. School staff will not print assessment tasks. Students unable to print assessment tasks must email the task to the school by 9.00am on the due date. The emailed task must be identical to the final version that is submitted. Students remain responsible to print and submit the task as soon as possible.
- The school's email address is: [mitchell-h.school@det.nsw.edu.au](mailto:mitchell-h.school@det.nsw.edu.au)
- Please mark email topic: *Attention: (Class Teacher Name)*
- 2.3 If a student is absent from an in-class assessment task, an illness/misadventure/extension form and a doctor's certificate as proof of illness must be submitted. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the head teacher of the subject concerned on their arrival at school on the day they return in order to arrange the task's completion. Incidents of misadventure leading to absence from an assessment task will be considered by the Year 10 Deputy Principal and the relevant head teacher.
- 2.4 If a student is absent due to illness or misadventure on the due date for submission of a take home assessment task, the task must be submitted on the day of return (even if the student does not have the subject that day). Failure to do so on immediate arrival to school will be considered late work and no marks will be awarded. Students should email the task to the school by 9.00am on the due date. The emailed task must be identical to the hard copy that is submitted.
- If a student is absent and does not provide a doctor's certificate, a zero mark will be recorded.
- The doctor's certificate must cover absence on the due date and any subsequent days.
- 2.5 Difficulties in preparing for assessment tasks will not usually be considered for reviewing results. In exceptional circumstances, the Principal may consider reviewing results gained under adverse conditions.
- 2.6 If a student knows in advance that they will be absent on the date of an in-class task, the school should be contacted and the Head Teacher informed prior to the date. Assessment tasks should be completed and submitted before the due date unless other arrangements are made with the head teacher of the subject. Should a task be submitted late then it must be accompanied by a doctor's certificate.
- 2.7 If a student is ill during an assessment task they must inform the supervising teacher immediately. The time of the student illness will be recorded and the student may be offered a period equal to the time missed due to the illness. The student must provide a doctor's certificate for illness immediately upon their return to school.
- 2.8 If a student becomes ill during an assessment task, the head teacher will decide whether an estimate or a substitute task will be given.
- 2.9 **Students must attend all classes on the day an assessment task is due.** Students are not permitted to arrive late because they have been working on the task. No marks will be awarded if this occurs, unless the necessary documentation is provided. **Students must attend school the day before an assessment task is due.** Students are not permitted to stay away from school so that they can work on the task. No marks will be awarded if this occurs, unless the necessary documentation is provided..



# Record of School Achievement (RoSA)

## Assessment Rules

---



- 2.10 In the event of illness for an examination, students are expected to see the teacher or head teacher of the subject to arrange an alternative time to sit the examination. A doctor's certificate must be submitted.
- 2.11 Students are entitled to appeal decisions to award no marks by submitting an appeal to the Principal. The appeal should describe the student's concern regarding the assessment task procedures.
- 2.12 Students are expected to attempt all tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute **in excess of 50%** of available marks in the course.

## 3 Non-Completion of Assessment Tasks

- 3.1 Students awarded zero marks for assessment tasks that add to a total of 50% or more of the final course assessment marks will be determined as not having satisfactorily completed the course. This means that the student will not receive an assessment mark or an examination mark for that subject.
- 3.2 Students and parents will be notified if a student receives a zero mark and opportunities will be provided for the student to meet course outcomes. Parents and students should also be aware of potential consequences of non-completion of course outcomes.
- 3.3 For appeals against an internal assessment mark the student should see their classroom teacher in the first instance and then the head teacher. These appeals are dealt with within the faculty.
- 3.4 A student who wishes to appeal formally against a decision not to award marks should submit the appeal to the Principal. The appeal must be written by the student and lodged no later than **FIVE** school days after the student is informed of the decision not to award marks. All relevant documentation must accompany the appeal when it is lodged. Relevant documentation may include a copy of the assessment task sheet, a copy of the student's response, a supporting letter from parent or caregiver, a medical certificate and other documentation that may support the appeal.
- 3.5 Students who do not make a serious attempt at an assessment task may not receive a mark for the task concerned. This may render some students **ineligible** for an award for the subject in the Record of School Achievement.
- Non-serious attempts** include frivolous or objectionable material.
- Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.
- Non-attempts** include those where only multiple-choice questions are attempted.
- Any student identified as making a non-serious attempt or a non-attempt will be asked by the school to justify why they should receive a result for the task concerned.
- 3.6 All students attending an examination at Mitchell High School are subject to the rules of the school. This includes assembling for, undertaking and leaving the examinations. **Students who do not comply with the school's examination rules for a course may have their examination paper for that course cancelled.** This may render the student **ineligible** for the award of a Record of School Achievement.
- 3.7 Where the 'N' Determination is applied in a Stage 5 mandatory curriculum requirement and/or a mandatory course, it will be reported on the Transcript of Study and the Student eRecord as 'Not Completed'.

## 4 Attendance

*Student attendance at school and in timetabled classes is an essential component of completing course outcomes.*

**Excessive absences from class or school may result in a notification of a Non-Award in the RoSA for that subject.**

### 4.1 Absence through illness and/or physical injury

In the case of prolonged or recurring illness or injury, a medical certificate will be accepted as satisfactory evidence of legitimate absence.

In many instances, school work may be undertaken while at home or in hospital. In this way, the Principal may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.

A student affected by long-term illness may elect to accumulate the RoSA over a number of years. The student will then be graded with the cohort of students with whom he or she completes each course.

### 4.2 Absence on holidays

The DoE Attendance Policy states: *“For students absent due to illness, injury or misadventure the school will provide ongoing educational support. For students absent due to family holidays, parents are responsible for ongoing educational programs.”* It may be possible for compensatory assignments to be negotiated, completed and posted back to school by students who are absent on holidays. In this way, the Principal may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.

Some students may be judged able to catch up missed work upon return, in order to meet course requirements and achieve the outcomes of the course.

### 4.3 Absences without satisfactory explanation

Any unsatisfactorily explained absence, or series of unexplained absences, if the length or pattern is extensive, may result in a course(s) not being satisfactorily completed. Warning letters to the student/parent must indicate how the absence may result in non-completion of course requirements and must set out the steps necessary for the student to satisfactorily complete the course(s).

### 4.4 Absence prior to the final date for Year 10

It is a requirement for the award of the Record of School Achievement that students attend until the final day of both Years 9 and 10 as determined by the DoE. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by NESA, are met.

## 5 Assessment Review Panel

- 5.1 Students have access to an appeals process if they feel that the assessment process has not been followed.
- 5.2 Initially the student should seek to resolve the issue informally with the relevant teacher(s). If not resolved by discussion between teacher and student, the teacher's direct supervisor will convene and mediate a further informal meeting.
- 5.3 If the informal approaches do not resolve the problem a formal process may be initiated. The student lodges a formal appeal in writing to the Principal clearly stating their grounds for appeal **within five days from the date of assessment**. Appeal submissions will be recorded by the school.
- 5.4 The Principal may convene an assessment review panel to consider the appeal. The panel may request the attendance of the student and relevant teacher(s) to assist in its deliberations.
- 5.5 An assessment review panel consists of at least three of the following:
  - Principal or their nominee,
  - Deputy Principal or their nominee,
  - the relevant KLA head teacher.
- 5.6 If the student's appeal is rejected, the student's caregiver will be informed of the assessment review panel's decision in writing.
- 5.7 The decision of an assessment review panel is final.

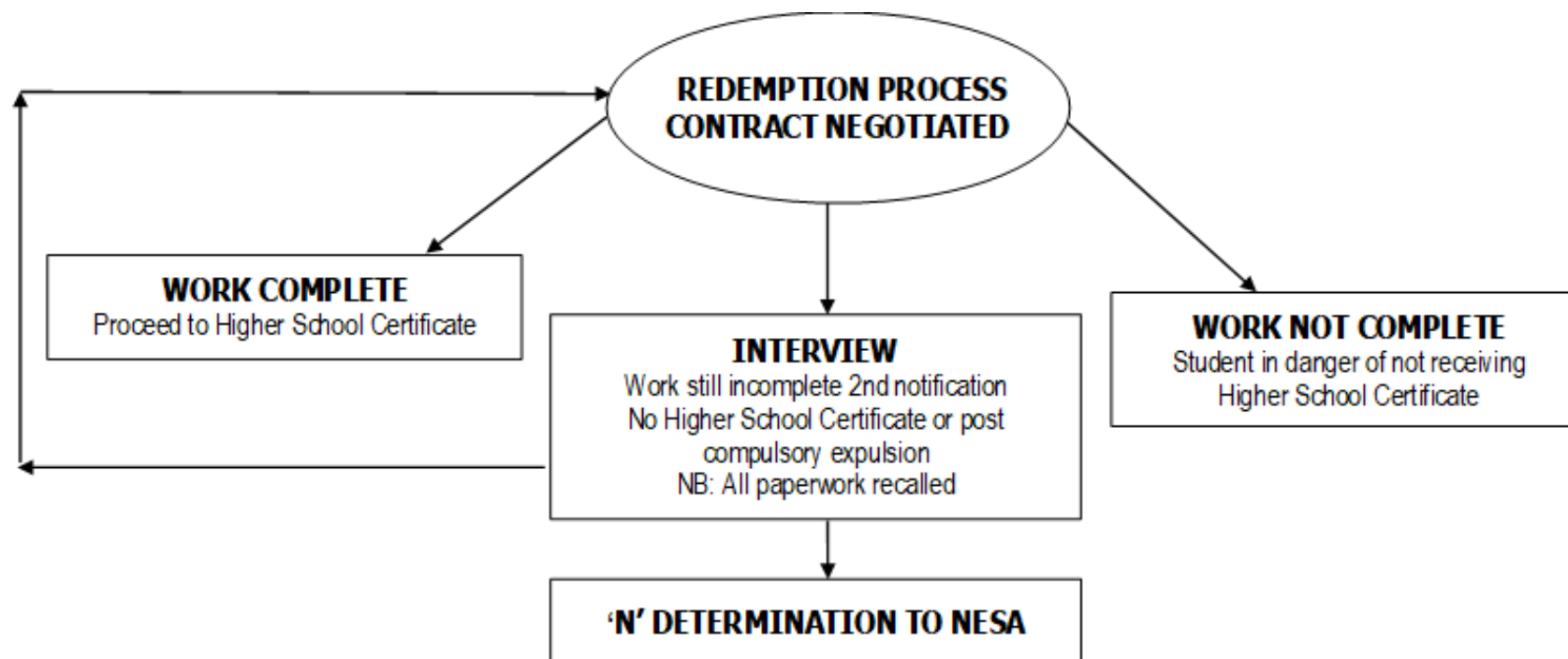
## 6 Student Malpractice

- 6.1 Student malpractice includes plagiarism and copying the work of others. Plagiarism is the use of the work of others without acknowledgement. The copying of paragraphs or sentences from someone else's work is permitted, as long as it is appropriately acknowledged by footnoting or quotation marks. The copying of someone else's ideas, including paraphrasing, is allowed, as long as it is acknowledged.
- 6.2 Student malpractice includes misbehaviour during the conducting of assessment tasks as well as breaching school examination rules.
- 6.3 Malpractice in assessment tasks and examinations will be referred to the relevant KLA head teacher. This may result in the student's assessment task being cancelled and receiving no marks.
- 6.4 Students may appeal the decision not to award marks on the grounds of malpractice to the relevant KLA head teacher.
- 6.5 If the student remains dissatisfied, a formal process may be initiated. The student lodges a formal appeal in writing to the Principal clearly stating their grounds for appeal **within five days from the date of assessment**. Appeal submissions will be recorded by the school.
- 6.6 The Principal will convene an appeals panel. The Principal may convene an assessment review panel to consider the appeal. The panel may request the attendance of the student and teacher(s) to assist in its deliberations.
- 6.7 An assessment review panel consists of three:
  - Principal or their nominee,
  - Deputy Principal or their nominee,
  - the relevant KLA head teacher.
- 6.8 If the student's appeal is rejected, the student's parent/caregiver will be informed of the assessment review panel's decision in writing. The decision of an assessment review panel is final.
- 6.9 The use of AI generated content, including but not limited to, AI generated task, AI generated and paraphrased task, AI assisted submissions, including those that have been rewritten, paraphrased or translated.



# Flow Chart For 'N' Determination (Redemption Program)

1. Classroom teacher informs student that they are issuing an N-Determination warning letter.
2. Classroom teacher contacts parent/carer via telephone call to inform them that an N-Determination warning letter has been issued.
3. Classroom teacher sends home a Non-Determination warning letter to parents/carer(s) and informs the subject Head Teacher.
4. **Parent/Carer(s) sign tear-off slip on N-Determination warning letter and the student returns it to the subject teacher.** Parent/carer(s) encourage students to seek help or complete work within 10 school days of receiving the N-Determination warning Letter.
5. Once the student has satisfied the requirements of the task to the standard required, they must return the completed work to the class teacher who records on the student record (**Millennium**) that the student has satisfied the learning outcomes assessed by the task.
6. Students with N-Determination warning letters from different subjects are interviewed by the Head Teacher Secondary Studies.
7. A contract to complete the outstanding work is negotiated with the student including the attendance of the N-Determination support session every Monday during Period 5 until all outstanding work is completed and the N-Determination are cleared.
8. A student who does not submit the task to the standard required, may receive another N-Determination warning letter.
9. Students with N-Determination warning letters from different subjects are interviewed by the Deputy Principal who also reviews the student's attendance record.



### **Mandatory curriculum requirements for students undertaking courses based on Life Skills outcomes and content.**

Students are able to satisfy the mandatory curriculum requirements for the Record of School Achievement in individual key learning areas (KLAs) by completing courses based on Life Skills outcomes and content.

Students can meet the mandatory curriculum requirements by undertaking regular outcomes and content in some Years 7–10 NESA Developed and/or NESA Endorsed Courses and Life Skills outcomes and content in other courses of study.

To be eligible for the Record of School Achievement, students must meet the mandatory curriculum requirements in each KLA. The KLAs are English; Mathematics; Science; Human Society and Its Environment; Technological and Applied Studies; Creative Arts; Personal Development, Health and Physical Education; Languages other than English.

The Profile of Student Achievement provides the details of the specific Life Skills syllabus outcomes achieved by students undertaking courses based on Life Skills outcomes and content at the time of the collection of grades for the Record of School Achievement. The Profile of Student Achievement is generated by NESA and issued to students in conjunction with the Record of School Achievement or the Transcript of Study.

## School leavers

In this section, the term 'school leavers' refers to (a) students above the minimum school leaving age who leave Mitchell High School and do not intend to enrol in or attend another NSW school; or (b) students who leave the NSW school system to continue schooling in another Australian state/territory or another country.

Students who leave school at or after the completion of Year 10 will receive either a Record of School Achievement or, if not eligible for the Record of School Achievement, a Transcript of Study.

Students who leave school prior to the completion of Year 10 are not entitled to a credential from NESA.

Schools must notify NESA, via Schools Online, of students leaving school at or after the completion of Year 10, giving the date that the student left or will leave school. NESA will then issue the credentials to which the student is entitled. This includes VET credentials for those Registered Training Organisations (RTOs) for which NESA issues credentials on their behalf.

## Students who transfer to another school

Students transferring from another NSW school retain the student number allocated by NESA from the previous school's entry record.

If the transfer happens before the end of Term 2, Year 10, the new school must submit the grades. The new school may need to consult the previous school about the validity of the grades. If the transfer takes effect in Terms 3 or 4, Year 10, the previous school is responsible for submitting grades.

Where a student who is undertaking one or more courses based on Life Skills outcomes and content transfers before the end of Term 2, Year 10, the new school has responsibility for reporting on the Stage 5 Life Skills course outcomes achieved. The new school may need to consult the previous school about outcomes achieved. If the transfer takes effect after the end of Term 2, Year 10, the previous school is responsible for reporting on the Stage 5 Life Skills course outcomes achieved.

## Students who arrive from interstate or overseas

Where the Principal determines that a student arriving from interstate or overseas could meet the eligibility requirements for the Record of School Achievement, the student should be entered for the Record of School Achievement via Schools Online.

Students Online Information: <https://studentsonline.nesa.nsw.edu.au/>

Forgot Student Online Number: <https://studentsonline.nesa.nsw.edu.au/forgot#studentid>



Education  
Standards  
Authority

**STUDENTS ONLINE**

for NSW students in years 10 to 12

## Welcome to Students Online

### ✓ **Activate your Account!**

Make sure your school has added an email to your NESA record or else you cannot activate your account.

- Go to <https://studentsonline.nesa.nsw.edu.au/>
- Click on – ‘activate your account now’
- **Write down your NESA number** – you will need it to log on

### ✓ **PERSONAL DETAILS** - Check your name, address and contact details

You can add/change your address, email and phone number

ONLY your school can update your name. Your name in Students Online MUST be the same as your legal documentation (for example, birth certificate or passport).

### ✓ **ENROLMENTS/RESULTS** - Check your courses

Are you in the right courses? If not, go to your school and get that fixed.

Check the messages down the bottom of the page – Are there any errors in **red**? Check with your school.

### ✓ **MESSAGES** – Where all your PDF results will go that you order through Results Services AND your Minimum Standard Results can be viewed here.

### ✓ **RESULTS SERVICES** – Click here if you want to get a free PDF of your eRecord/results

#### **Final tips:**

- Get your NESA student number from your school (it is on your Confirmation of Entry) and save it somewhere you can access any time (e.g. phone)
- Once you activate your account save your NESA 6-digit PIN in a secure place
- As soon as you activate – log in – order a free eRecord to get used to using Results Services

# Record of School Achievement (RoSA) Assessment Glossary



<b>Account</b>	Account for: state reasons for. Report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilize, and employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection & quality to (analysis/evaluation)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgment based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole





Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	Unit Quizzes	Half Yearly Examination	Research Task & Oral Presentation	Yearly Examination
<b>Timing</b>	Terms 1-4 With core units	Term 2 Week 2	Term 3 Week 9	Term 4 Weeks 3 & 4
<b>Outcomes Assessed</b>	1.1, 2.1, 4.1	1.2, 2.2, 4.2	4.1, 4.3, VA1.1, VA2.2	1.2, 1.3, 3.3
<b>Components</b>	Multiple Choice	Multiple Choice Short Answer	Extended Response Research Presentation	Multiple Choice Short Answer Extended Response
<b>Assessment Weighting</b>	<b>10%</b>	<b>25%</b>	<b>40%</b>	<b>25%</b>

## Stage 5 Big History 100 hour Outcomes

<b>A student:</b>	
<b>Knowledge and Skills</b>	
<b>1.1</b>	identifies and describes philosophical terms and concepts in appropriate contexts
<b>1.2</b>	uses philosophical concepts to analyse a range of differing philosophical viewpoints and perspectives
<b>1.3</b>	evaluates the usefulness of philosophical concepts to support and /or refute a range of differing claims of knowledge and perspectives
<b>2.1</b>	identifies types of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
<b>2.2</b>	explains and assesses the role of evidence and discipline-based claims of knowledge of the universe in addressing essential philosophical questions
<b>3.1</b>	identifies and describes appropriate philosophical concepts to address relevant questions, cases, problems and claims of knowledge
<b>3.2</b>	constructs philosophical questions and /or problems using appropriate philosophical concepts
<b>3.3</b>	analyses differing philosophical viewpoints, perspectives and claims of knowledge using evidence and relevant sources of information from a variety of different texts
<b>4.1</b>	locates and selects relevant sources of information and evidence from across a range of disciplines and formats
<b>4.2</b>	evaluates the usefulness of relevant sources of information and evidence across a range of disciplines to respond to essential philosophical questions and assess claims of knowledge
<b>4.3</b>	selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively for different audiences
<b>Values and Attitudes</b>	
<b>VA1.1</b>	values the role and contribution of philosophical thought to human existence
<b>VA2.2</b>	appreciates the nature of competing claims of evidence in sources of information



<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Nature of Tasks</b>	Best Start in Life Assessment Task	Baby's Kitchen Assessment Task	Yearly Examination Written Paper
<b>Timing</b>	Term 1 Week 10	Term 3 Week 3	Term 4 Weeks 4 & 5
<b>Outcomes Assessed</b>	CS5-6, CS5-7, CS5-8, CS5-11	CS5-2, CS5-5, CS5-11, CS5-12	CS5-1, CS5-2, CS5-3, CS5-4 CS5-5, CS5-6, CS5-7, CS5-8 CS5-9, CS5-10, CS5-11 CS5-12
<b>Assessment Weighting</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

### Stage 5 Child Studies 100/200 hour Outcomes

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



Task Number	Task 1	Task 2	Task 3
<b>Nature of Tasks</b>	Topic Test	Assignment	Group Task
<b>Timing</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9
<b>Outcomes Assessed</b>	5.1, 5.2, 5.8	5.1, 5.2, 5.7, 5.8, 5.9	5.4, 5.5, 5.6, 5.9
<b>Assessment Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Stage 5 Commerce 100/200 hour Outcomes

**A student:**

### Knowledge and Understanding

Student Objective	Students develop knowledge and understanding of:
	<ul style="list-style-type: none"> <li><b>consumer, financial, economic, business, legal, political and employment matters</b></li> </ul>
<b>COM5-1</b>	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of context
<b>COM5-2</b>	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
<b>COM5-3</b>	examines the role of law in society

### Skills

Student Objective	Students develop skills in:
	<ul style="list-style-type: none"> <li><b>decision-making and problem-solving in relation to consumer, financial, economic, business, legal, political and employment issues</b></li> </ul>
<b>COM5-4</b>	analyses key factors affecting decisions
<b>COM5-5</b>	evaluates options for solving problems and issues
<b>COM5-6</b>	develops and implements plans designed to achieve goals
Student Objective	Students develop skills in:
	<ul style="list-style-type: none"> <li><b>effective research and communication</b></li> </ul>
<b>COM5-7</b>	researches and assesses information using a variety of sources
<b>COM5-8</b>	explains information using a variety of forms
Student Objective	Students develop skills in:
	<ul style="list-style-type: none"> <li><b>working independently and collaboratively</b></li> </ul>
<b>COM5-9</b>	works independently and collaboratively to meet individual and collective goals within specified timeframes



Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	<b>Software Development</b> Creating games and simulations research task	<b>Software Development</b> Creating games and simulations project and documentation	<b>Enterprise Information Systems</b> Designing for user experience planning and documentation task	<b>Enterprise Information Systems</b> Designing for user experience project and documentation
<b>Timing</b>	Term 1 Week 9	Term Week 8	Term 3 Week 8	Term 4 Week 5
<b>Outcomes Assessed</b>	CT5-EVL-01 CT5-THI-01	CT5-SAF-01 CT5-DPM-01 CT5-COL-01 CT5-COM-01 CT5-OPL-01 CT5-DES-01	CT5-COL-01 CT5-DAT-01 CT5-COM-01	CT5-SAF-01 CT5-DPM-01 CT5-COM-01 CT5-THI-01 CT5-DAT-02 CT5-DES-01
<b>Assessment Weighting</b>	<b>15%</b>	<b>35%</b>	<b>20%</b>	<b>30%</b>

### Stage 5 Computer Technology Outcomes

A student:	
<b>CT5-SAF-01</b>	selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
<b>CT5-DPM-01</b>	applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
<b>CT5-COL-01</b>	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
<b>CT5-EVL-01</b>	manages, documents and explains individual and collaborative work practices
<b>CT5-DAT-01</b>	explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
<b>CT5-COM-01</b>	communicates ideas, processes and solutions using appropriate media
<b>CT5-OPL-01</b>	designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language
<b>CT5-THI-01</b>	applies computational, design and systems thinking to the development of computing solutions
<b>CT5-DAT-02</b>	acquires, represents, analyses and visualises simple and structured data
<b>CT5-DES-01</b>	designs and creates user interfaces and the user experience



Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	Rehearsed Improvisation	Playbuilt Performance & Logbook	Street Theatre Performance	Yearly Examination
<b>Timing</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Week 10	Term 4 Weeks 4 & 5
<b>Outcomes Assessed</b>	5.1.1, 5.1.2, 5.1.3 5.2.1	5.1.2, 5.2.1, 5.2.3 5.3.2, 5.3.1, 5.3.2 5.3.3	5.1.3, 5.1.4, 5.2.1 5.2.2	5.3.1, 5.3.2, 5.3.3
<b>Components</b>				
<b>Making (40%)</b>	15	20	10	
<b>Performing (30%)</b>	10	10	10	
<b>Appreciating (30%)</b>		10		20
<b>Assessment Weighting</b>	<b>15%</b>	<b>40%</b>	<b>15%</b>	<b>20%</b>

### Stage 5 Drama 100/200 hour Outcomes

<b>A student:</b>	
<b>5.1.1</b>	manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
<b>5.1.2</b>	contributes, selects, develops and structures ideas in improvisation and play building
<b>5.1.3</b>	devises, interprets and enacts drama using scripted and unscripted material or text
<b>5.1.4</b>	explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies
<b>5.2.1</b>	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
<b>5.2.2</b>	selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
<b>5.2.3</b>	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
<b>5.3.1</b>	responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
<b>5.3.2</b>	analyses the contemporary and historical contexts of drama
<b>5.3.3</b>	analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology



Task Number	Task 1	Task 2	Task 3
<b>Nature of Tasks</b>	Performance Task and Journal	Popular Dance of the Decades	Composition Task and Journal
<b>Timing</b>	Term 1 Weeks 9 & 10	Term 2 Week 10	Term 3 Week 10
<b>Outcomes Assessed</b>	5.1.1, 5.3.1, 5.1.2 5.3.3 5.1.3	5.1.1, 5.1.2, 5.1.3 5.2.1 5.3.1	5.3.1, 5.3.3
<b>Assessment Weighting</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

### Stage 5 Dance 100/200 hour Outcomes

A student:	
<b>5.1.1</b>	demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
<b>5.1.2</b>	demonstrates enhanced dance technique by manipulating aspects of the elements of dance
<b>5.1.3</b>	demonstrates an understanding and application of aspects of performance quality and interpretation through performance
<b>5.2.1</b>	explores the elements of dance as the basis of the communication of ideas
<b>5.2.2</b>	composes and structures dance movement that communicates an idea
<b>5.3.1</b>	describes and analyses dance as the communication of ideas within a context
<b>5.3.2</b>	identifies and analyses the link between their performances and compositions and dance works of art
<b>5.3.3</b>	applies understandings and experiences drawn from their own work and dance works of art
<b>4.4.1 &amp; 5.4.1</b>	values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning



Task Number	Task 1	Task 2	Task 3
<b>Nature of Tasks</b>	<b>Area of Study</b>	<b>Close Study of a Text</b>	<b>Yearly Exam</b>
<b>Timing</b>	Term 1 Week 10	Term 3 Week 2	Term 4 Weeks 3 & 4
<b>Outcomes Assessed</b>	EN5-RVL-01 EN5-URA-01 EN5-ECB-01	EN5-URB-01 EN5-ECA-01 EN5-ECB-01	EN5-URC-01 EN5-ECB-01
<b>Components</b>	In-class written composition	Written Composition	Unseen Texts & Extended Response
<b>Assessment Weighting</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

## Stage 5 English Outcomes

A student:	
<b>EN5-RVL-01</b>	uses a range of personal, creative and critical strategies to interpret complex texts
<b>EN5-URA-01</b>	analyses how meaning is created through the use of and interpretation of increasingly complex language forms, features and structures
<b>EN5-URB-01</b>	evaluates how texts represent ideas, experiences and how they can affirm or challenge values and attitudes
<b>EN5-URC-01</b>	investigates and explains ways of valuing texts and the relationships between them
<b>EN5-ECA-01</b>	crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
<b>EN5-ECB-01</b>	uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts



Task Number	Task 1		Task 2		Task 3
<b>Nature of Tasks</b>	Food Selection and Health Theory and Practical Task		Food Product Development Theory and Practical Task		Yearly Examination Written Paper
<b>Timing</b>	Term 2 Week 1	Term 2 Weeks 2 & 3	Term 3 Week 7	Term 2 Week 1	Term 2 Weeks 2 & 3
<b>Outcomes Assessed</b>	FT5-3, FT5-6 FT5-7, FT5-8 FT5-12, FT5-13	FT5-1, FT5-2 FT5-5, FT5-10 FT5-11	FT5-7, FT5-8 FT5-9, FT5-10 FT5-13	FT5-3, FT5-6 FT5-7, FT5-8 FT5-12, FT5-13	FT5-1, FT5-2 FT5-5, FT5-10 FT5-11
<b>Assessment Weighting</b>	<b>35%</b>		<b>35%</b>		<b>30%</b>

### Stage 5 Food Technology 100/200 hour Outcomes

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





Task Number	Task 1	Task 2
<b>Nature of Tasks</b>	Examination	Research and In-Class Task
<b>Timing</b>	Term 1 & 3 Week 8	Term 2 & 4 Week 4
<b>Outcomes Assessed</b>	GE5-1, GE5-3, GE5-4, GE5-5, GE5-6	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8
<b>Assessment Weighting</b>	<b>50%</b>	<b>50%</b>

## Stage 5 Geography Outcomes

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



Task Number	Task 1	Task 2	Task 3
<b>Nature of Tasks</b>	Assignment	In-Class Essay	Yearly Examination
<b>Timing</b>	Term 1 Week 10	Term 3 Week 3	Term 4 Week 4 or 3
<b>Outcomes Assessed</b>	GEE5-1, GEE5-2, GEE5-3 GEE5-4, GEE5-5, GEE5-8 GEE5-9	GEE5-7, GEE5-8, GEE5-9	GEE5-1, GEE5-3, GEE5-5 GEE5-7, GEE5-8, GEE5-9
<b>Assessment Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

### Stage 5 Geography Elective Outcomes

A student:	
<b>GEE5-1</b>	explains the diverse features and characteristics of a range of places, environments and activities
<b>GEE5-2</b>	explains geographical processes and influences that form and transform places and environments
<b>GEE5-3</b>	analyses patterns associated with natural phenomena and human activity at a range of scales
<b>GEE5-4</b>	assesses the interactions and connections between people, places and environments that impact on sustainability
<b>GEE5-5</b>	accounts for contemporary geographical issues and events that impact on places and environments
<b>GEE5-6</b>	explains how perspectives of people and organisations influence a range of geographical issues
<b>GEE5-7</b>	analyses management strategies and the roles and responsibilities of individuals, groups and governments in response to geographical issues
<b>GEE5-8</b>	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
<b>GEE5-9</b>	communicates geographical information to a range of audiences using a variety of strategies and geographical tools



Task Number	Task 1	Task 2	Task 3
<b>Nature of Tasks</b>	Half Yearly Examination	Communication and Understanding	Yearly Examination
<b>Timing</b>	Term 2 Week 3	Term 3 Weeks 4 & 5	Term 4 Weeks 3 & 4
<b>Outcomes Assessed</b>	ML5-UND-01, ML5-CRT-01	ML5-INT-01	ML5-UND-01, ML5-CRT-01
<b>Assessment Weighting</b>	<b>40%</b>	<b>20%</b>	<b>40%</b>

### Stage 5 German 100 hour Outcomes

A student:	
<b>Focus Area</b>	<b>Stage 5</b>
<b>Interacting</b>	<b>ML5-INT-01</b> exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
<b>Understanding texts</b>	<b>ML5-UND-01</b> analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
<b>Creating texts</b>	<b>ML5-CRT-01</b> creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language



Task Number	Task 1	Task 2	Task 3
<b>Nature of Tasks</b>	Portfolio	Portfolio	Yearly Examination
<b>Timing</b>	Term 2 Week 5	Term 3 Week 10	Term 4 Weeks 45
<b>Outcomes Assessed</b>	GT5-1, GT5-4, GT-6 GT5-10	GT5-2, GT5-3, GT5-5 GT5-7	GT5-8, GT5-9, GT5-11 GT5-12
<b>Assessment Weighting</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

## Stage 5 Graphics Technology 100 hour Outcomes

### Knowledge, understanding and skills

#### A student:

<b>Student Objective</b>	<ul style="list-style-type: none"> <li><b>develop knowledge, understanding and skills to visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences</b></li> </ul>
<b>GT5-1</b>	communicates ideas graphically using freehand sketching and accurate drafting techniques
<b>GT5-2</b>	analyses the context of information and intended audience to select and develop appropriate presentations
<b>Student Objectives:</b>	<ul style="list-style-type: none"> <li><b>develop knowledge and understanding to interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and digital media and techniques</b></li> </ul>
<b>GT5-3</b>	designs and produces a range of graphical presentations
<b>GT5-4</b>	evaluates the effectiveness of different modes of graphical communications for a variety of purposes
<b>Student Objectives:</b>	<ul style="list-style-type: none"> <li><b>develop knowledge, understanding and skills to use graphics conventions, standards and procedures in the design, production and interpretation of a range of manual and digital graphical presentations</b></li> </ul>
<b>GT5-5</b>	identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
<b>GT5-6</b>	manages the development of graphical presentations to meet project briefs and specifications
<b>Student Objectives:</b>	<ul style="list-style-type: none"> <li><b>develop knowledge, understanding and skills to select and apply techniques in the design and creation of digital presentations and simulations to communicate information</b></li> </ul>
<b>GT5-7</b>	manipulates and produces images using digital drafting and presentation technologies
<b>GT5-8</b>	designs, produces and evaluates multimedia presentations
<b>Student Objectives:</b>	<ul style="list-style-type: none"> <li><b>develop knowledge and understanding to apply Work Health and Safety (WHS) practices and risk management techniques to the work environment</b></li> </ul>
<b>GT5-9</b>	identifies, assesses and manages relevant WHS factors to minimise risks in the work environment
<b>GT5-10</b>	demonstrates responsible and safe work practices for self and others
<b>Student Objectives:</b>	<ul style="list-style-type: none"> <li><b>investigate the role of graphics in industry and the relationships between graphics technology, the individual, society and the environment</b></li> </ul>
<b>GT5-11</b>	demonstrates the application of graphics to a range of industrial, commercial and personal settings
<b>GT5-12</b>	evaluates the impact of graphics on society, industry and the environment



Task Number	Task 1	Task 2
<b>Nature of Tasks</b>	Source Analysis Task	Yearly Examination
<b>Timing</b>	Term 1 or 3 Week 9	Term 2 or 4 Weeks 3 & 4
<b>Outcomes Assessed</b>	HT-5.5, HT-5.6, HT-5.7, HT-5.8 HT-5.10	HT-5.1, HT-5.2, HT-5.3, HT-5.4 HT-5.9
<b>Assessment Weighting</b>	<b>40%</b>	<b>60%</b>

### Stage 5 History Outcomes

A student:	
<b>HT-5.1</b>	explains and assesses the historical forces and factors that shaped the modern world and Australia
<b>HT-5.2</b>	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
<b>HT-5.3</b>	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
<b>HT-5.4</b>	explains and analyses the causes and effects of events and developments in the modern world and Australia
<b>HT-5.5</b>	identifies and evaluates the usefulness of sources in the historical inquiry process
<b>HT-5.6</b>	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
<b>HT-5.7</b>	explains the different contexts, perspectives and interpretations of the modern world and Australia
<b>HT-5.8</b>	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
<b>HT-5.9</b>	applies a range of relevant historical terms and concepts when communicating an understanding of the past
<b>HT-5.10</b>	selects and uses appropriate oral, written visual and digital forms to communicate effectively about the past for different audiences



Task Number	Task 1	Task 2	Task 3
<b>Nature of Tasks</b>	Research Task	History Research Project	In Class Task
<b>Timing</b>	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9
<b>Outcomes Assessed</b>	E5.1, E5.3, E5.4, E5.9, E5.10	E5.2, E5.5, E5.6, E5.7, E5.8 E5.10	E5.2, E5.3, E5.4, E5.7, E5.9
<b>Assessment Weighting</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

### Stage 5 History Elective Outcomes

**A student:**

<b>E5.1</b>	applies an understanding of history, heritage, archaeology and the methods of historical inquiry
<b>E5.2</b>	examines the ways in which historical meanings can be constructed through a range of media
<b>E5.3</b>	sequences major historical events or heritage features, to show an understanding of continuity, change and causation
<b>E5.4</b>	explains the importance of key features of past societies or periods, including groups and personalities
<b>E5.6</b>	identifies and evaluates the usefulness of historical sources in an historical inquiry process
<b>E5.7</b>	explains different contexts, perspectives and interpretations of the past
<b>E5.8</b>	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
<b>E5.9</b>	applies a range of relevant historical terms and concepts of relevant historical terms and concepts when communicating an understanding of the process
<b>E5.10</b>	selects and uses appropriate oral, written and other forms, including ICT to communicate effectively about the past for different audiences



Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	Game Importance	Movement Assessment	Volleyball Knowledge	Movement Assessment
<b>Timing</b>	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	Term 4 Week 3
<b>Outcomes Assessed</b>	PASS5-3, PASS5-4	PASS5-1, PASS5-2	PASS5-7, PASS5-5.8 PASS5-10	PASS5-5, PASS5-6 PASS5-9
<b>Assessment Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Stage 5 High Potential Volleyball 100/200 hour Outcomes

### A student:

#### Knowledge and Understanding

**Student Objectives:** • **develop a foundation for efficient participation and performance in physical activity and sport**

**PASS5-1** discusses factors that limit and enhance the capacity to move and perform

**PASS5-2** analyses the benefits of participation and performance in physical activity and sport

**Student Objectives:** • **develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing**

**PASS5-3** discusses the nature and impact of historical and contemporary issues in physical activity and sport

**PASS5-4** analyses physical activity and sport from personal, social and cultural perspectives

**Student Objectives:** • **enhance the participation and performance of themselves and others in physical activity and sport**

**PASS5-5** demonstrates actions and strategies that contribute to active participation and skilful performance

**PASS5-6** evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport

#### Skills

**Student Objectives:** • **develop the personal skills to participate in physical activity and sport with confidence**

**PASS5-7** works collaboratively with others to enhance participation, enjoyment and performance

**PASS5-8** displays management and planning skills to achieve personal and group goals

**PASS5-9** performs movement skills with increasing proficiency

**PASS5-10** analyses and appraises information, opinions and observations to inform physical activity and sport decisions

While schools may choose to offer a course based on this syllabus in either Stage 4 or Stage 5, the outcomes and content have been designed at a Stage 5 standard.

For some students with special education needs, teachers will need to consider relevant and appropriate adjustments to movement experiences. Achievement of outcomes should take into account individual students' capacity to demonstrate movement skills.



Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	Improving Performance	Movement Assessment	Laws of the Game	Movement Assessment
<b>Timing</b>	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	Term 4 Week 3
<b>Outcomes Assessed</b>	PASS5-1, PASS5.2	PASS5-5, PASS5-7 PASS5-9	PASS5-4, PASS5-7	PASS5-5, PASS5-7 PASS5-9
<b>Assessment Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Stage 5 High Performance Football 100/200 hour Outcomes

### A student:

#### Knowledge and Understanding

<b>Student Objectives:</b>	<ul style="list-style-type: none"> <li>develop a foundation for efficient participation and performance in physical activity and sport</li> </ul>
<b>PASS5-1</b>	discusses factors that limit and enhance the capacity to move and perform
<b>PASS5-2</b>	analyses the benefits of participation and performance in physical activity and sport
<b>Student Objectives:</b>	<ul style="list-style-type: none"> <li>develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing</li> </ul>
<b>PASS5-3</b>	discusses the nature and impact of historical and contemporary issues in physical activity and sport
<b>PASS5-4</b>	analyses physical activity and sport from personal, social and cultural perspectives
<b>Student Objectives:</b>	<ul style="list-style-type: none"> <li>enhance the participation and performance of themselves and others in physical activity and sport</li> </ul>
<b>PASS5-5</b>	demonstrates actions and strategies that contribute to active participation and skilful performance
<b>PASS5-6</b>	evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport

#### Skills

<b>Student Objectives:</b>	<ul style="list-style-type: none"> <li>develop the personal skills to participate in physical activity and sport with confidence</li> </ul>
<b>PASS5-7</b>	works collaboratively with others to enhance participation, enjoyment and performance
<b>PASS5-8</b>	displays management and planning skills to achieve personal and group goals
<b>PASS5-9</b>	performs movement skills with increasing proficiency
<b>PASS5-10</b>	analyses and appraises information, opinions and observations to inform physical activity and sport decisions

While schools may choose to offer a course based on this syllabus in either Stage 4 or Stage 5, the outcomes and content have been designed at a Stage 5 standard.

For some students with special education needs, teachers will need to consider relevant and appropriate adjustments to movement experiences. Achievement of outcomes should take into account individual students' capacity to demonstrate movement skills.





Task Number	Task 1	Task 2	Task 3
<b>Nature of Tasks</b>	Project 1 Folio and Practical	Project 2 Folio and Practical	Yearly Examination
<b>Timing</b>	Term 2 Week 5	Term 4 Week 1	Term 4 Week 5
<b>Outcomes Assessed</b>	IND5-1, IND5-2, IND5-5 IND5-6, IND5-7, IND5-8	IND5-3, IND5-4, IND5-6 IND5-10	IND5-1 to IND5-10
<b>Assessment Weighting</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

### Stage 5 Industrial Technology 100 hour Outcomes

**A student:**

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



Task Number	Task 1	Task 2	Task 3
<b>Nature of Tasks</b>	Project 1 Folio	Specialised Project Folio and Practical	Yearly Examination
<b>Timing</b>	Term 2 Week 5	Term 4 Week 1	Term 4 Weeks 3 & 4
<b>Outcomes Assessed</b>	IND5-1, IND5-2, IND5-3 IND5-4, IND5-5, IND5-6 IND5-7, IND5-8, IND5-9 IND5-10	IND5-1, IND5-2, IND5-3 IND5-5, IND5-6, IND5-10	IND5-2, IND5-3 IND5-4 IND5-5, IND5-6, IND5-7 IND5-8, IND5-9 IND5-10
<b>Assessment Weighting</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

### Stage 5 Industrial Technology 200 hour Outcomes

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



Task Number	Task 1	Task 2	Task 3
<b>Nature of Tasks</b>	<b>Project 1</b>	<b>Project 2</b>	<b>Project 3</b>
<b>Timing</b>	Term 2 Week 2	Term 3 Week 4	Term 4 Week 5
<b>Outcomes Assessed</b>	5.1.2, 5.2.2, 5.3.1, 5.5.3	5.1.1, 5.2.1, 5.2.2, 5.2.3 5.3.1	5.2.1, 5.3.2, 5.4.1, 5.5.2
<b>Assessment Weighting</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

### Stage 5 Computing Technology 100 hour Outcomes

A student:	
<b>5.1.1</b>	selects and justifies the application of appropriate software programs to a range of tasks
<b>5.1.2</b>	selects, maintains and appropriately uses hardware for a range of tasks
<b>5.2.1</b>	describes and applies problem-solving processes when creating solutions
<b>5.2.2</b>	designs, produces and evaluates appropriate solutions to a range of challenging problems
<b>5.2.3</b>	critically analyses decision-making processes in a range of information and software solutions
<b>5.3.1</b>	justifies responsible practices and ethical use of Computing Technology
<b>5.3.2</b>	acquires and manipulates data and information in an ethical manner
<b>5.4.1</b>	analyses the effects of past, current and emerging information and software technologies on the individual and society
<b>5.5.1</b>	applies collaborative work practices to complete tasks
<b>5.5.2</b>	communicates ideas, processes and solutions to a targeted audience
<b>5.5.3</b>	describes and compares key roles and responsibilities of people in the field of Computing Technology



Task Number	Task 1	Task 2	Task 3
<b>Nature of Tasks</b>	Investigation Report	Beliefs Essay	Yearly Examination
<b>Timing</b>	Term 2 Week 5	Term 3 Week 5	Term 4 Week 3
<b>Outcomes Assessed</b>	IS5-3, IS5-9, IS5-12	IS5-2, IS5-6	IS5-1, IS5-4, IS5-5, IS5-7
<b>Assessment Weighting</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

### Stage 5 International Studies 100 hour Outcomes

A student:	
<b>IS5-1</b>	analyses a variety of definitions of culture
<b>IS5-2</b>	describes characteristics of culture
<b>IS5-3</b>	examines cultural similarities and differences
<b>IS5-4</b>	examines cultural diversity
<b>IS5-5</b>	accounts for the dynamic nature of culture
<b>IS5-6</b>	identifies influences on cultures and their interconnectedness
<b>IS5-7</b>	recognises bias and stereotypes
<b>IS5-8</b>	analyses different contexts, perspectives and interpretations of cultural beliefs and practices
<b>IS5-9</b>	evaluates culturally significant issues, events and scenarios from a variety of perspectives
<b>IS5-10</b>	applies understanding of cultural differences when communicating across cultures
<b>IS5-11</b>	applies strategies to challenge stereotypes
<b>IS5-12</b>	select and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures



Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	Assignment	Class Test	Class Test	Yearly Examination
<b>Timing</b>	Term 1 Week 7	Term 2 Week 5	Term 3 Week 6	Term 4 Weeks 3 & 4
<b>Outcomes Assessed</b>	MA5.1-4NA MA5.1-1WM MA5.1-2WM	MA5.1-9MG MA5.1-8MG MA5.1-3WM	MA5.1-9MG MA5.1-5NA MA5.1-13SP MA5.1-12SP	MA5.1-6NA MA5.1-10MG MA5.1-11MG
<b>Assessment Weighting</b>	<b>20%</b>	<b>30%</b>	<b>25%</b>	<b>25%</b>

### Stage 5 Mathematics 5.1 Outcomes

A student:	
<b>MA5.1-1WM</b>	uses appropriate terminology, diagrams and symbols in mathematical contexts
<b>MA5.1-2WM</b>	selects and uses appropriate strategies to solve problems
<b>MA5.1-3WM</b>	provides reasoning to support conclusions that are appropriate to the context
<b>MA5.1-4NA</b>	solves financial problems involving earning, spending and investing money
<b>MA5.1-5NA</b>	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
<b>MA5.1-6NA</b>	determines the midpoint, gradient and length of an interval, and graphs linear relationships
<b>MA5.1-7NA</b>	graphs simple non-linear relationships
<b>MA5.1-8MG</b>	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
<b>MA5.1-9MG</b>	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
<b>MA5.1-10MG</b>	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
<b>MA5.1-11MG</b>	describes and applies the properties of similar figures and scale drawings
<b>MA5.1-12SP</b>	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
<b>MA5.1-13SP</b>	calculates relative frequencies to estimate probabilities of simple and compound events



Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	Class Test	Class Test	Assignment	Yearly Examination
<b>Timing</b>	Term 1 Week 7	Term 2 Week 5	Term 3 Week 6	Term 4 Weeks 3 & 4
<b>Outcomes Assessed</b>	MA5.1-4NA MA5.2-4NA MA5.2-1WM MA5.2-2WM	MA5.1-9MG MA5.1-8MG MA5.2-11MG MA5.2-12MG MA5.2-6NA	MA5.1-13SP MA5.2-17SP MA5.1-12SP MA5.2-15SP MA5.2-16SP MA5.1-6NA MA5.2-9NA MA5.2-5NA	MA5.1-11MG MA5.2-14MG MA5.1-10MG MA5.2-13MG
<b>Assessment Weighting</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

### Stage 5 Mathematics 5.2 Outcomes

A student:	
<b>MA5.2-1WM</b>	selects appropriate notations and conventions to communicate mathematical ideas and solutions
<b>MA5.2-2WM</b>	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
<b>MA5.2-3WM</b>	constructs arguments to prove and justify results
<b>MA5.2-4NA</b>	solves financial problems involving compound interest
<b>MA5.2-5NA</b>	recognises direct and indirect proportion, and solves problems involving direct proportion
<b>MA5.2-6NA</b>	simplifies algebraic fractions, and expands and factorises quadratic expressions
<b>MA5.2-7NA</b>	applies index laws to operate with algebraic expressions involving integer indices
<b>MA5.2-8NA</b>	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
<b>MA5.2-9NA</b>	uses the gradient-intercept form to interpret and graph linear relationships
<b>MA5.2-10NA</b>	connects algebraic and graphical representations of simple non-linear relationships
<b>MA5.2-11MG</b>	calculates the surface areas of right prisms, cylinders and related composite solids
<b>MA5.2-12MG</b>	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
<b>MA5.2-13MG</b>	applies trigonometry to solve problems, including problems involving bearings
<b>MA5.2-14MG</b>	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
<b>MA5.1-13SP</b>	calculates relative frequencies to estimate probabilities of simple and compound events
<b>MA5.2-15SP</b>	uses quartiles and box plots to compare sets of data, and evaluates sources of data
<b>MA5.2-16SP</b>	investigates relationships between two statistical variables, including their relationship over time
<b>MA5.2-17SP</b>	describes and calculates probabilities in multi-step chance experiments



Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	Class Test	Class Test	Assignment	Yearly Examination
<b>Timing</b>	Term 1 Week 7	Term 2 Week 5	Term 3 Week 6	Term 4 Weeks 3 & 4
<b>Outcomes Assessed</b>	MA5.3-7NA MA5.3-9NA	MA5.2-4NA MA5.3-5NA MA5.3-6NA MA5.3-8NA MA5.3-13MG MA5.3-14MG	MA5.1-13SP MA5.2-17SP MA5.2-15SP MA5.3-18SP MA5.2-16SP MA5.3-19SP MA5.2-8NA MA5.3-7NA MA5.3-7NA MA5.1-11MG MA5.2-14MG MA5.3-17MG MA5.2-6NA MA5.3-5NA MA5.3-3WM	MA5.1-10MG MA5.2-13MG MA5.3-15MG MA5.1-7NA MA5.2-10NA MA5.3-9NA MA5.2-5NA MA5.3-4NA MA5.3-12NA MA5.3-11NA MA5.3-10NA MA5.3-2WM
<b>Assessment Weighting</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

### Stage 5 Mathematics 5.3 Outcomes

A student:	
<b>MA5.2-4NA</b>	Solves financial problems involving compound interest
<b>MA5.3-1WM</b>	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
<b>MA5.3-2WM</b>	generalises mathematical ideas and techniques to analyse and solve problems efficiently
<b>MA5.3-3WM</b>	uses deductive reasoning in presenting arguments and formal proofs
<b>MA5.3-4NA</b>	draws, interprets and analyses graphs of physical phenomena
<b>MA5.3-5NA</b>	selects and applies appropriate algebraic techniques to operate with algebraic expressions
<b>MA5.3-6NA</b>	performs operations with surds and indices
<b>MA5.3-7NA</b>	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
<b>MA5.3-8NA</b>	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
<b>MA5.3-9NA</b>	sketches and interprets a variety of non-linear relationships
<b>MA5.3-10NA</b>	recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
<b>MA5.3-11NA</b>	uses the definition of a logarithm to establish and apply the laws of logarithms
<b>MA5.3-12NA</b>	uses function notation to describe and sketch functions
<b>MA5.3-13MG</b>	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
<b>MA5.3-14MG</b>	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
<b>MA5.3-15MG</b>	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
<b>MA5.3-16MG</b>	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
<b>MA5.3-17MG</b>	applies deductive reasoning to prove circle theorems and to solve related problems
<b>MA5.3-18SP</b>	uses standard deviation to analyse data
<b>MA5.3-19SP</b>	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes



Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	Performance (15%)	Half Yearly Examination	Composition	Performance (15%) Aural and Musicology (20%) Yearly Examination
<b>Timing</b>	Term 1 Week 10	Term 2 Week 2	Term 3 Weeks 9 & 10	Term 4 Weeks 3 & 4
<b>Outcomes Assessed</b>	5.1, 5.2, 5.3, 5.7, 5.8 5.9 5.10	5.7, 5.8, 5.9 5.10	5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.7, 5.8 5.9 5.10
<b>Assessment Weighting</b>	<b>15%</b>	<b>20%</b>	<b>30%</b>	<b>35%</b>

### Stage 5 Music 100/200 hour Outcomes

<b>A student:</b>	
<b>5.1</b>	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
<b>5.2</b>	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
<b>5.3</b>	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
<b>5.4</b>	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
<b>5.5</b>	notates own compositions, applying forms of notation appropriate to the music selected for study
<b>5.6</b>	uses different forms of technology in the composition process
<b>5.7</b>	demonstrates an understanding of musical concepts through the analysis, comparison and critical discussion of music form different stylistic, social, cultural and historical contexts
<b>5.8</b>	demonstrates an understanding of musical concepts through aural identification, discrimination, memorization and notation in the music selected for study
<b>5.9</b>	demonstrates and 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
<b>5.10</b>	demonstrates an understanding of the influence and impact of technology on music
<b>5.11</b>	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
<b>5.12</b>	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences





## Stage 5 Personal Development, Health and Physical Education

### Year 10 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	Relationships	Movement	Infinity and Beyond	Skill Assessment
<b>Timing</b>	Term 1 Week 8	Term 2 Week 4	Term 3 Week 9	Term 4 Week 3
<b>Outcomes Assessed</b>	PD5-2, PD5-3, PD5-9 PD5-10	PD5-4, PD5-5, PD5-11	PD5-1, PD5-3, PD5-9	PD5-4, PD5-5, PD5-11
<b>Assessment Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Stage 5 Personal Development, Health and Physical Education Outcomes

A student:	
<b>PD5-1</b>	assesses their own and others' capacity to reflect on and respond positively to challenges
<b>PD5-2</b>	researches and appraises the effectiveness of health information and support services available in the community
<b>PD5-3</b>	analyses factors and strategies that enhance inclusivity, equality and respectful relationships
<b>PD5-4</b>	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
<b>PD5-5</b>	appraises and justifies choices of actions when solving complex movement challenges
<b>PD5-6</b>	recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
<b>PD5-7</b>	investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
<b>PD5-8</b>	plans for and participates in activities that encourage health and a lifetime of physical activity
<b>PD5-9</b>	demonstrates self-management skills to effectively manage complex situations
<b>PD5-10</b>	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
<b>PD5-11</b>	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences



Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	Case Study	Portfolio and Journal	Case Study	Portfolio and Journal
<b>Timing</b>	Term 1 Week 9	Term2 Week 4	Term 3 Week 8	Term 4 Week 1
<b>Outcomes Assessed</b>	5.7, 5.9	5.1, 5.3, 5.4	5.8, 5.10	5.2, 5.5, 5.6
<b>Assessment Weighting</b>	<b>15%</b>	<b>30%</b>	<b>25%</b>	<b>30%</b>

### Stage 5 Photography and Digital Media Outcomes

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



Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	Technology, Participation and Performance	Event Management	Coaching	Physical Activity for Health
<b>Timing</b>	Term 1 Week 8	Term 2 Week 4	Term 3 Week 8	Term 4 Week 3
<b>Outcomes Assessed</b>	PASS5-1, PASS5-2 PASS5-10	PASS5-5, PASS5-7 PASS5-8, PASS5-10	PASS5-5, PASS5-6 PASS5-7, PASS5-8 PASS5-9	PASS5-2, PASS5-5 PASS5-9, PASS5-10
<b>Assessment Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Stage 5 Physical Activity Sports Studies 100/200 hour Outcomes

**A student:**

### Knowledge and Understanding

<b>Objective students:</b>	<ul style="list-style-type: none"> <li>• <b>develop a foundation for efficient participation and performance in physical activity and sport</b></li> </ul>
<b>PASS5-1</b>	discusses factors that limit and enhance the capacity to move and perform
<b>PASS5-2</b>	analyses the benefits of participation and performance in physical activity and sport
<b>Objective students:</b>	<ul style="list-style-type: none"> <li>• <b>develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing</b></li> </ul>
<b>PASS5-3</b>	discusses the nature and impact of historical and contemporary issues in physical activity and sport
<b>PASS5-4</b>	analyses physical activity and sport from personal, social and cultural perspectives
<b>Objective students:</b>	<ul style="list-style-type: none"> <li>• <b>enhance the participation and performance of themselves and others in physical activity and sport</b></li> </ul>
<b>PASS5-5</b>	demonstrates actions and strategies that contribute to active participation and skilful performance
<b>PASS5-6</b>	evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport

### Skills

<b>Objective students:</b>	<ul style="list-style-type: none"> <li>• <b>develop the personal skills to participate in physical activity and sport with confidence</b></li> </ul>
<b>PASS5-7</b>	works collaboratively with others to enhance participation, enjoyment and performance
<b>PASS5-8</b>	displays management and planning skills to achieve personal and group goals
<b>PASS5-9</b>	performs movement skills with increasing proficiency
<b>PASS5-10</b>	analyses and appraises information, opinions and observations to inform physical activity and sport decisions

While schools may choose to offer a course based on this syllabus in either Stage 4 or Stage 5, the outcomes and content have been designed at a Stage 5 standard.

For some students with special education needs, teachers will need to consider relevant and appropriate adjustments to movement experiences. Achievement of outcomes should take into account individual students' capacity to demonstrate movement skills.

## Stage 5 Psychology 100 hour Year 9 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3
Nature of Tasks	Half-Yearly Examination	Research Task	Yearly Examination
Timing	Term 2 Week 2	Term 3 Week 9	Term 4 Weeks 3-4
Outcomes Assessed	1, 3, 4, 7, 8, 9	1, 4, 5, 6, 7, 8, 9	1, 2, 6, 7, 8, 9
Assessment Weighting	25	40	35

## Stage 5 Psychology 100 hour Outcomes

**A student:**

### Knowledge and Skill

PH5-1	examines key philosophical thinkers, problems and arguments
PH5-2	develops an understanding of models of ethical decision making
PH5-3	explores the role of philosophy as an agent of personal or social change
PH5-4	researches and assesses information using a variety of sources
PH5-5	identifies key factors affecting decisions
PH5-6	constructs logical arguments based on critical reasoning
PH5-7	communicates ideas effectively using a variety of modes
PH5-8	reflects on values, beliefs and assumptions
PH5-9	works independently and in communities of inquiry to explore philosophical questions
PH5-1	examines key philosophical thinkers, problems and arguments
PH5-2	develops an understanding of models of ethical decision making



Task Number	Task 1	Task 2	Task 3
<b>Nature of Tasks</b>	Research Project - SIRP	Practical Exam	Final Exam
<b>Timing</b>	Term 1 Week 8	Term 2 Week 5	Term 4 Weeks 3&4
<b>Outcomes Assessed</b>	SC5-4WS, SC5-5WS SC5-6WS, SC5-7WS SC5-9WS	SC5-17CW, SC5-6WS SC5-8WS	SC5-14LW, SC5-15LW SC5-10PW, SC5-16CW
<b>Assessment Weighting</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>

### Stage 5 Science Outcomes

A student:	
<b>SC5-1VA</b>	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
<b>SC5-2VA</b>	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
<b>SC5-3VA</b>	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
<b>SC5-4WS</b>	develops questions or hypotheses to be investigated scientifically
<b>SC5-5WS</b>	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
<b>SC5-6WS</b>	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
<b>SC5-7WS</b>	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusion
<b>SC5-8WS</b>	applies scientist understanding and critical thinking skills to suggest possible solutions to identified problems
<b>SC5-9WS</b>	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
<b>SC5-10PW</b>	applies models, theories and laws to explain situations involving energy, force and motion
<b>SC5-11PW</b>	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
<b>SC5-12ES</b>	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
<b>SC5-13ES</b>	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
<b>SC5-14LW</b>	analyses interactions between components and processes within biological systems
<b>SC5-15LW</b>	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
<b>SC5-16CW</b>	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
<b>SC5-17CW</b>	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



Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	iSTEM Fundamentals: Practical Tasks and Portfolio	iSTEM Practical Task	Sustainable Transport Practical Task and Portfolio	Agri Tech Project Portfolio
<b>Timing</b>	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 5
<b>Outcomes Assessed</b>	ST5-1, ST5-2, ST5-3 ST5-4, ST5-5, ST5-6 ST6-7, ST5-8, ST5-9 ST5-10	ST5-1, ST5-2, ST5-4 ST5-5, ST5-6, ST5-8 ST5-10	ST5-1, ST5-2, ST5-3 ST5-4, ST5-5, ST5-6 ST6-7, ST5-8, ST5-9 ST5-10	ST5-1, ST5-2, ST5-3 ST5-4, ST5-5, ST5-6 ST6-7, ST5-8, ST5-9 ST5-10
<b>Assessment Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

### Stage 5 iSTEM 100 hour Outcomes

**A student:**

<b>ST5-1</b>	designs and develops creative, innovative, and enterprising solutions to a wide range of iSTEM-based problems
<b>ST5-2</b>	demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of iSTEM contexts
<b>ST5-3</b>	applies engineering design processes to address real-world iSTEM-based problems
<b>ST5-4</b>	works independently and collaboratively to produce practical solutions to real-world scenarios
<b>ST5-5</b>	analyses a range of contexts and applies iSTEM principles and processes
<b>ST5-6</b>	selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to iSTEM-based problems
<b>ST5-7</b>	selects and applies project management strategies when developing and evaluating iSTEM-based design solutions
<b>ST5-8</b>	uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
<b>ST5-9</b>	collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
<b>ST5-10</b>	analyses and evaluates the impact of iSTEM on society and describes the scope and pathways into employment.

Task Number	Task Number	Task Number	Task Number
<b>Nature of Tasks</b>	Project 1 Folio and Practical	Project 2 Folio and Practical	Yearly Examination Written Paper
<b>Timing</b>	Term 2 Week 5	Term 4 Week 2	Term 4 Weeks 3 & 4
<b>Outcomes Assessed</b>	TEX5-5, TEX5-8, TEX5-9 TEX5-10, TEX5-11 TEX5-12	TEX5-4, TEX5-5, TEX5-6 TEX5-7, TEX5-8, TEX5-9 TEX5-10, TEX5-11, TEX5-12	TEX5-1 to TEX5-12
<b>Assessment Weighting</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

## Stage 5 Textiles Technology 100 hour Outcomes

### A student:

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



Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Tasks</b>	Case Study (Critical and historical studies)	BOW and VAPD (Artemaking)	Yearly Examination (Critical and historical studies)	BOW and VAPD (Artemaking)
<b>Timing</b>	Term 1 Week 8	Term 2 Week 2	Term 3 Week 10	Term 4 Week 2
<b>Outcomes Assessed</b>	5.7, 5.9	5.4, 5.5, 5.6	5.8, 5.10	5.1, 5.2, 5.3, 5.6
<b>Assessment Weighting</b>	<b>15%</b>	<b>30%</b>	<b>25%</b>	<b>30%</b>

### Stage 5 Visual Arts 100/200 hour Outcomes

**A student:**

<b>5.1</b>	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
<b>5.2</b>	makes artworks informed by their understanding of the function of and relationships between Artist–Artwork–World–Audience
<b>5.3</b>	makes artworks informed by an understanding of how the frames affect meaning
<b>5.4</b>	investigates the world as a source of ideas, concepts and subject matter in the visual arts
<b>5.5</b>	makes informed choices to develop and extend concepts and different meanings in their artworks
<b>5.6</b>	demonstrates developing technical accomplishment and refinement in making artworks
<b>5.7</b>	applies their understanding of aspects of practice to critical and historical interpretations of art
<b>5.8</b>	uses their understanding of the function of and relationships between Artist–Artwork–World–Audience in critical and historical interpretations of art
<b>5.9</b>	demonstrates how the frames provide different interpretations of art
<b>5.10</b>	demonstrates how art criticism and art history construct meanings





Task Number	Task 1	Task 2	Task 3
<b>Nature of Tasks</b>	Research Job Dream Job	Media File Workplace Issues	Yearly Examination
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 4 Weeks 3 & 4
<b>Outcomes Assessed</b>	WE5-6, WE5-7, WE5-8 WE5-9, WE5-10	WE5-2, WE5-3, WE5-4 WE5-9, WE5-10	WE5-1, WE5-2, WE5-3 WE5-4, WE5-5, WE5-6 WE5-7
<b>Assessment Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

### Stage 5 Work Education 100/200 hour Outcomes

A student:	
<b>WE5-1</b>	analyses employment trends and changes in the nature of work
<b>WE5-2</b>	analyses current workplace issues and their implications
<b>WE5-3</b>	examines the roles of diverse organisations in the Australian community
<b>WE5-4</b>	evaluates the roles and responsibilities of individuals within the Australian community
<b>WE5-5</b>	explains the roles of education, employment and training organisations
<b>WE5-6</b>	assesses personal goals, attributes and values in the context of education, training and employment
<b>WE5-7</b>	explains skills, attributes and entrepreneurial behaviours in a range of contexts
<b>WE5-8</b>	assesses options for career development and managing transitions
<b>WE5-9</b>	selects and analyses relevant information from a variety of sources
<b>WE5-10</b>	selects and uses appropriate forms to communicate information about the world of work for different audiences

# **MITCHELL HS**

*We Inspire*

*We Motivate*

*We Care*

*We Teach*

## **Mitchell High School**

Address: Keyworth Drive Blacktown NSW 2148

Telephone: (02) 9622 9944

Fax: (02) 9831 2805

Email: [mitchell-h.school@det.nsw.edu.au](mailto:mitchell-h.school@det.nsw.edu.au)

Website: [www.mitchell-h.schools.nsw.gov.au](http://www.mitchell-h.schools.nsw.gov.au)

---