



# Year 9 Assessment Handbook 2025




**Creating Our Future  
Toormina High School  
Armstrong Road Toormina  
NSW 2452  
Phone: (02) 6653 3077**

Email: [toormina-h.school@det.nsw.edu.au](mailto:toormina-h.school@det.nsw.edu.au)  
Website: [www.toormina-h.schools.nsw.edu.au](http://www.toormina-h.schools.nsw.edu.au)



**Education**

## Contents

What should I be aiming to achieve? .....	4
What are the responsibilities of Year 9 students? .....	4
What is a Record of School Achievement (ROSA)? .....	4
What must I do to have satisfactorily studied a course? .....	4
What happens if I fail to satisfactorily complete a course? .....	4
What is an assessment task? .....	4
How are grades awarded in Record of School Achievement subjects? .....	4
Are other class exercises and homework important? .....	5
How much warning will I be given for an assessment task? .....	5
How do I submit assessment tasks? .....	5
What if I am absent from an assessment task? .....	5
What if I hand in a task late? .....	6
What about students who cheat or plagiarise assessment tasks? .....	6
Will my parents be informed if I default in assessment tasks? .....	6
Where else can I get information regarding assessment? .....	6
What if I want to change my elective? .....	6
What are the rules around using AI in assessments? .....	6
Where can I get help with citations and referencing? .....	6
 <b>ASSESSMENT CALENDAR</b> .....	7
List of Half Yearly and Yearly Examinations .....	8
Elective Subject Lines .....	8
 <b>MANDATORY COURSES</b> .....	9
English .....	10
Geography .....	11
Mathematics Advanced .....	12
Mathematics Standard .....	13
Personal Development, Health & Physical Education .....	14
Science .....	15
 <b>ELECTIVE COURSES</b> .....	16
Agriculture .....	17
Child Studies .....	18
Commerce .....	19
Dance .....	20
Drama .....	21
Food Technology .....	22
Industrial Technology – Timber .....	23
Marine Studies .....	24
Music .....	25

## 2025 YEAR 9 ASSESSMENT HANDBOOK

Photographic and Digital Media .....	26
Physical Activity and Sports Studies .....	27
Textiles and Design .....	28
Visual Arts .....	29
Visual Design.....	30
📁 APPENDIX .....	31
Assessment Task Notification Form.....	32
Assessment Task Submission.....	33
Notification Of Change To Assessment Schedule .....	34
Illness/Misadventure/Extension Of Time Application Package .....	35
Avoiding Plagiarism .....	46
APA Style Tip Sheet .....	48
Reference examples .....	49

The following material is provided for the information of students at Toormina High School and their parents/caregivers regarding assessment and class work that will be used to determine Record of School Achievement (ROSA) grades for each student.

The information is provided in a Question/Answer format to highlight the areas and issues of which students and their parents/carers should be aware. It is not definitive, and reference should be made to NSW Education Standard Authority (NESA) policy documents. Read it thoroughly and keep it handy for reference.

### What should I be aiming to achieve?

- ◇ The award of a Record of School Achievement (ROSA).
- ◇ The best possible results for my courses for the Record of School Achievement.
- ◇ Good school reports to enhance my job prospects and/or demonstrate that I am capable of proceeding to the Higher School Certificate.

### What are the responsibilities of Year 9 students?

Year 10 students should:

- ◇ Complete each assessment task and the class exercises to the best of their ability.
- ◇ Demonstrate through effort and achievement that they have met all the course outcomes.
- ◇ Follow all the procedures outlined in this booklet.

### What is a Record of School Achievement (ROSA)?

The Record of School Achievement is a cumulative record, a grade, for all Years 9, 10 and 11 courses completed, awarded by the school, indicating the hours of study. Students will also receive a statement on this Record of School Achievement regarding the satisfactory completion of the mandatory course requirements.

### What must I do to have satisfactorily studied a course?

The NSW Education Standards Authority (NESA) expects students to have followed the course developed or endorsed by NESA and:

- ◇ Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school<sup>1</sup>.
- ◇ Achieved some or all the course outcomes.
- ◇ Seriously attempted all assessment tasks.

### What happens if I fail to satisfactorily complete a course?

Where a student has failed to satisfactorily study a course, the principal will:

- ◇ Apply an 'N' (Non-satisfactory) determination and advise NESA accordingly after they have received two or more 'N' Award letters. Courses which were not satisfactorily completed will not be printed on Records of School Achievement (ROSA). This may result in a student being ineligible for the award<sup>2</sup>.
- ◇ Advise the candidate of the submission and the right of appeal.

### What is an assessment task?

An assessment task is a set piece of work or activity, designed to measure a student's performance in the subject being studied against the standards of that subject. Assessment tasks include tests, assignments, essays, examinations, practical projects, performances, speaking and/or listening exercises.

### How are grades awarded in Record of School Achievement subjects?

NESA has prepared descriptions of five different levels of achievement, from Outstanding to Limited and assigned a grade letter from A to E to summarise the level of a student's achievement

<sup>1</sup> This clause will apply to any students who **continually hand in work late, truant or who are absent without justification**, as determined by the NSW Department of Education

<sup>2</sup> English, Mathematics, Science, Geography, History, PD/H/PE and the successful completion of 400 hours of electives in Years 9 and 10 are all compulsory elements required for the Record of School Achievement. Failure to achieve a satisfactory level of success in any one of these courses may result in a student being ineligible for the ROSA.



in a course. In Mathematics, grades have been further differentiated on nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2).

Several different assessment tasks are used to accurately determine a student's level of achievement in the knowledge and skills objectives assessed. The choice of a particular grade is made on the basis that it provides the best overall description of a student's achievement of the syllabus outcomes. Teachers make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors.

### **Are other class exercises and homework important?**

Yes, other exercises, which are not detailed in this booklet are still valuable learning tasks and may be used in the calculation of a student's skills and abilities for the determination of grades. Such tasks are important and should always be attempted to the best of a student's ability. It is by doing these exercises that students learn the skills of the subject and demonstrate their knowledge and abilities to meet the outcomes of the course. These tasks are also important in helping teachers recognise problems or weaknesses, which students need to overcome to achieve their best possible result in each course they study. Failure to complete these exercises would mean that students have not "applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school", which may result in a student receiving an 'N' notification.

### **How much warning will I be given for an assessment task?**

You will be given at least two weeks warning for any assessment task. You should regard the dates in this schedule as your notice of a due task. Use a diary to map these tasks on your term overview sheets.

### **How do I submit assessment tasks?**

It is the responsibility of students to submit work for assessment directly to the teacher and ensure that receipt is noted.

### **What if I am absent from an assessment task?**

Students must make a **genuine attempt** at assessment tasks. All assessment tasks must be completed. If an attempt at a particular task scores a zero, it is the teacher's professional judgment if it is a genuine attempt.

If you are absent from school on the day of your assessment task, you will need to fill in an application form headed "ROSA Assessment Application for Special Consideration for Accident - Misadventure - Illness - Special Circumstance. You will need to make this request **within TWO days** following your absence, and you will have to show that you were away for a legitimate reason. This form can be obtained from your Year Advisor, the office, the Toormina High School web - site or copied from this booklet.

If you were absent for a medical reason, you will need to attach a doctor's certificate. The completed form needs to be given to your class teacher. A letter from your parent(s)/care giver is **NOT** acceptable.

If you are aware in advance that you will be absent for an assessment task, then you are required to submit the form headed "ROSA Assessment Request for Extension of Time/Substitute task **PRIOR** to that assessment task taking place.

If the reason for the absence is considered legitimate then the school may give you the same task at a later date, give you a substitute task, or (in exceptional cases ONLY) give you an estimate for the task based on other information. **It is clearly most important that you be present for assessment tasks.** If the principal considers that your absence was not for a legitimate reason you will receive **zero** for that task.

## **What if I hand in a task late?**

You will receive zero marks, unless you have gained an extension of time. Extensions will only be granted in exceptional circumstances and must be arranged prior to the due date for the task. Absence from school on the due date will not necessarily ensure an extension. Each case will be treated on its merits.

To request an extension, you must fill out the form headed "ROSA Assessment Request for Extension of Time/Substitute Task. This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a doctor's certificate. The completed form needs to be given to your class teacher.

## **What about students who cheat or plagiarise assessment tasks?**

If the Principal is satisfied that you cheated in any assessment task, a zero award will be made. Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your results.

## **Will my parents be informed if I default in assessment tasks?**

A letter will be sent home if you fail to hand in an assessment task, or get zero marks for some other reason such as cheating, copying, plagiarism etc.

## **Where else can I get information regarding assessment?**

Students can access information from the NSW Education Standards Authority (NESA) website regarding courses and the ROSA. Students can also speak to their teachers and Careers Adviser for further assistance

## **What if I want to change my elective?**

Students can make changes to their elective subjects in the Y Elective Line (100hr) only in Term 1 up until Week 3 providing there are spaces in their desired alternative. Any changes after this time must have deputy principal approval and will only be made in very rare cases.

## **What are the rules around using AI in assessments?**

Plagiarism and other forms of academic dishonesty are not acceptable in any academic setting. It's crucial for you to understand that the existing rules regarding cheating and plagiarism also apply to the use of AI tools (refer to ACE 9024). All work you submit must be entirely your own or properly acknowledged if you use any external sources. Taking pride in your academic work means submitting original content that reflects your own understanding and skills.

Keep in mind that AI can be unreliable. While it can assist with tasks, it requires careful oversight by a human. AI has the potential to generate biased, harmful, or inaccurate content, and it may present false information or citations. Relying on AI without proper verification could compromise the quality of your submissions and affect your academic performance.

According to ACE 9024, updated on April 1, 2019, students who fail to adhere to the NESA rules could be ineligible for receiving a Record of Achievement.

## **Where can I get help with citations and referencing?**

With the rise of generative AI and the vast array of available sources, it's essential to accurately reference any work that is not your own. Proper referencing helps maintain academic integrity and will also be beneficial when using tools like Turnitin or other plagiarism detection software, including those designed to identify AI-generated content.

If you need help with referencing or understanding how to properly cite sources, don't hesitate to reach out. Your class teacher and Mrs. Gillingham are available to assist you with any questions or concerns you may have. They can provide guidance to ensure that your work meets academic standards and is properly acknowledged.

# 2025 YEAR 9 ASSESSMENT HANDBOOK

## ASSESSMENT CALENDAR

	Week:1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7	Week: 8	Week: 9	Week: 10	Week: 11
Term 1 2025	No Students		Marine			Science	NAPLAN 7 & 9			Dance English Geography	Mathematics Standard Mathematics Advanced Child Studies IT Timber Drama
								Marine Music	Commerce Photography Agriculture PASS		
Term 2 2025	Textiles	Food Technology Visual Arts Visual Design		Half Yearly Examination		Dance Drama IT Timber	Music Photography Agriculture Marine		English		No Week 11
Term 3 2025			Textiles Visual Arts Visual Design	PDHPE	Food Technology Child Studies IT Timber	Mathematics Standard Mathematics Advanced	PASS Photography Music	Commerce Drama Marine	Dance English Agriculture	Geography	
Term 4 2025	Food Technology	Science Agriculture	Marine	Yearly Examinations		Dance Textiles Photography Visual Arts Food Technology	IT Timber Visual Design Drama				

## List of Half Yearly and Yearly Examinations

Half Yearly Examinations
Commerce
Geography
Mathematics Advanced
Mathematics Standard
PASS
PDHPE
Science

Yearly Examinations
Commerce
English
Geography
Mathematics Advanced
Mathematics Standard
Music
PASS
PDHPE
Science

Please note: An Examination Schedule will be provided to you no less than 2 weeks prior to the commencement of the examinations

## Elective Subject Lines

Line X	Line Y
Agriculture	Child Studies
Commerce	Drama
Music (1)	Food Technology
Photography	Industrial Technology Timber
Physical Activity & Sports Studies 1 & 2	Marine Studies
Textiles	Music (2)
Visual Arts (1)	Visual Arts (2)
	Visual Design



# MANDATORY COURSES

English

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Voice	Dystopian Worlds/ Speculative Fiction	Drama	Moral Dilemmas/ Empathy	
	Term: 1 Week: 10	Term: 2 Week: 9	Term: 3 Weeks: 9	Term: 4 Week: 4/5	
	Outcomes Assessed:				
	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	EN5-URB-01, EN5-URC-01, EN5-ECA-01	EN5-RVL-01, EN5-URA-01, EN5-URC-01	EN5-RVL-01, EN5-URB-01, EN5-ECB-01	
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
<b>Course Outcomes:</b>					
<b>EN5-RVL-01</b>	Uses a range of personal, creative and critical strategies to interpret complex texts				
<b>EN5-URA-01</b>	Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures				
<b>EN5-URB-01</b>	Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes				
<b>EN5-URC-01</b>	Investigates and explains ways of valuing texts and the relationships between them				
<b>EN5-ECA-01</b>	Crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning				
<b>EN5-ECB-01</b>	Uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts				

## Geography

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Project	Half-Yearly Examination	Report	Yearly Examination	
	Term: 1 Week: 10	Term: 2 Week: 4/5	Term: 3 Week: 10	Term: 4 Week: 4/5	
	Outcomes Assessed:				
	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	GE5-1, GE5-3, GE5-4, GE5-5, GE5-6, GE5-7, GE5-8	
Sustainable Biomes	25				25%
Changing Places		25			25%
Environmental Change and Management			25		25%
Human Wellbeing				25	25%
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
Course Outcomes:					
<b>GE5-1</b>	Explains the diverse features and characteristics of a range of places and environments				
<b>GE5-2</b>	Explains processes and influences that form and transform places and environments				
<b>GE5-3</b>	Analyses the effect of interactions and connections between people, places and environments				
<b>GE5-4</b>	Accounts for perspectives of people and organisations on a range of geographical issues				
<b>GE5-5</b>	Assesses management strategies for places and environments for their sustainability				
<b>GE5-6</b>	Analyses differences in human wellbeing and ways to improve human wellbeing				
<b>GE5-7</b>	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry				
<b>GE5-8</b>	Communicates geographical information to a range of audiences using a variety of strategies.				

## Mathematics Advanced

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Reference Assisted Test	Investigation Task	Formal Examination	Assignment	
	Term: 1 Week: 11	Term: 2 Week: 4/5	Term: 3 Week: 6	Term: 4 Week: 4/5	
	Outcomes Assessed:				
	MAO-WM-01 MA5-FIN-C-01 MA5-IND-C-01 MA5-MAG-C-01 MA5-ALG-C-01 MA5-ALG-P-01	MAO-WM-01 MA5-FIN-C-01 MA5-IND-C-01 MA5-MAG-C-01 MA5-ALG-C-01 MA5-ALG-P-01 MA5-TRG-C-01	MAO-WM-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-NLI-C-01 MA5-NLI-C-02	MAO-WM-01 MA5-ARE-C-01 MA5-VOL-C-01 MA5-DAT-C-01	
<b>Total %</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>
Course Outcomes:					
<b>MA5-FIN-C-01</b>	Solves financial problems involving simple interest, earning money and spending money				
<b>MA5-FIN-C-02</b>	Solves financial problems involving compound interest and depreciation				
<b>MA5-ALG-C-01</b>	Simplifies algebraic fractions with numerical denominators and expands algebraic expressions				
<b>MA5-RAT-P-01</b>	Identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)				
<b>MA5-IND-C-01</b>	Simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases				
<b>MA5-IND-P-01</b>	Applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)				
<b>MA5-EQU-C-01</b>	Solves linear equations of up to 3 steps, limited to one algebraic fraction				
<b>MA5-EQU-P-01</b>	Solves monic quadratic equations, linear inequalities and cubic equations of the form (Path: Adv)				
<b>MA5-LIN-C-01</b>	Determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools				
<b>MA5-LIN-C-02</b>	Graphs and interprets linear relationships using the gradient/slope-intercept form				
<b>MA5-LIN-P-01</b>	Describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)				
<b>MA5-MAG-C-01</b>	Solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures				
<b>MA5-TRG-C-01</b>	Applies trigonometric ratios to solve right-angled triangle problems				
<b>MA5-TRG-C-02</b>	Applies trigonometry to solve problems, including bearings and angles of elevation and depression				
<b>MA5-ARE-C-01</b>	Solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids				
<b>MA5-VOL-C-01</b>	Solves problems involving the volume of composite solids consisting of right prisms and cylinders				
<b>MA5-GEO-C-01</b>	Identifies and applies the properties of similar figures and scale drawings to solve problems				
<b>MA5-GEO-P-01</b>	Establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)				
<b>MA5-NET-P-01</b>	Solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)				
<b>MA5-DAT-C-01</b>	Compares and analyses datasets using summary statistics and graphical representations				
<b>MA5-PRO-C-01</b>	Solves problems involving probabilities in multistage chance experiments and simulations				
<b>MA5-PRO-P-01</b>	Solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)				

## Mathematics Standard

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Reference Assisted Test	Formal Examination	Assignment	Formal Examination	
	Term: 1 Week: 11	Term: 2 Week: 4/5	Term: 3 Week: 6	Term: 4 Week: 4/5	
	Outcomes Assessed:				
	MAO-WM-01 MA5-FIN-C-01 MA5-IND-C-01 MA5-MAG-C-01 MA5-ALG-C-01 MA5-ALG-P-01	MAO-WM-01 MA5-FIN-C-01 MA5-IND-C-01 MA5-MAG-C-01 MA5-ALG-C-01 MA5-ALG-P-01 MA5-TRG-C-01	MAO-WM-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-NLI-C-01 MA5-NLI-C-02	MAO-WM-01 MA5-ARE-C-01 MA5-VOL-C-01 MA5-DAT-C-01	
<b>Total %</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>
Course Outcomes:					
<b>MAO-WM-01</b>	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				
<b>MA5-FIN-C-01</b>	Solves financial problems involving simple interest, earning money and spending money				
<b>MA5-ALG-C-01</b>	Simplifies algebraic fractions with numerical denominators and expands algebraic expressions				
<b>MA5-ALG-P-01</b>	Simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions				
<b>MA5-IND-C-01</b>	Simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases				
<b>MA5-IND-P-01</b>	Applies the index laws to operate with algebraic expressions involving negative-integer indices				
<b>MA5-MAG-C-01</b>	Solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures				
<b>MA5-TRG-C-01</b>	Applies trigonometric ratios to solve right-angled triangle problems				
<b>MA5-ARE-C-01</b>	Solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids				
<b>MA5-ARE-P-01</b>	Applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems				
<b>MA5-VOL-C-01</b>	Solves problems involving the volume of composite solids consisting of right prisms and cylinders				
<b>MA5-GEO-C-01</b>	Identifies and applies the properties of similar figures and scale drawings to solve problems				
<b>MA5-PRO-C-01</b>	Solves problems involving probabilities in multistage chance experiments and simulations				

## Personal Development, Health & Physical Education

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>		<b>Weighting %</b>	
	<b>Practical Assessment</b>	<b>Half Yearly Examination</b>	<b>Research Task</b>	<b>Yearly Examination</b>		
	<b>Semester 1 &amp; 2</b>	<b>Term: 2 Week: 4/5</b>	<b>Term: 3 Week: 4</b>	<b>Term: 4 Week: 4/5</b>		
	<b>Outcomes Assessed:</b>					
	PD5-4, PD5-5, PD5-6 PD5-8, PD5-11	PD5-1, PD5-2, PD5-3 PD5-6, PD5-9, PD5-10	PD5-1, PD5-3,	PD5-1, PD5-2, PD5-3 PD5-6, PD5-9, PD5-10		
<b>Total %</b>	<b>50%</b>	<b>15%</b>	<b>15%</b>	<b>20%</b>	<b>100%</b>	
<b>Course Outcomes:</b>						
<b>PD5-1</b>	Assesses their own and others' capacity to reflect on and respond positively to challenges.					
<b>PD5-2</b>	Researches and appraises the effectiveness of health information and support services available in the community.					
<b>PD5-3</b>	Analyses factors and strategies that enhance inclusivity, equality and respectful relationships.					
<b>PD5-4</b>	Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.					
<b>PD5-5</b>	Appraises and justifies choices of actions when solving complex movement challenges.					
<b>PD5-6</b>	Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity.					
<b>PD5-7</b>	Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their community.					
<b>PD5-8</b>	Designs, implements and evaluates personalized plans to enhance health and participation in a lifetime of physical activity.					
<b>PD5-9</b>	Assesses and applies self-management skills to effectively manage complex situations.					
<b>PD5-10</b>	Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.					
<b>PD5-11</b>	Refines and applies movement skills and concepts to compose and perform innovative movement sequences.					



## Science

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task	Half Yearly Examination	Practical Task	Yearly Examination	
	Term: 1 Week: 6	Term: 2 Week: 4/5	Term: 4 Week: 2	Term: 4 Week: 4/5	
	Outcomes Assessed:				
	SC5-7WS, SC5-8WS, SC5-9WS.	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-10PW, SC5-14LW, SC5-15LW, SC5-16CW.	SC5-6WS, SC5-7WS, SC5-6WS.	SC5-4WS, SC5-5WS, SC5-6WS, SC5-9WS, SC5-12ES, SC5-13WS, SC5-14LW.	
Knowledge		10	20	5	<b>35%</b>
Skills	15	5	5	15	<b>40%</b>
Book/Topic Tests/Practical		12.5	12.5		<b>25%</b>
<b>Total %</b>	<b>15%</b>	<b>27.5%</b>	<b>37.5%</b>	<b>20%</b>	<b>100%</b>
Course Outcomes:					
<b>Sc5-4WS</b>	Develops questions or hypothesis to be investigated scientifically				
<b>Sc5-5WS</b>	Produces a plan to investigate identified questions, hypotheses, or problems, individually and collaboratively				
<b>Sc5- 6WS</b>	Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively				
<b>Sc5-7WS</b>	Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions				
<b>Sc5-8WS</b>	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems				
<b>Sc5-9WS</b>	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations				
<b>Sc5-10PW</b>	Applies models, theories and laws to explain situations involving energy, force and motion				
<b>Sc5-11PW</b>	Explains how scientific understanding about energy conservation, transfers and transformation is applied in systems				
<b>Sc5-12ES</b>	Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community				
<b>Sc5-13ES</b>	Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues				
<b>Sc5-14LW</b>	Analyses interactions between components and processes within biological systems				
<b>Sc5-15LW</b>	Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society				
<b>Sc5-16CW</b>	Explains how models, theories and laws about matter have been refined as new scientific Evidence becomes available				
<b>Sc5-17CW</b>	Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials				

# ELECTIVE COURSES

## Agriculture

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Poultry</b>	<b>Sheep</b>	<b>Bees and Insects</b>	<b>Vegetable Garden</b>	
	<b>Term: 1 Week: 9</b>	<b>Term: 2 Week: 7</b>	<b>Term: 3 Week: 9</b>	<b>Term: 4 Week: 2</b>	
	<b>Outcomes Assessed:</b>				
	AG5-1, AG5-4, AG5-6, AG5-8, AG5-11, AG5-14	AG5-1, AG5-4, AG5-6, AG5-11, AG5-14	AG5-1, AG5-4, AG5-7, AG5-8, AG5-9, AG5-11	AG5-1, AG5-4, AG5-7, AG5-8, AG5-9, AG5-11, AG5-14	
Knowledge	5	5	5	5	<b>20%</b>
Skills	10	10	10	10	<b>40%</b>
Topic Test	10	10	10	10	<b>40%</b>
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
<b>Course Outcomes:</b>					
<b>AG5-1</b>	Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets				
<b>AG5-2</b>	Explains the interactions within and between agricultural enterprises and systems				
<b>AG5-3</b>	Explains the interactions within and between the agricultural sector and Australia's economy, culture and society				
<b>AG5-4</b>	Investigates and implements responsible production systems for plant and animal enterprises				
<b>AG5-5</b>	Investigates and applies responsible marketing principles and processes				
<b>AG5-6</b>	Explains and evaluates the impact of management decisions on plant production enterprises				
<b>AG5-7</b>	Explains and evaluates the impact of management decisions on animal production enterprises				
<b>AG5-8</b>	Evaluates the impact of past and current agricultural practices on agricultural sustainability				
<b>AG5-9</b>	Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics				
<b>AG5-10</b>	Implements and justifies the application of animal welfare guidelines to agricultural practices				
<b>AG5-11</b>	Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts				
<b>AG5-12</b>	Collects and analyses agricultural data and communicates results using a range of technologies				
<b>AG5-13</b>	Applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery				
<b>AG5-14</b>	Demonstrates plant and/or animal management practices safely and in collaboration with others				

## Child Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Preparing for parenthood Research task	Half Yearly Examination	In class task	Yearly Examination	
	Term: 1 Week: 11	Term: 2 Week: 4/5	Term: 3 Week: 5	Term: 4 Week: 4/5	
	Outcomes Assessed:				
	CS5-8, CS5-9, CS5-11	CS5-3, CS5-9, CS5-10	CS5-2, CS5-5, CS5-6, CS5-8, CS5-10	CS5-1, CS5-4, CS5-8, CS5-9	
Knowledge and Understanding	5	20	5	20	50%
Skills	20	5	20	5	50%
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
Course Outcomes:					
<b>CS5-1</b>	Identifies the characteristics of a child at each stage of growth and development				
<b>CS5-2</b>	Describes the factors that affect the health and wellbeing of the child				
<b>CS5-3</b>	Analyses the evolution of childhood experiences and parenting roles over time				
<b>CS5-4</b>	Plans and implements engaging activities when educating and caring for young children within a safe environment				
<b>CS5-5</b>	Evaluates strategies that promote the growth and development of children				
<b>CS5-6</b>	Describes a range of parenting practices for optimal growth and development				
<b>CS5-7</b>	Discusses the importance of positive relationships for the growth and development of children				
<b>CS5-8</b>	Evaluates the role of community resources that promote and support wellbeing of children and families				
<b>CS5-9</b>	Analyses the interrelationship factors that contribute to creating a supportive environment for optimal child development and wellbeing				
<b>CS5-10</b>	Demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts				
<b>CS5-11</b>	Analyses and compares information from a variety of sources to develop an understanding of child growth and development				
<b>CS5-12</b>	Applies evaluation techniques when creating, discussing and assessing information related to child growth and development				

## Commerce

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Formal Report</b>	<b>Half-Yearly Examination</b>	<b>Research Task</b>	<b>Yearly Examination</b>	
	<b>Term: 1 Week: 9</b>	<b>Term: 2 Week: 4/5</b>	<b>Term: 3 Week: 8</b>	<b>Term: 4 Week: 4/5</b>	
	<b>Outcomes Assessed:</b>				
	COM5-1, COM5-2, COM 5-4, COM5-8	COM5-1, COM5-2, COM5-3, COM5-9	COM5-1, COM5-2, COM5-5, COM5-6, COM5-7, COM5-8	COM5-1, COM5-2, COM5-4, COM5-5, COM5-9	
Core Study 1	25				<b>25</b>
Study Option 3		25			<b>25</b>
Core Study 3			25		<b>25</b>
Study Options 4 and 6				25	<b>25</b>
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
<b>Course Outcomes:</b>					
<b>COM5-1</b>	Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts				
<b>COM5-2</b>	Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts				
<b>COM5-3</b>	Examines the role of law in society				
<b>COM5-4</b>	Analyses key factors affecting decisions				
<b>COM5-5</b>	Evaluates options for solving problems and issues				
<b>COM5-6</b>	Develops and implements plans designed to achieve goals				
<b>COM5-7</b>	Researches and assesses information using a variety of sources				
<b>COM5-8</b>	Explains information using a variety of forms				
<b>COM5-9</b>	Works independently and collaboratively to meet individual and collective goals within specified timeframes				

## Dance

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Elements of Dance</b>	<b>Innovative Dance</b>	<b>Choreographic Choices</b>	<b>Dance Styles</b>	
	<b>Term: 1 Week: 10</b>	<b>Term: 2 Week: 6</b>	<b>Term: 3 Weeks: 9</b>	<b>Term: 4 Week: 6</b>	
	<b>Outcomes Assessed:</b>				
	DA5-PER-01 DA5-COM-02 DA5-APP-02	DA5-PER-02 DA5-COM-01 DA5-APP-01	DA5-PER-02 DA5-COM-02 DA5-APP-02	DA5-PER-01 DA5-COM-01 DA5-APP-01	
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
<b>Course Outcomes:</b>					
<b>DA5-PER-01</b>	Demonstrates safe dance practice and dance technique in preparing the body to express and communicate an intent				
<b>DA5-PER-02</b>	Manipulates the elements of dance to demonstrate performance quality and interpretation in context				
<b>DA5-COM-01</b>	Creates a movement vocabulary that communicates an idea and intent in response to different contexts				
<b>DA5-COM-02</b>	Creates movements using the elements of dance and structures movement to communicate a specific idea and intent				
<b>DA5-APP-01</b>	Investigates and explains how social, cultural and historical factors shape the development of dance				
<b>DA5-APP-02</b>	Evaluates dance works based on context, the elements of dance, the dancing body and theatrical elements				



## Drama

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Elements of Drama	Scripted Drama	Commedia dell'Arte	Elements of Production	
	Term: 1 Week: 11	Term: 2 Week: 6	Term: 3 Weeks: 8	Term: 4 Week: 7	
	Outcomes Assessed:				
	DR5-MAK-01 DR5-PER-02 DR5-APP-02	DR5-MAK-01 DR5-PER-01 DR5-APP-01	DR5-MAK-02 DR5-PER-02 DR5-APP-01	DR5-MAK-02 DR5-PER-01 DR5-APP-02	
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
Course Outcomes:					
<b>DR5-MAK-01</b>	Creates and refines meaning through experimentation with dramatic processes				
<b>DR5-MAK-02</b>	Selects and applies dramatic elements to create and refine works and experiences through dramatic contexts				
<b>DR5-PER-01</b>	Applies and adapts performance skills and dramatic processes to communicate intention and meaning				
<b>DR5-PER-02</b>	Manipulates dramatic elements to stage works and influence audience response through dramatic contexts				
<b>DR5-APP-01</b>	Analyses how creative choices shape intention and meaning through dramatic processes				
<b>DR5-APP-02</b>	Evaluates how dramatic elements are manipulated to influence audience response through dramatic contexts				

## Food Technology

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Foodie Adventure Brochure	Hunger investigation	Food product development – product in a jar	Ongoing practical assessment	
	Term: 2 Week: 2	Term: 3 Week: 5	Term: 4 Week: 1	Term: 4 Week: 6	
	<b>Outcomes Assessed:</b>				
	FT5-8, FT5-9, FT5-10, FT5-11, FT5-12	FT5-2, FT5-5, FT5-6, FT5-11, FT5-13	FT5-1, FT5-2, FT5-10, FT5-11, FT5-13	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10	
<b>Total %</b>	<b>20%</b>	<b>20%</b>	<b>35%</b>	<b>25%</b>	<b>100%</b>
<b>Course Outcomes:</b>					
<b>FT5-1</b>	Demonstrates hygienic handling of food to ensure a safe and appealing product				
<b>FT5-2</b>	Identifies, assesses, and manages the risks of injury and WHS issues associated with the handling of food				
<b>FT5-3</b>	Describes the physical and chemical properties of a variety of foods				
<b>FT5-4</b>	Accounts for changes to the properties of food which occur during food processing, preparation, and storage				
<b>FT5-5</b>	Applies appropriate methods of food processing, preparation, and storage				
<b>FT5-6</b>	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities				
<b>FT5-7</b>	Justifies food choices by analysing the factors that influence eating habits				
<b>FT5-8</b>	Collects, evaluates, and applies information from a variety of sources				
<b>FT5-9</b>	Communicates ideas and information using a range of media and appropriate terminology				
<b>FT5-10</b>	Selects and employs appropriate techniques and equipment for a variety of food-specific purposes				
<b>FT5-11</b>	Plans, prepares, presents, and evaluates food solutions for specific purposes				
<b>FT5-12</b>	Examines the relationship between food, technology, and society				
<b>FT5-13</b>	Evaluates the impact of activities related to food on the individual, society, and the environment				

## Industrial Technology – Timber

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Chopping Board	Assessment Task	Toolbox	Wood Lathe	
	Term: 1 Week: 10	Term: 2 Week: 6	Term: 3 Week: 6	Term: 4 Week: 3	
Knowledge and understanding	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>40%</b>
Practical Skills and Folio Presentation	<b>20</b>		<b>20</b>	<b>20</b>	<b>60%</b>
<b>Total %</b>	<b>30%</b>	<b>10%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>
Course Outcomes:					
<b>IND5-1</b>	Identifies, assesses, applies, and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes, and technologies				
<b>IND5-2</b>	Applies design principles in the modification, development, and production of projects				
<b>IND5-3</b>	Identifies, selects, and uses a range of hand and machine tools, equipment, and processes to produce quality practical projects				
<b>IND5-4</b>	Selects, justifies, and uses a range of relevant and associated materials for specific applications				
<b>IND5-5</b>	Selects, interprets, and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects				
<b>IND5-6</b>	Identifies and participates in collaborative work practices in the learning environment				
<b>IND5-7</b>	Applies and transfers skills, processes, and materials to a variety of contexts and projects				
<b>IND5-8</b>	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction				
<b>IND5-9</b>	Describes, analyses, and uses a range of current, new, and emerging technologies and their various applications				
<b>IND5-10</b>	Describes, analyses, and evaluates the impact of technology on society, the environment, and cultural issues locally and globally				

## Marine Studies

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Core 1</b>	<b>Biology of native crayfish</b>	<b>The Abyss</b> Basic navigation	<b>Sailing theory and Practice</b>	
	<b>Term: 1</b> <b>Week: 3 and 8</b>	<b>Term: 2</b> <b>Week:7</b>	<b>Term: 3</b> <b>Week: 8</b>	<b>Term: 4</b> <b>Week: 3</b>	
	<b>Outcomes Assessed:</b>				
	MAR5-1, MAR5-2, MAR5-3, MAR5-7, MAR5-9, MAR5-10, MAR5-11, MAR5-14	MAR5-3, MAR5-9, MAR5-10, MAR5-11, MAR5-14	MAR5-1, MAR5-2, MAR5-9, MAR5-10, MAR5-13, MAR5-14	MAR5-1, MAR5-2, MAR5-3, MAR5-7, MAR5-8, MAR5-9, MAR5-13, MAR5-14	
Knowledge	5	5	5	5	<b>20%</b>
Skills	10	10	10	10	<b>40%</b>
Topic Test	10	10	10	10	<b>40%</b>
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
<b>Course Outcomes:</b>					
<b>MAR5-1</b>	Identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships				
<b>MAR5-2</b>	Identifies, describes and evaluates the social and economic importance of marine ecosystems				
<b>MAR5-3</b>	Identifies, describes and evaluates the effects humans have had on the marine environment				
<b>MAR5-6</b>	Evaluates the economic and environmental sustainability of aquacultural pursuits				
<b>MAR5-7</b>	Identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment				
<b>MAR5-8</b>	Identifies, describes and evaluates policies for monitoring and conserving the marine environment				
<b>MAR5-9</b>	Selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings				
<b>MAR5-10</b>	Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations				
<b>MAR5-11</b>	Identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits				
<b>MAR5-12</b>	Identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment				
<b>MAR5-13</b>	Collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information				

## Music

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Music for Radio Film, Television and Multimedia</b>	<b>Music For Small Ensembles</b>	<b>Australian Music</b>	<b>Popular Music</b>	
	Listening Research	Performance	Composition – Like a version	Performance	
	Performance	Aural Skills Examination		Aural Skills Examination	
	<b>Term: 1 Week: 8</b>	<b>Term: 2 Week: 7</b>	<b>Term: 3 Week: 7</b>	<b>Term: 4 Week: 4/5</b>	
	<b>Outcomes Assessed:</b>				
5.2, 5.4, 5.5, 5.6, 5.10	5.3, 5.7, 5.8, 5.9, 5.11	5.1, 5.3, 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.12		
Performing	10	15	15	<b>20</b>	<b>60%</b>
Composing			<b>10</b>		<b>10%</b>
Listening	5	10		<b>15</b>	<b>30%</b>
<b>Total %</b>	<b>15%</b>	<b>25%</b>	<b>25%</b>	<b>35%</b>	<b>100%</b>
<b>Course Outcomes:</b>					
<b>5.1</b>	Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts				
<b>5.2</b>	Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology				
<b>5.3</b>	Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness				
<b>5.4</b>	Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study				
<b>5.5</b>	Notates own compositions, applying forms of notation appropriate to the music selected for study				
<b>5.6</b>	Uses different forms of technology in the composition process				
<b>5.7</b>	Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts				
<b>5.8</b>	Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study				
<b>5.9</b>	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				
<b>5.10</b>	Demonstrates an understanding of the influence and impact of technology on music				
<b>5.11</b>	Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform				
<b>5.12</b>	Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences				

## Photographic and Digital Media

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Still, Interactive and Moving forms</b>	<b>Still, Interactive and Moving forms</b>	<b>Still, Interactive and Moving forms</b>	<b>Still, Interactive and Moving forms</b>	
	Elements and Principles of Design	Composition / Rule of thirds	Light/Shade	Unusual point of view	
	<b>Term: 1 Week: 9</b>	<b>Term: 2 Week: 7</b>	<b>Term: 3 Week: 7</b>	<b>Term: 4 Week: 6</b>	
	Outcomes Assessed:				
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	
Making	15	15	15	15	<b>60%</b>
Critical and Historical	10	10	10	10	<b>20%</b>
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
Course Outcomes:					
<b>5.1</b>	Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works				
<b>5.2</b>	Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience				
<b>5.3</b>	Makes photographic and digital works informed by an understanding of how the frames affect meaning				
<b>5.4</b>	Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works				
<b>5.5</b>	Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works				
<b>5.6</b>	Selects appropriate procedures and techniques to make and refine photographic and digital works				
<b>5.7</b>	Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works				
<b>5.8</b>	Uses their understanding of the function of and relationships between the artist–artwork– world–audience in critical and historical interpretations of photographic and digital works				
<b>5.9</b>	Uses the frames to make different interpretations of photographic and digital works				
<b>5.10</b>	Constructs different critical and historical accounts of photographic and digital works				



## Physical Activity and Sports Studies

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Practical Assessment	Coaching Assessment	Half Yearly Examination	Fitness Assessment	Yearly Examination	
	Ongoing	Term: 1 Week: 9	Term: 2 Week: 4/5	Term: 3 Week: 7	Term: 4 Week: 4/5	
	Outcomes Assessed:					
	PASS5.5, PASS5.6, PASS5.7, PASS5.8, PASS5.9	PASS5.1, PASS5.2, PASS5.6, PASS5.10	PASS5.1, PASS5.2, PASS5.4, PASS5.6, PASS5.10	PASS5.1, PASS5.5, PASS5.6	PASS5.1, PASS5.2, PASS5.4, PASS5.6, PASS5.10	
Knowledge and understanding	10	10	10	10	10	50
Skills	30	5	5	5	5	50
<b>Total %</b>	<b>40%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>100%</b>
Course Outcomes:						
<b>PASS5.1</b>	Discusses factors that limit and enhance the capacity to move and perform					
<b>PASS5.2</b>	Analyses the benefits of participation and performance in physical activity and sport					
<b>PASS5.3</b>	Discusses the nature and impact of historical and contemporary issues in physical activity and sport					
<b>PASS5.4</b>	Analyses physical activity and sport from personal, social and cultural perspectives					
<b>PASS5.5</b>	Demonstrates actions and strategies that contribute to active participation and skilful performance					
<b>PASS5.6</b>	Evaluates the characteristics of participation and quality performance in physical activity and sport					
<b>PASS5.7</b>	Works collaboratively with others to enhance participation, enjoyment, and performance					
<b>PASS5.8</b>	Displays management and planning skills to achieve personal and group goals					
<b>PASS5.9</b>	Performs movement skills with increasing proficiency					
<b>PASS5.10</b>	Analyses and appraises information, opinions, and observations to inform physical activity and sport decisions					

## Textiles and Design

Components	Task 1	Task 2	Task 3	Weighting %
	Tote – sewing organiser	Onesie	Crazy Patch Toy	
	Non-apparel	Costume.	Textile Art	
	Outcomes Assessed:			
	TEX5-2, TEX5-8, TEX5-10, TEX5-11	TEX5-1, TEX5-4, TEX5-8, TEX5-11	TEX5-5, TEX5-6, TEX5-8, TEX5-9, TEX5-11	
Knowledge and understanding	10	10	10	30%
Practical Skills	20	25	25	40%
<b>Total %</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>
Outcomes				
<b>TEX5-1</b>	Explains the properties and performance of a range of textile items			
<b>TEX 5-2</b>	Justifies the selection of textile materials for specific end uses			
<b>TEX 5-3</b>	Explains the creative process of design used in the work of textile designers			
<b>TEX 5-4</b>	Generates and develops textile design ideas			
<b>TEX 5-5</b>	Investigates and applies methods of colouration and decoration for a range of textile items			
<b>TEX 5-6</b>	Analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use			
<b>TEX 5-7</b>	Evaluates the impact of textiles production and use on the individual consumer and society			
<b>TEX 5-8</b>	Selects and uses appropriate technology to creatively document, communicate and present design and project work			
<b>TEX 5-9</b>	Critically selects and creatively manipulates a range of textile materials to produce quality textile items			
<b>TEX 5-10</b>	Selects appropriate techniques and uses equipment safely in the production of quality textile projects			
<b>TEX 5-11</b>	Demonstrates competence in the production of textile projects to completion			
<b>TEX 5-12</b>	Evaluates textile items to determine quality in their design and construction			

## Visual Arts


Components	Task 1	Task 2	Task 3	Weighting %
	<b>Art Making:</b> Various artworks Skills development	<b>Art Making:</b> Modernist painting techniques	<b>Practical: Mini-Project</b> Personal interest project	
	<b>Critical &amp; Historical:</b> Investigation/Report	<b>Critical &amp; Historical:</b> Visual Art Analysis Booklet	<b>Critical &amp; Historical:</b> Slideshow investigation of personal interest artis	
	<b>Topic:</b> Foundation Skills Draw and Paint.	<b>Topic:</b> The modernists. Paint in the 20th Century	<b>Topic:</b> Express Yourself.	
	<b>Term: 2</b> <b>Week: 2</b>	<b>Term: 3</b> <b>Week: 3</b>	<b>Term: 4</b> <b>Week: 6</b>	
	<b>Outcomes Assessed:</b>			
	5.1, 5.3, 5.4, 5.9, 5.10	5.5, 5.6, 5.4, 5.7	5.1, 5.2, 5.6, 5.8	
Making	20	20	20	<b>60%</b>
Critical and Historical	10	10	20	<b>40%</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>
<b>Course Outcomes:</b>				
<b>5-1</b>	Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks			
<b>5-2</b>	Makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience			
<b>5-3</b>	Makes artworks informed by an understanding of how the frames affect meaning			
<b>5-4</b>	Investigates the world as a source of ideas, concepts and subject matter in the visual arts			
<b>5-5</b>	Makes informed choices to develop and extend concepts and different meanings in their artworks			
<b>5-6</b>	Demonstrates developing technical accomplishment and refinement in making artworks			
<b>5-7</b>	Applies their understanding of aspects of practice to critical and historical interpretations of art			
<b>5-8</b>	Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art			
<b>5-9</b>	Demonstrates how the frames provide different interpretations of art			
<b>5-10</b>	Demonstrates how art criticism and art history construct meanings			

## Visual Design

Components	Task 1	Task 2	Task 3	Weighting %
	<b>Design:</b> 2-D forms: along with a series of images, diary & related theory	<b>Design:</b> 3-D forms: along with a series of images, diary & related theory.	<b>Design:</b> Portfolio of Assignments Design analysis and appreciation	
	<b>Topic:</b> Principles of Design.	<b>Topic:</b> Subjective and Post Modern.	<b>Topic:</b> Cultural & Structural framework and practice.	
	<b>Term: 2</b> <b>Week: 2</b>	<b>Term: 3</b> <b>Week: 3</b>	<b>Term: 4</b> <b>Week: 7</b>	
	<b>Outcomes Assessed:</b>			
	5.1, 5.2 5.3, 5.4, 5.5 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2 5.3, 5.4, 5.5 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2 5.3, 5.4, 5.5 5.6, 5.7, 5.8, 5.9, 5.10	
Making	20	20	20	<b>60%</b>
Critical and Historical	10	15	15	<b>40%</b>
<b>Total %</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>
Outcomes				
<b>5-1</b>	Develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks			
<b>5-2</b>	Makes visual design artworks informed by their understanding of the function of and relationships between artist - artwork - world - audience			
<b>5-3</b>	Makes visual design artworks informed by an understanding of how the frames affect meaning			
<b>5-4</b>	Investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks			
<b>5-5</b>	Makes informed choices to develop and extend concepts and different meanings in their visual design artworks			
<b>5-6</b>	Selects appropriate procedures and techniques to make and refine visual design artworks			
<b>5-7</b>	Applies their understanding of aspects of practice to critically and historically interpret visual design artworks			
<b>5-8</b>	Uses their understanding of the function of and relationships between artist - artwork -world - audience in critical and historical interpretations of visual design Artworks			
<b>5-9</b>	Uses the frames to make different interpretations of visual design artworks			
<b>5-10</b>	Constructs different critical and historical accounts of visual design artworks			

# APPENDIX

## Assessment Task Notification Form

 <p><b>TOORMINA</b> HIGH SCHOOL <small>CREATING OUR FUTURE</small></p>	<p><b>TOORMINA HIGH SCHOOL</b> <b>ASSESSMENT TASK NOTIFICATION</b></p>	<p><b>Exam</b> ▾ and <b>In Class Task</b> ▾</p>	
<b>COURSE:</b>		<b>TEACHER:</b>	
<b>TASK NUMBER:</b>		<b>TASK WEIGHT:</b>	
		<b>STAGE:</b>	Preliminary ▾
<b>NOTIFICATION DATE:</b>	Dec 4, 2024	<b>DUE DATE:</b>	Dec 18, 2024
<b>Task Description</b>			
<b><u>TOPIC in bold, underlined and centred</u></b>			
<p>Part A – Type of Task What is the task... what are they expected to produce...</p>			
<p>Part B – Type of Task What is the task... what are they expected to produce...</p>			
<b>Task Submission</b>			
How they submit the task			
<b>Task Outcomes</b>			
Dot points of outcomes			
<p>Students are reminded that, because this is an assessment task, absence from school resulting in failure to hand the task in by the due date, will require you to <b>telephone the school on the due day and support this with a medical certificate on your first day back at school. Any extensions</b> of time must be organised with your teacher prior to the due date. Check your <b>Assessment Booklet</b> regarding requirements. <b>Absence without an explanation</b> will result in zero marks. A non-serious attempt will also result in zero marks. In either case the task must still be completed and submitted to meet NES requirements.</p>			



## Assessment Task Submission



### TOORMINA HIGH SCHOOL ASSESSMENT TASK SUBMISSION

<b>COURSE:</b>		<b>TEACHER:</b>	
<b>STUDENT NAME:</b>			
<b>DUE DATE:</b>	Dec 4, 2024	<b>SUBMISSION DATE:</b>	Dec 18, 2024
<b>TASK NO:</b>			
<b>ASSESSMENT TITLE:</b>			
<b>NUMBER OF PAGES: (Not inc. cover sheet)</b>			
<b>ALL MY OWN WORK DECLARATION</b>	<p>By completing and handing in an assessment task you are certifying that it is all your own work; no one else (including tutors, family or friends) completed the work for you. You have referenced any work used from other sources and have not plagiarised the work of others.</p> <p>I have kept a copy of my task: Yes / No</p>		
<b>STUDENT SIGNATURE:</b>			
<b>RECEIPT OF SUBMISSION</b>	<p>Ensure you have kept a receipt as proof that you submitted the assessment task. If you submitted the task via the front office, please keep the receipt.</p>		
<b>Teacher who marks the Assessment Task to fill in the following</b>			
<b>Mark</b>		<b>Rank</b>	
<b>Feedback</b>			
<b>Markers Signature</b>		<b>Date</b>	

# Notification Of Change To Assessment Schedule

**TOORMINA HIGH SCHOOL**

*NOTIFICATION OF CHANGE TO ASSESSMENT SCHEDULE*



(Date)

Dear Student,

This is to notify you of a required change to the published assessment schedule for **(Course Name)**.  
**(Reasons)**

**Task Details:** (Insert Task Number, and nature of task)

**Original Due Date:** (Insert date/Term/Week)

**New Due Date:** (Insert date/Term/Week)

Students should follow normal procedures regarding requests for Misadventure/Illness or Extension/ Substitute tasks if the task is not submitted by the new due date.

Please detach the section below and return to your teacher to acknowledge your understanding of the new date requirement.

Should you require further clarification or information you should speak to your teacher or faculty Head Teacher of the course.

Kind Regards

\_\_\_\_\_

\_\_\_\_\_

Teacher

Head Teacher

.....

I \_\_\_\_\_ have been informed of a change in the assessment schedule for **(COURSE NAME)**. I understand and acknowledge that the new due date for **(TASK)** is **(NEW DATE)**.

\_\_\_\_\_

Student Signature

# Illness/Misadventure/Extension Of Time Application Package

## Toormina High School Illness/Misadventure/Extension of Time Application Package

### Information Guide for Students

The Toormina High School Illness/Misadventure program assists students who:

- are prevented from attending an examination or in-class assessment (including a practical examination) due to illness or unforeseen misadventure,
- consider that their performance in an examination, in-class assessment or assessment task has been affected by illness or misadventure immediately before or during the examination, in-class assessment or assessment task,
- are prevented from submitting an assessment task due to illness or unforeseen misadventure,

If any of the above categories applies to you at the time of examinations or assessments, you will need to complete an Illness/Misadventure form. Before you complete this form, you should read the following information carefully. Toormina High School's Illness/Misadventure program is based on NESAs procedures. You should refer also to *Rules and Procedures for Higher School Certificate Candidates*.

### Limitations on Applications

The authority of Toormina High School is limited to the conduct and presentation of examinations and assessment tasks. This means students may only apply to Toormina High School in relation to circumstances that occur immediately before or during an examination in-class assessment or assessment task, and that affect their performance in the examination, assessment or task.

You cannot submit an application on the basis of:

- difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness
- alleged deficiencies in teaching; for example, extended teacher absences
- loss of study time or facilities during the year. This includes changes in home circumstances
- long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during the examination or assessment task
- if you receive disability provisions, the same grounds for which you received disability provisions, unless you experience additional difficulties during an examination or assessment task
- misreading the examination timetable or assessment task submission date or time
- misreading examination or assessment task instructions
- other commitments, such as participation in entertainment, work or sporting events (other than approved school events),

If you are unsure whether you are eligible to apply for an illness or misadventure you should ask your principal.

### Attendance at Examinations

**You should attend every examination if possible.** Do not miss an examination just because you do not feel able to do your best. The Illness/Misadventure program is designed to support students who perform below their expectations because of illness or misadventure.

If you do not attend an examination or submit an assessment task on time and your Illness/Misadventure application is unsuccessful, you will not receive a mark in that course. This could mean that you may be at risk of receiving an N-Determination in that subject.

Toormina High School does not expect you to attend an examination against specific medical advice. If you cannot attend an examination (including a practical examination) or submit an assessment task on time because of illness or misadventure, you must notify the school immediately. You are required to provide relevant documentation from an appropriate health professional as evidence.

## Evidence of Your Illness or Misadventure

It is very important to provide independent evidence with your application. You should seek independent evidence on the same day, either immediately before or after each examination or assessment submission date for which you are applying. The documentation you provide must be current, specific to the date and time of the examination or assessment task and submitted with the application form. A medical certificate that merely states you were unfit for work/study is unacceptable. It must clearly explain the medical reason and why this has impacted on your ability to complete the examination or submit the task on time.

## Practical Submissions

(For example, a Visual Arts body of work/Society and Culture Personal Interest Project/Major Project.)

If, because of illness or misadventure, you experience difficulties in completing your practical submission, you must advise your class teacher. He/she will complete Section B of the form. **You must submit all drafts or workings on the due date.**

## Performance Examinations (For example, a Drama/Music performance examination or assessment task).

If illness or misadventure occurs before the examination begins and you are still able to attend the examination, notify your teacher or Year Deputy Principal before you begin the examination.

Before starting your examination, advise the Supervising Teacher of your situation. Do not hesitate to approach the Supervising Teacher as his/her comments and observations will be important in assessing your Illness/Misadventure application. In the case of performance examination, it is not necessary to have Section B of the form completed. The Supervising Teacher will complete a report form and submit it separately to Toormina High School.

## Written Examinations

If you are suffering from illness or misadventure but are still able to attend the examination, notify the Supervising Teacher (the person supervising the examination) when you enter the examination room. If the illness or misadventure occurs during the examination, notify the Supervising Teacher at once. Do this at every examination session in which you consider your performance may be affected.

Do not hesitate to approach the Supervising Teacher. He/she is there to help you. If you submit an Illness/Misadventure form, the Supervising Teacher will need to complete Section B.

## Assessment Tasks

If you are suffering from illness or misadventure but are still able to attend the in-class assessment task or submit the assessment task on the due date, notify the Supervising Teacher or Office Staff when you submit the task. If the illness or misadventure occurs during the in-class assessment, notify the Supervising Teacher at once.

Do not hesitate to approach the Supervising Teacher. He/she is there to help you. If you submit an Illness/Misadventure form, the Supervising Teacher will need to complete Section B.

If you suffer an illness or misadventure during an in-class assessment task or from the time you are notified of a task to the due date, **you will be required to submit all drafts or workings on the due date.** If you have not commenced any work by the due date of a 'take home assessment task' it is unlikely that your illness/misadventure application will be successful.

## Extension of Time

If you are suffering from illness or a misadventure and are unable to complete a 'take home assessment task' in time, you may apply for an extension of time. These will be considered on a case-by-case basis. **You must submit all drafts or workings on the due date.** If you have not commenced any work by the due date of a 'take home assessment task' it is unlikely that your illness/misadventure application will be successful.

## Your Rights and Responsibilities

It is your right and responsibility to submit an Illness/Misadventure application whenever necessary. If you are incapacitated, an application may be submitted by your parent/guardian on your behalf.

All applications must be submitted on a Toormina High School Illness/Misadventure form.

When completing an Illness/Misadventure form, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of your application.

No section of the form should be completed before the relevant examination or assessment task has been conducted, or before the due date for practical submissions. In the event that an extension is requested, please submit the application as soon as possible prior to the due date.

Before signing page 1, read the statements above the signature box very carefully. It is strongly recommended that you sign the form only after you have completed Section A, and after Section C has been completed by an appropriate person.

If Section C is incomplete and you did not attend an examination or submit the assessment task, you might not receive a result in that course. This could mean that you are ineligible for the award of the Higher School Certificate.

## Submitting Your Form

- All applications are to be submitted to the principal for consideration. Please submit your application to the school office
- In each case you will receive the student acknowledgement slip. Please keep this acknowledgement slip until you have been advised of the result of your application.

## The Application Process

The Illness/Misadventure will be considered by the principal in consultation with relevant staff and will consider and make a recommendation on each application on the basis of:

- the evidence presented in your Illness/misadventure application, and
- Any relevant school-based data.

Complex matters may be referred to an independent medical expert for advice.

You will be notified of the outcome of your application within three days of you submitting the Illness/Misadventure form.

If you have any questions about the Illness/Misadventure program please contact the principal. Please call (02) 6653 3077.

## Instructions for Completing and Submitting this Application

Refer to the *Information Guide for Students* for further information

### Students

#### Written examinations

- Complete a new application for each task/examination.
- Complete page 1.
- Complete Section A of this form on each day of each exam you apply for.
- Notify the Supervising Teacher for every exam you apply for.
- Take this form to your doctor or another appropriate person to have Sections C1 and/or C2 completed. Alternatively, evidence may be attached to Section C.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office.

#### Practical submission (e.g., Visual Arts body of work)

- Complete a new application for each task/examination.
- Complete page 1 and Section A.
- Have Sections C1 and/or C2 completed by an appropriate person(s).
- Hand this form to School Office.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office.

#### Performance examination (e.g., Music Performance)

- Complete a new application for each task/examination.
- Before beginning your exam, approach the Supervising Teacher. Advise him/her of your illness and/or misadventure. The Supervising Teacher will be asked to complete a Section B. This report will be requested by the principal.
- Complete Section A of the form.
- Take this form to your doctor or other appropriate person who should complete Sections C1 and/or C2.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office.

#### Assessment Tasks

- Complete a new application for each task/examination.
- Complete page 1.
- Complete Section A of this form.
- Take this form to your doctor or another appropriate person to have Sections C1 and/or C2 completed. Alternatively, evidence may be attached to Section C.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office

### Closing Dates for Applications

**Practical examinations:** Three days after the examination or submission date.

**Assessment tasks:** Three days after the due date or submission date.

**Written examinations:** Within three days of the student's last examination.

**Application for extension:** As soon as possible but no less than 3 days prior to the assessment due date. **Draft works will be required to be submitted on the original due date of the assessment task.**

**PLEASE RETAIN THIS INFORMATION GUIDE**

## Application due to Illness/Misadventure

### Section A

#### To be completed by the Student

Family name	First name	Date of Application

#### Closing Dates

- **Practical examinations:** Three days after the examination or submission date.
- **Assessment tasks:** Three days after the due date or submission date.
- **Written examinations:** Within three days of the student's last examination.
- **Application for extension:** As soon as possible but no less than 3 days prior to the assessment due date. ***Draft works will be required to be submitted on the original due date of the assessment task.***

**IMPORTANT: Only list the Course that you are applying for**

Course (Please include specific component and/or item affected e.g., drama group performance, Music 1 elective 3.)	Examination date or Submission date	Did you receive disability provisions for this course

**Have you lodged a separate Illness/Misadventure form for any other examination or assessment task?**

**YES / NO**

**If YES, which examination(s)/assessment task?**



### Student Declaration

- I have carefully read the Information Guide for Students, detailing Illness/Misadventure applications and the instructions on this form. I have completed each item on the checklist.
- I consider that my examination or assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination(s), as set out above and in Section A of this form.
- I declare that all the information I have supplied is true.
- I give permission for a medical practitioner appointed by Toormina High School or its officers, to obtain further details from any person who has provided evidence in Sections C1 and/or C2, if applicable and considered necessary by Toormina High School.

**Student Signature:**  
(Student must sign unless incapacitated)

**Date:**

**This application must be lodged by the student unless incapacitated. If the application is lodged on behalf of the student, please complete the below:**

<b>Name of person lodging application (Please print):</b>	<b>Reason the student is not lodging the application:</b>
<b>Signature:</b>	<b>Contact number:</b>

I am applying for:

- Illness or misadventure leading up to or during an examination
- Illness or misadventure leading up to or during an in-class assessment task
- Illness or misadventure leading up to or during a take-home assessment task
- Extension of time for a take-home assessment task
- Other: .....

Date	Examination or assessment task	Details of Effect on Performance	Attendance
	One paper only per application	Use a new form for EACH written examination session or practical examination session or assessment task in which you are applying. Describe how illness or unforeseen misadventure affected your performance or prevented your attendance. Give details of any action you took to report this.	Did you attend the examination or submit the task?  YES/NO

**The student needs to complete Section C and submit the application to the office.**



## Section B

**To be completed by the Class/Supervising Teacher (if required by the principal)**

- **Written examination:** to be completed by the Supervising Teacher
- **Practical submissions:** to be completed by the Class Teacher
- **Performance/Speaking examinations:** to be completed by the Class Teacher
- **In-class assessment task:** to be completed by the Supervising Teacher

<b>Name:</b>		<b>Signature:</b>	
<b>School Name:</b>		<b>Position:</b>	
<b>Contact number:</b>		<b>Date:</b>	

Please attach a separate sheet if you wish to make further comments that might assist in the consideration of the application.

Examination or Assessment Task	Record fully your observations of distress or disadvantage suffered by the student. It is most important that this section is completed for EVERY examination or assessment task in which the student has applied.	Did the student report illness or misadventure? YES/NO	Estimate of total time lost during examination or task (hrs/mins).

## Section C

### To be completed by:

- Independent evidence of illness – complete Section C1.
- Independent evidence of misadventure – complete Section C2.

**Please Note: The person completing Section C1 or C2 must NOT be related to the student.**

Toormina High School advises that students should attend examinations unless it is considered detrimental to their health. Students who are unwell or experience misadventure are advised to seek independent medical advice either immediately before or after each examination. **A note from the parent is NOT acceptable.**

The student has agreed in writing to a medical practitioner appointed by Toormina High School, obtaining further information relating to the student's application from anyone completing Section C1 or C2.

### Section C1 Independent evidence of illness: to be completed by a medical practitioner. Please note that any fee for providing this report is the responsibility of the student.

<b>Diagnosis of medical condition:</b>		<b>Date of onset of illness:</b>	
<b>Date(s) and time(s) of all consultations/meetings relating to this illness:</b>			
<p>Please describe how the student's condition/symptoms could affect their examination or assessment task performance. (If the student was unable to attend an examination or submit an assessment task on time it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)</p>			
<p>Any other comments or information which may assist in the assessment of the student's application. (If there is not enough space, please attach additional sheet(s).)</p>			
<b>Name:</b>	<b>Profession:</b>	<b>Place of work:</b>	
<b>Telephone:</b>	<b>Signature:</b>	<b>Date:</b>	

## Section C2

Independent evidence of misadventure: to be completed by a relevant person such as a police officer **(This DOES NOT INCLUDE A PARENT)**

Description of Event:

Date of misadventure		Are you known to the student?	YES / NO
Were you a witness to the event?	YES / NO	If NO, how did you obtain the evidence you are providing	
Name:		Profession:	Place of work:
Telephone:		Signature:	Date:

SAMPLE

## Section D

### To be completed by the Principal

- Ensure that the student has been given the acknowledgement slip at the bottom of this page.
- Complete Section D of this form. Identify any students from your school where the basis of the application is of a related nature (e.g., motor vehicle accident on the way to an examination).
- Photocopy Sections A, B, C and D and any attachments for your records.

### Principal's Statement (Must be completed by the Principal)

#### Comments on this application

This statement should relate directly to the genuineness of the application, and should include a recommendation based on the information available to the school.

SAMPLE

<b>Name (Print)</b>		<b>School</b>	
<b>Signature</b>		<b>Date</b>	

## Section E - Outcome

### To be completed by the Principal

Approved/Not Approved (circle one)

Reason for decision:

## Section F – Penalty/Penalties to be Applied

### To be completed by the Principal

	No marks to be awarded – N-Award Warning letter to be issued
	Sit or submit the task without penalty
	Complete an alternate task
	Task to be submitted with penalty – Indicate the Penalty applied:
	No extension granted
	Estimate to be given (only to be used in extraordinary circumstances)
	Approved extension without penalty – indicate new due date:

**Note: Student to receive a copy of Section E and Section F once determination has been made.**

### Illness/Misadventure Application Acknowledgement

To be completed by Principal or Delegate and retained by the student

<b>Student's Name</b>	
<b>I acknowledge receipt of your Examination Illness/Misadventure application</b>	
<b>Name (Print)</b>	
<b>Signature</b>	

# Avoiding Plagiarism



7th Edition

## Avoiding Plagiarism Guide

There are two common types of plagiarism: (a) improper use of someone else's **words** and (b) improper use of someone else's **ideas**. Both forms of plagiarism involve using someone else's words or ideas **without appropriately acknowledging the author or source**.

### Word plagiarism occurs when you use another author's exact words or phrases without quotation marks.

- Whenever possible, [paraphrase sources](#) in your own words rather than directly quoting them. Paraphrasing helps you to synthesize ideas and integrate them into the context of your paper.
- Use [direct quotes](#) sparingly and only when it is important to reproduce both what was said and how it was said.
- If you use an author's words directly, even your own words from a previous paper, you must use quotation marks (in addition to an in-text citation) to let readers know that these are not your original words.
- The most blatant form of word plagiarism occurs when students copy an author's exact words and knowingly do not use quotation marks or include an in-text citation.
- A more common type of word plagiarism is when students think they can use an author's exact (or very similar words) and include only an in-text citation. (The citation gives the author credit for the ideas, but the quotation marks give the author

credit for the wording of the idea.) If you use an author's exact words, quotation marks and location information must accompany the in-text citation.

- Another common type of word plagiarism occurs when students mistakenly think they have paraphrased an author's words because they added or removed a few words or replaced some of the words with synonyms. This is called [patchwriting](#). If your wording has a similar sentence structure and uses the same words and phrases of the original author, you are patchwriting. (See the example next.) Paraphrase the idea in your own words instead.

**Example passage from Ward et al. (2006):** Findings indicate that media content is not uniformly negative. Information about sexual health, risks, and thoughtful decision-making is sometimes present.

**Plagiarized (patchwritten) example:** According to Ward et al. (2006), media content is not all negative, and information is sometimes present concerning sexual health, risks, and thoughtful decision-making.

## Avoiding Word Plagiarism

- It is important to paraphrase other authors' works in your own words.
- When reading a description of an idea or study, it can be hard to represent that idea or finding as clearly and succinctly as the author did without plagiarizing. The easiest way to avoid repeating sentence structure or lifting phrases is to read a section of a work, and then put the work down and write notes in your own words.
- As a general rule, paraphrase when taking notes on a source. Do not write the author's words verbatim without putting them in quotation marks and including the source location in your notes.
- Always attribute every idea, fact, or finding you put in your paper when you write it.

## Idea plagiarism occurs when you present an idea from another source without citing the author and year.

- Any time you write about a concept or idea in a paper without including an in-text citation (or clearly linking it to a previous sentence containing an in-text citation), you are claiming the idea as your own (if it is not, that is plagiarism). For examples, see Sections 8.1 and 8.24 in the seventh edition *Publication Manual* on [appropriate level of citation](#) and long paraphrases.
- The most blatant form of idea plagiarism occurs when students see a good argument or idea in a paper and then represent that argument or idea as their own.
- A more common form of idea plagiarism is when students cite a source incorrectly because they do not follow proper in-text citation guidelines, as described in Chapter 8 of the *Publication Manual*.

For example, they may write a whole paragraph about a study and then cite the study's author and year in the last sentence in parentheses, thinking that citation covers the previous sentences. Instead, the in-text citation should appear at the beginning of the paraphrased passage, to establish its origin at the outset.

- Another common form of idea plagiarism is when students remember a fact they learned in class and put it in their paper without citing it or when they write about a fact they heard somewhere and mistakenly assume it is common knowledge.

## Avoiding Idea Plagiarism

- To avoid idea plagiarism, use (a) signal phrases (e.g., "I believe that") to designate your own idea, or (b) include an in-text citation to a source to signal someone else's idea.
- Most important, always search the literature to find a source for any ideas, facts, or findings that you put in your paper.
- See Chapter 8 of the *Publication Manual* and the [In-Text Citations](#) and [Instructional Aids](#) pages of the APA Style website for more information on creating in-text citations, integrating source material, and paraphrasing and quoting from a work.



AMERICAN PSYCHOLOGICAL ASSOCIATION

More information on avoiding plagiarism and self-plagiarism can be found in Sections 8.2 and 8.3 of both the *Publication Manual of the American Psychological Association* (7th ed.) and the *Concise Guide to APA Style* (7th ed.).

SOURCE: American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

CREDIT: TRACI GIULIANO, SOUTHWESTERN UNIVERSITY

Last updated 11/15/2021

# APA Style Tip Sheet



7th Edition

## APA Style Tip Sheet



When learning APA Style, it can be helpful to refer to a tip sheet. For example, this tip sheet contains tips about paper format, inclusive language, and references. We recommend creating your own tip sheet according to your writing needs.

### Paper Format Tips

- Use default font and margin settings.
- Double-space text.
- Place page number at top right of every page.
- Include paper sections of title page, text, and reference list, at minimum.
- Follow the [student paper heading levels template](#) to format headings properly.
- Use the [student paper checklist](#) to check your work.

### Inclusive Language Tips

- Use language that treats people with dignity and respect.
- Choose words that are appropriately specific (e.g., avoid “we” to refer to people in general).
- Call people what they call themselves.
- Consult [bias-free language guidelines](#) and [inclusive language guide](#) for information on topics such as age, disability, gender, race and ethnicity, sexual orientation, and socioeconomic status.

### Reference Tips

- Add references and citations to your paper as you write to avoid plagiarism.
- Follow [reference examples](#) (especially [common reference types](#)).
- Ensure in-text citations include the author and year.
- Check that in-text citations have references and that references are cited in text.
- Alphabetize references in the reference list by the surname of the first author.
- Use a 0.5-in. hanging indent for references.
- Double-space references.

 AMERICAN PSYCHOLOGICAL ASSOCIATION © 2023

Last updated May 4, 2023

More information on APA Style can be found in the [Publication Manual of the American Psychological Association \(7th ed.\)](#) and the [Concise Guide to APA Style \(7th ed.\)](#).

CITE THIS HANDOUT:

American Psychological Association. (2023). APA Style tip sheet. <https://apastyle.apa.org/instructional-aids/APA-Style-tip-sheet.pdf>



## Reference examples



7th edition

# Common Reference Examples Guide

This guide contains examples of common types of APA Style references. Section numbers indicate where to find the examples in the *Publication Manual of the American Psychological Association* (7th ed.).

More information on references and reference examples are in Chapters 9 and 10 of the *Publication Manual* as well as the *Concise Guide to APA Style* (7th ed.). Also see the [Reference Examples](#) pages on the APA Style website.

### Journal Article (Section 10.1)

Edwards, A. A., Steacy, L. M., Siegelman, N., Rigobon, V. M., Kearns, D. M., Rueckl, J. G., & Compton, D. L. (2022). Unpacking the unique relationship between set for variability and word reading development: Examining word- and child-level predictors of performance. *Journal of Educational Psychology*, 114(6), 1242–1256. <https://doi.org/10.1037/edu0000696>

### Online Magazine Article (Section 10.1)

Thomson, J. (2022, September 8). Massive, strange white structures appear on Utah's Great Salt Lake. *Newsweek*. <https://www.newsweek.com/mysterious-mounds-great-salt-lake-utah-explained-mirabilite-1741151>

### Print Magazine Article (Section 10.1)

Nicholl, K. (2020, May). A royal spark. *Vanity Fair*, 62(5), 56–65, 100.

### Online Newspaper Article (Section 10.1)

Bernstein, J. (2024, June 3). The man who couldn't stop going to college. *The New York Times*. <https://www.nytimes.com/2024/06/03/magazine/benjamin-bolger-college-harvard-yale.html>

### Print Newspaper Article (Section 10.1)

Reynolds, G. (2019, April 9). Different strokes for athletic hearts. *The New York Times*, D4.

**Blog Post (Section 10.1)**

Rutledge, P. (2024, April 23). Are tweens too young for digital literacy? *Dr. Pam: Living With Media*. <https://www.pamelarutledge.com/are-tweens-too-young-for-digital-literacy/>

**Authored Book (Section 10.2)**

Kaufman, K. A., Glass, C. R., & Pineau, T. R. (2018). *Mindful sport performance enhancement: Mental training for athletes and coaches*. American Psychological Association. <https://doi.org/10.1037/0000048-000>

**Edited Book Chapter (Section 10.3)**

Zelege, W. A., Hughes, T. L., & Drozda, N. (2020). Home-school collaboration to promote mind-body health. In C. Maykel & M. A. Bray (Eds.), *Promoting mind-body health in schools: Interventions for mental health professionals* (pp. 11–26). American Psychological Association. <https://doi.org/10.1037/0000157-002>

**Online Dictionary Entry (Section 10.3)**

American Psychological Association. (2018). Internet addiction. In *APA dictionary of psychology*. <https://dictionary.apa.org/internet-addiction>

**Report by a Group Author (Section 10.4)**

World Health Organization. (2014). *Comprehensive implementation plan on maternal, infant and young child nutrition*. [https://apps.who.int/iris/bitstream/handle/10665/113048/WHO\\_NMH\\_NHD\\_14.1\\_eng.pdf?ua=1](https://apps.who.int/iris/bitstream/handle/10665/113048/WHO_NMH_NHD_14.1_eng.pdf?ua=1)

**Report by Individual Authors (Section 10.4)**

Winthrop, R., Ziegler, L., Handa, R., & Fakoya, F. (2019). *How playful learning can help leapfrog progress in education*. Center for Universal Education at Brookings. [https://www.brookings.edu/wp-content/uploads/2019/04/how\\_playful\\_learning\\_can\\_help\\_leapfrog\\_progress\\_in\\_education.pdf](https://www.brookings.edu/wp-content/uploads/2019/04/how_playful_learning_can_help_leapfrog_progress_in_education.pdf)

**Press Release (Section 10.4)**

American Psychological Association. (2024, April 11). *People who use willpower alone to achieve goals, resist temptation, deemed more trustworthy* [Press release]. <https://www.apa.org/news/press/releases/2024/04/people-who-use-willpower>

**Conference Session (Section 10.5)**

Davidson, R. J. (2019, August 8–11). *Well-being is a skill* [Conference session]. APA 2019 Convention, Chicago, IL, United States. [https://irp-cdn.multiscreensite.com/a5ea5d51/files/uploaded/APA2019\\_Program\\_190708.pdf](https://irp-cdn.multiscreensite.com/a5ea5d51/files/uploaded/APA2019_Program_190708.pdf)

**Dissertation From a Database (Section 10.6)**

Horvath-Plyman, M. (2018). *Social media and the college student journey: An examination of how social media use impacts social capital and affects college choice, access, and transition* (Publication No. 10937367) [Doctoral dissertation, New York University]. ProQuest Dissertations and Theses Global.

**Preprint Article (Section 10.8)**

Latimier, A., Peyre, H., & Ramus, F. (2020). *A meta-analytic review of the benefit of spacing out retrieval practice episodes on retention*. PsyArXiv. <https://psyarxiv.com/kzy7u/>

**Data Set (Section 10.9)**

O'Donohue, W. (2017). *Content analysis of undergraduate psychology textbooks* (ICPSR 21600; Version V1) [Data set]. Inter-university Consortium for Political and Social Research. <https://doi.org/10.3886/ICPSR36966.v1>

**Film or Video (Section 10.12)**

Docter, P., & Del Carmen, R. (Directors). (2015). *Inside out* [Film]. Walt Disney Pictures; Pixar Animation Studios.

**TV Series Episode (Section 10.12)**

Dippold, K. (Writer), & Trim, M. (Director). (2011, April 14). *Fancy party* (Season 3, Episode 9) [TV series episode]. In G. Daniels, H. Klein, D. Miner, & M. Schur (Executive Producers), *Parks and recreation*. Deedle-Dee Productions; Fremulon; 3 Arts Entertainment; Universal Media Studios.

**Webinar (Section 10.12)**

Lee, C., McAdoo, T., & Denneny, S. (2023). *APA Style seventh edition refresher for instructors* [Webinar]. American Psychological Association. <https://apastyle.apa.org/instructional-aids/tutorials-webinars>

**YouTube Video (Section 10.12)**

Above The Noise. (2017, October 18). *Can procrastination be a good thing?* [Video]. YouTube. <https://www.youtube.com/watch?v=FQMwmBNNOnQ>

**Song or Track (Section 10.13)**

Nirvana. (1991). *Smells like teen spirit* [Song]. On *Nevermind*. DGC.

**Radio Broadcast (Section 10.13)**

Hersher, R. (2020, March 19). *Spring starts today all over America, which is weird* [Radio broadcast]. NPR. <https://www.npr.org/2020/03/19/817237429/spring-starts-today-all-over-america-which-is-weird>

**Podcast Episode (Section 10.13)**

Santos, L. (Host). (n.d.) *Psychopaths and superheroes* (No. 1) [Audio podcast episode]. In *The happiness lab with Dr. Laurie Santos*. Pushkin Industries. <https://www.happineslab.fm/season-2-episodes/episode-1>

**Infographic (Section 10.14)**

American Psychological Association. (n.d.). *Data sharing* [Infographic]. <https://www.apa.org/pubs/journals/data-sharing-infographic.pdf>

### PowerPoint From a Classroom Website (Section 10.14)

Mack, R., & Spake, G. (2018). *Citing open source images and formatting references for presentations* [PowerPoint slides]. Canvas@FNU. <https://fnu.onelogin.com/login>

### X Post (Section 10.15)

Obama, B. [@BarackObama]. (2024, May 17). *Today marks 70 years since the Supreme Court handed down its landmark decision in Brown v. Board of Education, outlawing* [Post]. X. <https://x.com/BarackObama/status/1791540592238874953>

### Open Educational Resource (Section 10.16)

Fagan, J. (2024, February 7). *Nursing clinical brain*. OER Commons. Retrieved June 2, 2024, from <https://www.oercommons.org/authoring/53029-nursing-clinical-brain/view>

### Webpage (Section 10.16)

Taras, Z. (2024, May 30). *Situational irony can be funny, tragic or even terrifying*. howstuffworks. <https://entertainment.howstuffworks.com/arts/literature/situational-irony.htm>

### Webpage on a News Website (Section 10.16)

Volpe, A. (2024, June 3). *How the self-care industry made us so lonely*. Vox. <https://www.vox.com/even-better/350424/self-care-isolation-loneliness-epidemic>

### Webpage With a Retrieval Date (Section 10.16)

Worldometer. (n.d.). *Current world population*. Retrieved June 27, 2024, from <https://www.worldometers.info/world-population/>



Last updated June 27, 2024

More information on APA Style can be found in the *Publication Manual of the American Psychological Association* (7th ed.) and the *Concise Guide to APA Style* (7th ed.).

#### CITE THIS HANDOUT:

American Psychological Association. (2024). *APA Style common reference examples guide*. <https://apastyle.apa.org/instructional-aids/reference-examples.pdf>

We thank Traci Giuliano, of Southwestern University, for providing the inspiration for this content.