



ST PATRICK'S COLLEGE, STRATHFIELD

ASSESSMENT HANDBOOK

YEAR 5

2026 Edition



ST PATRICK'S COLLEGE

St Patrick's College Strathfield
ABN 70 273 700 830

Private Mail Bag 1 Strathfield NSW 2135

Telephone 02 9763 1000
Email spc@spc.nsw.edu.au
Website www.spc.nsw.edu.au

Dear Parents/Carers and Students of Year 5,

This Assessment Handbook is a valuable resource for you throughout 2026. 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 2026

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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): _____



ST PATRICK'S COLLEGE

THE AI TASK SCALE 2026

This guide helps maintain academic integrity, supports learning objectives, and provides consistency in expectations across subjects. Students who do not adhere to the AI usage requirements for a task may be subject to academic malpractice consequences.

1	NO AI	<p>The task is completed entirely without AI assistance. This level relies solely on students' own knowledge, understanding, and skills.</p> <p>AI must not be used <i>at any point</i> during the task and its preparation.</p>
2	AI-ASSISTED IDEA GENERATION AND STRUCTURING	<p>AI can be used in the task for brainstorming, creating structures, and generating ideas for improving work.</p> <p>No AI content is allowed in the final submission.</p> <p>Reference to which AI's used should be noted in the bibliography.</p>
3	AI-ASSISTED EDITING	<p>AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI.</p> <p>AI can be used, but max original work with no AI content must be provided in an appendix i.e. you submit your AI Edited and non-AI edited Script.</p> <p>Applications that use AI: ChatGPT, Grammarly, Microsoft applications, etc. If in doubt check with your teacher.</p>
4	AI TASK COMPLETION, HUMAN EVALUATION	<p>AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output.</p> <p>You will use AI to complete specified parts in the task.</p> <p>Any AI created content must be cited.</p>
5	FULL AI	<p>AI should be used as a "co-pilot" in order to meet the requirements of the task, allowing for a collaborative approach with AI and enhancing creativity.</p> <p>You may use AI throughout your task to support your work and are not required to specify which content is AI-generated though you must reference the AI's used.</p>

Adapted from: Furze, L., Perkins, M., Roe, J., & MacVaugh, J. (2024). The AI Assessment Scale (AIAS) in action: A pilot implementation of GenAI-supported assessment. *Australasian Journal of Educational Technology*, 40(4), 38–55. <https://doi.org/10.14742/ajet.9434>

English Year 5 (Stage 3) – Core Assessment Task Schedule

Note: Progressive Achievement Testing (PAT) Reading administered Term 2 (Week 2B) and Term 4 (Week 2B). Scholastic Lexile Testing administered termly in library lessons.

	Semester One		Semester Two	
	Task # 1	Task # 2	Task # 3	Task # 4
Nature of Task	Imaginative Writing Task (Integrated with Science & Technology)	SPEECH! (Persuasive)	Responding to Literature Task	Informative Writing Task
Timing	Term 1 Week 10B (Tues 31/3)	Term 2 Week 5A (Mon 18/5)	Term 3 Week 9A (Mon 14/9)	Term 4 Week 4B (Thurs 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-SPELL-01	EN3-RECOM-01 EN3-UARL-01 EN3-UARL-02	EN3-CWT-01 EN3-SPELL-01 EN3-HANDW-01 EN3-VOCAB-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)				

Mathematics Year 5 (Stage 3) – Core Assessment Task Schedule

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

	Semester One		Semester Two	
	Term 1	Term 2	Term 3	Term 4
Timing & Outcomes	Core Assessment Task 1 Week 5A – Mon 23/2 Data (<i>MA3-DATA-01</i> & <i>MA3-DATA-02</i>) Represents numbers (<i>MA3-RN-01</i> & <i>MA3-RN-02</i>) Multiplicative relations (<i>MA3-MR-01</i>) Core Assessment Task 2 Week 9A – Wed 25/3 Additive relations (<i>MA3-AR-01</i>) Representing quantity fractions (<i>MA3-RQF-01, MA3-RQF-02</i>) Two-dimensional spatial structure (<i>MA3-2DS-01</i>)	Core Assessment Task 3 Week 5A – Mon 18/5 Represents numbers (<i>MA3-RN-01</i> & <i>MA3-RN-02</i>) Chance (<i>MA3-CHAN-01</i>) Geometric Measure – Length (<i>MA3-GM-02</i>) Geometric Measure – Position (<i>MA3-GM-01</i>)	Core Assessment Task 4 Week 4B – Mon 10/8 Additive relations (<i>MA3-AR-01</i>) Geometric Measure – Length (<i>MA3-GM-02</i>) Non-spatial Measure – Time (<i>MA3-NSM-02</i>) Core Assessment Task 5 Week 10B – Mon 21/9 Represents numbers (<i>MA3-RN-01</i> & <i>MA3-RN-02</i>) Three-dimensional spatial structure – 3D objects and Volume (<i>MA3-3DS-01</i> & <i>MA3-3DS-02</i>) Representing quantity fractions (<i>MA3-RQF-01, MA3-RQF-02</i>) Chance (<i>MA3-CHAN-01</i>) Multiplicative relations (<i>MA3-MR-01</i> & <i>MA3-MR-02</i>)	Core Assessment Task 6 Week 4B – Thurs 5/11 Additive relations (<i>MA3-AR-01</i>) Representing quantity fractions (<i>MA3-RQF-01, MA3-RQF-02</i>) Multiplicative relations (<i>MA3-MR-01</i>) Two-dimensional spatial structure (<i>MA3-2DS-01</i>) Geometric Measure – Angles (<i>MA3-GM-03</i>)

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.

	Term 1	Term 2	Term 3	Term 4
Number & Algebra				
Representing numbers				
Additive relations				
Multiplicative relations				
Fractions				
Measurement & Space				
Geometric measure				
Two-dimensional (2D) spatial structure				
Three-dimensional (3D) spatial structure				
Non-spatial measure				
Statistics & Probability				
Data				
Chance				

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

	Semester One		Semester Two	
Task number	Task #1	Task #2	Task #3	Task #4
Nature of task	Imaginative Writing & Adaptations Research Task (Integrated with English)	Food & Fibre Research Task	CANVAS Knowledge-based Quiz	Changes to the Earth's Surface Knowledge-Based Quiz (CANVAS)
Timing	Term 1 Week 10B (Tues 31/3)	Term 2 Week 5A (Fri 22/5)	Term 3 Week 10B (Tues 22/9)	Term 4 Week 5A (Mon 9/11)
Outcomes assessed	Living World <i>ST3-4LW-S</i> <i>ST3-2DP-T</i>	Living World <i>ST3-5LW-ST</i> <i>ST3-2DP-T</i>	Material World <i>ST3-6MW-S</i>	Earth & Space (Geological Changes) <i>ST3-1WS-S</i>
Learning Areas				
Working scientifically			✓	
Working technologically			✓	
Knowledge and understanding			✓	

Human Society & its Environment Year 5 (Stage 3) – Core Assessment Task Schedule

	Semester One		Semester Two	
Task number	Task #1	Task #2	Task #3	Task #4
Nature of task	Geography: Great Aussie Road Trip Research Task	Geography: Disaster Defenders Task	History	History
Timing	Term 1 Week 10B (Mon 30/3)	Term 2 Week 5A (Tues 19/5)	Term 3 Week 10B (Thurs 24/9)	Term 4 Week 5A (Thurs 12/11)
Outcomes assessed	HS3-GEO-01 HS3-ACH-01	HS3-GEO-01 HS3-ACH-01	HS3-ACH-01 HS3-HIS-01 HS3-CWT-01	HS3-HIS-01 HS3-CWT-01
Learning Areas				
Historical knowledge, understanding and skills				
Geographical knowledge, understanding and skills				

Religious Education Year 5 (Stage 3) – Core Assessment Task Schedule

	Semester One		Semester Two	
	Task # 1	Task # 2	Task # 3	Task # 4
Nature of Task	Liturgical Year (Lent and Easter) Task	Sacred Scriptures & Sacraments Knowledge-based Quiz	Creation (Part A) & The Catholic Church in Australia (Part B) Task	Social Justice Quiz
Timing	Term 1 Week 9A (Thurs 26/3)	Term 2 Week 5A (Tues 19/5)	Term 3 Week 9A (Mon 14/9)	Term 4 Week 3A Fri 30/10
Outcomes Assessed	RECV DLY5 RECK DLY5 RECS DLY5	RECK A5 RECS A5 RECK D5 RECS D5	RECV C5 RECS C5 RECK B5 RECS B5	RECK E5 RECV E5

Personal Development, Health & Physical Education (PD/H/PE) Year 5 (Stage 3) – Core Assessment Task Schedule

Task Number	Task # 1	Task # 2	Task # 3	Task # 4
Nature of Task	Energy Explorers/Survivor: Outwit, Outplay, Outlast Survivor Challenges + Journal Reflection	Ready, Set, Safe! Board Game	Tactic Twist/Planet Playoffs Tactics/Strategies in Games/Sports	Own your Wellness CANVAS Quiz on Puberty and changes
Timing	Ongoing during Term 1	Term 2, Week 4	Ongoing during Term 3	Term 3, Week 10
Outcomes Assessed	PH3-MSP-01 & PH3-SMI-01	PH3-RRS-01, PH3-RRS-02, PH3-SMI-01 & PH3-CWT-01	PH3-MSP-01 & PH3-SMI-01	PH3-SMI-01 & PH3-IHW-01
Learning Areas				
Knowledge and Understanding	Developing communication, teamwork and understand how the body moves and transitions between different fundamental movement skills	Recognise safe/unsafe environments by developing appropriate reactions/plans to deal/manage risks and hazards	Analyse and demonstrate tactical and strategical awareness in games whilst developing decision-making and teamwork skills	Physical and emotional changes that occur during puberty. Development and maintenance of healthy relationships
Research	NIL	Explore elements of safety in a range of contexts by investigating impacts on individual/community by understanding actions and consequences	NIL	Content covered in class
Movement Skill and Performance	Participate in a variety of challenges to test endurance, agility, strength and balance in diverse learning contexts	NIL	Engage in an array of sports to explore different sporting games and playing styles	NIL
TOTAL MARKS	/30	/25	/25	/40

Note:

*Final grade for the year will be influenced more heavily by student achievement towards the end of the course.

Selected informal assessment activities will supplement evidence from core formal task to verify or shift a grade when on the cusp of a grade band. In PDHPE, these may include: short, evaluative and analytical responses, student practical applications and contributions to class-based discussions.

Creative Arts: Visual Arts Year 5 (Stage 3) – Core Assessment Task Schedule

Task Number	Task 1	Task 2
Nature of task	Art Making	Writing
Timing/ Due Date	Due Dates: Wk.10, T1 5BLA, 5GO, 5RE (27.03) 5WH, 5BL (26.03) 5OR (25.03) 5GR (24.03)	Due Dates: Wk. 4, T2 5WH, 5GO (11.05) 5GR, 5RE, 5BU (12.05) 5OR (13.05) 5BL (14.05)
Outcomes assessed	VAS3.1, VAS3.2	VAS3.3, VAS3.4
Learning Areas		
Making		
Appreciating		

Notes:

***Final grade for the year will be influenced more heavily by student achievement towards the end of the course.**

Selected informal assessment activities tasks will be used to inform teacher judgement of student achievement across the year. In Visual Arts these may include artmaking activities such as, designing, planning, composing, drafting or critical and historical activities such as analytical responses, short creative responses, student presentations, and contributions to debates and discussions.

Creative Arts: Music Year 5 (Stage 3) – Core Assessment Task Schedule

Task Number	Task # 1	Task # 2	Task # 3	Task # 4
Nature of Task	Pentatonic Composition	Performance	Performance	Listening
Timing	Term 1 Week 8B	Term 2 Week 3A	Term 3 Week 6B	Term 4 Weeks 3A and 4B
Outcomes Assessed				
Learning Areas				
Performing				
Composing				
Listening				

Languages: French Year 5 (Stage 3) – Core Assessment Task Schedule

Task Number	Task # 1	Task # 2
Nature of Task	Listening & Reading Task	Listening, Reading and Writing Task (In-class)
Timing	Term 3, September Week 8, starting 8 September	Term 4, November Week 4, starting 3 November
Outcomes Assessed	ML3-UND-1	ML3-UND-1 ML3-CRT-01 ML3-INT-01
Learning Areas		
Listening		
Reading		
Speaking		
WEIGHTING	45	55

YEAR 5

ASSESSMENT TASKS CALENDAR

Terms 1-4, 2026



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Note: Term-based calendars will be finalised and updated in readiness for the beginning of each term.

Term 1			
Month	Date	Subject/s	Nature of Task
February	Mon 23/2 Week 5A	Mathematics	Data, Represents Numbers, Multiplicative Relations
March	Throughout Term 1	PD/H/PE	Energy Explorers/Survivor: Outwit, Outplay, Outlast: Survivor Challenges & Journal Reflection
	Week 8B	Music	Pentatonic Composition
	Wed 25/3 Week 9A	Mathematics	Additive Relations, Representing Quantity Fractions, Two-dimensional Space
	Thurs 26/3 Week 9A	Religious Education	Liturgical Year: Lent & Easter Task
	Mon 30/3 Week 10B	Geography	Great Aussie Road Trip Research Task
	Tues 31/3 Week 10B	English, Science & Technology	Imaginative Writing & Adaptations Research Task
	Week 10B	Visual Arts	Artmaking