

# 2021

## Stage 5 Assessment Booklet



**Peel High School**

88 Gunnedah Rd, Tamworth

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## Purpose of this Booklet

The purpose of this booklet is to inform Stage 5 (Year 10) students and their parents of the Organisation, assessment guidelines and assessment procedures for each of the faculty areas in the school. Students at Peel High School may be eligible to include their course of study for their RoSA for either 100 or 200 hour courses.

## Satisfactory Completion of a Course

Satisfactory completion of courses is essential if students are to receive:

- a grade (A-E) for that course on their RoSA
- eligibility to proceed to Year 11 and the Preliminary HSC

**Students must:**

- **Follow** the courses developed or endorsed by NESA;
- **Apply** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school; and
- **Achieve** some or all of the course outcomes.

Students demonstrate **diligence and sustained effort** by:

- participating in class activities and discussions
- completing regular homework as required
- studying for tests, assessment tasks and examinations
- completing all set assignments, practical work and class work
- attending classes and school

For the satisfactory completion of a course, the NESA does not mandate attendance requirements. As a guide, however;

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). (ACE Manual 4018).

If at any time it appears that a student is at risk of being given an **'N' determination** (non-completion of course requirements) in any course, the deputy principal must warn the student as soon as possible and advise the parent or guardian in writing. The student will be advised of what has not been completed and what action is required, and by when, to remedy the warning. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) will be sent (see the sample letter on page 9 of this booklet). If a student receives an N Determination for a task they will not be able to attend non Mandatory excursions.

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

The school has an expectation that to meet the requirements of following the course designed by the board that students have a minimum attendance of 85%. The Principal has the discretion to send N Determination Warning Letters for students that are falling below this threshold.

Schools are responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's **RoSA** or **HSC Record of Achievement**.

Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E.

## Common Grade Scale

The Common Grade Scale shown below should be used to report student achievement in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

**A** The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

**B** The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

**C** The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

**D** The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

**E** The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

# Guidelines for the completion of assessment tasks

The guidelines are designed to ensure fairness and equity for all students and to prevent students from gaining an unfair advantage over others by late submission of work.

## How much warning does the teacher have to give before an assessment task?

A minimum of 10 school days notification will be given by your class teacher as to the precise timing of an assessment task, and the nature, value and marking criteria of the task. It is the student's responsibility to be alert to the notification of assessment task/activities and if absent from school check with the class teacher to see if any assessment task has been planned.

## When do I have to hand in my assessment task?

Assessment tasks such as assignments must be handed to the teacher concerned or Head Teacher if the teacher is not available by 3.20 p.m. on the due date unless another time is stipulated. Any later and the task is deemed to be late. Completed tasks/activities will not be accepted at 3.20 p.m. on the due date if the student has been absent from school on the due date without a valid reason.

## What happens if I don't hand in an assessment task?

Students who fail to submit an assessment task by the due date without a valid reason are awarded zero marks and sent an 'N' Determination warning letter.

## What do I do if I miss an assessment task completed at school?

Where a student is absent from an assessment task to be completed at school the student should collect a Special Consideration/Misadventure Form (Appendix A) from the Head Teacher or class teacher at their first lesson after the task for that particular subject, complete the form and attach a medical certificate (if applicable) or a parental/guardian note and return the form to the Head Teacher or class teacher. A zero mark and an 'N' Determination letter will be given if this process is not followed. The Head Teacher will consider the Special Consideration/Misadventure application. If the Head Teacher decides, in consultation with the class teacher, that the student should do the original task or a substitute task, the student can be required to sit for the task immediately in order to gain marks.

## What do I do if I know in advance that I am going to be absent or unable to complete tasks on time?

Where a student knows they will be absent from an assessment task or their work is affected by illness or misadventure and are unable to complete tasks on time the student should collect a Special Consideration/Misadventure Form, complete it, attach supporting documentation and return it to the Head Teacher or class teacher. The Head Teacher, in consultation with the class teacher, will consider the Special Consideration/Misadventure Application and make a decision as to whether an extension should be given, another task is required or, in special circumstances, an estimate may be granted. Extensions will not be granted if application is not made until the completion date.

## What do I do if I am unhappy with my marks or grades?

See your classroom teacher within two days of receiving your mark/grade and explain the reason for your concern. Attempt to negotiate a solution. If you are still dissatisfied, see the Head Teacher of the Faculty immediately. If necessary the Head Teacher may refer the problem to the School Assessment Review Panel (Principal Co-coordinator).

## Where students have failed to meet procedures parents will be notified in writing

- Students who are deemed to have cheated in any way, plagiarised work (both copier and provider if another student), gained an unfair advantage, made a non-serious attempt, or truanted for an assessment task will be given zero and sent an 'N' Determination letter.
- While illness may be acceptable on occasions as a reason for late completion of an assessment task it cannot be used as a reason for non-completion of assessment tasks. All assessment tasks must be completed.

## Essential Organisation

1. Be positive and optimistic
2. Take responsibility for managing your study schedule and meeting deadlines
3. Ensure you are familiar with all relevant sections of this booklet
4. Seek feedback from teachers about what you need to do to improve and make further progress.

## Leave Policy – Stage 5

### RATIONALE

One of the most important things a student completing their ROSA can do for their studies is to attend school and to be present for the entire day. Utilising class time effectively is essential in ensuring ROSA completion and success. It is important that our Year 10 students give themselves the best opportunity to achieve.

### EARLY LEAVE

It is important that Year 10 students are present at school all day every day. Early leave for our Year 10 students will be tracked on a weekly basis.

Peel High School understands that issues may arise resulting in a student's need to leave school early. However, this will only be allowed to happen **three times in a term** before documentation is required to justify the leave. If documentation can't be provided to the school explaining the early leave within seven days, it will be recorded as unjustified and may result in a student being placed on the Attendance List (prohibiting attendance and participation in extra-curricular events including sport).

## Aboriginal Studies

Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Term 1 Week 7	Elective 1 Conflict study	Research Task	5.6, 5.7, 5.8, 5.9, 5.10, 5.11	25%
2	Term 2 Week 8	Elective 2 - Aboriginal Peoples and Written Expression	Oral presentation / speech	5.2, 5.4, 5.5, 5.7. 5.8,5.10,5.11	25%
3	Term 3 Week 6	Elective 3 - Interactions with the Legal System	ICT Report	5.1, 5.3, 5.6, 5.7, 5.9	25%
4	Term 4	Aboriginal People and The Media	Research/ Report/ Poster	5.1, 5.3, 5.6, 5.7, 5.9	25%
				<b>Total</b>	<b>100%</b>

## Agriculture

Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Ongoing	General Knowledge / Practical Skills	Topic Test /Practical	AG5-(1-14)	30%
2	T1 Wk8	Beef Cattle	Research Task	AG5-1, AG5-5, AG5-7, AG5-10, AG5-14	15%
3	T2 Wk10	Pastures/soils	Practical / Report	AG5-6, AG5-8, AG5-13, AG5-14	15%
4	T3 WK 10	Broiler Production / Chicken Trial	Research/ Report	AG5-2, AG5-3, AG5-9, AG5-10, AG5-12, AG5-11, AG5-14	20%
5	T4 WK 3	Yearly Exam	Test	AG5-(1-12)	20%
				<b>Total</b>	<b>100%</b>

## Coaching in the Community

Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Week 5 Term 1	Playing for Life Games Program	Games lessons & Presentation	1.1, 3.2, 4.4	15%
2	Week 2 Term 2	Event Management	Carnival Management Plan	1.2, 3.1, 3.2, 4.2	20%
3	Week 9 Term 2	Community Coaching Program	Coaching Booklet	1.1, 2.2, 3.1, 3.2, 4.4	25%
4	Week 9 Term 3	Health & Physical Activity	Research Task	1.1, 2.2, 3.2	15%
5	Week 6 Term 4	Playing for Life Games Program	Primary School Games Program	2.2, 3.1, 3.2, 4.1, 4.2, 4.4	25%
				<b>Total</b>	<b>100%</b>

## Commerce

Task	Date	Topic	Type of Task	Outcomes	Weight
1	Week 10 Term 1	Core: Law and society and Political involvement	Research Assessment	5.1, 5.3, 5.5,	25%
2	Week 6 Term 2	Core: Law and society and Political involvement	Topic Test	5.1, 5.3, 5.5, 5.8, 5.9	25%
3	Week 10 Term 3	Core Employment and Work Futures	Research assessment	5.2 5.3 5.4 5.5 5.6 5.7 5.8 5.9	25%
4	Week 5 Term 4	Core Employment and Work Futures	Topic test	5.2 5.3 5.4 5.5 5.6, 5.8 5.9	25%
				<b>Total</b>	<b>100%</b>

## Drama

Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Week 6 Term 1	Physical Theatre/ Improvisation	Making (performance)	5.1.1, 5.1.2, 5.1.3, 5.1.4	20%
2	Week 8 Term 2	Play Study	Performance	5.3.1, 5.2.3, 5.3.3	20%
3	Week 6 Term 3	Making and Appreciating	Performance and report	5.2.1, 5.2.2, 5.2.3	25%
4	Week 4 Term 4	Appreciating	Journal	5.3.1, 5.3.2, 5.3.3	10%
5	Ongoing	Class Mark	Performance and Making	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3	25%
				<b>Total</b>	<b>100%</b>



# English

Task	Date	Topic	Type of Task	Outcomes	Weight
1	Term 1 Week 2	Literacy and Comprehension	test	EA 5-1A	5%
2	Term 1 Week 9	Conflict	In Class Essay	EN5-2A; EN 5-3B, EN 5-6 C; EN 5-7D	20%
3	Term 2 Week 10	Novel Study	Hand In extended Response	EN 5-4B; EN 5-5C; EN 5-7D, EN 5-9E	25%
4	Term 3 Week 4	Discursive Writing	Test	EN 5-3B; EN 5-6C; EN 5-8D	25%
5	Term 3 Week 10	MacBeth	Extended Response	EN 5-1A; EN 5-3B; EN 5-5C; EN 5-8D	25%
				<b>Total</b>	<b>100%</b>

Food Technology					
Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Week 6 Term 1	Food Product Development	Practical Task & Design Portfolio	5.1.1, 5.2.3, 5.5.2	25%
2	Week 6 Term 2	Food Trends	Design Portfolio	5.2.1, 5.2.2, 5.3.1, 5.3.2	20%
3	Week 3 Term 3	Food for Special Needs	Half Yearly Exam	5.3.2, 5.4.2, 5.5.2, 5.6.1	30%
4	Week 3 Term 4	Food Service and Catering	Practical Task	5.3.1, 5.3.2, 5.2.2, 5.6.2	25%
				Total	100%

Geography					
Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Week 9/10 Term 1	Human Wellbeing	Research Task	GE 5-1, 5-2, 5-3, 5-4, 5-6, 5-7, 5-8	40%
2	Week 2/3	Human Wellbeing	Topic Tests	GE 5-1, 5-2, 5-3, 5-5, 5-8	60%
				Total	100%

Graphics Technology					
Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Week 11 Term 1	Graphic Design & Communication	Design Project	5.2.1, 5.3.1, 5.5.1, 5.5.2	25%
2	Week 9 Term 2	Product Illustration	Design Project	5.4.1, 5.4.2, 5.6.1, 5.6.2	25%
3	Week 9 Term 3	Computer Animation	Design Project	5.1.1, 5.1.2, 5.2.2, 5.3.2	25%
4	Week 3 Term 4	Student negotiated Project	Design Project	5.3.2, 5.2.2, 5.1.2	25%
				Total	100%

## History

Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Week 8 Term 3	The Holocaust	Research Assignment	HT5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-8, 5-10	40%
2	Week 2 Term 4	Changing Rights and Freedoms	Topic Tests	HT 5-1, 5-2, 5-3, 5-7, 5-9,	60%
				<b>Total</b>	<b>100%</b>

## Industrial Technology – Automotive

Note: Tasks 1 & 2 may be interchanged with Tasks 3 & 4 to suit resource availability)

Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Week 7 Term 1	Four stroke Engine	Practical skills assessment	5.1.2, 5.2.2, 5.4.2	40 %
2	Week 6 Term 2	Two stroke Engine	Assignment Task	5.1.1, 5.4.1	10%
3	Week 5 Term 3	Multi cylinder Engines	Research task	5.7.1, 5.7.2	10%
4	Week 3 Term 4	Vehicle Systems	Practical skills assessment	5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1	40%
				<b>Total</b>	<b>100%</b>

## Industrial Technology - Metal

Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Week 7 Term 1	Equipment, Tools & Machines	Assignment 1	5.1.1, 5.7.1	10%
2	Week 6 Term 2	Materials, Techniques	Programmed Project	5.1.2, 5.2.2, 5.4.2	30%
3	Week 5 Term 3	Links to Industry, Machines	Assignment 2	5.7.1, 5.7.2	10%
4	Week 3 Term 4	Design, Planning, Techniques, Evaluation	Major Project	5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1	50%
				<b>Total</b>	<b>100%</b>

## Industrial Technology - Timber

Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Week 7 Term 1	Equipment, Tools & Machines	Assignment 1	5.1.1, 5.7.1	10%
2	Week 6 Term 2	Materials, Techniques	Programmed Project	5.1.2, 5.2.2, 5.4.2	30%
3	Week 5 Term 3	Links to Industry, Machines	Assignment 2	5.7.1, 5.7.2	10%
4	Week 3 Term 4	Design, Planning, Techniques, Evaluation	Major Project	5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1	50%
				<b>Total</b>	<b>100%</b>

## Mathematics 5.1

Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Term 1 Week 4	Numbers of any Magnitude	In-Class Assessment	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-9MG	10%
2	Term 1 Week 7	Indices	In-Class Assessment	MA5.1-1WM, MA5.1-3WM, MA5.1-5NA	10%
3	Term 1 Week 11	Financial Mathematics	In-Class Assessment	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA	10%
4	Term 2 Week 5	Linear Relationships	In-Class Assessment	MA5.1-1WM, MA5.1-3WM, MA5.1-6NA	10%
5	Term 2 Week 10	Single Variable Data Analysis	In-Class Assessment	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-12SP	10%
6	Term 3 Week 5	Right-Angled Trigonometry	In-Class Assessment	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-10MG	10%
7	Term 3 Week 10	Properties of Geometrical Figures	In-Class Assessment	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-11MG	10%
8	Term 4 Week 3	Area & Surface Area	In-Class Assessment	MA5.1-1WM, MA5.1-2WM, MA5.1-8MG	10%
9	Term 4 Week 8	Probability	In-Class Assessment	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-13SP	10%
10	Term 4 Week 9	No Linear Relationships	In-Class Assessment	MA5.1-1WM, MA5.1-3WM, MA5.1-7NA	10%
<b>Total</b>					<b>100%</b>

## Mathematics 5.2

Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Term 1 Week 3	Indices	In-Class Assessment	MA5.2-1WM, MA5.2-3WM, MA5.2-7NA	7%
2	Term 1 Week 5	Financial Mathematics	In-Class Assessment	MA5.2-1WM, MA5.2-2WM, MA5.2-4NA	7%
3	Term 1 Week 8	Algebraic Techniques	In-Class Assessment	MA5.2-1WM, MA5.2-3WM, MA5.2-6NA	8%
4	Term 1 Week 11	Linear Relationships	In-Class Assessment	MA5.2-1WM, MA5.2-3WM, MA5.2-9NA	7%
5	Term 2 Week 2	Single Variable Data Analysis	In-Class Assessment	MA5.2-1WM, MA5.2-3WM, MA5.2-15SP	7%
6	Term 2 Week 4	Bivariate Data Analysis	In-Class Assessment	MA5.2-1WM, MA5.2-3WM, MA5.2-16SP	7%
7	Term 2 Week 6	Right-Angled Trigonometry	In-Class Assessment	MA5.2-1WM, MA5.2-2WM, MA5.2-13MG	7%
8	Term 2 Week 10	Properties of Geometrical Figures	In-Class Assessment	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-14MG	7%
9	Term 3 Week 3	Equations	In-Class Assessment	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA	8%
10	Term 3 Week 6	Area & Surface Area	In-Class Assessment	MA5.2-1WM, MA5.2-2WM, MA5.2-11MG	7%
11	Term 3 Week 10	Volume	In-Class Assessment	MA5.2-1WM, MA5.2-2WM, MA5.2-12MG	7%
12	Term 4 Week 3	Ratios & Rates	In-Class Assessment	MA5.2-1WM, MA5.2-2WM, MA5.2-5NA	7%
13	Term 4 Week 6	Probability	In-Class Assessment	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-17SP	7%
14	Term 4 Week 9	Non Linear Relationships	In-Class Assessment	MA5.2-1WM, MA5.2-3WM, MA5.2-10NA	7%
				<b>Total</b>	<b>100%</b>

## Mathematics 5.3

Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Week 5 Term 1	5.2 Ratios and Rates	In-Class Assessment	MA5.2-1WM, MA5.2-2WM, MA5.2-5NA	6%
2	Term 1 Week 5	5.2 Ratios and Rates	In-Class Assessment	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-4NA	6% (12%)
3	Term 1 Week 7	5.3 Algebraic Techniques	In-Class Assessment	MA5.3-1WM, MA5.3-5NA	6%
4	Term 1 Week 9	5.3 Surds & Indices	In-Class Assessment	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-6NA	6%
5	Term 1 Week 11	5.3 Equations	In-Class Assessment	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-7NA	6%
6	Term 2 Week 2	5.3 Linear Relationships	In-Class Assessment	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-8NA	6%
7	Term 2 Week 5	5.2 Area & Surface Area	In-Class Assessment	MA5.3-1WM, MA5.3-2WM, MA5.3-13MG	6%
8	Term 2 Week 5	5.2 Area & Surface Area	In-Class Assessment	MA5.3-1WM, MA5.3-2WM, MA5.3-13MG	6%(12%)
9	Term 2 Week 8	5.2 Volume	In-Class Assessment	MA5.2-1WM, MA5.2-2WM, MA5.2-12MG	6%
10	Term 2 Week 8	5.2 Volume	In-Class Assessment	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-14MG	6%(12%)
11	Term 3 Week 2	5.2 Non Linear Relationships	In-Class Assessment	MA5.2-1WM, MA5.2-3WM, MA5.2-10NA	6%
12	Term 3 Week 2	5.2 Non Linear Relationships	In-Class Assessment	MA5.3-1WM, MA5.3-3WM, MA5.3-9NA	6%(12%)
13	Term 3 Week 4	5.3 Single Variable Data Analysis	In-Class Assessment	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-18SP	6%
14	Term 3 Week 6	5.3 Bivariate Data Analysis	In-Class Assessment	MA5.3-1WM, MA5.3-2WM, MA5.3-19SP	6%

15	Term 3 Week 8	5.3 Properties of Geometrical Figures	In-Class Assessment	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-16MG	5%
16	Term 3 Week 10	5.2 Probability	In-Class Assessment	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-17SP	6%
17	Term 4 Week 3	5.3 Trigonometry & Pythagoras	In-Class Assessment	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-15MG	5%
18	Term 4 Week 6	5.3 Functions & Graphs	In-Class Assessment	MA5.3-1WM, MA5.3-3WM, MA5.3-12NA	
19	Term 4 Week 8	5.3 Logarithms	In-Class Assessment	MA5.3-1WM, MA5.3-3WM, MA5.3-11NA	
20	Term 4 Week 9	5.3 Polynomials	In-Class Assessment	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-10NA	
21	Term 4 Week 9	5.3 Circle Geometry	In-Class Assessment	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-17MG	
<b>Total</b>					<b>100%</b>



<b>Music</b>					
Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Week 9 Term 1	Composition	Arrange a piece of music for a chosen small ensemble	5.4, 5.5, 5.6	20%
2	Week 8 Term 2	Performance/ Listening	Perform a piece that reflects the chosen topic and provide a Song Analysis	5.1, 5.2, 5.3, 5.7, 5.8, 5.9	30%
3	Week 4 Term 3	Composition	Film Music task	5.4, 5.5, 5.6	10%
4	Week 9 Term 3	Listening	Viva Voce	5.7, 5.8, 5.9, 5.10	20%
5	Week 4 Term 4	Performance	Perform a piece that reflects the chosen topic	5.1, 5.2, 5.3	20%
				<b>Total</b>	<b>100%</b>

<b>Physical Activity and Coaching</b>					
Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Week 10 Term 1	The Body In Motion	In class assessment	2.1, 2.2, 3.1, 4.1, 4.3	10%
2	Week 6 Term 2	Coaching	Practical	1.2, 3.1, 3.2, 4.1, 4.2, 4.4	30%
3	Week 7 Term 3	Enhancing performance	Practical and theory	2.1, 2.2, 3.1, 4.1, 4.3	25%
4	Week 5 Term 4	World Games	Research	2.1, 2.2, 3.1, 4.1, 4.3	35%
				<b>Total</b>	<b>100%</b>

## PDHPE

Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Week 8 Term 1	Celebrating Diversity	Alarm Question	5.3, 5.10	20%
2	Term 1 - 2	Athletics	Practical	5.4,5.5,5.11	25%
3	Week 9 Term 2	Better Safe than Sorry - Moment of Madness	Case study	5.1, 5.9, 5.10	30%
4	Week 2 Term 4	Turning Knowledge into Action	Research	5.2, 5.6, 5.7	25%
				<b>Total</b>	<b>100%</b>

## Science

Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Ongoing		Topic Assessments	SC5-1VA SC5-2VA SC5- 3VA SC5-4WS SC5- 5WS SC5-6WS SC5- 7WS SC5-8WS SC5- 9WS SC5-10PW SC5- 12ES SC5-15LW SC5- 17CW	40%
2	Week 10 Term 2 2021		Data Interpretation	SC5-7WS SC5-8WS SC5-9WS	15%
3	Staggered throughout 2021		SRP	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	25%
4	Week 4 Term 4 2021		Yearly Examination	SC5-1VA SC5-2VA SC5- 3VA SC5-4WS SC5- 5WS SC5-6WS SC5- 7WS SC5-8WS SC5- 9WS SC5-10PW SC5- 12ES SC5-15LW SC5- 17CW	20%
				<b>Total</b>	<b>100%</b>

## Survival in the Wild

Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Week 8 Term 1	Navigation	Practical task	5.7, 5.8	25%
2	Week 8 Term 2	Lifestyle & Leisure	Research	5.1, 5.2, 5.3, 5.4	25%
3	Week 6 Term 3	Safety & Fire	Analysis & Practical Response	5.7, 5.8, 5.10	25%
4	Week 4 Term 4	Camp Preparation	Team Planning	5.5, 5.6, 5.9	25%
				<b>Total</b>	<b>100%</b>

## Textiles Technology

Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Week 4 Term 1	Properties and Performance of Textiles	Practical Project + Portfolio	5.1.1, 5.1.2, 5.5.2, 5.5.3	25 %
2	Week 10 Term 2	Design	Fabric Decoration, Design & Printing	5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.6.1	20 %
3	Week 6 Term 3	Design	Eco Fashion Project + Portfolio	5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.5.1	30 %
4	Week 4 Term 4	Textiles and Society	Exam	5.1.1, 5.1.2, 5.3.1, 5.3.2,	25 %
				<b>Total</b>	<b>100%</b>

## Visual Arts

Task	Date	Area of Learning	Type of Task	Outcomes	Weight
1	Week 9 Term 1	Art Making/Critical/Historical	Critical/Historical Study 3D Work	5.7, 5.9, 5.10	35%
2	Week 10 Term 2	Art Making/ History Report	Historical/ Critical Study 2D work	5.7, 5.8, 5.9	25%
3	Week 10 Term 3	Art Making/ Critical/Historical	Critical/Historical Study Mixed Media	5.1 - 5.6	20%
4	Week 4 Term 4	Art Making/ Critical/Historical	Yearly Exam BOW	5.7, 5.9, 5.10	20%
				<b>Total</b>	<b>100%</b>

**PEEL HIGH SCHOOL**  
**School Assessment**

**Application for Special Consideration/Illness/Misadventure**  
**Appendix A**

LATE SUBMISSION OR ABSENCE ON DUE DATE OF AN ASSESSMENT TASK

<b>Student name</b>		<b>Task</b>	
<b>Subject</b>		<b>Task Weight</b>	
<b>Teacher</b>			
<b>Date of Task</b>			

**Reason:**


**Supporting Evidence Attached**

In applying for this special consideration I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student's signature:	Date:
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**Recommendation of Head Teacher**


Head Teacher signature:	Date:
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I have noted the above request and have taken the following action


Signature of Principal:	Date:
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**Faculty**

**Topic:**

**Date Given:**

**Weighting:**

**Task Number:**

**Marking:**

**Date Due:**

**Outcomes to be assessed:**

**Description of Task:**

**Marking Criteria**



<p><b>17 - 20</b></p>	
<p><b>13 - 16</b></p>	
<p><b>9 - 12</b></p>	
<p><b>5 - 8</b></p>	
<p><b>0 - 4</b></p>	
	<p><b>Comments:</b></p>