



**ALEXANDRIA PARK  
COMMUNITY SCHOOL**

**YEAR  
10**

**CURRICULUM &  
ASSESSMENT  
BOOKLET**

**2025**

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# SECTION 1

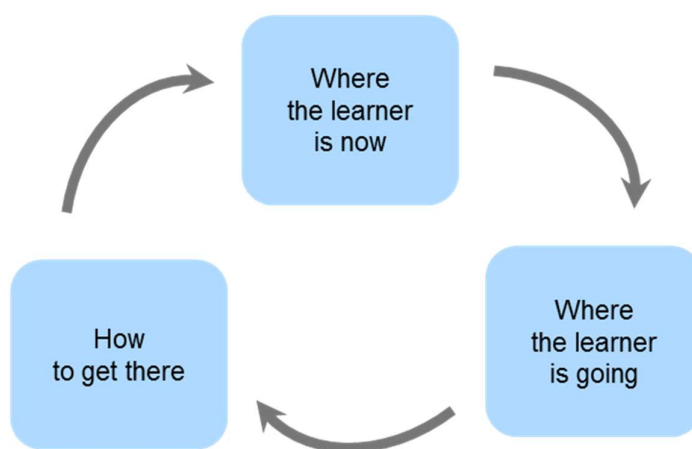
## GENERAL INFORMATION ON ASSESSMENT PROCESSES AND PROCEDURES

## WHAT IS ASSESSMENT?

Teachers at Alexandria Community School use a range of informal and formal assessment to measure student achievement of course outcomes; to allow students to demonstrate what they know and can do; to clarify student understanding of concepts and promote deeper understanding; and to provide evidence that informs the ongoing teaching and learning cycle.

It is important that students make the most of the array of opportunities afforded to them through class work and assessment to provide teachers with a holistic picture of their ability and achievement for the purpose of programming and reporting.

The policies and procedures at APCS follow those advised by NESAs.

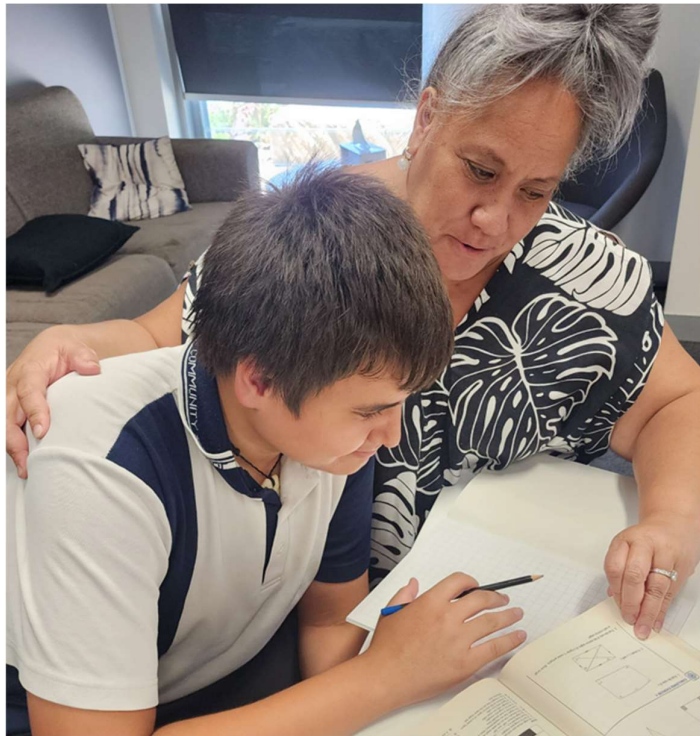


## SCHOOL BASED ASSESSMENT TASKS

1. You will be given at least two weeks written notice for a formal assessment task. You will sign for this notification which will explain:
  - the type of task (e.g. in-class, submitted, performance, practical)
  - the timing of the task or the time and date due
  - the weighting of the task (e.g. 20%)
  - the outcomes being assessed and
  - the assessment criteria
  - instructions for submission.
2. In school examinations, you must follow the same procedures as outlined by the requirements of NESAs for all examinations.

## HOW CAN PARENTS/CARERS HELP AT HOME?

- Provide an uncluttered, quiet study area free from distractions
- Designate structured weekly study times, including time for preparation of study notes
- Plan for rest and relaxation time, including 8 hours of undisturbed sleep each night
- Provide reliable internet access in a public space
- Provide a personal assessment and homework diary
- Make a family calendar to record task schedules and study time



## AWARDING GRADES

All assessment activity that a student completes provides information about a student's progress, so when a teacher determines a student's grade, they may consider both formal assessment tasks and informal assessment for learning activities. This occurs in the Stage 4 and Stage 5 courses. Teachers award grades according to the relevant NSW Educational Standards Authority (NESA) Syllabus Course Performance Descriptors and Common Grade Scale. Classroom teachers will use their professional judgement to make a final determination of the student's grade.

## ASSESSMENT SCHEDULES

An assessment schedule for each subject is provided to students in the Assessment Booklet, containing an outline of all assessment tasks for that year, the weightings of tasks, assessed outcomes and estimated timing within the school calendar.

Students should expect between 2 and 4 formal assessment tasks for each subject. The tasks will form the basis for the reports issued at the end of each semester and therefore they will be designed to assess a range of syllabus outcomes and course content that has been taught in class.

Assessment tasks are compulsory for all students, excluding those completing Life Skill courses. All tasks are important and regardless of the weighting for an individual task, students should do their best to meet the criteria of the task rather than allocate effort based on the weighting.

## WRITTEN NOTIFICATION OF ASSESSMENT TASKS

A written notification will be issued for each assessment task (including exams) typically at least two weeks prior to the submission date. Exam notifications will include the topics being assessed, components of the exam, mark range and weighting. It is the student's responsibility to seek the assessment task notification if they are absent when the notification is issued. The assessment task schedule booklet is deemed the first notification.

## SUBMISSION OF ASSESSMENT TASKS

Assessment tasks are to be submitted on the due date (excluding in class tasks), this includes all material for speeches and oral presentations. Students should ensure that their name is on each page or item of the submitted task. If a student cannot attend school on the day a task is due, then it is acceptable that a friend or relative submit the task on their behalf to the front office before 9am.

Major works and practical assessment submission times will be at the discretion of the Head Teacher and will be printed on the assessment task notification along with details of submission.

Each faculty is responsible for coordinating the process of collecting tasks to ensure accurate recording of the time and date that the student submits the task. Students must complete all tasks to the best of their ability or may be subject to the N-determination process.

Electronic/digital submission will be coordinated by the Head Teacher of the subject. Requirements for digital submission will be clearly stated on the assessment task notification sheet. Ideally, digital submission should be in an appropriate format as directed on the assessment notification.

## FORMAL EXAMINATIONS AND IN CLASS TASKS

All class assessment tasks and formal examinations will be completed on the designated day and time. Attendance in each lesson prior to the class task or formal examination is required on the day a task is due. Failure to do this will result in a penalty. In special circumstances where a student cannot attend all lessons on the day, special consideration may be requested by submitting a Missed/Late/Illness/ Misadventure application. Examinations will NOT be rescheduled for unapproved leave such as vacations.

## TECHNOLOGY AND ASSESSMENTS

Technology failure is not a valid reason for failure to submit an assessment task on time.

Students should:

- continually backup all work on the hard drive of your computer and on an external portable storage media (USB)
- You might also consider emailing it to yourself.
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that data can be accessed at school.
- Check the compatibility of your home software with the school's technology.
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your student.fantastic@education.nsw.gov.au email account), as well as bringing it to school on external portable storage media.
- A student presenting work produced via computer or submitting work online who experiences computer/technology difficulties or printer failure must follow these procedures by applying for misadventure on the date the task was due by:
  - completing a misadventure form (from the secondary Deputy Principal or Head Teacher of that course) presenting it to the Head Teacher of that subject before school along with documentary evidence, such as a note from home
  - submitting any saved work on a USB drive and submitting any hard copies of drafts, rough notes, USB. If a student chooses or is required to prepare and produce work with the use of technology, it is their responsibility to ensure backups and hard copies are made well in advance of the due date of the assessment task. Program and software compatibility are also potential problems and need to be considered in advance. Malfunctions of computer technology, even theft, without evidence of 'work in progress' are NOT valid reasons for the late submission of an assessment task.



## THE ASSESSMENT PROGRAM FOR LIFE SKILLS COURSES

Students studying Life Skills courses will follow a different assessment program. Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement and can occur in a range of situations or environments such as the school and wider community.

Evidence of achievement can be based on:

- assessment as learning (where students monitor and reflect on their own learning)
- assessment for learning (such as observation during teaching and learning or work samples)
- assessment of learning (assessment activities specifically designed to assess achievement at particular points).

## EXTENSION / ILLNESS / MISADVENTURE

In special circumstances where a student is unable to complete or submit the task by the due date then special consideration may be sought in writing from the Head Teacher using the Extension/ Illness/ Misadventure application form. This form must be lodged with the Head Teacher or relieving Head Teacher. If the task is submitted after the due date and time and a student has not submitted the appropriate documentation, then the appropriate penalty will apply.

**Extension:** Extensions of time are generally only given in special circumstances. These include, but are not limited to, unexpected illness that extends for a significant period of time prior to the due date. If a student requires an extension for a relevant reason, they must complete the Extension/ Illness/ Misadventure application form and **submit before the due date** (best practice is five days prior) to allow sufficient time for the application to be processed. The decision will be recorded in writing on the application form and communicated to the student.

- Unapproved leave such as family vacations are NOT considered approved reasons.
- DoE Accredited Elite Sports or Arts Programs include in which students have been selected to participate are considered approved reasons.
- If a student has prior knowledge of a circumstance that will impact on their ability to submit a task on the due date or attend an in-class task, test or examination, they must request an Extension Application Form from the Head Teacher or access it on the school's website. This form should be submitted to the faculty Head Teacher BEFORE the assessment task is due.

**Illness or injury** – means you are too sick to attend school.

If a student is ill and cannot attend on the day of the task or date a task is due, an Extension/Illness/Misadventure application form should be completed with the appropriate parental/carers note. This must be submitted on **the first day back after illness** to the relevant classroom teacher. An extension of time may be granted, a mark may be awarded based on a substitute task or a rank equivalency may be used, at the discretion of the Head Teacher. If a student becomes ill immediately prior or during the assessment task, which significantly diminished their task performance they should inform the teacher and lodge a Misadventure form. (found on website).

## LATE AND NON-SUBMISSION OF ASSESSMENT TASKS

Late or non-submission of a task without approved reason from the classroom teacher in Year 10 will result in the N determination process being followed. Please see N determination information below.

Beyond the N warning process, a late submission of a task without approved reason (via illness and misadventure form) will result in the following steps being taken. The expectation that all work is submitted on time and to the best of each student's ability is the basis for the scheduled due dates in the assessment booklet.

- If the student has failed to submit a task on the due date, they will attract a deduction of 10% of total task weighting each day until the task is submitted. (Example: if a total weighting of a task is 20%, you attract a deduction of 10% of 20 each day until the task is submitted).

All attempts at assessment tasks must reflect a genuine effort. Students may be asked to re-submit a task if the teacher deems it non-serious.

### **Teacher discretion in the submission of assessment tasks:**

A teacher, in consultation with their Head teacher and/or the Wellbeing Head teacher may use some discretion with submission of tasks for students identified as requiring additional support or adjustments. This will be discussed with the student and parents / carers in conjunction with student learning support plans.

### **Missed**

In Stages 5 and 6 courses, failure to complete assessment tasks will result in 'N' determination procedures being followed ('N' determination flowchart). This will also result in a zero mark being recorded for the task. Where an assessment task has not been submitted, classroom teachers notify Head Teachers who are responsible for generating a letter to be sent to the student's parents notifying them of the non-submission of the task, including an appropriate and reasonable period to rectify the matter and submit the task. Students will be required to submit a missed task or complete an equivalent alternative task to meet the requirements for satisfactory completion of the course. A zero mark will still be recorded but the N determination will be resolved, and the task will be marked, and feedback will be given to the student.

### **Misadventure**

This is when something out-of-the-ordinary (e.g. an accident) has happened which is beyond your control and you believe your performance in the task has been negatively affected. Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date that a task was due, or an event which hinders the student's ability to complete the assessment task to the best of their ability.

## MALPRACTICE

Malpractice can occur in several ways:

- Cheating in an examination,
- Plagiarism (making no change or insignificant changes to a copied sentence),
- Use of AI like Chat GPT,
- Collusion (working with another student, including the sharing or distribution of work),
- Disrupting an examination, or a serious breach of the rules for an examination or task.

**An assessment task must be the student's own work.** Where malpractice has occurred a zero mark will be recorded for the task. The Head Teacher of a subject will make the final determination to record a zero mark and for students in Stage 5 (Year 10 at APCS) and 6 an 'N' determination warning letter will be sent to the parent(s)/guardian and procedures for an 'N' determination warning will be followed. Where malpractice has occurred, the student will be required to re-attempt the task or complete an equivalent alternative task. The teacher of the subject will determine in writing a reasonable time for this to occur.

**Students in Year 10 must complete the NESA “All my own work” mandatory program.**



## NON-SERIOUS ATTEMPTS

A non-serious attempt is considered as failing to submit a reasonable attempt at a task. This may include, but is not limited to, the following:

- Inappropriate written content submitted as part of a task
- Inappropriate behaviour during an examination
- Failure to complete significant sections of an assessment (e.g. only attempting the multiple choice and not attempting extended response questions)

The Head Teacher of a subject will determine whether a task is a non-serious attempt. In the case of a non-serious attempt the 'N' determination procedures will be followed.

## **'N' DETERMINATION PROCEDURES**

### **FOR NON-COMPLETION OF COURSE REQUIREMENTS (STAGE 5 & 6)**

Stage 5 and 6 students are bound by the expectations set out in NESAs 'N' determination process for the RoSA and the HSC. NESAs states that satisfactory participation in and completion of a course requires a student to meet the following course completion criteria:

- Follow the course developed or endorsed by the NESAs
- Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- Achieved some or all the course outcomes

NESAs also states that students must make a genuine attempt at assessment tasks that contribute **in excess** of 50% of the available marks. Whilst a particular rate of attendance is not specified for the completion of a course, irregular attendance can clearly impact on students' application of diligence and sustained effort to the set tasks and experiences for the course. Attendance could thus be a significant factor leading to potential warning letters and ultimately an 'N' determination.

#### **After an 'N' determination warning letter is received:**

If a student does not meet the criteria set out by NESAs for satisfactory participation or completion of a course, subject teachers/Head teachers will issue students with an 'N' determination warning letter. This letter will stipulate the task or work for which the student is required to complete and the original due date of this task/work. The letter will also stipulate a new due date and requirements for how to satisfactorily complete the task/work. It is important for the student to be aware that 'N' determination warning letters are not task specific, they are subject specific and therefore accumulate across tasks/work in any subject.

#### **Failure to complete work stipulated in the 'N' determination warning letter is received:**

Alexandria Park Community School will offer support to students to address the concerns if they are at risk of being 'N' determined. Students who have been issued with two or more 'N' determination warning letters in one subject will be interviewed as part of the school review process and provided a reasonable time frame in which the outcomes must be completed. The onus is always on the student to follow up with the teacher(s) to find out exactly what needs to be done to meet the requirements of the 'N' determination warning so it can be resolved.

Students who have not complied with the course completion criteria and who have received three written warnings (for a course) can be considered as not having satisfactorily completed the course at the time of finalising grades. In this instance the Principal may make a determination of non-completion of course requirements by a student, known as an N Determination. The Principal will undertake a formal interview of the student, making clear the grounds for which the 'N' determination is being applied. The Principal will outline the NESAs process and will provide the student with copies of the N determination warning letters.

If an 'N' determination is applied, it may mean the student is no longer eligible for the HSC or RoSA.

## SUMMARY OF N DETERMINATION PROCESS

### REFER TO THE FLOW CHART BELOW AND IN FORMS SECTION

If a student is not meeting the course requirements or fails to complete an assessment task they are given what is termed a non-completion warning (or N completion determination). A copy is also posted home, which outlines:

1. Any issues of concern or outstanding work and
2. The date by which students should redeem the outcomes of the missed work.
3. If a student is to be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course, the principal will inform NESAs.

#### **The 'Warning Letter' process**

If you are not working and if you are not attending school and classes regularly (i.e. above 85%) you may be at risk of not meeting the requirements to gain your HSC. If this is the case then teachers will give you formal warnings in writing, as follows:

- A. Warning 1** – A 'FIRST' formal warning letter will be sent by your class teacher and the Head Teacher outlining work that is to be completed and a due date. This letter will be handed to the student and a copy posted to the parent/carer. The parent/carer of the student will also be contacted by telephone to alert them to the situation.

If the work is not completed and/or there is no improvement, then:

- B. Warning 2** – A 'SECOND' formal warning letter will be issued, and an interview will be organised with the Head Teacher and your parent/guardian.

If this work is not completed and there is still no improvement, then:

- C. FINAL Warning** - You will be interviewed by the Deputy Principal and a 'THIRD and FINAL' formal warning letter will be issued. The Deputy Principal will organise an interview with your parent/carer.

If after these warnings there is still no improvement, the Principal will conduct an interview with you and your parent(s)/carer where the 'N' determination will be formally made in order to resolve the learning outcomes.

# N DETERMINATION FLOW CHART



This process is to be followed for each course.  
 This flowchart is designed to assist students and parents/carers to understand the process.



1 <sup>st</sup> event - CLASSROOM TEACHER	<b>Student concern</b> Early intervention	<b>Intervention(s)</b> 1. Student spoken to about concern. 2. Parents / carers contacted and notified that student is not meeting course requirements or submitting tasks	<b>Teacher Actions</b> Initial discussion with Student Additional discussion with parent / carer
	Classwork not completed OR Assessment task not complete/submitted on time OR Non-serious attempt.	1 <sup>st</sup> N-warning letter through: <ul style="list-style-type: none"> <li>letter of concern</li> <li>telephone call</li> </ul> → 1 <sup>st</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>phone call home from teacher</li> <li>reissuing copies of Assessment tasks/classwork/textbook work</li> <li>Student acknowledgement of receiving task</li> <li>If needed - providing alternative tasks</li> <li>discussing requirements of the task with student</li> <li>Arrange an alternative time for completion of assessment</li> <li>Although zero penalty will still apply</li> </ul>
<b>Continual consultation to occur between teacher and HT</b>			
2 <sup>nd</sup> event - HEAD TEACHER	<b>Student concern</b> Classwork not completed Non serious attempt Assessment task not complete/submitted on time. 1 <sup>st</sup> N-warning letter not actioned	→ 2 <sup>nd</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>reissuing copies of tasks/classwork/textbook work</li> </ul> or <ul style="list-style-type: none"> <li>providing alternative tasks</li> <li>discussion with HT</li> <li>phone call home from HT</li> </ul> also include: <ul style="list-style-type: none"> <li>arranging time to work with student.</li> <li>review of student progress by HT of year group</li> <li>discussing requirements of the task with student</li> <li>Although zero penalty will still apply</li> </ul>
	<b>Referral &amp; consultation with Deputy Principal to initiate joint monitoring process.</b>		
3 <sup>rd</sup> and final event - DEPUTY PRINCIPAL	<b>Student concern</b> Classwork not completed Assessment task not complete/submitted on time Non serious attempt Previous N-warning letter(s) not actioned	Immediate referral to DP and → 3 <sup>rd</sup> and final warning letter	Will involve: <ul style="list-style-type: none"> <li>phone call home from Head Teacher/Deputy Principal/Principal</li> <li>discussion with Head Teacher/Deputy Principal/Principal</li> <li>reissuing copies of tasks/classwork/textbook work</li> </ul> and may also include: <ul style="list-style-type: none"> <li>arranging time to work with students</li> <li>providing alternative tasks</li> <li>discussing requirements of the task with student</li> <li>Although zero penalty will still apply</li> </ul>
	OR		
<b>Parent interview with Principal and Principal will proceed with N Determination process with NESAs</b>			

## REPORTING

A school report is issued each semester. Reports should reflect the extent to which students have met a range of the outcomes that have been assessed for each subject during the semester. Work habits as well as an overall grade will usually be included in relation to the semester. In Years 10-12, where a student has been 'N' determined in a subject, this 'N' determination will be reported in the Semester 2 Report.

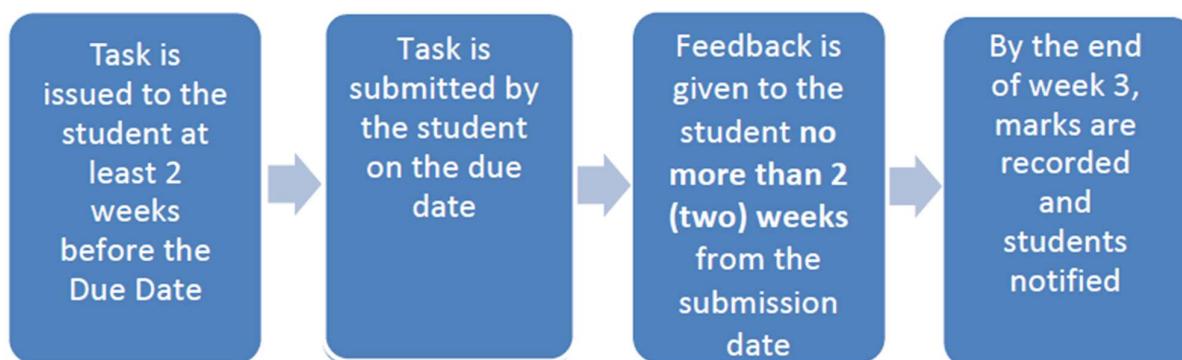
## FEEDBACK TO STUDENTS

Following a formal assessment task, teachers will provide positive and constructive feedback to students that may identify strengths and weaknesses, correct misunderstandings, state clearly how students can improve and allow students to take an active role in their learning. Tasks should be designed and feedback provided in a way that allows students to improve upon their performance in subsequent tasks.

It is recommended that feedback be given in one or more of the following ways:

- oral discussion with class, groups or individual students
- written annotations on the submitted work
- general comments to the class about those aspects of the activity or task in which students excelled and those aspects that still need addressing
- examples of good responses
- self-evaluation

Drafts of assessment tasks are encouraged where appropriate. However, a teacher may refuse to provide feedback on a draft if it is received within 5 school days of the due date. **One draft per student** during any assessment period will exist. Refer to the **Drafts Procedure**.





## ADJUSTMENTS AND SPECIAL PROVISIONS TO TASKS

Disability or special provisions and adjustments are practical arrangements that enable all students to access learning and assessment through adjustments to tasks. Principals have the authority to decide on and to implement these provisions for school-based assessments and tests. Students who have a diagnosed disability can apply to have this taken into consideration when completing an assessment task at school and the process will be coordinated by the Head Teacher Wellbeing in consultation with the faculty Head teacher.

## DRAFT PROCEDURES

### Rationale:

These procedures are intended to provide guidance and support for staff and students in the completion of written tasks, to provide a balance between staff supporting students in creating their best possible work and excessively contributing to their work via draft feedback.

**Aim:** To ensure that the process of drafting assists students in refining their work for the purpose of producing the highest-quality assessment submissions.

### Procedures:

- A. Drafting is encouraged, but not compulsory.
- B. When students request feedback on a draft, they must submit it to the teacher as specified by the teacher.
- C. Students are to submit drafts outside of class time.
- D. Teachers will return drafts once completed for student review and application.
- E. Students can submit **one draft** per assessment task to their teacher for feedback.
- F. The cut-off date for the submission of drafts is **5 days** before the task is due.
- G. Assessment Tasks will be issued a minimum of two weeks before the due date.



## SECTION 2

# CURRICULUM AND COMMUNICATION

## COMMUNICATING WITH OUR SCHOOL

Alexandria Park Community School values parent communication and engagement with our school and recognises the importance of having an effective system in place to assist with this process. The link below to the school community charter outlines the responsibilities of parents, carers, and school staff to ensure our learning environments are collaborative, supportive and cohesive.

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>

If you would like to contact the school, you can do so by:

- Phoning the school admin office on 9698 1967
- In person – please report to the Administration Office
- By email @alexparkcs-schools.nsw.edu.au, please write the name of teacher in the subject box.

Year 10 has a Google Classroom that all students will join, and parents are also invited to join. This is a great place for the Year Adviser to communicate with the students. Parents and students will be invited to join the APCS Sentral Portal. You will be issued with a code that allows you to access information such as school reports, the booking system for Parent Teacher Night, school newsletters and daily notices. A letter with more information will be sent out to all parents and students.

### Who to contact:

POSITION AT APCS	MATTERS THEY DEAL WITH:
Classroom Teachers	First contact for anything pertaining to that individual subject. This may include class work, homework, assignments or a specific incident that occurred in that classroom.
Head Teachers of Each Subject Area	If a parent/carer has worked with their child's classroom teacher and feels that their needs should be further addressed. If a parent/carer would like to share some positive experiences that are happening in the classroom or at home in relation to that topic.
Learning and Support Teachers	If a parent/carer feels that their child needs some support in the classroom due to diverse learning needs.
Year Adviser	Can assist with matters that are occurring outside of the classroom and with wellbeing concerns. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.
Head Teacher Wellbeing	Can assist with matters that are occurring outside the classroom and with wellbeing concerns that are serious in nature. Can also assist with serious ongoing medical condition notifications (diabetes, anaphylaxis).
Deputy Principal	To be notified directly with serious concerns that a parent/carer feels cannot be dealt with by other staff at the school. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.
Principal	To be notified directly with serious concerns that a parent/carer feels cannot be dealt with by the Deputy Principal. If a parent/carer would like to share some positive experiences that are happening at school or at home in relation to their child.

## YEAR 10 CURRICULUM STRUCTURE

Course	Periods per cycle
English	8
Mathematics	8
Science	7
History	6

Course	Periods per cycle
PDHPE	4
Elective 1	5
Elective 2	5

Students also participate in Sport on Friday afternoons for 2 periods each week. Sport is a compulsory requirement in Years 7 – 10.

## NESA REQUIREMENTS HSC MINIMUM STANDARDS

Students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the Higher School Certificate. Students must demonstrate the minimum standard in each domain of reading, writing and numeracy.

The HSC minimum standard is set at the Australian Core Skills Framework (ACSF) Level 3. ACSF Level 3 describes the functional literacy and numeracy skills required for life after school, for work and further education.

Students in Years 10 to 12 may demonstrate the HSC minimum standard by achieving Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.

School leavers in Years 10 to 12 may sit the NESA minimum standard online tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers.

Throughout Year 10 students will sit the online tests in reading, writing and numeracy to meet the minimum standard. There will be more information provided to students and carers about the minimum standard tests. You can also find more information at <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/school-resources>

**Students in Year 10 must complete the NESA “All my own work” mandatory program.**



# SECTION 3

## MANDATORY COURSES

- ENGLISH
- MATHEMATICS
- SCIENCE
- HISTORY
- PDHPE

**PLEASE NOTE:**

The Assessment Schedules printed in this booklet for all curriculum areas are intended as a guide. Changes to these may be made during the year as extenuating circumstances occur.

Students will receive advance warning of assessments through an assessment notification at least two weeks prior to any task . Students will sign they have received any alterations to this published schedule.

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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding	Composing Texts	Total
1	<b>Express Yourself</b> - Persuasive Speech	Term 1 Week 8	EN5-RVL-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	ENLS-RVL-01 ENLS-URB-01 ENLS-ECA-01 ENLS-ECB-01	15	15
2	<b>A Story Worth Telling</b> - In-class Examination	Term 2 Week 4	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01	ENLS-RVL-02 ENLS-URA-01 ENLS-URB-01 ENLS-ECA-02	20	15
3	<b>Magic + Mayhem (Macbeth)</b> - Imaginative Response + Reflection Statement	Term 3 Week 9	EN5-RVL-01 EN5-URC-01 EN5-ECA-01 EN5-ECB-01	ENLS-RVL-02 ENLS-URC-01 ENLS-ECA-02 ENLS-ECB-01	15	20
				<b>50</b>	<b>50</b>	<b>100</b>

<b>SUBJECT</b>	<b>MATHEMATICS</b>
<b>Outcome</b>	<b>Description</b>
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-C-02	displays and interprets datasets involving bivariate data
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

Outcome		Assessment Description				
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Working Mathematically	Skills in responding to	Total
1	In class test: Area and Surface Area A, Volume A, Indices A and Algebraic Techniques A	Term 1 Week 8	MA5-ALG-C-01 MA5-ARE-C-01 MA5-MAG-C-01 MA5-IND-C-01 MA5-VOL-C-01 MAO-WM-01	10	15	25
2	In class test: Probability A and Data Analysis A & B	Term 2 Week 5	MA5-DAT-C-01 MA5-DAT-C-02 MA5-PRO-C-01 MAO-WM-01	15	10	25
3	Investigation Task: Trigonometry A&B and Properties of Geometrical Figures A	Term 3 Week 9	MA5-TRG-C-01 MA5-TRG-C-02 MA5-GEO-C-01 MAO-WM-01	15	10	25
4	In-class test: Yearly Examination	Term 4 Week 4	MA5-ALG-C-01 MA5-ARE-C-01 MA5-MAG-C-01 MA5-IND-C-01 MA5-VOL-C-01 MA5-DAT-C-01 MA5-DAT-C-02 MA5-PRO-C-01 MA5-TRG-C-01 MA5-TRG-C-02 MA5-GEO-C-01 MA5-FIN-C-01 MA5-FIN-C-02 MA5-LIN-C-01 MA5-LIN-C-02 MAO-WM-01	10	15	25
				<b>50</b>	<b>50</b>	<b>100</b>

SUBJECT	MATHEMATICS (ADVANCED AND EXTENSION PATHWAYS)
Outcome	Description
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)
MA5-RAT-P-02	analyses and constructs graphs relating to rates of change (Path: Adv)
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)
MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)
MA5-IND-P-02	describes and performs operations with surds and fractional indices (Path: Adv)
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3=k$ (Path: Adv)
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)
MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)
MA5-NLI-P-01	interprets and compares non-linear relationships and their transformations, both algebraically and graphically (Path: Adv)
MA5-POL-P-01	defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext)
MA5-LOG-P-01	establishes and applies the laws of logarithms to solve problems (Path: Adv)
MA5-FNC-P-01	uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (Path: Adv)
MA5-TRG-P-01	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)
MA5-TRG-P-02	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv)
MA5-ARE-P-01	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)
MA5-VOL-P-01	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)
MA5-GEO-P-01	establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)
MA5-GEO-P-02	constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext)
MA5-CIR-P-01	applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext)
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)
MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly



Outcome		Assessment Description				
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Working Mathematically	Skills in responding to	Total
1	In class test: Core + Area and surface area B, Volume B, Algebraic techniques B, Indices B and C, Logarithms	Term 1 Week 8	Core + MA5-ARE-P-01 MA5-VOL-P-01 MA5-ALG-P-01 MA5-IND-P-01 MA5-IND-P-02 MA5-LOG-P-01 MAO-WM-01	10	15	25
2	In class test: Core + Data Analysis C, Probability B	Term 2 Week 5	Core + MA5-DAT-P-01 MA5-PRO-P-01 MAO-WM-01	15	10	25
3	Investigation Task + Validation Task: Trigonometry C & D, Properties of Geometrical Figures B & C	Term 3 Week 9	Core + MA5-GEO-P-01 MA5-GEO-P-02 MA5-TRG-P-01 MA5-TRG-P-02 MAO-WM-01	15	10	25
4	In-class test: Yearly Examination	Term 4 Week 4	MA5-EQU-P-01 MA5-EQU-P-01 MA5-NLI-P-01 MA5-CIR-P-01 MA5-GEO-P-01 MA5-GEO-P-02 MA5-TRG-P-01 MA5-TRG-P-02 MA5-ARE-P-01 MA5-VOL-P-01 MA5-ALG-P-01 MA5-IND-P-01 MA5-IND-P-02 MA5-LOG-P-01 MAO-WM-01	10	15	25
				<b>50</b>	<b>50</b>	<b>100</b>

SUBJECT	MATHEMATICS (STANDARD PATHWAYS)
Outcome	Description
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)
MA5-TRG-P-01	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)
MA5-ARE-P-01	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)
MA5-VOL-P-01	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)
MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Working Mathematically	Skills in responding to	Total
1	In class test: Core + Area and surface area B, Volume B,	Term 1 Week 8	Core + MA5-ARE-P-01 MA5-VOL-P-01 MAO-WM-01	10%	15%	25%
2	In class test: Core + Data Analysis C,	Term 2 Week 5	Core + MA5-DAT-P-01 MAO-WM-01	15%	10%	25%
3	Investigation Task: Trigonometry C	Term 3 Week 9	Core + MA5-TRG-P-01 MAO-WM-01	15%	10%	25%
4	In-class test: Yearly Examination	Term 4 Week 4	Core + MA5-ARE-P-01 MA5-VOL-P-01 MA5-DAT-P-01 MA5-TRG-P-01 MA5-NET-P-01 MAO-WM-01	10%	15%	25%
				<b>50</b>	<b>50</b>	<b>100</b>

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

Outcome		Assessment Description				
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Working Scientifically Skills	Knowledge and Understanding	Total
1	<b>Chemical World:</b> Practical Examination	Term 1 Week 10	SCLS-22CW SCLS-23CW	SC5-6WS SC5-7WS	SC5-16CW SC5-17CW	20
2	<b>Living World:</b> Semester 1 Examination	Term 2 Week 6	SCLS-19LW SCLS-20LW SCLS-21LW	SC5-8WS	SC5-16CW SC5-17CW SC5-14LW SC5-15LW	25
3	<b>Physical World:</b> Individual Student Research Project	Term 3 Week 8	SCLS-11PW SCLS-12PW	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	SC5-10PW	25
4	<b>Earth and Space:</b> Yearly Examination (all content covered throughout the year)	Term 4 Week 5	SCLS-13ES SCLS-16ES	SC5-9WS	SC5-12ES SC5-13ES SC5-16CW SC5-17CW SC5-14LW SC5-15LW SC5-10PW SC5-11PW	30
<b>Component Weighting</b>				<b>60</b>	<b>40</b>	<b>100</b>

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

<b>Outcome</b>	<b>Assessment Description</b>					
	Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>	
<b>Task Number</b>	<b>Topic &amp; Type of Task</b>	<b>Due Date</b>	<b>Syllabus Outcomes</b>	<b>Knowledge and understanding of course content</b>	<b>Use historical terms and concepts in appropriate contexts</b>	<b>Total</b>
<b>1</b>	Movement of peoples Source Analysis Task	Term 1 week 7	HT5-1 HT5-6	20	10	30
<b>2</b>	World War I In class test	Term 2 Week 5	HT5-8 HT5-9	20	10	30
<b>3</b>	Rights and Freedoms (1945–present) Hand In task	Term 4 Week 2	HT5-6 HT5-8 HT5-9	20	20	40
				<b>60</b>	<b>40</b>	<b>100</b>

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

Outcome	Assessment Description						
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Skills	Knowledge and Understanding	Total
1	<b>The Next Chapter:</b> Job Interview Day Theoretical	Week 9, Term 1	PD5-1 PD5-9 PD5-10	PDLS-1 PDLS-2	15	10	25
2	<b>Exploring Calisthenic Movement:</b> Gymnastics Floor Routine Practical	Week 5, Term 2	PD5-4 PD5-11	PDLS-5 PDLS-6	15	10	25
3	<b>Game Sense:</b> Flag Football Observation Practical	Weeks 5-9, Term 3	PD5-4 PD5-5 PD5-11	PDLS-5 PDLS-6	15	10	25
4	<b>Self Care, Nurturing You:</b> Website Design Theoretical Group Task	Week 5, Term 4	PD5-6 PD5-7 PD5-8	PDLS-7 PDLS-8	5	20	25
					<b>60</b>	<b>40</b>	<b>100</b>

# SECTION 4

## ELECTIVE COURSES

- ABORIGINAL STUDIES
- COMMERCE
- COMPUTER TECHNOLOGY
- FOOD TECHNOLOGY
- GRAPHICS TECHNOLOGY
- HISTORY (ELECTIVE)
- iSTEM
- MUSIC
- PHOTOGRAPHY AND DIGITAL MEDIA
- PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)
- VISUAL ARTS

<b>SUBJECT ABORIGINAL STUDIES</b>	
<b>Outcome</b>	<b>Description</b>
AST5-1	Describes the factors that contribute to an Aboriginal person's identity
AST5-2	Explains ways in which Aboriginal Peoples maintain identity
AST5-3	Describes the dynamic nature of Aboriginal cultures
AST5-4	Explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
AST5-5	Explains the importance of families and communities to Aboriginal Peoples
AST5-6	Explains the importance of self-determination and autonomy to Aboriginal Peoples' participation nationally and internationally
AST5-7	Assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
AST5-8	Analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
AST5-9	Analyses the factors that influence non Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures
AST5-10	Identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
AST5-11	Selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

<b>Outcome</b>	<b>Assessment Description</b>					
	Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>	
<b>Task Number</b>	<b>Topic &amp; Type of Task</b>	<b>Due Date</b>	<b>Syllabus Outcomes</b>	<b>Knowledge and understanding of course content</b>	<b>Skills in responding to</b>	<b>Total</b>
<b>1</b>	Core 2: Aboriginal peoples Autonomy Fieldwork Booklet	Term 1 week 8	ASTLS-1 ASTLS-2 ASTLS-5 ASTLS-8 ASTLS-11 ASTLS-12	20	10	30
<b>2</b>	Option 2: Aboriginal peoples and Art-Artwork	Term 2 Week 8 On going task Term 2	ASTLS-3 ASTLS-11 ASTLS-12	20	10	30
<b>3</b>	Option 3: Aboriginal peoples and performing arts Test	Term 4 week 4	ASTLS-7 ASTLS-8 ASTLS-9 ASTLS-10 ASTLS-11 ASTLS-12	20	20	40
				<b>60</b>	<b>40</b>	<b>100</b>



SUBJECT	COMMERCE
Outcome	Description
COM5-1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	examines the role of law in society
COM5-4	analyses key factors affecting decisions
COM5-5	evaluates options for solving problems and issues
COM5-6	develops and implements plans designed to achieve goals
COM5-7	researches and assesses information using a variety of sources
COM5-8	explains information using a variety of forms
COM5-9	works independently and collaboratively to meet individual and collective goals within specified timeframes

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills	Total
1	Employment and Work Futures: Stimulus response: Changes in the Participation Rate	Term 1, Week 6	COMLS-4	5	20	25
2	Law, Society and Political Involvement: Case Study, Group Presentation	Term 2, Week 5	COMLS-11	10	15	25
3	Running a Business: Opportunities, Group Presentation	Term 4, Week 1	COMLS-12	15	10	25
4	Promoting and Selling: Advertising, Group designs marketing material	Term 4, Week 5	COMLS-13	15	10	25
				<b>45</b>	<b>55</b>	<b>100</b>

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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in responding to	Total
1	Modelling networks and social connections (Portfolio / Presentation)	Term 1 Week 7	CT5-SAF-01 CT5-DPM-01 CT5-COL-01 CT5-EVL-01 CT5-COM-01	10	15	25
2	Designing for user experience (Project Application)	Term 2 Week 4	CT5-SAF-01 CT5-DPM-01 CT5-COL-01 CT5-EVL-01 CT5-COM-01 CT5-OPL-01 CT5-THI-01 CT5-DES-01		25	25
3	Analysing data (Test)	Term 3 Week 7	CT5-DPM-01 CT5-DAT-01 CT5-DAT-02	25		25
4	Developing apps and web software (Project Application)	Term 4 Week 4	CT5-SAF-01 CT5-COL-01 CT5-EVL-01 CT5-COM-01 CT5-OPL-01 CT5-THI-01 CT5-DES-01		25	25
				<b>35</b>	<b>65</b>	<b>100</b>

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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in responding to	Total
1	<b>FOOD TRENDS</b> Research, design, plan, prepare, present and evaluate	Term 1, Week 8	FT5-1 FT5-2 FT5-3 FT5-4 FT5-9 FT5-12	10	15	25
2	<b>FOOD SERVICE AND CATERING</b> Research design, plan, prepare, serve and evaluate	Term 2, Week 5	FT5-1 FT5-2 FT5-4 FT5-5 FT5-10	10	15	25
3	<b>FOOD PRODUCT DEVELOPM-ENT</b> Research, design, produce, market and evaluate an innovative food product.	Term 3, Week 9	FT5-1 FT5-2 FT5-10 FT5-11 FT5-13	10	15	25
4	<b>FOOD FOR SPECIAL OCCASIONS</b> Research, design, plan, prepare and evaluate safe and hygienic food items for a special occasion	Term 4, Week 4	FT5-1 FT5-2 FT5-8 FT5-9 FT5-10 FT5-11	10	15	25
				<b>40</b>	<b>60</b>	<b>100</b>

SUBJECT		GRAPHICS TECHNOLOGY
Outcome	Description	
GT5-1	communicates ideas graphically using freehand sketching and accurate drafting techniques	
GT5-2	analyses the context of information and intended audience to select and develop appropriate presentations	
GT5-3	designs and produces a range of graphical presentations	
GT5-4	evaluates the effectiveness of different modes of graphical communications for a variety of purposes	
GT5-5	identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications	
GT5-6	manages the development of graphical presentations to meet project briefs and specifications	
GT5-7	manipulates and produces images using digital drafting and presentation technologies	
GT5-8	designs, produces and evaluates multimedia presentations	
GT5-9	identifies, assesses and manages relevant WHS factors to minimise risks in the work environment	
GT5-10	demonstrates responsible and safe work practices for self and others	
GT5-11	demonstrates the application of graphics to a range of industrial, commercial and personal settings	
GT5-12	evaluates the impact of graphics on society, industry and the environment	

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in responding to	Total
1	Graphic Design and Communication - Logo Design using Adobe Illustrator (Portfolio and logo design)	Term 1 Week 7	GT5-1 GT5-3 GT5-4 GT5-5	10	15	25
2	Architectural Drawing - Sketchup (Portfolio and 3D modeling)	Term 2 Week 4	GT5-2 GT5-3 GT5-5 GT5-6	10	15	25
3	Landscape Drawing (Report)	Term 3 Week 7	GT5-4 GT5-6 GT5-9 GT5-10 GT5-12	25		25
4	Landscape Drawing (Design Documentation)	Term 4 Week 4	GT5-1 GT5-2 GT5-3 GT5-7 GT5-11		25	25
				<b>45</b>	<b>55</b>	<b>100</b>

SUBJECT		HISTORY ELECTIVE
Outcome	Description	
HTE5-1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry	
HTE5-2	examines the ways in which historical meanings can be constructed through a range of media	
HTE5-3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation	
HTE5-4	explains the importance of key features of past societies or periods, including groups and personalities	
HTE5-5	evaluates the contribution of cultural groups, sites and/or family to our shared heritage	
HTE5-6	identifies and evaluates the usefulness of historical sources in an historical inquiry process	
HTE5-7	explains different contexts, perspectives and interpretations of the past	
HTE5-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry	
HTE5-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past	
HTE5-10	selects and uses appropriate forms to communicate effectively about the past for different audiences	

Outcome		Assessment Description				
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in responding to the processes of historical inquiry	Total
1	History, heritage and archaeology	Term 1 Week 8	HTELS-2 HTELS-3 HTELS-4 HTELS-5 HTELS-6 HTELS-7	15	15	30
2	Ancient, Medieval and Modern Societies	Term 2 Week 5	HTE5-1 HTE5-3 HTE5-4 HTE5-8 HTE5-10	15	15	30
3	Thematic studies	Term 4 Week 1	HTE5-1 HTE5-5 HTE5-6 HTE5-8 HTE5-9 HTE5-10	20	20	40
				<b>50</b>	<b>50</b>	<b>100</b>

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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in responding to	Total
1	Design for Space (Practical Task)	Term 1 Week 7	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10		25	25
2	STEM Project Based Learning (Portfolio)	Term 2 Week 4	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	25		25
3	Mechatronics and robotics (Practical Task)	Term 3 Week 5	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10		25	25
4	Yearly Examination (Exam)	Term 4 Week 4	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	25		25
				<b>50</b>	<b>50</b>	<b>100</b>

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

Outcome	Assessment Description						
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>			
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Performance	Composition	Listening	Total
1	Lost in Space Solo performance	Term 1 Week 5	MUS 5.3 MUS 5.12	10			10
2	Lost in Space Listening	Term 2 Week 5	MUS 5.7 MUS 5.8 MUS 5.9 MUS 5.10			30	30
3	Program Music Composition	Term 3 Week 5	MUS 5.4 MUS 5.5 MUS 5.6		30		30
4	Australian Art Music	Term 3 Week 4	MUS 5.1 MUS 5.2 MUS 5.3 MUS 5.11	30			30
							<b>100</b>

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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Critical and Historical Studies	Practical	Total
1	Self Driven Series Development	Term 1, Week 10 10 Wks	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10	35		35
2	Self Driven Photographic Series	Term 3, Week 2 12Wks	5.1, 5.2, 5.4, 5.5, 5.6		40	40
3	Portfolio	Term 4, Week 2 12Wks	5.1, 5.2, 5.3, 5.4, 5.5, 5.9, 5.10		25	25
				<b>35</b>	<b>65</b>	<b>100</b>



<b>SUBJECT</b>		<b>PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)</b>
<b>Outcome</b>	<b>Description</b>	
PASS5-1	discusses factors that limit and enhance the capacity to move and perform	
PASS5-2	analyses the benefits of participation and performance in physical activity and sport	
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport	
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives	
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance	
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport	
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance	
PASS5-8	displays management and planning skills to achieve personal and group goals	
PASS5-9	performs movement skills with increasing proficiency	
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.	

<b>Outcome</b>		<b>Assessment Description</b>					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					<b>Weighting and components</b>		
<b>Task Number</b>	<b>Topic &amp; Type of Task</b>	<b>Due Date</b>	<b>Syllabus Outcomes</b>	<b>Life Skills outcomes</b>	<b>Skills</b>	<b>Knowledge and Understanding</b>	<b>Total</b>
<b>1</b>	<b>Sports Coaching:</b> Design and present a coaching session	Term 1, Weeks 6-10	PASS5-5 PASS5-6 PASS5-7 PASS5-8	PASSLS-5 PASSLS-6 PASSLS-7	15	10	25
<b>2</b>	<b>Event Management:</b> Planning portfolio and event implementation	Part A Term 2, Week 6  Part B Term 2, Weeks 7-8	PASS5-7 PASS5-8 PASS5-10	PASSLS-7 PASSLS-8	15	10	25
<b>3</b>	<b>Issues in Physical Activity and Sport:</b> Athlete case study	Term 4, Week 4	PASS5-3 PASS5-4	PASSLS-3 PASSLS-4	5	15	20
<b>4</b>	<b>Striking and Fielding Games:</b> Practical assessment of skills and tactical awareness	Term 3, Weeks 7-9	PASS5-5 PASS5-7 PASS5-9	PASSLS-7 PASSLS-9 PASSLS-10	15	15	30
					<b>50</b>	<b>50</b>	<b>100</b>

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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessment tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Artmaking	Critical and Historical Studies	Total
1	<b>Humanity and Portraiture:</b> Essay	Term 1, Week 8	5.8 5.10 LS.3		20%	20%
2	<b>Humanity and Portraiture:</b> Portrait drawings	Term 2, Week 4	5.1 5.3 5.6 LS.9	30%		30%
3	<b>Masquerade and Mystery:</b> Critical Response Task	Term 3, Week 4	5.7 5.9 LS.5		20%	20%
4	<b>Masquerade and Mystery:</b> Photo series	Term 4, Week 4	5.2 5.4 5.5 LS.8	30%		30%
				<b>60</b>	<b>40</b>	<b>100</b>

# FORMS AND PLANNER



# N DETERMINATION FLOW CHART



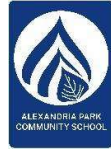
This process is to be followed for each course.  
 This flowchart is designed to assist students and parents/carers to understand the process.



1 <sup>st</sup> event - CLASSROOM TEACHER	<b>Student concern</b> Early intervention	<b>Intervention(s)</b> 1. Student spoken to about concern. 2. Parents / carers contacted and notified that student is not meeting course requirements or submitting tasks	<b>Teacher Actions</b> Initial discussion with Student Additional discussion with parent / carer
	Classwork not completed OR Assessment task not complete/submitted on time OR Non-serious attempt.	1 <sup>st</sup> N-warning letter through: <ul style="list-style-type: none"> <li>letter of concern</li> <li>telephone call</li> </ul> → 1 <sup>st</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>phone call home from teacher</li> <li>reissuing copies of Assessment tasks/classwork/textbook work</li> <li>Student acknowledgement of receiving task</li> <li>If needed - providing alternative tasks</li> <li>discussing requirements of the task with student</li> <li>Arrange an alternative time for completion of assessment</li> <li>Although zero penalty will still apply</li> </ul>
<b>Continual consultation to occur between teacher and HT</b>			
2 <sup>nd</sup> event - HEAD TEACHER	<b>Student concern</b> Classwork not completed Non serious attempt Assessment task not complete/submitted on time. 1 <sup>st</sup> N-warning letter not actioned	→ 2 <sup>nd</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>reissuing copies of tasks/classwork/textbook work</li> </ul> or <ul style="list-style-type: none"> <li>providing alternative tasks</li> <li>discussion with HT</li> <li>phone call home from HT</li> </ul> also include: <ul style="list-style-type: none"> <li>arranging time to work with student.</li> <li>review of student progress by HT of year group</li> <li>discussing requirements of the task with student</li> <li>Although zero penalty will still apply</li> </ul>
	<b>Referral &amp; consultation with Deputy Principal to initiate joint monitoring process.</b>		
3 <sup>rd</sup> and final event - DEPUTY PRINCIPAL	<b>Student concern</b> Classwork not completed Assessment task not complete/submitted on time Non serious attempt Previous N-warning letter(s) not actioned	Immediate referral to DP and → 3 <sup>rd</sup> and final warning letter	Will involve: <ul style="list-style-type: none"> <li>phone call home from Head Teacher/Deputy Principal/Principal</li> <li>discussion with Head Teacher/Deputy Principal/Principal</li> <li>reissuing copies of tasks/classwork/textbook work</li> </ul> and may also include: <ul style="list-style-type: none"> <li>arranging time to work with students</li> <li>providing alternative tasks</li> <li>discussing requirements of the task with student</li> <li>Although zero penalty will still apply</li> </ul>
	OR		
<b>Parent interview with Principal and Principal will proceed with N Determination process with NESAs</b>			

# ILLNESS/MISADVENTURE FORM

## ALEXANDRIA PARK COMMUNITY SCHOOL ILLNESS OR MISADVENTURE APPLICATION FORM



Name: \_\_\_\_\_ Task Due Date: \_\_\_\_\_ Task number: \_\_\_\_\_

KLA/Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_ Weighting \_\_\_\_\_%

- Illness
  Misadventure
  Extension

**Task Description:**

- Hand in task  
 Oral Presentation  
 Examination  
 Other \_\_\_\_\_

**Supporting Documentation:**

\_\_\_\_\_

\_\_\_\_\_

**Desired outcome:** *(Attach supporting documentation)*

\_\_\_\_\_

\_\_\_\_\_

**Signatures:**

Student: \_\_\_\_\_ Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

**Head Teacher Recommendation:**

Upheld	Dismissed
<input type="checkbox"/> Estimate to be given, ranking to be maintained <input type="checkbox"/> Alternative task to be set, rank to be maintained <input type="checkbox"/> Alternate task to be completed, rank can improve <input type="checkbox"/> Task to be completed <input type="checkbox"/> Marks to be revisited <input type="checkbox"/> Revised due date: _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Zero marks to be awarded to completed task <input type="checkbox"/> Marks to count <input type="checkbox"/> Marks to be deducted <input type="checkbox"/> Task to be completed, ranking cannot improve <input type="checkbox"/> Other _____
<b>Comment:</b>	<b>Head Teacher Signature:</b>

**Checklist:**

- Medical certificate and/or supporting documentation is attached  
 Submission is within timeframes outlined in the Assessment Guidelines  
 Communication of outcomes to student and parent by Head Teacher  
 Details of outcomes recorded in Sentral by Deputy Principal

**Complete the form and submit to the Deputy Principal for final decision:**

**Decision:** \_\_\_\_\_

Deputy Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_

## MY PERSONAL ASSESSMENT PLANNER

SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4
English				
Mathematics				
Science				
History				
PDHPE				
Aboriginal Studies				
Commerce				
Computer Technology				
Food Technology				
Graphics Technology				
History (Elective)				
iSTEM				
Music				
Photography & Digital Media				
PASS				
Visual Arts				

## NOTES

# ALEXANDRIA PARK COMMUNITY SCHOOL



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*Community Opportunity Success*



*Alexandria Park Community School is on Cadigal Land.*