



ST PATRICK'S COLLEGE

Year 5 Assessment Handbook



Our Mission

Inspired by the Gospel and Edmund Rice, St Patrick's College liberates the whole person and educates for resilient and spirited men who are challenged to serve.

2024 Edition



ST PATRICK'S COLLEGE

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Dear Parents/Carers and Students of Year 5,

This Assessment Handbook is a valuable resource for you throughout 2024. It contains comprehensive information on all aspects of the assessment program here at St Patrick's College. I urge you to use it as an ongoing source of information throughout the assessment period which commences in February and concludes in November.

The information provided in this booklet serves as official notification for all assessment tasks for the whole year. Additional specific course and/or assessment task requirements may be issued as deemed appropriate by the nature of the task.

It is your responsibility to be comprehensively familiar with both the general requirements for assessment and with the particular requirements of each subject being undertaken.

Successful students are characterised by organised study and reliable and consistent effort. Students need to be conscious of workloads and time management in the completion of assessment tasks throughout the year, as well as full and active participation in each lesson. A balanced approach to homework and study is vital to the well-being of students, neither should be onerous.

Despite our best intentions in putting together this assessment program, changes may occur. Any change, if it does occur, is expected to be minor and ample forward notice will be given to the relevant students.

I wish all students well in their work over the year.

Dan Fields
Head of Curriculum (Stage 3)

February 2024

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St Patrick's College, Strathfield

STAGE 3 ASSESSMENT POLICY AND PROCEDURES

The College's Assessment Policy has been drawn up with the intention of being considerate and just to the individual, the student body, and the teaching staff.

- (a) Students have the right to adequate, timely and meaningful feedback on all completed assessment tasks. This may take one of the following forms:
- I. an appropriate mark or grade
 - II. a written comment.
 - III. a meeting with the teacher who marked the task for further discussion.

Any discussion about the result for the task should occur at the time when the task is returned. At all times the College reserves the absolute right to determine the validity of an assessment mark.

- (b) Assessment tasks can be in differing formats, e.g., in-class tests/examinations, hand-in assignments prepared outside class, in response to video material, practical work, aural, oral.

- (c) Work presented for assessment is to be clearly labelled with the student's name and to be firmly bound.

- (d) Hand-in assessment tasks will be submitted to the relevant class teacher by the specified due date and in the specified manner.

If the teacher is absent, the task is to be submitted on the teacher's return to class.

The College reserves the right to determine the validity, or otherwise, of the reason for the failure to submit an assessment task.

Where an assessment task is not submitted by the due date and manner, the classroom teacher will liaise with student and parent/carer to ascertain the reasons why it was unable to be completed or submitted.

- (e) While only certain tasks will be used for assessment purposes, it should be remembered that students will only perform well if they have worked consistently at all tasks and other set work throughout the course.

- (f) Students and their parents are asked to give particular attention to the following points:

No allowance will be made for a student who is not present for a particular task or does not submit a task on the due date except in the following circumstances:

- I. Illness (a doctor's certificate is ordinarily required)
- II. Unforeseen circumstances (at the discretion of the class teacher in consultation with the relevant Head of Curriculum (Stage 3).

In such circumstances, a parental note is always required to be produced. On the day of his return to school, the student must report to the relevant class teacher, with his parental note.

- (g) A student who knows in advance that he will be unable to be present for an assessment task or to complete it, should notify his class teacher, in writing, of this situation before the due date if he wishes to be considered under point (f).

In the event of an extended absence from school, appropriate written documentation from parents must also be provided to the Year Coordinator as soon as the reason(s) for the absence becomes known.

- (h) Any student who is absent from an assessment task or fails to complete it by the due date will not be given an extension of time unless circumstances as outlined in point (f) apply.
- (i) A student who is late for a task or fails to complete it by the due date will not be given an extension of time unless circumstances as outlined in (f) apply.
- (j) Malpractice is any activity undertaken by students that allow them to gain an unfair advantage over others. Plagiarism is a form of malpractice. Plagiarism means copying the intellectual work of others either by reproducing their ideas, opinions, or theories word for word or by paraphrasing without acknowledging the source of the information. It also includes the use and submission of material wholly or partially generated through the aid of artificial intelligence (AI).

As stated in the NSW Education Standards Authority document Assessment in a Standards- Referenced Framework - a Guide to Best Practice, malpractice includes but is not limited to:

- submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- paying someone to write or prepare material.
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date.
- assisting another student to gain an unfair advantage.

Plagiarism can include:

- using words, ideas, designs, or the workmanship of others, including one's own previous work, in practical and performance tasks without appropriate acknowledgement.
- using material directly from books, journals, CDs, or the internet without reference to the source
- buying, stealing, or borrowing another person's work and presenting it as one's own
- copying someone else's work in part or whole and presenting it as one's own
- citing the source of information but quotation marks are not used to indicate words taken from another source.
- inaccurate acknowledgement of a source

The penalty for malpractice in an assessment task will be a zero mark or E grade for that task.

Students are advised to consult with their teachers if they are unsure of whether an activity will unfairly advantage them. Students are advised to consult A Guide to Writing Bibliographies in the College Diary and on Canvas on how to avoid plagiarism.

All work submitted for assessment must be a student's own. Any work suspected of plagiarism will be subjected to further investigation. If proven, the penalty will be zero.

If submitted work is suspected as generated by artificial intelligence (AI) and not commensurate with a student's general pattern of demonstrated achievement, the Head of Curriculum (Stage 3) may request the student complete a viva voce (discussion, oral response to question). Questions directed to the student will reflect content presented in the student submission and aligned to the marking criteria. A final mark for the assessment will reflect the quality and depth of student knowledge presented through the viva voce.

SUMMARY OF SCHOOL'S RESPONSIBILITIES FOR ASSESSMENT

1. Written notification of assessment components and weightings.
2. Nature of each task.
3. Timing of each task.
4. Mark value of each task.
5. School policy on late tasks.
6. Develop a policy for valid absences.
7. Provide feedback after each task.
8. Verify assessment work outside the school.

SUMMARY OF STUDENT'S RESPONSIBILITIES

1. Attend all lessons.
2. Attend all assessment tasks.
3. Make a serious attempt at all assessment tasks.
4. Hand work in on time.
5. Notify the classroom teacher in advance if unable to present for an assessment task.
6. Provide evidence/documentation for missed tasks.

NOTICE OF UNSATISFACTORY COMPLETION OF AN ASSESSMENT TASK

Date _____

Dear Mr & Mrs _____,

It is with regret that I have to write to you concerning _____
Unsatisfactory Completion of an Assessment Task. The specific details of this incident are provided overleaf.

A copy of this letter will be placed on your son's file. Please note that if your son was to receive a further Notice of Unsatisfactory Completion of an Assessment Task in this subject, it may result in the issue of an official warning letter from the College, indicating that he is in danger of not satisfying the outcomes and requirements for this subject.

I strongly encourage you to discuss the circumstances of this notification fully with your son.

Please complete the form below and return it to me as soon as possible to acknowledge receipt of this letter. If you wish to discuss this matter further, please do not hesitate to contact me.

Yours sincerely,

(Full Name)

Head of Curriculum (Stage 3)

cc: Year Coordinator

✂-----

Please return to Head of Faculty.

STUDENT NAME:

SUBJECT:

I acknowledge receipt of the letter sent on _____ (date), regarding my son's Unsatisfactory Completion of an Assessment Task. I have discussed the matter with him.

Parent/Carer (Signature)

Date

DETAILS OF UNSATISFACTORY COMPLETION OF AN ASSESSMENT TASK

STUDENT'S NAME: _____ **DATE:** _____

NATURE OF CONCERN (ticked):

- Submission
- Non-Submission
- Non-Serious Attempt
- Malpractice
- Unexplained Absence

SUBJECT: _____

DESCRIPTION OF TASK: _____

DATE FOR COMPLETION OF TASK: _____

DATE SUBMITTED (where applicable): _____

Individual Course Assessment Requirements

English Year 5 (Stage 3) – Core Assessment Tasks

(Please Note: Progressive Attainment Testing (PAT) Reading will be completed Term 2 (Week 2B) & Term 4 (Week 2B))

	Semester One				Semester Two		
	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7
Nature of Task	Imaginative Writing Task - Journey	Adaptations (S&T) Speaking Task	A Glasshouse of Stars Short & Extended Responses	SPeeCh! (Persuasive)	Poetry (Writing & Presenting)	August & Jones Short & Extended Responses	Informative Writing (Integrated with HSIE)
Timing	Term 1 Week 6B (Mon 4/3)	Term 1 Week 10B (Tues 2/4 – Fri 5/4)	Term 1 Week 11A Mon 8/4	Term 2 Week 5B (Mon 27/5 – Fri 31/5)	Term 3 Week 8B (Mon 9/9 – Fri 13/9)	Term 3 Week 9A Thurs 19/9	Term 4 Week 4B Tues 5/11
Outcomes assessed	EN3-CWT-01 EN3-SPELL-01 EN3-HANDW-01 EN3-VOCAB-01	EN3-OLC-01 EN3-VOCAB-01 EN3-CWT-01 EN3-HANDW-02	EN3-RECOM-01 EN3-CWT-01 EN3-UARL-01	EN3-OLC-01 EN3-VOCAB-01 EN3-CWT-01	EN3-OLC-01 EN3-CWT-01 EN3-SPELL-01 EN3-HANDW-02 EN3-UARL-02	EN3-RECOM-01 EN3-CWT-01 EN3-UARL-02	EN3-CWT-01 EN3-SPELL-01
Focus Areas							
Oral language and communication (EN3-OLC-01)		✓		✓	✓		
Vocabulary (EN3-VOCAB-01)	✓	✓		✓			
Reading comprehension (EN3-RECOM-01)			✓			✓	
Creating written texts (EN3-CWT-01)	✓	✓	✓	✓	✓	✓	✓
Spelling (EN3-SPELL-01)	✓				✓		✓
Handwriting and digital transcription (EN3-HANDW-01 & EN3-HANDW-02)	✓	✓			✓		
Understanding and responding to literature (EN3-UARL-01 & EN3-UARL-02)			✓		✓	✓	

Year 5 (Stage 3) Mathematics Assessment Schedule 2024 – Core Assessment Tasks

Please Note: Progressive Attainment Testing (PAT) Maths will be completed Term 1 (Week 3A) & Term 4 (Week 3A)

	Term 1	Term 2	Term 3	Term 4
Nature of Task	Weeks 5, 8 & 11 Topic Tests	Weeks 3, 6 & 9 Topic Tests	Weeks 3, 6 & 9 Topic Tests	Week 4 Topic Test
Timing & Outcomes	<p>Week 5A – Mon 26/2 (Before Year 5 Camp)</p> <ul style="list-style-type: none"> - Data (MA3-DATA-01 & MA3-DATA-02) - Represents Numbers (MA3-RN-01 & MA3-RN-02) - Multiplicative Relations (MA3-MR-01 & MA3-MR-02) <p>Week 8B – Fri 22/3</p> <ul style="list-style-type: none"> - Additive Relations (MA3-AR-01) - Representing Quantity Fractions (MA3-RQF-01, MA3-RQF-02) <p>Week 11A – Thurs 11/4</p> <ul style="list-style-type: none"> - Two-Dimensional Spatial Structure (MA3-2DS-01) - Geometric Measure (Angles) (MA3-GM-03) 	<p>Week 3B – Thurs 16/5</p> <ul style="list-style-type: none"> - Represents Numbers (MA3-RN-01 & MA3-RN-02) - Non-spatial Measure (Mass) (MA3-NSM-01) <p>Week 6A – Thurs 6/6</p> <ul style="list-style-type: none"> - Geometric Measure (Length) (MA3-GM-02) - Geometric Measure (Position) (MA3-GM-01) - Multiplicative Relations (MA3-MR-01 & MA3-MR-02) <p>Week 9B – Thurs 27/6</p> <ul style="list-style-type: none"> - Two-Dimensional Spatial Structure (Area) (MA3-2DS-01 & MA3-2DS-02) - Three-dimensional Spatial Structure (3D Objects & Volume) (MA3-3DS-01 & MA3-3DS-02) 	<p>Week 3A – Thurs 8/8</p> <ul style="list-style-type: none"> - Additive Relations (MA3-AR-01) - Geometric Measure (Length) (MA3-GM-02) - Non-spatial Measure (Time) <p>Week 6B – Thurs 29/8</p> <ul style="list-style-type: none"> - Represents Numbers (MA3-RN-01 & MA3-RN-02) - Three-dimensional Spatial Structure (Objects and Volume) (MA3-3DS-01 & MA3-3DS-02) <p>Week 9A – Tues 19/9</p> <ul style="list-style-type: none"> - Representing Quantity Fractions (MA3-RQF-01, MA3-RQF-02) - Chance (MA3-CHAN-01) 	<p>Week 4B – Thurs 7/11</p> <ul style="list-style-type: none"> - Additive Relations (MA3-AR-01) - Representing Quantity Fractions (MA3-RQF-01, MA3-RQF-02) - Multiplicative Relations (MA3-MR-01 & MA3-MR-02)

Focus Areas

MAO-WM-01 Working Mathematically – develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.

Number & Algebra

Representing numbers	✓	✓		
Additive relations	✓		✓	✓
Multiplicative relations	✓	✓	✓	✓
Fractions	✓			✓

Measurement & Geometry

Geometric measure	✓	✓	✓	✓
Two-dimensional (2D) spatial structure	✓	✓	✓	✓
Three-dimensional (3D) spatial structure		✓	✓	
Non-spatial measure		✓	✓	

Statistics & Probability

Data	✓			
Chance				

Year 5 (Stage 3) Science & Technology Assessment Schedule 2024 – Core Assessment Tasks

	Semester One		Semester Two	
Task number	#1	#2	#3	#4
Nature of task	Adaptations Science Task	Food & Fibre Research Task (Integrated Task with Geography)	States of Matter Task	Changes to the Earth's Surface Research Task (Integrated Task with English & Geography)
Timing	Term 1 Week 10B (Mon 3/4)	Term 2 Week 5A (26/5)	Term 3 Week 9A (Wed 18/9)	Term 4 Week 4B (Fri 8/11)
Outcomes assessed	Living World ST3-4LW-S ST3-2DP-T	Living World ST3-5LW-ST ST3-2DP-T	Material World ST3-6MW-S	Earth & Space (Geological Changes) ST3-1WS-S
Learning Areas				
Working scientifically			✓	
Working technologically			✓	
Knowledge and understanding			✓	

Year 5 (Stage 3) Human Society and Its Environment (HSIE) Assessment Schedule 2024 – Core Assessment Tasks

	History	Geography	History	Geography
Task	#1	#2	#3	#4
Nature of Task	Significant people, groups, places and events	Sustainability of natural environments (Integrated Task with Science & Technology)	Shaping of the Colonies	Humans shape places (Integrated Task with Science & Technology)
Timing	Term 1 Week 9A (Wed 27/3)	Term 2 Week 5B (Fri 31/5)	Term 3 Week 8B (Wed 11/9)	Term 4 Week 4B (Fri 8/11)
Outcomes Assessed	HT3-1	GE3-1	HT3-2	GE3-2
Historical Knowledge and Understanding				
Continuity and change				
Cause and effect				
Perspectives			✓	
Empathetic understanding	✓			
Significance				
Contestability				
Historical Skills and Tools				
Comprehension: chronology, terms and concepts	✓		✓	
Analysis and use of sources			✓	
Perspectives and interpretations				
Empathetic understanding			✓	
Research	✓		✓	
Explanation and communication	✓			

Geographical Knowledge and Understanding (Inquiry Skills)				
Acquiring geographical information		✓		✓
Processing geographical information		✓		✓
Communicating geographical information		✓		✓
Geographical Skills and Tools				
Maps				
Fieldwork		✓		✓
Graphs and Statistics				
Spatial Technologies		✓		✓
Visual Representations				✓

YEAR 5

ASSESSMENT TASKS CALENDAR

Terms 1-4, 2024



ST PATRICK'S COLLEGE

Term 1			
Month	Date	Subject/s	Nature of Task
February	Mon 26/2 Week 5A	Mathematics	Mathematics Topic Test
March	Mon 4/3 Week 6B	English	Imaginative Writing Task
	Mon 18/3 Week 8B	PD/H/PE	Task 1: Exercise in Disguise Research
	Fri 22/3 Week 8B	Mathematics	Mathematics Topic Test
	Wed 27/3 Week 9A	History	Significant people, groups, places and events
April	Tues 2/4 Week 10B	English, Science & Technology PDHPE	Adaptations Dance
	Mon 8/4 Week 11A	English	Short & Extended Responses on novel (A Glasshouse of Stars)
	Thurs 11/4 Week 11A	Mathematics	Mathematics Topic Test
	Week 11A	Religious Education	Task 1
Term 2			
Month	Date	Subject/s	Nature of Task
May	Thurs 16/5 Week 3B	Mathematics	Mathematics Topic Test
	Week 3B	Music	Keyboard
	Week 5B	Religious Education	Task 2
	Mon 27/5 Week 5B	English	SPeeCh! – The Power of Persuasion
	Fri 31/5 Week 5B	Science & Technology Geography	Sustainability
June	Thurs 6/6 Week 6A	Mathematics	Mathematics Topic Test
	Thurs 27/6 Week 9B	Mathematics	Mathematics Topic Test

Term 3			
Month	Date	Subject/s	Nature of Task
August		Mathematics	Mathematics Topic Test
	Week 3A	Music	Listening Task
	Thurs 29/8 Week 6B	Mathematics	Mathematics Topic Test
September	Week 8B Mon 9/9	English	Poetry Task
	Week 8B Mon 9/9	French	Task 1
	Week 8B Wed 11/9	PD/H/PE	We're All Unique (Group Task)
	Week 8B Wed 11/9	History	Shaping of the colonies
	Week 9A Wed 18/9	Science & Technology	States of Matter
	Week 9A Thurs 19/9	English	Short & Extended Responses on novel (August & Jones)
	Week 9A Thurs 19/9	Mathematics	Mathematics Topic Test
	Week 10B	Religious Education PDHPE	Task 3 Basketball
Term 4			
Month	Date	Subject/s	Nature of Task
November		Music	Composition
	Week 3A Mon 4/11	French	Task 2
	Thurs 7/11 Week 4B	Mathematics	Mathematics Topic Test
	Fri 8/11 Week 4B	English, Geography & Science & Technology	Changes to the earth's surface (Informative writing)
	Week 5A	Religious Education	Task 4

Specialist Subjects (Languages, PD/H/PE, Music and Visual Art) Assessment Task information, in line with all other Key Learning Areas (KLAs) will be provided to students to ensure successful completion of each task.