

Boorowa Central School



Guidelines to Satisfactory

Completion of the

Stage 5 Course

B Cycle

2021

Excellence through respect, responsibility and participation

As members of the Boorowa Central School community, we believe in:

Respecting others, ourselves and our environment,

Being tolerant and establishing positive relationships,

Promoting self-confidence, self-identity and self-worth,

Accepting responsibility for our own actions,

Providing ourselves with necessary life skills,

Valuing and encouraging achievement and creativity,

Being informed and contributing to our community and our world

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PARENT AND STUDENT INFORMATION

FORWARD

The following information details Boorowa Central School's policies and procedures pertaining to the NSW Education Standards Authority requirements, assessment tasks, rights of appeal and issues relating to grievance procedures and work health and safety.

Students in Years 9 and 10 study a combination of both mandatory and elective courses. Mandatory courses include: English, Mathematics, Science and a compulsory HSIE course. Students who fail to meet course requirements in one of the mandatory courses will not gain the award of the Record of School Achievement (RoSA). Students also elect to take further courses across the range of key learning areas (KLA's). Failure to satisfactorily complete an elective subject will not affect the award of the Record of School Achievement, but the unsatisfactory result will appear on the document.

Each course is defined in terms of outcomes achievable in an indicative period of class time. Student reports are published with respect to outcomes at the end of semester one and two.

All Stage 5 course work in a subject is to be satisfactorily completed to determine the eventual award of the Record of School Achievement. The Principal is required to certify satisfactory completion. If a student fails a Stage 5 subject, proceeding to the Preliminary year (Year 11) is at the Principal's discretion.

1. Requirements

1.a. NSW Education Standards Authority (NESA) requirements

To qualify for the Stage 5 level of the Record of School Achievement (RoSA), students must have first satisfactorily completed all mandatory courses and some elective courses.

A student will have considered to have satisfactorily completed a Stage 5 course if in the Principal's view, there is sufficient evidence that the student has:

- a. followed the course as specified by the NSW Education Standards Authority.
- b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- c. achieved some or all of the course outcomes. In cases of non-completion of course requirements an 'N' determination will be submitted to the NSW Education Standards Authority.

Students and parents/ guardians will be notified in writing if the possibility exists of a student gaining an 'N' determination. This warning will be given in time for the problem to be corrected by the student. If the first warning letter is not effective, an additional letter will be sent. Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course.

1.b. Attendance and Satisfactory Completion of a Course

The Principal may determine that, as a result of absence, the course criteria might not be met. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion requirements/ criteria. Clearly, absences will be regarded seriously by the Principal who must give students early warning of the consequences of such actions.

Parents and students are also advised that attendance is now recorded on a student's formal school report. Now shown are: number of days missed, number of partially missed days and number of unexplained absences.

All year 9 and 10 students at Boorowa Central School are expected to follow the school's Code of Conduct and provide positive role models for junior students. As such students must:

- ensure they retain a copy of the guidelines to the Satisfactory Completion of the Stage 5 course;
- present work according to the schedule for assessment tasks;
- be aware of penalties for non-completion or late submission of assessment tasks;
- be aware of the procedures to be followed if absent when a task is to be submitted, or completed in class;
- present their own work;
- submit their work in the appropriate format;
- not interfere with the efforts of others;
- acknowledge all secondary sources of information used.

1.c. Assessment and the Award of the Stage 5 courses for the Record of School Achievement

- i) The award of the Stage 5 grade is made on the basis of a student's performance in the school's internal assessment. Students who satisfy the course requirements at the school will have a grade submitted to the NSW Education Standards Authority indicating the level of their performance (this is called a performance descriptor). The performance descriptor will be based on achievement of outcomes measured throughout the course by assessments.
- ii) Internal assessment is intended to provide an indication of a student's attainment across the range of outcomes in the course. The assessment allows due weight to be given to different components of a course to student achievement. Such objectives may be measured through: practical work, research skills, oral skills, and fieldwork to name a few.
- iii) Where a student fails to satisfy the requirements, either in terms of application or attendance, after reviewing the Principal may give an "N" determination. An "N" determination in a Stage 5 mandatory course will result in a student being ineligible for the award of a Record of Student Achievement (RoSA). A student will only be eligible for a Transcript of Achievement. The course for which the "N" determination was made will appear, with the "N" recorded next to it. The Principal then may determine whether a student can proceed to Year 11.

The school determines the various tasks such as tests, assignment, and projects on which internal assessment is based. It also determines the marks allocated to each task. Each teacher/faculty is responsible for developing assessment schedules in accordance with syllabus requirements for individual subjects.

1.d. Students who change schools or who repeat courses.

No action is necessary for students who transfer to another school before assessments begin for the Stage 5 course. These students will be assessed by the receiving school. Any information forwarded by the sending school may also be taken into account in the final assessment.

For students who repeat a course for Stage 5, an assessment will be made on the work done in the repeat year only.

2. Assessment Tasks

Assessment tasks will be clearly designated. All tasks are included in individual subject schedules and at least two weeks' notice will be given to students via a "Assessment Task Notification" task form.

2.a. Completion of Assessment tasks

- i) The NSW Education Standards Authority expects students to undertake all assessment tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks which contribute in excess to 50% of available marks. The Principal is required to certify that the course has been studied satisfactorily. Unsatisfactory attendance may lead to the non-completion of a course(s).
- ii) Assessment tasks such as essays, assignments, fieldwork reports, etc. which are to be completed in the student's own time; will receive a mark of Zero if they are submitted late.
- iii) Students must submit tasks to their class teacher, the head teacher or deputy Principal. Students must sign the assessment log sheet as proof they submitted the task. Students may not leave tasks at the front office or on a teacher's desk. For "in-school" assessment tasks such as formal examinations, class and practical tests, oral presentations etc, students must attend on the day specified.
- iv) The school is required to keep a record of all assessment marks each student gains, and a record of what each mark was for. The NSW Education Standards Authority requires that these marks remain confidential.

It is not possible for a student or parent to add up the marks for the assessment tasks and average them to arrive at the final assessment mark. A process of adding weighted scores and moderation takes place for the final marks to be determined.

The school is not required to keep documentary evidence of work submitted by students e.g., test answers, essays, tapes etc. In the normal course of events, these would have been returned to students shortly after assessment. (It is at this time students must query teachers with any concerns they may have about the marks awarded for the task. The teacher will consider any query and make a final decision, while providing constructive feedback to the student). If students are not satisfied with the outcome of this discussion, they should refer their concerns with the head teacher of that area.

2.b. Absence from Assessment tasks

- i) In the event of non-attendance on the day of an assessment task, the student or their parent/guardian must notify the school of the student's absence as early as possible. In the case of absence due to illness, a medical certificate is required. This notification must be confirmed in writing to the Principal.
- ii) Where a student is unable to complete an assessment task on or by the assigned date, the students must complete a "form for illness or misadventure" (found in the appendix 5.c.) at the first available opportunity. In exceptional circumstances, where the completion of the original or a substitute task is not feasible, the Principal may authorise the use of an estimate based on other appropriate evidence.

- iii) Students seeking an extension must apply in writing no less than 3 school days prior to the task being due using the “Extension Request Form” (found in the appendix 5.d.). Individual cases will be considered by the class teacher, head teacher and the Principal before a final decision is made. Extensions (in general) may be granted up to a period of three days only.

2.c. Misadventure

- i) In cases of prolonged absences, the assessment will be determined using completed tasks for that student only.
- ii) Where a student is inconvenienced due to misadventure the school should be notified as early as possible to organise alternate arrangements.

2.d. Plagiarism and Malpractice

- i) Plagiarism or the unacknowledged copying from any secondary sources will incur a mark of zero.

2.e. Persistent Disobedience and Disruption

- i) Students who persistently disrupt the learning environment of other students may be suspended and if their actions do not stop ultimately expelled. This is in accordance with the Department of Education and Training’s Suspension and Expulsion policy.

2.f. Technological Failure

- i) Computer/printer failure is not an automatic excuse for inability to complete tasks on the due date. It is the student’s responsibility to back-up any work in progress and keep a hard copy of the text. Extensions will only be considered if students can provide proof of work completed and can outline the direction of their work to the teacher.

3. Reviews and appeals

3.a. Reviews

A student may seek a review of his/her grade only if it differs significantly from expectations gained from the course assessment tasks. Note that any such review relates only to a student's position in the group, not to any marks or grades awarded throughout the course.

3.b. Rights of Appeal

Students have access to an appeals process if they feel dissatisfied with the assessment process. All students have the right to have their appeal dealt with confidentiality, fairly, promptly and without fuss.

- i) All procedures and outcomes of the process will be fully documented, and the students will be provided with copies.
- ii) If a student is still unhappy about an outcome of the appeal it will be referred to Queanbeyan District Office of the Department of Education and Training. Contact addresses for the relevant bodies may be found in Appendix 5.h.

3.c. Complaint / Grievance Procedures

It is against the law for discrimination on the grounds of race, sex, marital status, disability, homosexuality, or age to occur in a variety of areas. Boorowa Central School has developed very clear procedures relating to student complaints about discrimination. If any student has a complaint the school's grievance officer is Mr Jones, or alternately a student may speak to any member of the executive.

4. Work Health and Safety

The NSW Work Health and Safety Act (WHS Act) aims to protect the health, safety, and welfare of people at work.

It specifies general requirements which must be met at places of work in New South Wales. The provisions of the W.H.S. Act cover every place of work in NSW and apply to self-employed people as well as employees and employers.

4.a. Employers

Employers must ensure the health, safety, and welfare at work of their employees by:

- providing or maintaining equipment plant and systems of work that are safe and without risk to health.
- making arrangements for ensuring the safe use, handling, storage and transport of equipment and substances.
- providing information, instruction, training, and supervision necessary to ensure the health and safety at work of employees.
- maintaining places of work under their control in a safe condition, providing and maintaining safe entrances and exits.
- providing and maintaining a working environment that is safe and without risks to health.
- providing available and adequate information about the use and care of equipment and any research and relevant tests of substances used at the place of work.

4.b. Employees

Employees must take reasonable care of the health and safety of others. Employees must cooperate with employers in their efforts to comply with occupational health and safety regulations.

V.E.T. students have many posters and pamphlets available in their training area and it is their responsibility to understand them.

While on work placement, clear emergency contact procedures have been established. If any student has concerns relating to Work Health and Safety issues discuss them politely with the employer. Students can get in touch with an emergency contact as listed on their workplace learning emergency procedures form and make them aware of the situation. It is unlawful to dismiss any employee for making a complaint about a health and safety issue.

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English Cycle B 2021

Component	Nature of Assessment	Outcomes to be Assessed	Weighting of Task	Due Date 2021
Prose-fiction Novel Study	Essay	<p>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</p> <p>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</p> <p>EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p> <p>EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness</p>	25%	Term 1 Week 9
Non-fiction Text Study	Listening and Speaking	<p>EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts</p> <p>EN5-6C investigates the relationships between and among texts</p> <p>EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds</p>	30%	Term 2 Week 7
Poetry	Exam	<p>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</p> <p>EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts</p> <p>EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds</p>	25%	Term 3 Week 5 (Blue) Week 10 (Red)
Film Study	Reading and Writing	<p>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</p> <p>EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts</p> <p>EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds</p>	20%	Term 4 Week 5
<p>Assessment Requirements All modes: Reading, Writing, Speaking and Listening, and Viewing and Representing are to be assessed.</p>				

Mathematics Cycle B 2021

Component	Nature of Assessment	Outcomes to be Assessed	Weighting of Task	Due Date 2021
Numbers of any Magnitude and Geometry	In class Task	MA5.1-9MG Interprets very small and very large units of measurement, uses scientific notation and rounds to significant figures MA5.1-11MG Describes and applies the properties of similar figures and scale drawings 5.1-1 WM, 5.1-2WM,5.1-3 WM	15%	Term 1 Week 6
Area & Volume	Design Task	MA5.1-8MG Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms MA5.2-11MG Calculates the surface areas of right prisms, cylinders and related composite solids MA5.2-12MG Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders 5.2-1WM, 5.2-2WM, 5.2-3 WM MA5.3-13MG Applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids MA5.3-14MG Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids 5.3-1WM, 5.3-2WM, 5.3-3 WM	20%	Term 2 Week 4
Half Yearly Examination	Examination	All outcomes covered so far.	20%	Term 2 Week 5
Linear Relationships	Research/ Survey	5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media MA5.1-6NA Determines the midpoint, gradient and length of an interval, and graphs linear relationships 5.1-1 WM, 5.1-2WM,5.1-3 WM MA5.2-8NA Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques MA5.2-9NA Uses the gradient-intercept form to interpret and graph linear relationships 5.2-1WM, 5.2-3 WM 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 5.3-1WM, 5.3-2WM, 5.3-3 WM	20%	Term 3 Week 7
Yearly Examination	Exam	All outcomes	25%	Term 4 Week 4

Assessment Requirements

Stage 5 BLUE: will be assessed on the 5.1 and 5.2 outcomes (this allows students to consider enrolling in Standard Mathematics in Stage 6)

Stage 5 RED: will be assessed on the 5.1, 5.2 and 5.3 outcomes (this allows students to consider enrolling in Standard or Advanced Mathematics in Stage 6)

5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts

5.1-2WM selects and uses appropriate strategies to solve problems

5.1-3 WM provides reasoning to support conclusions that are appropriate to the context

5.2-1 WM selects appropriate notations and conventions to communicate mathematical ideas and solutions

5.2-2 WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems

5.2-3 WM constructs arguments to prove and justify results

5.3-1 WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures

5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently

5.3-3 WM uses deductive reasoning in presenting arguments and formal proofs

Science 2021

Component	Nature of Assessment	Outcomes to be Assessed	Weighting of Task	Due Date 2021
Experimental Science Skills	Practical Test	SC5-1VA Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them SC5-4WS 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 SC5-16CW 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	15% Grade A-E	Term 1 Week 6
Energy and Chemistry	Half-Yearly Examination	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 SC5-10PW Applies models, theories and laws to explain situations involving energy, force and motion C5-11PW Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems	25% Grade A-E	Term 2 Week 5
Depth Study 1 – Primary Source	Independent First-hand investigation – own choice of topic-Scaffold provided	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 SC5-5WS 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	20% Grade A-E	Term 3 Week 2
Depth Study 2 – Secondary Source	Independent Second-hand investigation – own choice of	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	15% Grade A-E	Term 3 Week 9

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	topic-Scaffold provided	<p>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</p> <p>SC5-7WS Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-8WS Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p>SC5-9WS Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p> <p>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</p>		
Yearly Exam	Examination	<p>SC5-1VA Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them</p> <p>C5-7WS Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-8WS Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p>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</p> <p>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</p> <p>SC5-14LW Analyses interactions between components and processes within biological systems</p> <p>SC5-15LW Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p>	<p>25%</p> <p>Grade A-E</p>	<p>Term 4</p> <p>Week 4</p>
<p><u>Assessment Requirements</u></p> <p>50% of Science Assessment dedicated to Practical Outcomes</p> <p>50% of Science Assessment dedicated to Theoretical Outcomes</p>				

Geography Cycle B 2021

Component	Nature of Assessment	Outcomes to be Assessed	Weighting of Task	Due Date 2021
Sustainable Biomes	Sustainable Biomes & Geographic Skills Test	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 GE5-7 Acquires and processes geographical information by selection and using appropriate and relevant geographical tools for inquiry GE5-8 Communicates geographical information to a range of audiences using a variety of strategies	25% Grade A-E	Term 1 Week 9
Sustainable Biomes	Sustainable Biomes (Research Agricultural crop) Infographic and written response Task	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 GE5-5 Assesses management strategies for places and environments for their sustainability 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 audience using a variety of strategies	25% Grade A-E	Term 2 Week 8
Changing Places	Changing Places Task – Multimedia presentation Research: Consequences of Urbanisation in an Asian city in an Asian country	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 GE5-5 Assesses management strategies for places and environments for their sustainability GE5-7 Acquires and processes geographical information by selection and using appropriate and relevant geographical tools for inquiry GE5-8 Communicates geographical information to a range of audience using a variety of strategies	25% Grade A-E	Term 3 Week 9
Sustainable Biomes Changing Places Geographical Tools (to date)	Yearly Examination	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 and organisations on a range of geographical issues GE5-5 Assesses management strategies for places and environments for their sustainability GE5-7 Acquires and processes geographical information by selection and using appropriate and relevant geographical tools for inquiry	25% Grade A-E	Term 4 Week 5

Assessment Requirements

History Cycle B 2021

Component	Nature of Assessment	Outcomes to be Assessed	Weighting of Task	Due Date 2021
Overview & Making a Better World? The Industrial Revolution	Essay	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 HT5-4 Explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-6 Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia 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	25%	Term 1 Week 9
Australians At War (World War I)	Source Analysis	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 HT5-6 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 HT5-9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past	25%	Term 2 Week 7
Australians At War (World War II)	Multi-modal Presentation on Historical Site	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 HT5-6 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 HT5-9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past	25%	Term 3 Week 9
Australia and Asia Making a Nation	Yearly Exam (all units)	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 HT5-4 Explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-7 Explains different contexts, perspectives and interpretations of the modern world and Australia 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	25%	Term 4 Week 5

PDHPE Assessment Outline - Stage 5 Cycle B 2021

Component	Nature of Assessment	Outcomes to be Assessed	Weighting of Task	Due Date 2021
Boost Your Performance	Performance Feedback	PD5-5 appraises and justifies choices of actions when solving complex movement challenge PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity	15% Grade A-E	Term 1 Week 10
The Mind Matters	Mental Fitness Challenge	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 PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities PD5-9 assesses and applies self-management skills to effectively manage complex situations	10% Grade A-E	Term 2 Week 5
Physical Activity for Me	Peer Teaching	PD5-2 researches and appraises the effectiveness of health information and support services available in the community PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity PD5-9 assesses and applies self-management skills to effectively manage complex situations	15% Grade A-E	Term 3 Week 2
Talking Sexual Health	Sexual Health Brochure	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 PD5-9 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	10% Grade A-E	Term 3 Week 10

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Practical Performance	Practical Performance	PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts PD5-9 assesses and applies self-management skills to effectively manage complex situations PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences	25% Grade A-E 25% Grade A-E	Term 2 Week 5 Week 4 Week 5
<u>Assessment Requirements</u> 50% of PDHPE Assessment dedicated to Practical Outcomes (Strands 2 and 4) 50% of PDHPE Assessment dedicated to Theoretical Outcomes (Strands 1 and 3)				

Agricultural Technology - Cycle B 2021

Nature of Assessment	Outcomes to be Assessed	Weighting of Task	Due Date 2021
Research Task	AG5-1- Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets, AG5-2 - Explains the interactions within and between agricultural enterprises and systems AG5-3 - Explains the interactions within and between the agricultural sector and Australia's economy, culture and society AG5-4 -Investigates and implements responsible production systems for plant and animal enterprises	10% Grade A-E	Term 1 Week 9
Factors affecting production report	AG5-5 - Investigates and applies responsible marketing principles and processes AG5-6 - Explains and evaluates the impact of management decisions on plant production enterprises AG5-9 - Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics AG5-11 - Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts AG5-12 - Collects and analyses agricultural data and communicates results using a range of technologies	20% Grade A-E	Term 2 Week 5
Yearly examination	AG5-1- Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets AG5-2 - Explains the interactions within and between agricultural enterprises and systems AG5-3 - Explains the interactions within and between the agricultural sector and Australia's economy, culture and society AG5-4 - Investigates and implements responsible production systems for plant and animal enterprises AG5-5 - Investigates and applies responsible marketing principles and processes AG5-6 - Explains and evaluates the impact of management decisions on plant production enterprises AG5-7 - Explains and evaluates the impact of management decisions on animal production enterprises AG5-8 - Evaluates the impact of past and current agricultural practices on agricultural sustainability AG5-9 - Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics AG5-10 - Implements and justifies the application of animal welfare guidelines to agricultural practices AG5-11 - Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts AG5-12 - Collects and analyses agricultural data and communicates results using a range of technologies	30% Grade A-E	Term 4 Week 4
Practical Demonstrations	AG5-9 - Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics AG5-13 - Applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery AG5-14 - Demonstrates plant and/or animal management practices safely and in collaboration with others	40% Grade A- E	Ongoing

Physical Activity and Sports Studies (PASS) Outline Stage 5 Cycle B 2021

Component	Nature of Assessment	Outcomes to be Assessed	Weighting of Task	Due Date 2021
Physical Fitness	Fitness Testing and Written Response	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, PASS5-6 Evaluates the characteristics of participation and quality performance in physical activity and sport, PASS5-10 Analyses and appraises information, opinions and observations to inform physical activity and sport decisions	20%	Term 1 Week 8
Event Management	Tournament Design	PASS5-5 Demonstrates actions and strategies that contribute to active participation and skilful performance, 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, PASS5-10 Analyses and appraises information, opinions and observations to inform physical activity and sport decisions	20%	Term 3 Week 8
All topics	Formal Examination	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, PASS5-6 Evaluates the characteristics of participation and quality performance in physical activity and sport	20%	Term 4 Week 5
Practical Component	Practical application	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	40%	Ongoing

STEM Cycle B 2021

Module	Nature of Assessment	Outcomes to be Assessed	Weighting of Task	Due Date 2019
Design for Space	Portfolio & Rover Mission	5.1.1 Develops ideas and explores solutions to STEM based problems 5.5.2 Critically evaluates innovative, enterprising and creative solutions 5.6.1 selects and uses appropriate problem solving and decision making techniques in a range of STEM contexts 5.6.2 Works individually or in teams to solve problems in contexts	20% Grade A-E	Term 1 Week 8
3D CAD/CAM	CAD & 3D Printed Component	5.1.2 Demonstrates initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities 5.3.1 Applies a knowledge and understanding of STEM principles and processes 5.3.2 identifies and uses a range of technologies in the development of solutions to STEM based problems 5.4.1 Plans and manages projects using an iterative and collaborative design process 5.4.2 Develops skills in using mathematical, scientific and graphical methods whilst working as a team	25% Grade A-E	Term 2 Week 6
STEM Project	STEM PBL Proposal and Designs	5.1.1 Develops ideas and explores solutions to STEM based problems 5.1.2 Demonstrates initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities 5.4.1 Plans and manages projects using an iterative and collaborative design process 5.5.1 Applies a range of communication techniques in the presentation of research and design solutions 5.5.2 Critically evaluates innovative, enterprising and creative solutions	15% Grade A-E	Term 3 Week 5
STEM Project	STEM PBL Major Project and Expo	5.2.1 Describes how scientific and mechanical concepts relate to technological and engineering practice 5.2.2 Applies cognitive processes to address real world STEM based problems in a variety of contexts 5.5.1 Applies a range of communication techniques in the presentation of research and design solutions 5.6.2 Works individually or in teams to solve problems in contexts 5.7.1 demonstrates an appreciation of the value of STEM in the world in which they live 5.8.1 understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities	40% Grade A-E	Term 4 Week 6

Assessment Requirements To satisfy the requirements of the course students must undertake a range of inquiry based (IBL) and project based (PBL) learning activities which occupy the majority of course time. Inquiry-based and project based learning assists students to actively pursue and use STEM based knowledge beyond the simple transmission of content. Thus in the course structure there are many points at which students raise questions and explore ideas.

Food Technology Cycle A 2021

Component	Nature of Assessment	Outcomes to be Assessed Change to NEW SYLLABUS OUTCOMES codes	Task Weight	Due Date 2021
Food for Special Needs	Research task Meal plan	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 FT5-12 examines the relationship between food, technology and society	25 Grade A-E	Term 2 Week 4
Food in Australia	Powerpoint presentation/ Practical	FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product 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 FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities 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	25 Grade A-E	Term 3 Week 7
Yearly Examination	Written Test	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 FT5-6 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 FT5-12 examines the relationship between food, technology and society	20 Grade A-E	Term 4 Week 5
Continuous Practical Assessment throughout course	Completion of practical portfolio	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 FT5-10 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	30 Grade A-E	Term 4 Week 6
<u>Assessment Requirements</u>				

Metals Technology - 2021

Component	Nature of Assessment	Outcomes to be Assessed	Weighting of Task	Due Date 2021
First Year				
Sheet Metal	Workshop drawings Design principles and processes	5.2.1 - applies design principles in the modification, development and production of projects 5.4.1 - selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects 5.5.1 - applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects 5.6.1 - evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction	30% Grade A-E	Term 1 Week 10
Fabrication	Read and interpret drawings Equipment tools and machines OH&S and risk management	5.1.1 - identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes 5.1.2 - applies OHS practices to hand tools, machine tools, equipment and processes 5.2.2 - identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects 5.4.2 - works cooperatively with others in the achievement of common goals	40% Grade A-E	Term 3 Week 5
Machining	Various techniques Material selection Materials list/ project costing	5.2.2 - identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects 5.3.1 - justifies the use of a range of relevant and associated materials 5.3.2 - selects and uses appropriate materials for specific applications 5.5.1 - applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects	30% Grade A-E	Term 4 Week 10
Second Year				
BBQ/Fire Pit/Major project	Workshop drawings, design, materials list/project costing	5.2.1 - applies design principles in the modification, development and production of projects 5.4.1 - selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects 5.5.1 - applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects 5.6.1 - evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction	50% Grade A-E	Term 2 Week 9
Own Choice	Portfolio/ Report writing WH&S	5.1.1 - identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes 5.1.2 - applies OHS practices to hand tools, machine tools, equipment and processes	50% Grade A-E	Term 4 Week 10

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		5.4.1 - selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects 5.5.1 - applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects 5.7.1 - describes, analyses and uses a range of current, new and emerging technologies and their various applications 5.7.2 - describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally		
<u>Assessment Requirements</u> Reports will be based on the components completed by individual students at a given point in time. All students are encouraged to work at their own pace in order for the work to be completed at an exemplary level.				

Timber Technology- Stage 5 Cycle B 2021

Component	Nature of Assessment	Outcomes to be Assessed	Weighting of Task	Due Date 2021
First Year				
Clock design	Workshop drawings Design principles and processes	5.2.1 - applies design principles in the modification, development and production of projects 5.4.1 - selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects 5.5.1 - applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects 5.6.1 - evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction	40% Grade A-E	Term 1 Week 10
Stool	Read and Interpret drawings Equipment tools and machines OH&S and risk management	5.1.1 - identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes 5.1.2 - applies OHS practices to hand tools, machine tools, equipment and processes 5.2.2 - identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects 5.4.2 - works cooperatively with others in the achievement of common goals	40% Grade A-E	Term 3 Week 5
Tray	Various techniques Material selection Materials list/project costing	5.2.2 - identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects 5.3.1 - justifies the use of a range of relevant and associated materials 5.3.2 - selects and uses appropriate materials for specific applications 5.5.1 - applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects	20% Grade A-E	Term 4 Week 10
Second Year				
Coffee Table/ Major project	Workshop drawings, design, materials list/project costing	5.2.1 - applies design principles in the modification, development and production of projects 5.4.1 - selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects 5.5.1 - applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects 5.6.1 - evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction	50% Grade A-E	Term 2 Week 9
Own Choice	Portfolio/ Reportwriting WH&S	5.1.1 - identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes 5.1.2 - applies OHS practices to hand tools, machine tools, equipment and processes 5.4.1 - selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects 5.5.1 - applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects	50% Grade A-E	Term 4 Week 10

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		5.7.1 - describes, analyses and uses a range of current, new and emerging technologies and their various applications 5.7.2 - describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally		
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Assessment Requirements

Reports will be based on the components completed by individual students at a given point in time. All students are encouraged to work at their own pace in order for the work to be completed at an exemplary level.

Textiles Technology 2021

Component	Nature of Assessment	Outcomes to be Assessed	Weighting of Task	Due Date 2021
Carry On	Practical and Portfolio	TEX5-1 explains the properties and performance of a range of textile items TEX5-2 justifies the selection of textile materials for specific end uses TEX5-5 investigates and applies methods of colouration and decoration for a range of textile items TEX5-9 critically selects and creatively manipulates a range of textile 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	20% Grade A-E	Term 1 Week 6
Contemporary Textile Designer	Designer Report and Presentation	TEX5-3 explains the creative process of design used in the work of textile designers TEX5-6 analyses the influence of historical, cultural and contemporary perspectives on textile 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	20% Grade A-E	Term 2 Week 5
Inspired Work	Practical and Portfolio	TEX5-1 explains the properties and performance of a range of textile items TEX5-2 justifies the selection of textile materials for specific end uses TEX5-4 generates and develops textile design ideas TEX5-5 investigates and applies methods of colouration and decoration for a range of textile items TEX5-8 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 textile 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	30% Grade A-E	Term 3 Week 8
Yearly Exam	Examination	TEX5-1 explains the properties and performance of a range of textile 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 textile designers TEX5-4 generates and develops textile design ideas TEX5-6 analyses the influence of historical, cultural and contemporary perspectives on textile	30% Grade A-E	Term 4 Week 5

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		design, construction and use TEX5-7 evaluates the impact of textiles production and use on the individual consumer and society		
Assessment Requirements 50% of Textiles Technology Assessment dedicated to Practical Outcomes 50% of Textiles Technology Assessment dedicated to Theoretical Outcomes				

Visual Arts Cycle B 2021

Component	Nature of Assessment	Outcomes to be Assessed	Weighting of Task	Due Date 2021
Artmaking	Out of the Box sculpture	5.1- develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks 5.5- makes informed choices to develop and extend concepts and different meanings in their artworks	15%	Term 1 Week 10
Critical & Historical	Research Task- Masks/Tribal Culture	5.9- demonstrates how the frames provide different interpretations of art 5.4- investigates the world as a source of ideas, concepts and subject matter in the visual arts	20%	Term 2 Week 5
Artmaking	Papier mache tribal masks	5.3- makes artworks informed by an understanding of how the frames affect meaning 5.2- makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience	20%	Term 2 Week 10
Artmaking	Graffiti Canvas & Street Art	5.7- applies their understanding of aspects of practice to critical and historical interpretations of art 5.6- demonstrates developing technical accomplishment and refinement in making artworks	20%	Term 3 Week 10
Critical & Historical	Research Task- Postmodern art (Guernica/ Discobolos)	5.10- demonstrates how art criticism and art history construct meanings 5.8- uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art	25%	Term 4 Week 5
Assessment Requirements 60% of Assessment dedicated to Artmaking (Practical) 40% of Assessment dedicated to Critical and Historical Studies (Theory)				

Appendix

5.a. Assessment Task Notification

All tasks should be clearly outlined in the notice and give information pertaining to the nature of the task, the outcomes being assessed and the marking schedule giving individual component weighting.

Example of Task Notification form:

Teacher:	Course:
Task and Number:	Task Weighting:
Date Issued:	Date Due:
Syllabus component:	
Syllabus outcomes being assessed:	
Description of task:	
Submission of Task requirements:	
Note: If a student is absent for an assessment task or fails to submit a task when it is due, then a medical certificate or other acceptable explanation must be presented on the first day the student returns to school or a zero mark is awarded.	

5.b. Assessment Task Feedback example

Student: _____ Task: _____

Teacher Feedback

STRENGTHS •

AREAS TO STRENGTHEN •

TEACHER COMMENT:



MARK

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EFFORT

Didn't try very hard and gave up	Put in a bit of effort	Worked OK but could have done more	Worked very well	Pleased with my effort
----------------------------------	------------------------	------------------------------------	------------------	------------------------

DIFFICULTY OF THE TASK

Too hard	Hard	Some parts were hard but achievable	OK	Easy
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WHAT OTHER THINGS I COULD HAVE DONE - Student Response

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5.c. Form for illness/ misadventure example - Ask your teacher for a copy if you need one.

Course:	Teacher:
Task:	Task weighting:

I, _____, hereby apply for consideration of the following factor/s which affected my performance in this assessment, or unexpected absence from an Assessment Task conducted at school.

(Documentary evidence from Parent/ Doctor should be attached, except in exceptional circumstances)

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

Student's signature: _____ **date:** ____/____/____ **Parent/Guardian's signature:** _____ **date:** ____/____/____

<u>Recommendation of the faculty:</u>	
Teacher Signature: _____ date: ____/____/____ Head Teacher Signature: _____ date: ____/____/____	
<u>Principal's decision:</u> I have noted the above request and have taken the following action: <input type="checkbox"/> Late penalty to apply <input type="checkbox"/> Original Task to be undertaken <input type="checkbox"/> Substitute task to be given Signature: _____ date: ____/____/____	<input type="checkbox"/> Estimate to be given <input type="checkbox"/> Zero mark to be recorded <input type="checkbox"/> Non- attempt to be recorded <input type="checkbox"/> Other as specified

5.d. Form for requesting an extension for a Stage 5 assessment task

Course:	Teacher:
Task:	Task weighting:
Date of task notification given:	Date task due:
Forms should be submitted at least 3 days before the due date.	

I, _____, hereby apply for an extension of time for the above mentioned task.

(Full name of student)

Reason for request of extension: _____

(Documentary evidence from parent/doctor should be attached, except in exceptional circumstances.)

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

Student's signature: _____ **date:** ____/____/____

Parent/Guardian's signature: _____ **date:** ____/____/____

<u>Recommendation of the faculty:</u>	
Teachers Signature: _____ date: ____/____/____	HT Signature: _____ date: ____/____/____
<u>Principal's decision:</u>	
I have noted the above request and HAVE / HAVE NOT granted an extension of time.	
Your extension is limited to : _____ days and is now due in on: _____ the ____/____/____	
Signature: _____ date: ____/____/____	

5.e. Form for notifying the Award of zero marks for an assessment task (Example)

re: Zero Mark Awarded in a Stage 5 Assessment Task

Course:		Teacher:
Task:	Date of task:	Task weighting:

Date:

Dear _____

I am writing to inform you that your son/daughter's assessment task has been given a score of zero as a result of:

- Proven cheating in an assessment task
- Absence from an assessment task without a valid reason
- Non-submission of an assessment task
- Non-serious attempt at an assessment task
- Significantly interfering with other students completing an assessment task

I am concerned that this result affects _____ Stage 5 results. Please contact me if you would like to discuss this matter.

Yours sincerely,

.....

Please complete and return this section to the Head Teacher or Principal.

Dear _____,

I have noted the zero mark awarded to _____ in his/her Stage 5 assessment task.

Parent/Guardian's signature: _____ date: ____/____/____

5.f. Warning letter – unsatisfactory completion of a Stage 5 course

5.g. Glossary of key words from the NSW Education Standards Authority

Account	Account for; state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Examine to identify the important features / components and the relationship between them: draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement about the value, quality, outcomes or results or size
Calculate	Ascertain / determine from given facts, figures or information
Clarify	Make clear
Classify	Arrange or include in classes/ categories
Compare	Show how things are similar or different
Construct	Make; build put together items or arguments
Contrast	Show how things are different or opposite
Critically analyse/evaluate	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State the meaning and identify essential qualities
Demonstrate	Show by examples
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/ or against

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Distinguish	Recognise or note/ indicate as being distinct or different from; to note differences between
Evaluate	Make a judgment based on criteria: determine the value of
Examine	Inquire into
Explain	Relate cause and effect: make the relationship between things evident: provide why and/or how
Extract	Choose relevant and / or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms: indicate the main features
Predict	Suggest what may happen based in available information
Propose	Put forward(for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

5.h. Contact details for the school and avenues of appeal and information

Boorowa Central School	Pudman St Boorowa, 2586 Ph (02) 6385 3009 Fax (02) 6385 3409	Principal	Mr Graham Jones
		Deputy Principal (Acting)	Ms Chris Hawkins
		Head teachers	HSIE (Acting) Mrs Julie Poplin AMPS Mr. Andrew Corcoran TAS/CAPA Mr. Stewart Blomfield
		Careers Advisor	Mrs Willow Bridge
Queanbeyan DoE Office	Level 1 City Link Plaza 24-36 Morisset St Queanbeyan 2620 Ph 13 15 36 Fax (02) 6299 0412		Reception will connect you to the person most able to answer your query or concern.
New South Wales Education Standards Authority	PO Box 478 Wagga Wagga Ph (02) 6937 3889 Fax (02) 6937 3809	Liaison Officer	Christine Keys
New South Wales Education Standards Authority Disability Provisions Section	GPO Box 5300 Sydney NSW 2001 Ph (02) 9367 8325 (02) 9367 8381	Reception will connect you to the person most able to answer your query or concern.	

5.i. Assessment Task Calendar

Term 1 – 2021

1-5				
6	Science Task 1	Maths Task 1	Textiles Task 1	
7				
8	PASS Task 1	STEM Task 1		
9	English Task 1	Geography Task 1	History Task 1	Agriculture Task 1
10	PDHPE Task 1	Metals 1 Task 1	Timber 1 Task 1	Visual Arts Task 1

Term 2 – 2021

1-3				
4	Maths Task 2	Food Technology Task 1		
5	Half Yearly Examinations - Maths Task 3, Science Task 2		Non Examination Tasks-PDHPE Task 2, Agriculture Task 2, Textiles Task 2, Visual Arts Task 2	
6	STEM Task 2			
7	English Task 2	History Task 2		
8	Geography Task 2			
9	Metals 2 Task 1	Timber 2 Task 1		
10	Visual Arts Task 3			

Term 3 – 2021

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1				
2	Science Task 3 Depth Study 1		PDHPE Task 3	
3				
4				
5	English Task 3 (Blue)	STEM Task 3	Metals 1 Task 2	Timber 1 Task 2
6				
7	Maths Task 4	Food Technology Task 2		
8	PASS Task 2	Textiles Technology Task 3		
9	Science Task 4 Depth Study 2		Geography Task 3	History Task 3
10	English Task 3 (Red)	PDHPE Task 4	Visual Arts Task 4	

Term 4 - 2021

1-4				
5	Yearly exams - English, Maths, Science, Geography, History, Agricultural Technology, PASS, Food Technology, Textiles Technology			
6	STEM Task 4	Food Technology Task 4	Visual Arts Task 5	
7-9				
10	Metals 1 Task 3	Metals 2 Task 2	Timber 1 Task 3	Timber 2 Task 2