Year 9 Stage 5

Assessment Policy & Schedules 2023

This booklet contains essential information for students attempting courses in Year 9 2023. This booklet:

- Specifies the assessment tasks and the weighting for each task
- Provides a schedule of the tasks for each course
- Outlines the school's assessment policies and procedures

Please become familiar with this document and retain it for future reference.

Contents

Assessment Policy & Schedules 2023 **1**

A Message from the Principal **5**

ASSESSMENT POLICY AND PROCEDURES **6**

ASSESSMENT PROGRAMS 6

PRINCIPLES OF EFFECTIVE ASSESSMENT 6

Assessment for, assessment as, assessment of learning 7

Assessment for learning 7

Assessment as learning 7

Assessment of learning 8

Using these principles 8

REQUIREMENTS FOR THE AWARD OF A NSW RECORD OF SCHOOL ACHIEVEMENT (RoSA) CREDENTIAL 8

Eligibility for the Record of School Achievement (RoSA) 8

A credential for school leavers 8

RoSA reporting and grades 9

Satisfactory completion of a course 10

'N' DETERMINATIONS 10

SCHOOL ASSESSMENT PROCEDURES 11

The school's responsibilities 11

Maintaining records 12

Student's responsibilities 12

REPORTING TO PARENTS 13

ASSESSMENT SCHEDULE BOOKLET AND TIMEFRAME 13

NOTIFICATION OF ASSESSMENT TASKS 13

ABSENCE WHEN A TASK IS NOTIFIED 14

EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION 14

PRIOR KNOWLEDGE OF ABSENCE 15

ABSENCE DUE TO ILLNESS OR MISADVENTURE 15

Absence on the day an assessment task is to be SUBMITTED 16

Absence on the day of an assessment task is to be CONDUCTED i.e. exam, practical task, oral, test 16

Misadventure 17

Limitations on Assessment Appeal Applications 18

ATTENDANCE ONE SCHOOL DAY BEFORE A TASK OR EXAMINATION AND ATTENDANCE ON THE DAY OF A TASK 18

LATE SUBMISSION OF TASKS 19
GRANTING OF AN ASSESSMENT TASK APPEAL 19
TECHNOLOGY AND ASSESSMENT TASKS 19
FEEDBACK 20
ORAL/PERFORMANCE/PRACTICAL TASKS 21
ZERO MARKS 21
MALPRACTICE IN ASSESSMENT TASKS 21
INVALIDITY OF ASSESSMENT TASKS 22
QUERYING THE RESULT OF AN ASSESSMENT TASK 23
WARNING OF 'N' DETERMINATION 23
Further information 23
'N' DETERMINATIONS AND APPEALS 23
ASSESSMENT TASK APPEAL APPLICATIONS BASED ON SPECIAL CONSIDERATION 24
ASSESSMENT CONCERNS 25
LEARNING ADJUSTMENTS 25
PROCEDURES FOR TASK ADMINISTRATION 25
CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS 25
Tips for Being a Successful Student 26
SUBJECT OUTCOMES AND ASSESSMENT SCHEDULES 29
COMMERCE Course Outcomes 30
COMMERCE 31
DESIGN AND TECHNOLOGY Course Outcomes 32
DESIGN AND TECHNOLOGY 33
DRAMA Course Outcomes 34
DRAMA 35
ENGLISH Course Outcomes 36
ENGLISH 37
FOOD TECHNOLOGY Course Outcomes 38
FOOD TECHNOLOGY 39
FRENCH Course Outcomes 40
FRENCH 41
GEOGRAPHY Course Outcomes 42
GEOGRAPHY 43
HISTORY Course Outcomes 44
HISTORY 45
HISTORY ELECTIVE Course Outcomes 46
HISTORY ELECTIVE 47
INFORMATION AND SOFTWARE TECHNOLOGY Course Outcomes 48
INFORMATION AND SOFTWARE TECHNOLOGY 49

iSTEM Course Outcomes 50
iSTEM 51
JAPANESE Course Outcomes 52
JAPANESE 53
MATHEMATICS 5.1 Course Outcomes 54
MATHEMATICS 5.1 55
MATHEMATICS 5.2 Course Outcomes 56
MATHEMATICS 5.2 57
MATHEMATICS 5.3 Course Outcomes 58
MATHEMATICS 5.3 59
MUSIC Course Outcomes 60
MUSIC 61
PDHPE Course Outcomes 62
PDHPE 63
PHOTOGRAPHIC AND DIGITAL MEDIA Course Outcomes 64
PHOTOGRAPHIC AND DIGITAL MEDIA 65
PHYSICAL ACTIVITY AND SPORT STUDIES Course Outcomes 66
PHYSICAL ACTIVITY AND SPORT STUDIES 67
SCIENCE Course Outcomes 68
SCIENCE 69
TEXTILES TECHNOLOGY Course Outcomes 70
TEXTILES TECHNOLOGY 71
VISUAL ARTS Course Outcomes 72
VISUAL ARTS 73
VISUAL DESIGN Course Outcomes 74
VISUAL DESIGN 75

ASSESSMENT FLOW CHART 76

APPENDICES 77
ABSENCE DUE TO ILLNESS OR MISADVENTURE 77
Appendix 1 – ILLNESS MISADVENTURE APPLICATION – Stage 5 78
Appendix 2: ASSIGNMENT/ASSESSMENT TASK COVER SHEET 80
Appendix 4: SAMPLE COPY OF STAGE 5 OFFICIAL WARNING LETTER 81
Appendix 5: Stage 5 ASSESSMENT BOOKLET ACKNOWLEDGEMENT 83

A Message from the Principal

Willoughby Girls High School is committed to enhancing and encouraging students' learning outcomes. The School Assessment Policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and to encourage students to meet their assessment deadlines.

Year 9 marks the beginning of Stage 5 studies and your journey towards the RoSA (Record of School Achievement). Students are required to complete mandatory hours and subject specific assessment requirements in order to achieve a RoSA at the satisfactory completion of Year 10.

At Willoughby Girls High School, ongoing assessment is used to determine the level of achievement for each student in each course. The term 'assessment' means the process of identifying, gathering and interpreting information about student learning. Completion of all assessment tasks is mandatory. These tasks form part of the assessment program of each and may include tests, written or oral assignments, practical activities, fieldwork and projects. Tasks are required to be completed on or by the scheduled dates and times which are announced at least two weeks in advance.

Student performance is measured against course performance descriptors designed by the NESA to indicate to teachers how to grade student work. Teachers use these course performance descriptors to describe student work against a set standard. At the end of each semester, student learning achievement will be conveyed to parents through a school report.

This Assessment Policy booklet aims to provide helpful information and explanations to students and their parents / caregivers and not only provides details about the procedures, but will also support students in their planning throughout year. I encourage all students and their parents / care givers to read this booklet carefully. Students who are unclear about procedures or their responsibilities should immediately arrange an interview with the Deputy Principal.

Adrienne Scalese
Principal

ASSESSMENT POLICY AND PROCEDURES

The Willoughby Girls High School Assessment Policy has been designed to ensure:
• open and accountable procedures for all students consistent with the NESA requirements
• a fair and equitable environment in which each student can achieve individual excellence

ASSESSMENT PROGRAMS

Assessment Programs are designed for each course. These:
• identify the student tasks which best measure each component.
• specify values to be applied to each of the tasks to maintain the relative importance of each of the components.
• schedule the various tasks throughout the course.
• prepare an assessment schedule for students showing the requirements in each course, before the commencement of the assessment program.

The assessment schedule includes the components and weightings for each course, and the week the tasks are due. Any changes to assessment dates must be given in writing and with two weeks' notice approved by the Deputy Principal except where an extension of time is notified.

PRINCIPLES OF EFFECTIVE ASSESSMENT

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement

- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

Assessment *for*, assessment *as*, assessment *of* learning

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment for learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better rather than just receive a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment of learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

Using these principles

The approach or approaches used will be informed by:

- the evidence of student learning to be gathered
- the processes for gathering the evidence
- the feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).

REQUIREMENTS FOR THE AWARD OF A NSW RECORD OF SCHOOL ACHIEVEMENT (RoSA) CREDENTIAL

Eligibility for the Record of School Achievement (RoSA)

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.

A credential for school leavers

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school but are not eligible for a RoSA will receive a Transcript of Study at their departure.

- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

It is a requirement that Year 10 students attend school until the final day of Year 10 as determined by the school system, **unless an exemption has been granted by the Principal.**

The RoSA credential will:

- Be a record of achievement for students who leave school before completing the Higher School Certificate (HSC)
- Contain a student's record of academic achievement up until the day they leave school as it is a cumulative credential
- Report results of moderated, school based assessment, not external tests
- Be available when a student leaves school any time after they complete Year 10
- Show a result for all courses completed in Year 10 and Year 11
- Be able to be reliably compared between students across NSW
- Give students the option to take online literacy and numeracy tests
- Be comprehensive and offer the ability to record a student's extracurricular achievements

RoSA reporting and grades

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that may have been sat
- date the student left school.

It includes an A to E grade for all Stage 5 (Years 9-10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.

Grades are:

- based on student achievement in their assessment work
- submitted to NESA by the school in Term 4
- monitored by NESA for fairness and consistency.

The grading system describes the student's achievement at the end of each course in Stage 5. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors. For subjects other than Mathematics, NESA has developed Course Performance Descriptors which describe five levels of achievement from A to E. In Mathematics, grades are awarded from A10 to E2 according to the NESA Course Performance Descriptors. From the submitted grade NESA will produce the NSW Record of School Achievement showing a Grade, from A to E, in each course studied.

NESA works with teachers to ensure appropriate standards for grading and assessment are developed and applied. This ensures that grades awarded in one school are equivalent to the same grades awarded in another school.

NESA also provides schools with information about the historical allocation or patterns of grades awarded by that school over recent years. This helps guide the allocation of grades to current students.

Students who remain at school to complete their HSC will not receive a RoSA.

Satisfactory completion of a course

Students will be considered to have satisfactorily completed a course if, in the Principal's view there is sufficient evidence that they have:

a) Followed the course developed or endorsed by NESA
b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
c) Achieved some or all of the course outcomes.

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including aspects such as - assignments, class participation and practical work.

'N' DETERMINATIONS

If the Principal determines that a student has not fulfilled a course's requirements, they will receive an 'N' determination.

Students are warned via a letter from the school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

Indicators of possible failure for students to apply themselves and fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism or cheating.

There is a formal appeal process available to all students and this can be explained by the Deputy Principal or Principal.

If a student receives an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

SCHOOL ASSESSMENT PROCEDURES

Students will complete school-based assessments, tasks such as tests, written assignments, practical activities, fieldwork and projects.

The school's responsibilities

The NSW Education Standard Authority (NESA's) syllabus packages, including assessment and reporting documents, indicate the mandatory content for study and provide guidance for assessment in each course.

Each school will determine:

a. the practical and written tasks, such as tests, assignments or projects, on which their assessments are to be based
b. the weightings to be allocated to each task.

Schools are required to develop an assessment program for each of their courses.
This involves the following ***responsibilities***:

a. number of tasks that will be used to measure students' achievement in each syllabus component
b. allocating weightings to each of the tasks
c. scheduling tasks
d. informing students at least three weeks in advance, in writing of:
    - the components and their weightings for each task
    - the general nature of each assessment task
    - a schedule of when assessment tasks are planned to take place, including adequate notice of the precise timing of each assessment task
    - the weight value of each task in relation to the total weighted mark for the course
    - details of administrative arrangements associated with each task
    - details of the school's policy on malpractice in assessment tasks
    - details of the procedures to be implemented if tasks produce invalid or unreliable results
    - details of the procedures for dealing with student appeals arising from assessment tasks
e. appropriate procedures for marking, recording and reporting students' performance on all assessment tasks
f. notifying parents/caregivers in writing of any missed assessment task or non-serious attempt
g. issuing standard Stage 5 Official Warning Letters when performance in a course is in question.

Maintaining records

Schools are required to maintain records of marks awarded for each task identified as part of the assessment program.

Schools are **not** required to retain evidence of assessments such as test papers, assignments, projects, practical exercises, etc.

The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

Schools may offer, however, substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks. This must be in accordance with the illness/misadventure provisions published in the school's assessment program. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task.

School Principals have the authority to grant learning adjustments for assessment tasks. http://ace.nesa.nsw.edu.au/ace-8072

Student's responsibilities

This involves the following ***responsibilities***:

- meeting all course and school requirements including attendance at classes
- applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- being aware of and following assessment requirements and procedures
- making a serious attempt in all assessment tasks.

For all assessment tasks and examinations, the following will be treated as a non-serious attempt and a zero mark awarded:

- Answering only the multiple choice questions and/or true/false and/or matching etc.
- Presenting some or all of the responses so that they appear not to be genuine attempts to really answer the questions/s asked. This may include copying or modifying some or all of the question/s or leaving a number of blanks
- Including frivolous or objectionable material
- Bringing unauthorised notes into the assessment or examination
- Accessing and/or copying information from an electronic device
- Purchasing and modifying a commercial product and submitting this as their own project
- Using online translation tools
- Using erasable pens. **Only** non-erasable pens are to be used in assessment tasks including examinations. Queries regarding marked tasks will not be addressed if any part of the task has been completed with an erasable pen

    - Tasks will have to **be redone** in order to meet course outcome requirements but the **zero mark will remain**
- ***personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged***
- submitting all tasks on or before the due date
- being present for all 'in-class' tasks and examinations
- ***understanding malpractice***

REPORTING TO PARENTS

Each year parents will receive two written reports during the year on their child's achievements at school. The information contained in this report is a summary of achievement for that semester and is one of several ways the school communicates with parents about their child's progress. Parent-teacher meetings are held once per year, and teachers can be contacted via the school email or phone number at other times in the year.

Student progress is reported on using the following five point scale:
A – Outstanding Achievement:
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B – High Achievement:
The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C – Sound Achievement:
The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D – Basic Achievement:
The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills
E – Limited Achievement:
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills

ASSESSMENT SCHEDULE BOOKLET AND TIMEFRAME

This assessment booklet provides students with an assessment schedule for each course (see pages 30 - 75). Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, weightings and outcomes to be assessed.

NOTIFICATION OF ASSESSMENT TASKS

Students will be notified of the ***due date*** and ***details*** of an assessment task in writing at least three weeks before the task.

The written notification details of each task must include:

- the date and time of when the task will take place or when the task is due

- components and their weighting as specified in the course assessment schedule
- the general nature (mode) of the assessment task
- the weight value of the task in relation to the total weighted mark for the course as specified in this policy
- where appropriate, marking criteria/rubric/information about how the task will be assessed.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for three weeks' notice provided the task is not being brought forward. If there are **any changes of date, students will receive an amended written notification.**

NOTE: The written notification has precedence over any information listed in the assessment schedules contained in this assessment booklet – that is, details of assessment tasks listed in the assessment booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task. In some circumstances, it may be necessary to alter the date of the task (that is, term and week) from that listed in the assessment schedule in this assessment booklet. When this occurs, students will be informed of any changes to the date – in writing, and three weeks in advance. The Principal is to be consulted if it is not possible to give three weeks' notice for changed tasks.

Students are expected to perform/complete all tasks on the set date and sit for all tests scheduled as part of this assessment program in an ethical and moral manner. **In each case when submitting an assessment task, students are required to use the 'Assignment/Assessment Task Cover Sheet' included in this document (see page 80).**

Students and parents/caregivers should familiarise themselves with the procedures required for applying for Illness or Misadventure as no application will be upheld based on lack of knowledge or understanding of the assessment policy.

ABSENCE WHEN A TASK IS NOTIFIED

Whenever a student is absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit an **Illness Misadventure Application** to the Deputy Principal, or if absent to the Principal (see page 78 for a sample copy of form).

EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION

An extension of time for completion of tasks may only be granted by the Deputy Principal after consultation with the appropriate Head Teacher. Students must apply to the Deputy Principal using the school's **Illness Misadventure Application as soon as they are aware** of

the task. Extensions will only be granted in cases of severe illness on the day of the task or other exceptional circumstances. A medical certificate will be required in cases of illness.

If an extension is not granted, the task must be submitted on the due date. Unless prior application for an extension has been approved by the Deputy Principal, the late submission of a task will result in **ZERO** marks being awarded for that task.

PRIOR KNOWLEDGE OF ABSENCE

Where a student has a clash between an assessment task and a Principal approved school activity or leave, the student **MUST** notify the Deputy Principal. Students must complete an **Illness Misadventure Application before the end of the school day following the activity.**

Where a student knows in advance that they will be absent on the day of an assessment task, the student must notify the Deputy Principal, submit an **Illness Misadventure Application** and complete the work at a time specified by the Deputy Principal. Students who fail to complete the task before the due date and do not make arrangements for its completion on the specified date MUST complete an **Illness Misadventure Application.**

The school will always endeavour to minimise clashes with assessment task and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

ABSENCE DUE TO ILLNESS OR MISADVENTURE

Please note the following:
Illness or injury – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);
Misadventure – refers to any other event beyond the student's control which allegedly has affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

For all illness or injury or misadventure, the Deputy Principal will verify the circumstances. It is the student's responsibility to perform/submit all tasks which are part of the assessment program. Assessment tasks must be submitted by the due date or performed at the specified time. Should a task be submitted or performed late, without first gaining an extension from the Deputy Principal, then a mark of **ZERO** will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the Deputy Principal).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the Deputy Principal **IMMEDIATELY** if circumstances will prevent them from doing so.

Students who are absent on the due date for the submission of an assessment task, or who are absent on the day of an assessment task, must submit an **Illness Misadventure Application** to the Deputy Principal.

A student may also submit an **Illness Misadventure Application** to the Deputy Principal if they believe that **exceptional circumstances** leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance in that task.

Students must immediately report to the Deputy Principal and submit an **Illness Misadventure Application** if they feel that an issue has arisen during a task which may have had an impact on their performance.

Absence on the day an assessment task is to be SUBMITTED

A student who is absent from school for a valid reason on the school day before and / or on the day an assessment task is due to be handed in, has the responsibility to ensure that the completed task is submitted to the class teacher/ Deputy Principal before the **9am** on the due date, or carry out the following procedures:

a. **Contact the school before 9am** on the day that the assessment task is due. Speak to the Front Office to make arrangements for the task to be submitted **AND**
b. Before 9am on the day of their return to school, see the Deputy Principal to submit an **Illness Misadventure Application and submit the task.** The student must provide a parent/carer letter detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary.

NOTE: In the case of a student being absent from school on the day an assessment task is due and the student did not make arrangements for the task to be submitted on that day, a **ZERO** will be recorded for that task if an **Illness Misadventure Application:**

a. Has not been submitted to explain their absence or
b. Has been submitted by the student but is not approved.

Absence on the day of an assessment task is to be CONDUCTED i.e. exam, practical task, oral, test

Students who are absent from school for a valid reason on the school day before and/or on the day of an assessment task MUST:

a. **Contact the school by 9am** on the day of the assessment task and give an anticipated date for their return to school
b. Before 9am on the day of their return to school, see the Deputy Principal to submit an **Illness Misadventure Application and submit the task.** The student must provide a

parent/carer letter detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary.

c. Be prepared to sit for the task, or if deemed appropriate, a substitute task, **on the day of their return to school** (the first school day the student is not covered by the medical certificate).

Where appropriate, the Deputy Principal may authorise the task, or a substitute task, to be given as soon as practicable after the student's return. Where appropriate, the Principal may authorise an estimate to be given.

NOTE: In the case of a student being absent from school on the day of an assessment task, a **ZERO** will be recorded for that task if an **Illness Misadventure Application:**

a. Has not been submitted to explain their absence on the day of their return (the first school day the student is not covered by the medical certificate) or
b. Has been submitted by the student but is not approved.

Misadventure

The school recognises that students may have to prepare for assessment tasks in difficult circumstances, but it is not feasible to compensate students for difficulties in preparation. Since students frequently perform better in stressful circumstances than they expect, it is important to complete assessment tasks if possible rather than rely on estimations or predictions. However, if a student completes an assessment task but believes that short term **exceptional circumstances** leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance, the student MUST:

a. **On the day of the task,** see the Deputy Principal to obtain an **Illness Misadventure Application** and to provide an explanation as to why they feel their performance in the assessment task has been adversely affected. The student must outline to the Deputy Principal an appropriate timeframe to complete the **Illness Misadventure Application,** with the necessary independent evidence of the facts, detailing why the circumstances adversely affected their performance. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness MUST obtain a medical certificate **for the relevant time period.**
b. Return the completed **Illness Misadventure Application** to the Deputy Principal, with the independent evidence, as per the time frame agreed upon.
NOTE: If receiving learning adjustments refer to page 25 of this booklet.

In the case of a student who has completed an assessment task and has submitted an **Illness Misadventure Application** but believes that short term exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance, the following will apply:

a. If the assessment task appeal is not upheld, then the student will receive the mark they actually gained on the task
b. If the assessment task appeal is upheld, then the student will receive either the mark actually gained on the task or an estimated mark (based on comparable assessment tasks), whichever is the higher.

NOTE: appeals initiated after assessment task results have been issued will NOT be considered in any circumstances.

Limitations on Assessment Appeal Applications

An Illness Misadventure Application cannot be submitted on the basis of:

- Difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
- Loss of study time or facilities
- Long-term illnesses such as glandular fever, unless a flare-up is suffered of the condition during an examination
- The same grounds for which learning adjustments are received, unless additional difficulties are experienced during an examination
- Misreading notifications, examination timetables or instructions
- Other commitments, such as participation in external programs, work or sporting events, or attendance at examinations conducted by other education organisations (unless leave has been approved by the Principal).

ATTENDANCE ONE SCHOOL DAY BEFORE A TASK OR EXAMINATION AND ATTENDANCE ON THE DAY OF A TASK

Students **MUST** attend all timetabled lessons on time or scheduled school activities during the **one day prior** to an assessment task. Where a task is due later in the day, then students must attend all lessons **prior to the task on that day (unless approval has been given by the Deputy Principal).**

If a student fails to meet this requirement, she must provide independent evidence of the reasons, detailing why the circumstances prevented them from being at school or on time the day before to the assessment task, or why they could not attend all lessons on time prior to the task on the day of the assessment task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide a medical certificate certifying the illness **occurred during the day prior to the assessment task, or on the day of the assessment task (whichever is applicable). Medical certificates obtained after the event will not be accepted. Back dated medical certificates will not be accepted. A medical certificate that merely states a student was unfit for work/study is not acceptable.**

If proof of illness or leave is not approved, then the student will be awarded a zero mark.

LATE SUBMISSION OF TASKS

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be **LATE** unless there are exceptional circumstances. Tasks must be submitted in accordance with the instructions from the relevant faculty. All faculties must maintain a record of tasks submitted. Unless the Deputy Principal receives a completed

an **Illness Misadventure Application** that provides an acceptable explanation for the late submission of a task, the student will receive a **ZERO** mark for that task.

GRANTING OF AN ASSESSMENT TASK APPEAL

If an **Illness Misadventure Application** has been upheld, then the Deputy Principal may:

- Authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return
- Authorise for an estimate to be given
- Grant an extension of time
- Determine an alternative procedure (in consultation with the Principal and the relevant Head Teacher).

NOTE: An application for an Illness Misadventure is no guarantee that it will be upheld.
Where a student has attended an assessment task or examination while ill or subject to the effects of other misadventure, and their appeal is upheld by the Assessment Appeal Panel, (Head Teacher, Deputy Principal, Principal) the following procedure will be followed:

1. Their paper will be marked along with all the others.
2. At the end of the course, the Assessment Appeal Panel will then examine the marks awarded in relation to other assessment data and other relevant evidence of the student's level of achievement.
3. If the mark achieved is commensurate with or better than expectations based on the other evidence, not action will be taken.
4. If the mark is significantly below expectations, it will be set aside and an estimate substituted before assessment marks are submitted to NESA.
5. In cases where an estimate is awarded, the Assessment Appeal Panel will exercise their professional judgement, using all available evidence of achievement, to provide the most accurate estimate possible. In the absence of good evidence, the Assessment Review Panel cannot predicate estimates on a student's potential or ability alone. The student's rank order in the course may not necessarily be maintained.

TECHNOLOGY AND ASSESSMENT TASKS

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for an extension will only be considered in **extreme circumstances.**

To minimise problems in relation to technology, students should adhere to the following protocols:

- When working at home, continually back up all work on the hard drive of their computer and on an external portable storage media (such as a USB drive)
- When working at school, save the latest version of their work to their personal files on the school server
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
  - Check the compatibility of home software with the school's technology
  - Sound files should be saved as an MP3, Video/DVD and Digital Media should be saved as MP4, AVI or MOV files
  - Save a copy of the final version of the task to an email address that can be accessed at school (such as school @education email account), as well as bringing it to school on external portable storage media.
- Students are to adhere to the instructions in regard to the proctoring of the task, this may include supervision by teams or other digital platforms and the integrity of the task must be upheld with no involvement from third parties
- Submission of any digital task within the due time is the responsibility of the student
- Digital submission of any task constitutes a digital signature that the student has submitted their own work

To submit a hard copy of the task, print the task at home to avoid any software incompatibility problems and to ensure that problems are not encountered accessing the school computers (during busy times, they may have trouble accessing the school computers/printers). If unable to print work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing.
(Note: printing at school should only be a last resort and must be completed before the due hand in time).

FEEDBACK

Teachers provide feedback to students to assist their learning. Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students. Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher. For each assessment task students should receive clear feedback on their performance. This should include what they are able to do and what they need to do in order to improve their performance.

This advice should indicate:

- Student attainments in the task relative to the outcomes
- Individual feedback (written or verbal) and group feedback by the teacher who marked the task (or particular section).

ORAL/PERFORMANCE/PRACTICAL TASKS

Students must present oral/performance assessment tasks on the specified due date and at the allocated time. If required, students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what

will be presented orally during the allocated time). On the specified day that the task is due, teachers will normally indicate the order in which they will make their presentations. Students must complete the task during the allocated time.

ZERO MARKS

A **ZERO** will be awarded when a student:

- Submits a task late (without a valid reason)
- Does not attempt the assessment task (non-attempt)
- Does not make a serious attempt at a task (non-serious attempt). A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which contains frivolous or objectionable material. Where the Deputy Principal deems a student to have made a non-serious attempt, a mark of zero will be awarded
- Is found to be involved in substantial malpractice
- Is absent ONE school day before an assessment task (without a valid reason)
- Is absent from or late to class ONE day before an assessment task

In such cases:

- Parents/guardians will be informed in writing
- Copies of the parental notification will be distributed to the Head Teacher, Year Adviser, Deputy Principal and Principal

Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N' determination for that course. (See pages 81 - 82 for a sample copy of Official Warning Letter).

MALPRACTICE IN ASSESSMENT TASKS

Any student found involved in malpractice in completing an assessment task may be awarded a mark of **ZERO** for that task. They will be recorded on the NESA Register of Malpractice for HSC assessment tasks. Malpractice includes, but is not limited to:

- Cheating
- Attempting to cheat
- Assisting others to cheat
- Colluding to facilitate either own advantage or advantage of another student.
- Submitting an assessment that was completed in a group and presenting it as individual work rather than completing it separately as per the notification.
- Copying someone else's work in part or in whole, and presenting it as their own
- Copying in an exam from other student or using information secretly brought in
- Using material directly from books, journals, CDs or the internet without reference to the source
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Paying someone to write or prepare material
- Distracting other students from their work during an assessment task
- Disrupting the assessment task in any way

- Breaching school examination rules
- Using non-approval aides during an assessment task
- Using online translation tools
- Contriving false explanations to explain work not submitted by the due date
- Altering of an assessment task that has already been marked
- Attempting to alter an assessment task that has already been marked
- Making up journal entries for a research project
- Copying information from an electronic device

If an allegation of malpractice is made by the class teacher or marker, it will be referred to the Head Teacher of the course. The incident will then be referred to an Assessment review panel for investigation where student(s) and their parents are made aware of the details and given an opportunity to respond. The decision with regard to malpractice having occurred will be made by the panel. The decision will be communicated in writing to the students with any penalty outlined. The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

If malpractice is proven, a mark of **ZERO** may be awarded. If zero was awarded for malpractice, the student is required to complete the task or components of the task, to demonstrate completion of the outcomes.

In all situations involving malpractice, the Principal will be aware of the circumstances.

INVALIDITY OF ASSESSMENT TASKS

Where invalid or unreliable results have been produced by an assessment task the faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration. An investigation will be undertaken by the Deputy Principal and Head Teacher of the faculty involved to ascertain the reasons for the unreliable or invalid results. One or more of the following processes may be implemented as appropriate:

- Negotiation with all students affected
- Implement an alternate task supplied for the whole or part of the original
- Mark adjustment to discount the invalid part of the test
- Other, as determined by the Head Teacher and Deputy Principal

QUERYING THE RESULT OF AN ASSESSMENT TASK

Disputes over an individual task must be raised with the Head Teacher on the day the task is returned and the task will be retained by the Head Teacher. The Head Teacher's decision is final. A teacher's professional judgement cannot be the basis of an appeal.

WARNING OF 'N' DETERMINATION

Students undertaking Stage 5 courses must make a genuine/serious attempt to complete course and assessment requirements. These requirements include students applying

themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, **regardless of whether or not these tasks contribute to the final assessment mark.** It is a matter for the class teacher's professional judgement to determine whether or not a student has made a genuine attempt to complete these requirements.
Students must make a serious attempt at assessment tasks that contribute in excess of 50% of the available marks.

Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course. Students and parents/guardians will be informed of the problem, in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.

Further information

A copy of the **Assessment, Certification and Examination (ACE) Manual** is available on the NESA website (in the Manuals section). The URL is: *https://ace.nesa.nsw.edu.au*

'N' DETERMINATIONS AND APPEALS

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student fails to meet course and assessment requirements in a Stage 5 course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement, and in the future it may also mean the possible withholding of the whole Higher School Certificate
The final decision regarding an 'N' determination recommendation will be made by the Principal. Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the Principal and the three Deputy Principals. The outcome of the appeal will be notified to the student, the parents/caregivers and NESA.

ASSESSMENT TASK APPEAL APPLICATIONS BASED ON SPECIAL CONSIDERATION

The **Illness Misadventure Application** must be submitted to the Deputy Principal by 3pm on the first day of return to school. Only information provided with the application will be considered as part of the appeal process. The Deputy Principal assesses the assessment task appeal application to determine whether the student's application is to be upheld or declined. An **'Upheld'** determination is made after assessing that the student has followed the appropriate process to apply for consideration and sufficient evidence has been provided to justify:

- no penalty being applied to the student's mark for the task
- an alternate task is scheduled
- a determination to estimate results to maintain rank or
- the application is classed as 'to be reviewed.'

If the Illness Misadventure Application is **'Declined'**, no adjustments will be made. The **'Declined'** determination is made on the basis that the student **has not** followed the appropriate process to apply for consideration or provided sufficient evidence.

If a student has applied for special consideration using the **Illness Misadventure Application,** and the task is 'to be reviewed', the outcome will be determined by the Assessment Review Panel after completion of all assessment tasks.

Students who have received learning adjustments should not submit an Illness Misadventure Application as their performance in the assessment task has been supported - unless the application would request review of separate circumstances.

Subsequent/alternate task submission
If students are absent due to illness or misadventure and they satisfy the requirements of the policy an alternate task will be organised by school executive. Once the task has been completed by the student they cannot then apply for special consideration for the same task.

Tasks to be reviewed at end of course
If a student completes a task but submits an Illness Misadventure Application form that has been assessed as 'to be reviewed', then the assessment review panel will review similar tasks to determine if disadvantage is evident. NOTE this cannot occur on multiple tasks within the course assessment schedule.

Task estimation to maintain grade
In exceptional circumstances it is not appropriate for the student to sit an alternate task in which case the Deputy Principal may determine the student's relative assessment grade is to be maintained.

A students' mark cannot be provided on their school report until the review panels decision has been finalised. It is not the role of the Assessment review panel to determine a degree of disadvantage due to an illness, injury, or misadventure rather to determine if disadvantage has occurred through the comparison of similar tasks.

A further appeal may be lodged through the Principal to NESA if the student is dissatisfied with the school review procedures.

ASSESSMENT CONCERNS

Where circumstances arise in the administration of the assessment of courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Deputy Principal for resolution.

LEARNING ADJUSTMENTS

If a student is entitled to learning adjustments for examination periods and/or in-class assessments, it is the responsibility of the student to request these adjustments for any school-based assessment tasks. This can be negotiated with the Head Teacher Wellbeing teacher. **This request must be submitted TWO weeks before a school assessment.**

NOTE the following unacceptable grounds for appeal: The provisions of the appeals process do not cover disabilities for which School has already granted learning adjustments, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is support by the supervising staff member.

PROCEDURES FOR TASK ADMINISTRATION

For separate classes completing the same course, Head Teachers are required to ensure:

- Students receive the same information to ensure consistency in the administration of the assessment task.
- Where possible, the task should be completed on the same day/period to protect the integrity of the task.
- All students have the same examination conditions and experiences.
- In subjects where more than one class exists, all tasks (or section of) will be marked following faculty procedures.

During an assessment task, students must turn off their mobile phone and place it in their school bag. Students who breach this rule may have a penalty imposed, such as a zero for the task.

CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS

Students must:

- Be prompt to the examination. Students should assemble outside the hall or other designated venue (minimum 15 minutes prior to the commencement of the examination, test or assessment).
- Wear full school uniform to all examinations.
- Cease speaking or communicating in any way as they enter the examination venue and remain **silent** while in the examination room except if talking to a supervisor.
- Complete an attendance slip for an assessment period. The slips will be collected and forwarded to the Deputy Principal.
- **Follow** the examination supervisor's **instructions** at all times.
- Behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination.
- Not write, use any equipment including highlighters, or annotate the examination paper in any way during reading time.
- Make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material. Furthermore:

- ✔ **NESA awards zero** to any script in which only the multiple choice questions have been answered or where the student has just copied or modified the question or part of it. These are treated as **a non-attempt of the examination in that course.**

- Any of the following items must not be bought into assessments/exams:
  - ✔ Mobile phones
  - ✔ Programmable watches e.g. smart watches
  - ✔ Electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries
  - ✔ Stopwatches
  - ✔ Paper or printed or written material (including the exam timetable)
  - ✔ Dictionaries (except in language exams, if allowed)
  - ✔ Correction fluid or correction tape
- Equipment cannot be borrowed during assessments or exams. Exam supervisors may inspect equipment when students enter the room and will tell them where to place unauthorised items.
- Remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor
- **Behave ethically** – no attempt should be made to engage in malpractice, to cheat or to attempt to cheat.

A penalty, including a zero mark may be applied if a student breaks any of the examination rules, with no opportunity to redo the task.

Tips for Being a Successful Student

Be Organised

- The first step towards success at school is to be organised. This means knowing where things are kept like books and equipment, knowing when school work is due, and being able to find things when needed. Make sure that all books and equipment are in one place e.g. bedroom.
- Check the timetable each evening before going to bed. Then use this information to pack the school bag.
- A study guide is a great tool that can help you get organised. This helps to quickly glance over important dates and events. A study guide works well with a diary.
- A weekly planner outlines when school work is due, and also helps plan time by allowing calculations to be made on how much time is left before something is due. A weekly planner should be updated every week to reflect the amount of time needed to spent on different tasks.
- Separate exercise books are needed for all subjects. Use headings and subheadings for things and always date work so it's easier to sequence.

Prioritise Your Time and Work

To prioritise means to make a decision on what is important and what needs to be done first. To help prioritise having clear and manageable learning goals is important and knowing what has to be done to achieve those goals.

Being organised, knowing when work is due and knowing how much time is available will help set priorities and find time to do things that are urgent and important. Make a short list of the most urgent or most important things that have to be done. This list should not be too long - five or so items at a time - always complete the item at the top of the list first.

A **"To Do List"** will help with feeling in control and it will give a sense of achievement. A list should have all urgent tasks on it to help remember that they have to be done. The most urgent tasks should be at the top of the list. Important things are not always urgent, but they have to be done - and time must be found to do them. There is a range of important things, and these things are not just school work. However, by prioritising helps to find a balance between everything that is important. It is important to have learning goals. Learning goals should be realistic and manageable. For example, think about learning goals a year from now, but also think about all the small steps that will help to get there. Plan on doing the small steps first, and then gradually build up. Knowing where to go makes getting there a lot easier. If not sure about goals, talk to someone who can help work out where to go and how to get there. School work is very important, but so are the other things after school. The trick is to find a balance between the different things after school. Use a weekly planner to help with this process. Work out all the things that need to done that week (prioritise), then see how much time is left for other things. Finding the right balance will reduce stress and help to stay on task.

Get Things Done

Getting things done can be time consuming and challenging, but being organised and having priorities right, it will make workload easier.

Bigger tasks should be broken down into smaller parts. Each assignment or project should be broken down into smaller, manageable components, and then time should be allocated to each component in a weekly planner. This makes big jobs easier to do and it reduces stress.

When breaking things down, make sure to understand all the steps that have to be completed, and then work on the first step until it is done. Only when completed the first step should moving on to the next step be appropriate. A study schedule should help work out how much time is needed to complete each step.

Going over class notes and linking them to key skills and concepts should be something to do at home during the time set aside to do homework. Even if teachers do not set this activity explicitly for homework, this should be done regularly at home.

Making study notes is the process of linking content learned in class to key skills and processes. Once study notes have been designed it is much easier to do assessment tasks and prepare for tests and examinations as these always ask to link knowledge to key skills.

Ask for feedback from teachers on progress to ensure that learning is on the right track and that skills are developing. Providing enough time to complete work, means there will be time to show teachers a fairly complete draft at least several days before the work is due.

This will give teachers' time to provide feedback and give time to act on the feedback received.

SUBJECT OUTCOMES AND ASSESSMENT SCHEDULES

COMMERCE Course Outcomes

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

COMMERCE

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Task 1 – Consumer Decisions	Task 2 – Career Website	Task 2 – Promoting & Selling Challenge	Task 3 – Business Basics Quiz	
Timing	Term 1 Weeks 10-11	Term 2 Weeks 7 - 8	Term 3 Weeks 7 - 8	Term 4 Weeks 4 - 5	
Outcomes Assessed	COM5-1, COM5-2, COM5-4, COM5-9	COM5-1, COM5-2, COM5-8, COM5-9	COM5-1, COM5-5, COM5-6, COM5-7, COM5-8	COM5-1, COM5-2, COM5-5, COM5-8	
Components					**Weighting %**
Total %	**25**	**25**	**25**	**25**	**100**

DESIGN AND TECHNOLOGY Course Outcomes

DT5-1	analyses and applies a range of design concepts and processes
DT5-2	applies and justifies an appropriate process of design when developing design ideas and solutions
DT5-3	evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
DT5-4	analyses the work and responsibilities of designers and the factors affecting their work
DT5-6	develops and evaluates creative, innovative and enterprising design ideas and solutions
DT5-7	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
DT5-8	selects and applies management strategies when developing design solutions
DT5-9	applies risk management practices and works safely in developing quality design solutions
DT5-10	selects and uses a range of technologies competently in the development and management of quality design solutions

DESIGN AND TECHNOLOGY

Task Number	**Task 1**	**Task 2**	
Nature of Task	Project 1 **Ready, Set, Logo!**	Project 2 **Safe Haven**	
Timing	Portfolio: Term 1, Week 11 Product: Term 2, Week 6	Portfolio: Term 3, Week 9 Product: Term 4, Week 9	
Outcomes Assessed	DT5-1, DT5-3, DT5-6 DT5-7, DT5-8	DT5-2, DT5-3, DT5-4, DT5-6, DT5-8, DT5-9, DT5-10	
Components			**Weighting %**
Knowledge and understanding of course content	20	20	**40**
Knowledge and skills in designing, managing, producing and evaluating a major design project	30	30	**60**
Total %	**50**	**50**	**100**

DRAMA Course Outcomes

5.1.1	manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	contributes, selects, develops and structures ideas in improvisation and playbuilding
5.1.3	devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
5.2.1	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.

DRAMA

Task Number	Task 1	Task 2	Task 3	Task 4	
Task	**Improvisation and The Elements of Drama Performance and Logbook**	**Comedy and Clowning Performance and Logbook**	**Commedia Dell'arte Performance and Logbook**	**Ancient Greek Theatre Performance and Logbook**	
Nature of Task	Performance, written planning, and reflection	Performance, written planning, and reflection	Performance, research, written planning, and reflection	Performance, research, written planning, and reflection	
Timing	Term 1 Week 7	Term 2 Week 2	Term 3 Week 3	Term 3 Week 10	
Outcomes Assessed	5.1.1, 5.1.2, 5.2.1,5.3.1	5.1.3 ,5.2.3, 5.3.3	5.1.3 ,5.2.3 ,5.3.3	5.1.4, 5.2.2, 5.3.2	
Components					**Weighting %**
Total %	**20**	**15**	**35**	**30**	**100**

ENGLISH Course Outcomes

EN5 - 1A	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5 - 2A	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5 - 3B	selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5 - 4B	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5 - 5C	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5 - 6C	investigates the relationships between and among texts
EN5 - 7D	understands and evaluates the diverse ways texts can represent personal and public worlds
EN5 - 8D	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5 - 9E	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

ENGLISH

Task Number	Task 1	Task 2A	Task 2B	Task 3	
Nature of Task	Sci-Fi Genre Study: Google Classroom analysis samples and Viewing task	Text as Messenger Checkpoint One: draft and portfolio	Text as Messenger Final Submission: story, visual and portfolio	First Nations Voices Hand-in essay and mini reading task	
Timing	Work Samples: Term 1: Weeks 2-8 (formative) Viewing task: Week 8 (summative)	Checkpoint interviews and draft extract: (formative) Term 2: Weeks 3-4	Visual and Portfolio interviews: (formative) Story Final submission: (summative) Term 2: Weeks 9-10	Mini Reading Task: Term 3: week 4-5 (summative) Hand in Essay: (summative) Term 4: Week 2	
Outcomes Assessed	EN5-1A EN5-2A	EN5-1A/ EN5-4B (Draft) EN5-2A/ EN5-9E (portfolio)	EN5-1A/ EN5-4B (Story and Visual) EN5-2A/ EN5-9E (portfolio)	EN5-3B EN5-7D EN5-8D	
Components					**Weighting %**
Total %	**25**	**50**		**25**	**100**

FOOD TECHNOLOGY Course Outcomes

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

FOOD TECHNOLOGY

Task Number	**Task 1**	**Task 2**	**Task 3**	
Nature of Task	Food Selection & Health (Written & Practical Assessment)	Food in Australia (Written & Practical Assessment)	Food Equity (Written & Practical Assessment)	
Timing	Term 2 Weeks 3 - 4	Term 3 Weeks 8 - 9	Term 4 Week 7	
Outcomes Assessed	FT5-3, FT5-6, FT5-7, FT5-8, FT5-11	FT5-8, FT5-9, FT5-10, FT5-11, FT5-12	FT5-1, FT5-2, FT5-10, FT5-11, FT5-13	
Components				**Weighting %**
Knowledge, understanding and communicating course content	20	20	10	**50**
Skills in planning, safely and hygienically preparing, presenting and evaluating food solutions	20	20	10	**50**
Total %	**40**	**40**	**20**	**100**

FRENCH Course Outcomes

	Communicating Strand
LFR5-1C	manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LFR5-2C	identifies and interprets information in a range of texts
LFR5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LFR5-4C	experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences
	Understanding Strand
LFR5-5U	demonstrates how French pronunciation and intonation are used to convey meaning
LFR5-6U	analyses the function of complex French grammatical structures to extend meaning
LFR5-7U	analyses linguistic, structural and cultural features in a range of texts
LFR5-8U	explains and reflects on the interrelationship between language, culture and identity

FRENCH

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	**Topics - Describing people** (hand in)	**Topics – School and daily Routine** Accessing & responding (hand in) Composing in French (in class/hand in)	**Topics - Clothing, Shopping and Directions** Multimodal task (both hand-in & in-class)	**Topics - All** Multimodal task (both hand-in & in-class)	
Timing	Term 1 Week 7	Term 2 Week 3	Term 3 Week 7	Term 4 Week 2	
Outcomes Assessed	LFR5-1C, LFR5-3C, LFR5-4C, LFR5-5U	LFR5-2C, LFR5-4C, LFR5 -6U, LFR5 -7U, LFR5-8U	LFR5-1C, LFR5 -4C, LFR5-5U	LFR5-1C, LFR5-2C, LFR5-4C, LFR5-5U, LFR5 -6U	
Components					**Weighting %**
Accessing and Responding	10	10		20	**40**
Interacting	10		20		**30**
Composing in French		10	10	10	**30**
Total %	**20**	**20**	**30**	**30**	**100**

GEOGRAPHY Course Outcomes

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

GEOGRAPHY

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Task 1 - Asian City Depth Study	Task 2 - Waste Research Task	Task 3 - Coastal Management and Skills Task	
Timing	Term 1 Weeks 6 - 8	Term 3 Weeks 2	Term 4 Weeks 4	
Outcomes Assessed	GE5-1, GE5-2, GE5-5, GE5-8	GE5-3, GE5-5, GE5-7, GE5-8	GE5-3, GE5-7, GE5-8	
Components				**Weighting %**
Total %	**40**	**30**	**30**	**100**

HISTORY Course Outcomes

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

HISTORY

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Trans-Atlantic Slave Trade In-Class Task	WWI Viva Voce	WWII Written Task	
Timing	Term 1 Weeks 5 - 9	Term 2 Weeks 8 - 10	Term 3 Weeks 6 - 8	
Outcomes Assessed	HT5-4, HT5-5, HT5-7	HT-5-1, HT5-6, HT5-8, HT5-10	HT 5-2, HT 5-9	
Components				**Weighting %**
Total %	**30**	**35**	**35**	**100**

HISTORY ELECTIVE Course Outcomes

HTE5.1	Applies an understanding of history, heritage, archaeology and the methods of historical inquiry.
HTE5.2	Examines the ways in which historical meanings can be constructed through a range of media
HTE5.3	Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTE5.4	Explains the importance of key features of past societies or periods, including groups and personalities
HTE5.5	Evaluates the contribution of cultural groups, sites and/or family to our shared heritage.
HTE5-6	Identifies and evaluates the usefulness of historical sources in an historical inquiry process
HTE5-7	Explains different contexts, perspectives and interpretations of the past
HTE5.8	Locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
HTE5.9	Uses historical terms and concepts in appropriate contexts
HTE5.10	Selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences

HISTORY ELECTIVE

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Myths and Legends - Presentation and Vision Board.	Tudor Fiction- Short Story	Society Study- Children's History Text	
Timing	Term 1 Weeks 5 - 9	Term 2 Weeks 8 - 10	Term 3 Weeks 6 - 8	
Outcomes Assessed	HTE5.1, HTE5.8, HTE5.9, HTE5.10	HTE5.2, HTE5.6, HTE5.7, HTE5.9, HTE5.10	HTE5.3, HTE5.4, HTE5.5, HTE5.8, HTE5.9, HTE5.10	
Components				**Weighting %**
Total %	**30**	**35**	**35**	**100**

INFORMATION AND SOFTWARE TECHNOLOGY Course Outcomes

5.1.1	selects and justifies the application of appropriate software programs to a range of tasks
5.2.1	Describes and applies problem-solving processes when creating solutions
5.2.2	designs, produces and evaluates appropriate solutions to a range of challenging problems
5.2.3	critically analyses decision-making processes in a range of information and software solutions
5.3.1	justifies responsible practices and ethical use of information and software technology
5.3.2	acquires and manipulates data and information in an ethical manner
5.5.2	communicates ideas, processes and solutions to a targeted audience

INFORMATION AND SOFTWARE TECHNOLOGY

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Digital Media: Game Board Design	Software Development & Programming: Python Programming	Multimedia & Authoring: Animation Station	
Timing	Term 2 Week 3	Term 3 Week 9	Term 4 Week 8	
Outcomes Assessed	5.2.1, 5.2.2, 5.2.3	5.1.1, 5.2.1 5.2.2, 5.5.2	5.2.1, 5.5.2, 5.3.1, 5.3.2	
Components				**Weighting %**
Total %	**35**	**35**	**30**	**100**

iSTEM Course Outcomes

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

iSTEM

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Project 1	Project 2	Project 3	
Timing	Term 2 Week 2	Term 3 Week 2	Term 4 Week 2	
Outcomes Assessed	ST5-1, ST5-3, ST5-4, ST5-5, ST5-7	ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-9	ST5-1, ST5-2, ST5-3, ST5-4, ST5-7, ST5-8, ST5-10	
Components				**Weighting %**
STEM principles and processed	10	10	10	**30**
Skills	10	10	10	**30**
Technologies	5	10	5	**20**
Problem solving and design	5	5	10	**20**
Total %	**30**	**35**	**35**	**100**

JAPANESE Course Outcomes

	Communicating Strand
LJA5-1C	manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LJA5-2C	identifies and interprets information in a range of texts
LJA5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LJA5-4C	experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
	Understanding Strand
LJA5-5U	demonstrates how Japanese pronunciation and intonation are used to convey meaning
LJA5-6U	demonstrates understanding of how Japanese writing conventions are used to convey meaning
LJA5-7U	analyses the function of complex Japanese grammatical structures to extend meaning
LJA5-8U	analyses linguistic, structural and cultural features in a range of texts
LJA5-9U	explains and reflects on the interrelationship between language, culture and identity

JAPANESE

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	**Topic - Introducing friends, Sickness and health** Interacting via video conferences with Japanese schools by composing a speech script in Japanese (hand in)	**Topic - Going shopping, Eating at restaurants** Accessing the audio and written text in Japanese and responding in English (in class)	**Topic - Japanese festivals, Going out** Interacting via a letter from a Japanese pen pal and composting a reply letter to the pen pal (hand in)	**Topic – The Weather, Tokyo Disneyland** Accessing the audio and written text in Japanese and responding in English (In class)	
Timing	Term 1 Week 8	Term 2 Week 2	Term 3 Week 8	Term 4 Week 2	
Outcomes Assessed	LJA5-1C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5 -7U, LJA5-8U, LJA5-9U	LJA5-2C, LJA5-3C, LJA5-4C, LJA5 -7U, LJA5-8U, LJA5-9U	LJA5-1C, LJA5-4C, LJA5-6U, LJA5 -7U, LJA5-8U, LJA5-9U	LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	
Components					**Weighting %**
Accessing and Responding		20		20	**40**
Interacting	10		20		**30**
Composing in Japanese	10		10	10	**30**
Total %	**20**	**20**	**30**	**30**	**100**

MATHEMATICS 5.1 Course Outcomes

MA4-4NA	compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA	operates with fractions, decimals and percentages
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-15MG	performs calculations of time that involve mixed units, and interprets time zones
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events

MATHEMATICS 5.1

Task Number	Task 1	Task 2	Task 3	
Nature of Task	40 minute Pen and paper test	40 minute Pen and paper test	1 hour 15 minute Yearly Examination	
Timing	Term 1 Weeks 7/8	Term 3 Week 1	Term 4 Week 3	
Outcomes Assessed	**Consolidation of Stage 4 concepts in preparation for NAPLAN** MA4-4NA, 5NA, 10NA, 12MG, 13MG, 14MG, 15MG, 16MG	**Trigonometry** **Financial Mathematics** MA5.1-10MG, 4NA	**Linear Relationships** **Indices** **Probability** **Single Variable Data Analysis** MA5.1-6NA, 5NA, 12SP, 13SP	
Components				**Weighting %**
Total %	**30**	**30**	**40**	**100**

MATHEMATICS 5.2 Course Outcomes

MA4-4NA	compares, orders and calculates with integers, applying a range of strategies to aid computation	**MA5.2-4NA**	solves financial problems involving compound interest
MA4-5NA	operates with fractions, decimals and percentages	**MA5.2-8NA**	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations	**MA5.1-6NA**	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles	**MA5.1-5NA**	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area	**MA5.2-9NA**	uses the gradient-intercept form to interpret and graph linear relationships
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume	**MA5.2-7NA**	applies index laws to operate with algebraic expressions involving integer indices
MA4-15MG	performs calculations of time that involve mixed units, and interprets time zones	**MA5.2-11MG**	calculates the surface areas of right prisms, cylinders and related composite solids
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems	**MA5.2-6NA**	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression	**MA5.2-8NA**	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.1-4NA	solves financial problems involving earning, spending and investing money	**MA5.2-10NA**	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings		

MATHEMATICS 5.2

Task Number	Task 1	Task 2	Task 3	
Nature of Task	40 minute Pen and paper test	40 minute Pen and paper test	1 hour 15 minute Yearly Examination	
Timing	Term 1 Weeks 7/8	Term 3 Week 1	Term 4 Week 3	
Outcomes Assessed	**Consolidation of Stage 4 concepts** MA4-4NA, 5NA, 10NA, 12MG, 13MG, 14MG, 15MG, 16MG	**Trigonometry** **Financial Mathematics** **Equations & Inequalities** MA5.1-10MG, 4NA MA5.2-13MG, 4NA, 8NA	**Linear Relationships** **Indices** **Surface Area & Volume** **Quadratic Expressions & Algebraic Fractions** **Quadratic Equations & Parabolas** MA5.1-6NA, 5NA, MA5.2-9NA, 7NA, 11MG, 6NA, 8NA, 10NA	
Components				**Weighting %**
Total %	**30**	**30**	**40**	**100**

MATHEMATICS 5.3 Course Outcomes

MA4-4NA	compares, orders and calculates with integers, applying a range of strategies to aid computation	**MA5.1-6NA**	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA4-5NA	operates with fractions, decimals and percentages	**MA5.1-5NA**	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations	**MA5.2-9NA**	uses the gradient-intercept form to interpret and graph linear relationships
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles	**MA5.2-7NA**	applies index laws to operate with algebraic expressions involving integer indices
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area	**MA5.2-11MG**	calculates the surface areas of right prisms, cylinders and related composite solids
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume	**MA5.2-6NA**	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA4-15MG	performs calculations of time that involve mixed units, and interprets time zones	**MA5.2-8NA**	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems	**MA5.2-10NA**	connects algebraic and graphical representations of simple non-linear relationships
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression	**MA5.3-8NA**	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.1-4NA	solves financial problems involving earning, spending and investing money	**MA5.3-6NA**	performs operations with surds and indices
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings	**MA5.3-13MG**	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.2-4NA	solves financial problems involving compound interest	**MA5.3-5NA**	selects & applies appropriate algebraic techniques to operate with algebraic expressions
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques	**MA5.3-7NA**	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations	**MA5.3-9NA**	sketches and interprets a variety of non-linear relationships

MATHEMATICS 5.3

Task Number	Task 1	Task 2	Task 3	
Nature of Task	40 minute Pen and paper test	40 minute Pen and paper test	1 hour 15 minute Yearly Examination	
Timing	Term 1 Weeks 7/8	Term 3 Week 1	Term 4 Week 3	
Outcomes Assessed	**Consolidation of Stage 4 concepts** MA4-4NA, 5NA, 10NA, 12MG, 13MG, 14MG, 15MG, 16MG	**Trigonometry** **Financial Mathematics** **Equations & Inequalities** MA5.1-10MG, 4NA MA5.12-13MG, 4NA, 8NA, MA5.3-7NA	**Linear Relationships** **Surds & Indices** **Surface Area & Volume** **Quadratic Expressions & Algebraic Fractions** **Quadratic Equations & Parabolas** MA5.1-6NA, 5NA, MA5.2-9NA, 7NA, 11MG, 6NA, 8NA, 10NA MA5.3-8NA, 6NA, 13MG, 5NA, 7NA, 9NA	
Components				**Weighting %**
Total %	**30**	**30**	**40**	**100**

MUSIC Course Outcomes

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

MUSIC

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	
Nature of Task	**Term 1 Performance** (performance) In-class individual performance	**Melody Composition** (hand-in) Major melody	**Term 2 Test** (test) Theory & listening written test	**Jazz Presentation** (presentation) Aural analysis & presentation	**Classical Task** (hand-in & performance) Composition with chords; group performance	**Final Examination** Written examination; individual performance	
Timing	Term 1 Week 6	Term 1 Week 11	Term 2 Week 4	Term 3 Week 3	Term 3 Week 9	Term 4 Week 4	
Outcomes Assessed	5.1, 5.2, 5.3, 5.11, 5.12	5.4, 5.5, 5.6, 5.12	5.7, 5.8, 5.9, 5.10	5.7, 5.8, 5.9, 5.10, 5.11	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.11, 5.12	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.12	
Components							**Weighting %**
Performing	10				10	10	**30**
Composing		15			15		**30**
Listening			10	15		15	**40**
Total %	**10**	**15**	**10**	**15**	**25**	**25**	**100**

PDHPE Course Outcomes

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

PDHPE

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of Task	Social Media Magazine Report	AFL/Invasion Game Game Play	Cultural Sports Activity/Review of Benefits	Step Dance	Party Planning	
Timing	Term 1 Week 7	Term 1 Week 10	Term 2 Weeks 8 - 10	Term 3 Week 8	Term 3 Week 9	
Outcomes Assessed	5-6, 5-10	5-4	5-6, 5-4	5-11	5-1, 5-9	
Components						**Weighting %**
Knowledge and Understanding of course content	10		20		10	**40**
Skills in influencing personal and community health taking action to improve participation and performance in physical activity		15	5	15		**30**
Skills in critical thinking research, analysing and communicating	10		5		10	**30**
Total %	**20**	**15**	**30**	**15**	**20**	**100**

PHOTOGRAPHIC AND DIGITAL MEDIA Course Outcomes

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

PHOTOGRAPHIC AND DIGITAL MEDIA

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Short Answer Questions** (Hand-in)	**Completed PDM work and exploration + development** (Hand-in)	**Research Assignment Essay** (In-class)	**Completed PDM work and exploration + development** (Hand-in)	
Timing	Term 1 Week 7	Term 2 Week 2	Term 3 Week 7	Term 4 Week 1	
Outcomes Assessed	5.7, 5.8, 5.9	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	
Components					**Weighting %**
Making (Exploration and Development)		8		12	**60**
Making (Completed PDM works)		16		24	
Critical and Historical Studies	16		24		**40**
Total %	**16**	**24**	**24**	**36**	**100**

PHYSICAL ACTIVITY AND SPORT STUDIES Course Outcomes

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

PHYSICAL ACTIVITY AND SPORT STUDIES

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of Task	Nutrition Sport Nutrition Focus	Gymnastics Skills/Routine	Indoor Sports Game Play/Effort	Australia's Sporting Identity and Physical Fitness Quiz	Physical Fitness/Boxing Skills/Techniques	
Timing	Term 1 Week 8	Term 1 Week 9	Term 2 Weeks 9/10	Term 3 Week 10	Term 3 Weeks 9 - 10	
Outcomes Assessed	5.1, 5.10	5.8, 5.9	5.6, 5.7	5.2, 5.3, 5.4	5.5, 5.9	
Components						**Weighting %**
Knowledge and Understanding of course content	10		20		10	**40**
Skills in influencing personal and community health taking action to improve participation and performance in physical activity		15	5	15		**30**
Skills in critical thinking research, analysing and communicating	10		5		10	**30**

Total %	**20**	**15**	**30**	**15**	**20**	**100**

SCIENCE Course Outcomes

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

SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

SCIENCE

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of Task	Article Analysis	In class test	Practical skills and data interpretation test	Inquiry Question	PBL	
Timing	Term 1 Week 7	Term 2 Week 4	Term 3 Week 4	Term 3 Week 10	Term 4 Weeks 1 - 5	
Outcomes Assessed	SC5-7WS, SC5-15LW	SC5-3VA, SC5-14LW, SC5-15LW, SC5-16CW	SC5-2VA, SC5-6WS, SC5-7WS, SC5-8WS, SC5-11PW	SC5-4WS, SC5-7WS, SC5-9WS, SC5-13ES,	SC5-2VA, SC5-13ES, SC5-14LW	
Components						**Weighting %**
Knowledge and understanding	2.5	15	5	5	2.5	**30**
Practical skills		10	15	5		**30**
Data interpretation skills	2.5	5	5	5	2.5	**20**
Information processing and literacy skills	5		5	5	5	**20**
Total %	**10**	**30**	**30**	**20**	**10**	**100**

TEXTILES TECHNOLOGY Course Outcomes

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

TEXTILES TECHNOLOGY

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research: Designer Investigation	Portfolio and product: Sew Easy (Skirt)	Portfolio and product: Cushion Culture	Research Task: Environmental Impact	
Timing	Term 1 Week 6	Term 2 Week 5	Term 3 Week 9	Mid Term 4	
Outcomes Assessed	TEX5-3	TEX5-4, TEX5-8, TEX5-11	TEX5-5, TEX5-6, TEX5-9, TEX5-10	TEX5-6, TEX5-7	
Components					**Weighting %**
Properties and Performance of Textiles	5	5	5	5	**20**
Design	5	10	5		**20**
Consumers and Society	5	10		5	**20**
Documentation, Communication and presentation		10	10		**20**
Use of materials, equipment and techniques			5	5	**10**
Quality in design and construction			5	5	**10**
Total %	**15**	**35**	**30**	**20**	**100**

VISUAL ARTS Course Outcomes

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

VISUAL ARTS

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	**Short Answer Questions** (Hand-in)	**Completed artwork and exploration + development** (Hand-in)	**Research Assignment Essay** (In-class)	**Completed artwork and exploration + development** (Hand-in)	
Timing	Term 1 Week 8	Term 2 Week 3	Term 3 Week 8	Term 4 Week 3	
Outcomes Assessed	5.7, 5.8, 5.9	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	
Components					**Weighting %**
Artmaking (Exploration and Development)		8		12	**60**
Artmaking (Completed artwork)		16		24	
Critical and Historical Studies	16		24		**40**
Total %	**16**	**24**	**24**	**36**	**100**

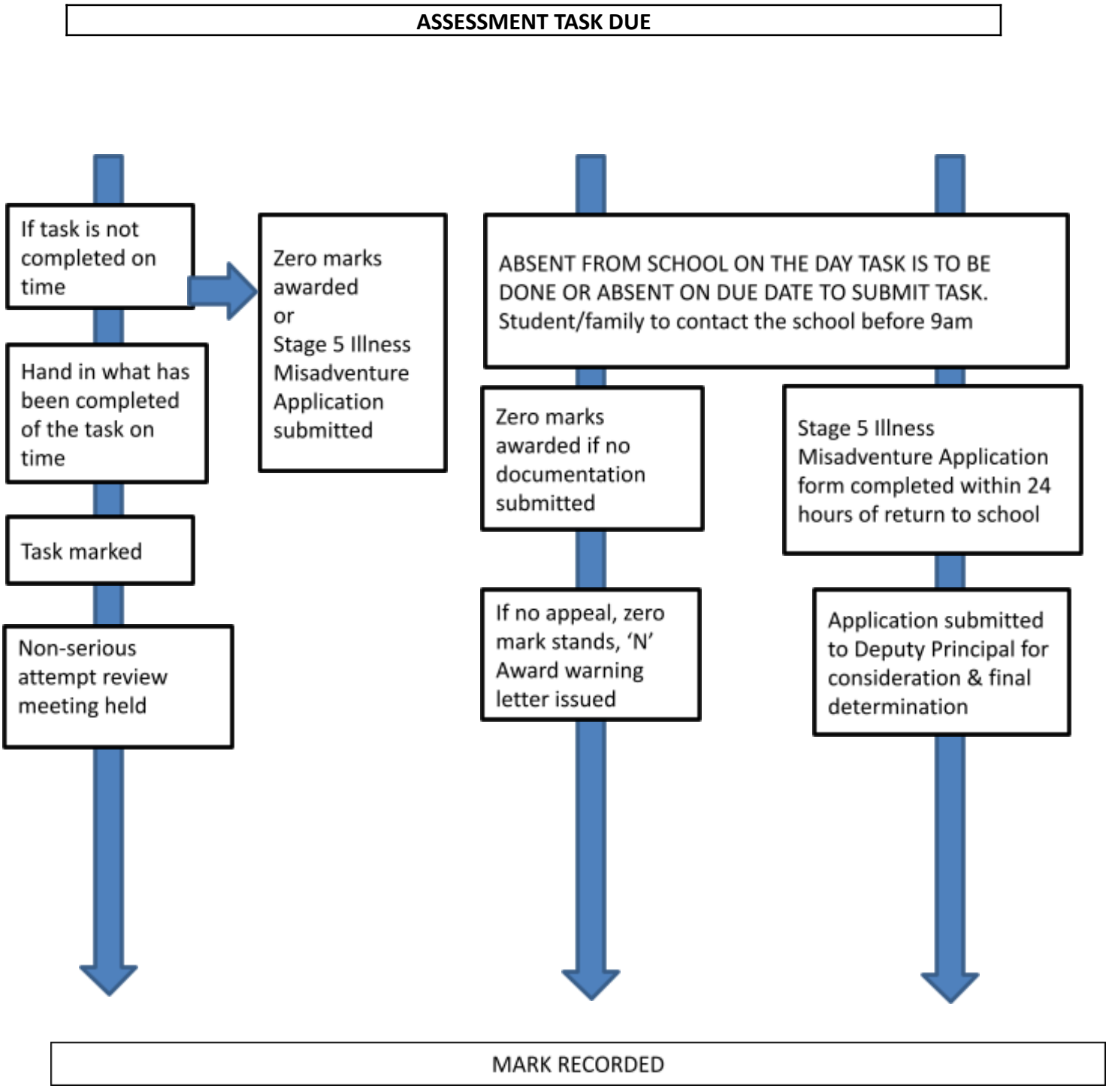
VISUAL DESIGN Course Outcomes

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

VISUAL DESIGN

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	**Research Assignment Essay** (In-class)	**Completed visual design artwork and exploration + development** (Hand-in)	**Research Assignment Essay** (In-class)	**Completed visual design artwork and exploration + development** (Hand-in)	
Timing	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	Term 4 Week 4	
Outcomes Assessed	5.7, 5.8, 5.9	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	
Components					**Weighting %**
Making (Exploration and Development)		8		12	**60**
Making (Completed PDM works)		16		24	
Critical and Historical Studies	16		24		**40**
Total %	**16**	**24**	**24**	**36**	**100**

ASSESSMENT FLOW CHART

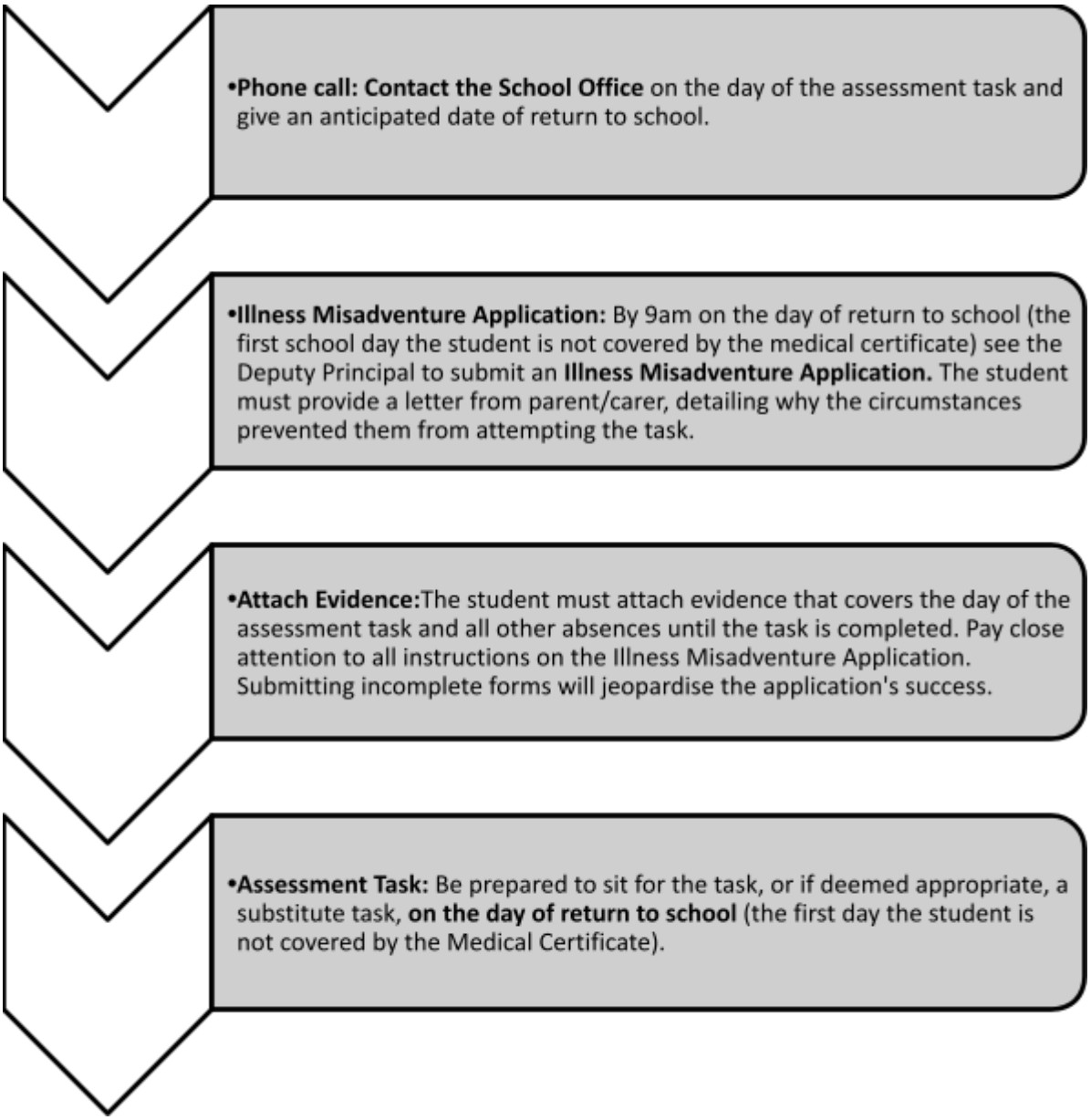


NOTE:
There are no grounds for an appeal in regards to the mark awarded to a completed assessment task.

APPENDICES

ABSENCE DUE TO ILLNESS OR MISADVENTURE

Willoughby Girls High School has a process in place to support all students who experience illness or misadventure in relation to assessment tasks. It is important that all students and families familiarise themselves with the illness/misadventure process. See the flow chart below. For more information refer to the Willoughby Girls High School Assessment Policy.



Appendix 1 – ILLNESS MISADVENTURE APPLICATION – Stage 5

Name: _____ Course: _____
Assessment Task: _____ Date of task: _____
Class: _____ Teacher: _____

Reason for application *(please tick):*

- ☐ Absent the day before an Assessment Task
- ☐ Late to class the day before an Assessment Task
- ☐ Missed a class the day before an Assessment Task
- ☐ Other school commitment on the day of an Assessment Task
- ☐ Extension (due to illness of exceptional circumstances)
- ☐ Absent from Assessment Task, or absent when an Assessment Task is due (due to illness or exceptional circumstances)
- ☐ Special Consideration (due to illness/misadventure/exceptional circumstances leading up to an Assessment Task, or on the day of an Assessment Task)

Were you provided with Learning Adjustments for this assessment task?

- ☐ No
- ☐ Yes If yes, please provide details _____

I have attached *(please tick and complete relevant information):*

- ☐ Supporting letter from parent/caregiver: _____ Date: _____
- ☐ Other (*please describe)* _____

This proforma is to be handed to the Deputy Principal by 3pm. You will be informed within two days of lodgment of this application.

Head Teacher / Deputy Principal Determination:

- ☐ Task to be accepted without penalty
- ☐ Missed Task or Alternative Task *(please circle)* to be completed by/on: _____ *(date)*
- ☐ An estimate or zero *(please circle)* to be awarded
- ☐ Extension granted - Due date:_____

Signature of Head Teacher/Deputy Principal: _____ Date: _____

Deputy Principal's recommendation:

☐ Approved ☐ To be reviewed ☐ Declined

_____

Signature of Deputy Principal: _____ Date: _____

Student Acknowledgement:
I acknowledge the arrangement above.

Signature of Student: _____ Date: _____
IF YOU ARE NOT SATISFIED WITH THE DETERMINATION YOU MAY APPEAL IN WRITING TO THE DEPUTY PRINCIPAL WITHIN TWO DAYS OF RECEIVING THE RESULT OF THIS APPLICATION

STEPS TO COMPLETE APPENDIX 1 (Illness Misadventure Application)

1. Collect form immediately on return to school or prior from the Deputy Principal.

2. Complete form ensuring all sections are complete.

3. Attach any supporting documentation to the application.

4. Submit form to Deputy Principal

Willoughby Girls High School

Appendix 2: ASSIGNMENT/ASSESSMENT TASK COVER SHEET

Please attach this signed cover sheet to every assignment/assessment task you submit.

Surname:	**Given Name:**
Subject:	**Due Date:**
Teacher:	**Task Title:**
Date of submission:	

All My Own Work

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

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

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

DECLARATION:

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

I have read and understood the Willoughby Girls High School Assessment Policy.

Student Signature/Confirmation: ……..…… Date: ……..

Appendix 4: SAMPLE COPY OF STAGE 5 OFFICIAL WARNING LETTER

Willoughby Girls High School
151 Mowbray Rd
Willoughby NSW 2068
Ph: 02 99584141

Email: willoughbg-h.school@det.nsw.edu.au

Mr & Mrs Smith
1 First St
Sydney NSW 2000

Dear Mr and Mrs Smith

OFFICIAL WARNING – Non-completion of a RoSA Course

This letter is to advise that your daughter, <name>, is in danger of not meeting the requirements for satisfactory completion of the Year 9 course in <course name>.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the <1st> official warning we have issued notifying you that <name> is at risk of not completing the above course.

Criteria for satisfactory completion of a course
For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:
(a) followed the course developed or endorsed by NESA; and
(b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
(c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the RoSA Certificate.

<Name> is not currently meeting one or more of these requirements. In particular, she <brief description of what the student has/has not done>.

Opportunity to correct the problem
The following tasks or requirements need to be completed by <name> to correct the problem.

Task or course requirement	Percentage weighting	Original due date	Action required by student	Date for completion
IRP	15%	31/07/2019	Resubmit	31/08/2019

Action by parent/guardian
To support <name> in meeting the course requirements, we request that you discuss this matter with her, and encourage and support her to carry out the required actions. If you have any questions about this matter, please contact the Deputy Principal.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

_____	_____	_____
<teacher name>	<head teacher name>	<deputy principal name>
Class Teacher	Head Teacher	Deputy Principal

……
……

Acknowledgement of Official Warning
Please return to the school office

I have received the letter dated <date> advising me that <name> is in danger of not meeting the course completion requirements for <course name>, and am aware that this is the <1st> official warning.

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the RoSA Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

Willoughby Girls High School

Appendix 5: Stage 5 ASSESSMENT BOOKLET ACKNOWLEDGEMENT

I _____, *(name printed)* have received the Willoughby Girls High School assessment document for 2023.

I am aware of the requirements for each course, and I have noted in particular the sections relating to **"Late Work",** and the **"NESA's Policy on Non-Attempts",** as outlined below.

Any assessment handed in **late** will be **checked diagnostically** but will receive **no marks** – it will be classified as a **NON-ATTEMPT OR NON-SERIOUS ATTEMPT.**

NESA'S POLICY ON NON-ATTEMPTS/NON-SERIOUS ATTEMPTS

A candidate receives zero marks for an assessment task:

- For non-completion of a task by the due date, or
- Because of the standard of work for the task is considered to be a NON-ATTEMPT.

"When a candidate has been give zero marks (i.e. NON-ATTEMPT) because of failure to complete assessment tasks totalling 50% or more of the final assessment marks, the Principal must certify that the course has not been studied satisfactorily."

In these circumstances the candidate may be ineligible for a Record of Student Achievement.

NB: Candidates and parents will be notified in writing when tasks are NON-ATTEMPTS and when the "50% rule" is in danger of being breached.

_____
Student Signature

_____ _____
Parent/Caregiver's Name *Parent/Caregiver's Signature*

Date: _____

This page is to be left in the booklet.
All students will complete an online Stage 5 Assessment Booklet Acknowledgement.