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Assessment at Norwest

The College has high expectations of all its students and strongly encourages every student to apply their best effort to all course work, including assessment tasks. At Norwest, assessments are designed and managed to enable students to both maximise their potential and learning and demonstrate the knowledge, understanding, and skills they have achieved.

Students are encouraged to take responsibility for their own learning, monitoring their own progress, and using a range of strategies to achieve their learning goals.

This Assessment Handbook provides students and parents with the details of the planned assessment of learning for each course throughout the academic year. You will find details of the outcomes for each course, the core components of each course and the planned assessments of learning throughout the year with their specific weightings.

To assist students and parents to monitor and plan, Stage Semester Assessment Calendars are published on the Secondary Students Tile located on the NWCC Student page of the website (www.norwest.nsw.edu.au) and by clicking on the student profile in Edumate.

The College's Assessment Policy is available to parents and students on the College website (www.norwest.nsw.edu.au) by clicking on the NWCC Parents Page and then the College Policies tile.

Each course at Norwest operates under BOSTES requirements and all aspects of planning, programming, assessing, and reporting are monitored by the Coordinator for that KLA (Key Learning Area) and by the Director of Learning Innovation (DLI). Parents and students should direct any enquiries about the structure of the following assessment schedules to these staff members.

The NSW BOSTES Advice on Assessment

The NSW BOSTES continues to promote a standard-referenced approach to assessing and reporting student achievement in NSW and the importance of assessment for, as, and of learning as essential components of good teaching and learning.

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

**Assessment for Learning** (or formative assessment) usually occurs throughout the teaching and learning process to clarify student learning and understanding.

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

**Assessment of Learning** (or summative assessment) assists teachers to assess achievement against outcomes and standards. It usually occurs at defined key points during a unit of work or at the end of a unit of work, term or semester and may be used to rank or grade students.

A-E grades are issued on a Semester basis based primarily on assessment of learning tasks.

The Common Grade scale (used by all school in NSW) describes student performance at each of five levels:

A. The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B. The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C. The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D. The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E. The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
Satisfactory Achievement

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

- followed the course developed or endorsed by BOSTES;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- achieved some or all of the course outcomes.

The Record of School Achievement (RoSA)

The NSW School Certificate has been replaced by a national credential called the Record of School Achievement (RoSA). The RoSA will be awarded to students who leave school after completing Year 10, but before qualifying for their HSC.

The RoSA will:

- record the school based grade students receive either at the end of Year 10 or for completed Preliminary Courses;
- provide an ongoing, cumulative record of achievement for students they can access anytime;
- report results of moderated school based assessment;
- introduce optional, online literacy and numeracy testing for school leavers (2013 and beyond);
- provide an opportunity for students to incorporate extra-curricular achievements;
- only be issued to students when they leave school.

Norwest Assessment Procedures

Notification

All students in a particular course should be given detailed instruction and explanation about assessment tasks in sufficient time to prepare for the task. This would generally mean at least 2 weeks’ notice – with a specific Norwest Assessment Task proforma stating outcomes, task, details of what will be assessed with marking criteria, and any other specifications. Assessments which are part of examination periods will be notified by exam timetables and teacher devised revision sheets.

Students should acknowledge receipt and understanding of the task by signing the teachers’ list of students.

Types of tasks

- In-class tasks – will require students to prepare for the task both at home and in the previous lessons and it will be completed in the course of a normal lesson. These may include – tests, writing tasks, practicals, performances, speeches or presentations.
- Hand-in tasks – will require students to complete a task by a due date and submit it to their teacher. Generally some work on these tasks will also be completed at school and drafts may be required to be submitted. These may include – research assignments, personal design/representation tasks.
- Some tasks will require group participation. When this is the case each member of the group will be responsible for their contribution and assessed individually.

Preparation

This Assessment Handbook and an assessment weekly calendar for each Semester will be placed both on the Student and Parent section of the College website.

As we consider assessment to be for and as learning as well as of learning, teachers will endeavour to assist students to prepare adequately and meet deadlines by professional management of the assessment cycle, including timely notification, scaffolding tasks where appropriate, mandating drafts, and giving timely feedback.
Importance of feedback

- Feedback is essential for effective student learning;
- Students are encouraged to submit draft assessments for feedback prior to the completion of the final task. Teachers are expected to provide feedback where drafts are submitted no later than four school days prior to the task due date. Teachers may accept assignments after this date at their own discretion;
- Teachers are not to rewrite students’ work or to correct to perfection – but simply to give constructive, timely feedback;
- The timely return of drafts is important however, teachers should make their own parameters around submission and feedback on drafts clear to their students. It is not the College's expectation that teachers are always available online; teachers will allocate sufficient time in lessons to return tasks and provide whole-class feedback, as well as opportunities for students to discuss their achievement with the teacher;
- Students should seek timely feedback on their work as soon as possible after task completion or submission to assist them to monitor their progress towards the achievement of specified learning outcomes and to improve the quality of their work.

Submission

In all Stages where a teacher feels that through exceptional circumstances (eg prolonged unexpected absence of the teacher) the class is unprepared for an assessment task a request to extend must be made to the DLI. The Head of Secondary Years (HSY) and Stage Coordinators will be consulted before changes are agreed upon to ensure equity for the whole grade. Changes to dates will be clearly communicated to parents and students as soon as this change is approved.

As we are endeavouring to train students, the rules around assessments will become more stringent as the student progresses through the Secondary Years. Mentors will assist students to manage their work load – reviewing the term’s assessment calendar and helping them to plan their time.

In Stage 5 all hand in tasks are to be submitted at the LRC at or before the end of recess on the due date unless otherwise specified on the notification. The date of submission will be recorded. Where a task is an in-class task, students’ names will be checked. The expectation – no matter what the type of task – is that all students in the course will be ready on the due date.

Computer use

Students are required to keep back-up copies of their tasks to be produced on request.

Please note: Loss of Task (either electronic or otherwise) or inability to print will not be accepted as a valid reason for late submission.

Malpractice

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others or leads to an unfair appraisal of their achievement. Malpractice during tests or examinations is:

- Breaching test/examination rules.
- Acquiring unauthorised copies of the test before the test time/date.
- Copying the work of others.
- Taking unauthorised material into the test and/or using it during the test.
- Assisting another student to engage in malpractice is also a form of malpractice.
- Plagiarism is another form of malpractice

Plagiarism

Plagiarism can be identified as:

- Copying, buying, downloading, stealing or borrowing someone else’s work in part or in whole, and presenting it as their own.
- Using material directly from books, journals, CDs or the internet without acknowledging the source.
- Paying someone with money or in kind to write or prepare material that is associated with a task, such as process diaries, logs and journal.
- Submitting work that contains a large contribution from another person, such as a parent, coach or subject expert that is not acknowledged.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Consequences of Malpractice

In all cases of suspected malpractice confidentiality will be maintained and the principles of procedural fairness will be observed at all times:

If a student is found have committed malpractice of any type they may receive a “0” for their assessment tasks and be awarded an afterschool service. This decision will be made by the supervising teacher in consultation with the Assessment Review Panel (which consists of Director of Learning Innovation, Head of Secondary Years and relevant Stage Coordinator).
Extensions or Permitted Late Submission of a Task
The late submission or completion of assessment tasks is a serious issue, as without legitimate cause it impacts the fair and equitable administration of the task.

- If a student knows beforehand that they will be absent, the College should be contacted by the parent and the teacher and Stage Coordinator informed. It is best to arrange for the student to sit or submit the task early;
- Extension requests for the submission of assessment tasks must be made to the teacher using the Extension Request form as soon as practicable (generally more than 48 hours) and will only be granted, in consultation with the Stage Coordinator, in exceptional circumstances. These requests must be made prior to the due date of the administration of the task;
- Parents should submit the appropriate form to the teacher. Teachers note receipt of the form and new time on Edumate and forward to Stage Coordinator for approval and storage;
- If a student becomes ill during an in-class assessment task the DLI will decide whether an estimate or a substitute task will be given.

Late or Non-Submission of a Task due to Illness or Misadventure
In the event a hand-in task is not submitted by the due date or an in-class task is not completed on or before the due date by reason of illness or misadventure the following procedures should be followed, in consultation with the DLI as required:

- Illness/Misadventure form must be completed by parents and submitted to the teacher. Form must be approved/filed by Stage Coordinator;
- Misadventure (events outside the control of students) will be approved at the discretion of the Stage Coordinator;
- The teacher will record a note of the incident in Edumate noting the submission of the form and the revised date;
- The teacher will then administer the task and attempt to ensure that the student receives no advantage – where the teacher perceives that the student has received an advantage they must consult the DLI.

Follow up of Missed tasks
If a student has missed a task, for whatever reason, they are responsible, in partnership with their teacher, to ensure that they take the task at the first opportunity (usually on the day of their return).

- Late hand-in tasks should be submitted at the LRC – and will be date stamped;
- In-class, group or practical tasks will be managed by the teacher – but full cooperation is expected from the student;
- In examination periods, missed papers will be managed by the HSY with support from Learning Support staff and the LRC Manager.

Non-Submission without Illness/Misadventure or Revised Date Missed
In the event a hand-in task is not submitted by the due date or an in-class task is not completed on or before the due date but illness or misadventure is not proven, or in the event of a revised date being missed the following procedures will be followed:

- The teacher will inform the student and parent (email/phone) that their assessment task is late and will incur a penalty. (If a revised date has been missed the Stage Coordinator and DLI must also be informed);
- The teacher will record a note of the incident in Edumate, assign a revised date or task and inform the Stage Coordinator;
- The teacher will mark the assessment task upon submission/completion;
- The student will be notified of their original mark and revised mark (see table below);

<table>
<thead>
<tr>
<th>Number of days late (includes weekends)</th>
<th>Percentage of original mark credited to the student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

- Apart from exceptional circumstances, students will be required to submit/complete all assessment tasks even if they will receive a revised mark of zero;
- The revised mark will contribute to student rank within their cohort and the original mark will be used to determine their overall A-E grade (achievement in the course).
Total Non-Submission/Non-Completion of Task

In the event a task is not submitted or completed at all after the process outlined above (including Extensions and Illness/Misadventure provisions):

- Such students are at risk of a 'N' Determination (see below). The teacher will ensure the Stage Coordinator and DLI is fully aware of the non-completion by the end of the same day
- The Stage Coordinator will contact the parent and discuss the incident with parent/guardian and, with the DLI, interview the student, advising them of the problem to be corrected and alert them to the possible consequences of an 'N' determination;
- DLI will issue the parent/guardian with an 'N' Determination Warning letter (warnings are to be issued as soon as possible and as regularly as required);
- DLI will request from the parent/guardian and student written acknowledgement of the warning;
- If the first letter did not achieve its objective, DLI will issue a further warning letter; and retain copies of all relevant documentation on file.
- A mark of zero will apply for that task

N Determinations

- Students who have not complied with the course requirements and who have received at least two written warnings at the time of finalising grades may be regarded as not having satisfactorily completed the course and be formally assigned an 'N' determination by the Principal.
- This formal determination will not normally be made until the end of the course.
- An 'N' determination in any subject will mean a student does not complete all mandatory requirements and therefore will not be eligible to receive a RoSA. They may receive a Transcript of Study showing all grades awarded including 'N' determinations for mandatory courses studied in Stage 5.
- An N determination in a subject will mean a student may not be permitted to proceed to Stage 6 in that subject. It may mean a student is not permitted to proceed to Stage 6 at the College.
Assessment Approach and Requirements

The second 100 hours of Stage 5 Commerce will cover the issues of Law and Employment and three Elective modules. Assessments will cover theoretical, practical and ethical issues.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week held</td>
<td></td>
<td>Term 4 Week 7</td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 8</td>
<td>Term 3 Week 5</td>
</tr>
<tr>
<td>Type of task</td>
<td></td>
<td>Research</td>
<td>Half Yearly Examination</td>
<td>Research</td>
<td>Yearly Examination</td>
</tr>
<tr>
<td>Outcomes assessed</td>
<td></td>
<td>5.1-5.9</td>
<td>5.1-5.9</td>
<td>5.1-5.9</td>
<td>5.1-5.9</td>
</tr>
<tr>
<td>Core 2.2 Employment</td>
<td>30%</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Core 2.1 Law and Society</td>
<td>30%</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Elective 1 Travel</td>
<td>20%</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Elective 2 Running a business</td>
<td>20%</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>30%</td>
<td>30%</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Course Outcomes

5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
5.3 examines the role of law in society
5.4 analyses key factors affecting commercial and legal decisions
5.5 evaluates options for solving commercial and legal problems and issues
5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
5.7 researches and assesses commercial and legal information using a variety of sources
5.8 explains commercial and legal information using a variety of forms
5.9 works independently and collaboratively to meet individual and collective goals within specified timelines
Assessment Approach and Requirements

Assessment tasks will explore a range of making, performing and critically studying.

Making allows students to contribute, select, develop, structure, create, interpret, enact, refine and manipulate (both individually and in a group) in the process of making drama. Making fosters an understanding of how drama/theatre works in both imagined and created situations.

Performing allows students to demonstrate acting and performance skills using dramatic forms, performance styles, dramatic devices, technologies and theatrical conventions to explore, structure and refine ideas. It is a collaborative process where meaning is created through the performers' relationship with the audience.

Critically Studying allows students to demonstrate their understanding, experience, investigation, development, and evaluation through a variety of methods both individually and in a group.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week held</td>
<td></td>
<td>Term 4 Week 7</td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 9</td>
<td>Term 3 Week 5</td>
</tr>
<tr>
<td>Type of task</td>
<td></td>
<td>Chorus Performance Task</td>
<td>Commedia Performance Task</td>
<td>Shakespearean Comedy Performance</td>
<td>Project Task and Written Paper</td>
</tr>
<tr>
<td>Outcomes assessed</td>
<td></td>
<td>1.1, 1.2, 1.3, 2.1, 2.2, 2.2, 3.1</td>
<td>1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.2, 3.3</td>
<td>1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.3</td>
<td>1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.2, 3.3</td>
</tr>
<tr>
<td>Making</td>
<td>30%</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Performing</td>
<td>30%</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Critically Studying</td>
<td>40%</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Course Outcomes

1.1 manipulates the elements of drama to create belief, clarity and tension in character and role, situation and action
1.2 contributes, selects, develops and structure ideas in improvisation and playbuilding
1.3 devises, interprets and enacts drama using scripted and unscripted material or text
1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies
2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to audience and purpose
2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
3.2 analyses the contemporary and historical contexts of drama
3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.
CYCLE B

Assessment Approach and Requirements

Assessment tasks will include the six language components: reading, writing, speaking, listening, viewing and representing. Students are encouraged to personally engage - both as a responder and as a composer - with a variety of texts, using language to shape meaning and express themselves, and to be reflective about their own learning.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week held</td>
<td></td>
<td>Term 4 Week 8</td>
<td>Term 1 Week 9</td>
<td>Term 2 Week 8/10</td>
<td>Term 3 Week 4</td>
</tr>
<tr>
<td>Type of task</td>
<td></td>
<td>Creative Writing (Submission)</td>
<td>Prepared Response and Comprehension Multi-Choice</td>
<td>Visual Presentation and Reflection</td>
<td>Speech and Listening Task</td>
</tr>
<tr>
<td>Outcomes assessed</td>
<td></td>
<td>1, 2, 5, 7</td>
<td>1, 3, 4, 5, 8</td>
<td>1, 2, 3, 4, 5, 7, 9</td>
<td>3, 6, 8, 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25%</td>
<td>15</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25%</td>
<td>10</td>
<td>10</td>
<td>5</td>
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<td>10%</td>
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<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td>25%</td>
<td>25%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Course Outcomes

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

Assessment Approach and Requirements

Assessment tasks will include the six language components: reading, writing, speaking, listening, viewing and representing. Students are encouraged to personally engage - both as a responder and as a composer - with a variety of texts, using language to shape meaning and express themselves, and to be reflective about their own learning.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week held</td>
<td></td>
<td>Term 4 Week 8</td>
<td>Term 1 Week 9</td>
<td>Term 2 Week 8</td>
<td>Term 3 Week 4</td>
</tr>
<tr>
<td>Type of task</td>
<td></td>
<td>Writing Folio (Submission)</td>
<td>Half Yearly Debate</td>
<td>Extended Response (Submission)</td>
<td>Yearly Exam Short Answers/Extended Response</td>
</tr>
<tr>
<td>Outcomes assessed</td>
<td></td>
<td>1, 2, 3, 6, 8, 9</td>
<td>3, 4, 8, 9</td>
<td>1, 2, 3, 5</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Communicates through speaking, listening, reading, writing, viewing, and representing</td>
<td>30%</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Uses language to shape and make meaning according to purpose, audience, and context</td>
<td>30%</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Thinks in ways that are imaginative, creative, interpretive and critical</td>
<td>20%</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Expresses themselves and their relationships with others and their world</td>
<td>10%</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Learns and reflects on their learning through their study of English</td>
<td>10%</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>30%</td>
<td>20%</td>
<td>20%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Course Outcomes

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

Assessment in Food Technology consists of a range of practical tests and reports, design and communication tasks, formal written examinations and research tasks. In practical lessons, students will conduct first-hand experimental work where they are required to communicate information and understanding based on the activities they carry out.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week held</td>
<td></td>
<td>Term 4 Week 6</td>
<td>Term 1 Week 9</td>
<td>Term 2 Week 7</td>
<td>Term 3 Week 2</td>
</tr>
<tr>
<td>Type of task</td>
<td></td>
<td>Practical Experience</td>
<td>Half Yearly Examination</td>
<td>Portfolio</td>
<td>Topic Test</td>
</tr>
<tr>
<td>Outcomes assessed</td>
<td></td>
<td>1.1, 1.2, 5.1</td>
<td>3.2, 4.1, 6.1</td>
<td>3.1, 4.2, 5.2</td>
<td>2.1, 2.2, 2.3, 6.2</td>
</tr>
<tr>
<td>Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food</td>
<td>10%</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge and understanding of food properties, processing and preparation</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Knowledge and understanding of nutrition and food consumption</td>
<td>15%</td>
<td>10</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Skills in researching, evaluating and communicating issues in relation to food</td>
<td>15%</td>
<td>10</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Skills in designing, producing and evaluating solutions for specific food purposes</td>
<td>20%</td>
<td>10</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Knowledge, understanding and appreciation of the significant role of food in society</td>
<td>20%</td>
<td>10</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>20%</td>
<td>30%</td>
<td>20%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Course Outcomes

1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
1.2 identifies, assesses and manages the risks of injury and OHS issues associated with the handling of food
2.1 describes the physical and chemical properties of a variety of foods
2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
2.3 applies appropriate methods of food processing, preparation and storage
3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
3.2 justifies food choices by analysing the factors that influence eating habits
4.1 collects, evaluates and applies information from a variety of sources
4.2 communicates ideas and information using a range of media and appropriate terminology
5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
5.2 plans, prepares, presents and evaluates food solutions for specific purposes
6.1 examines the relationship between food, technology and society
6.2 evaluates the impact of activities related to food on the individual, society and the environment
Graphics Technology

CYCLE B

Assessment Approach and Requirements

Students will be assessed through a combination of Class work and examinations. Students will be required to submit a substantial body of work in the form of a portfolio that demonstrates their skills and understanding of the various course components. It takes many weeks' work to produce graphical presentations of a substantial nature.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week held</td>
<td></td>
<td>Term 1 Week 3</td>
<td>Term 1 Week 9</td>
<td>Term 2 Week 10</td>
<td>Term 3 Week 4</td>
</tr>
<tr>
<td>Type of task</td>
<td></td>
<td>Portfolio of class work</td>
<td>Half Yearly Examination</td>
<td>Portfolio of class work</td>
<td>Yearly Examination</td>
</tr>
<tr>
<td>Outcomes assessed</td>
<td></td>
<td>1.1, 1.2, 2.1, 3.2, 4.1, 4.2, 5.2, 6.1</td>
<td>2.2, 3.1, 5.1, 6.2</td>
<td>1.1, 1.2, 2.1, 3.2, 4.1, 4.2, 5.2, 6.1</td>
<td>2.2, 3.1, 5.1, 6.2</td>
</tr>
<tr>
<td>Practical/Class Work (Portfolio)</td>
<td>70%</td>
<td>35</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory (formal examination)</td>
<td>30%</td>
<td>15</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>35%</td>
<td>15%</td>
<td>35%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Course Outcomes

1.1 communicates ideas graphically using freehand sketching and accurate drafting techniques
1.2 analyses the nature of information and intended audience to select and develop appropriate presentations
2.1 designs and produces a range of graphical presentations
2.2 evaluates the effectiveness of different modes of graphical communications for a variety of purposes
3.1 identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
3.2 manages the development of graphical presentations to meet project briefs and specifications
4.1 manipulates and produces images using computer-based drafting and presentation technologies
4.2 designs, produces and evaluates multimedia presentations
5.1 identifies, assesses and manages relevant WHS factors to minimise risks in the work environment
5.2 demonstrates responsible and safe work practices for self and others
6.1 demonstrates the application of graphics to a range of industrial, commercial and personal settings
6.2 evaluates the impact of graphics on society, industry and the environment
**CYCLE B**

**Assessment Approach and Requirements**

Assessment will consist of two major research assignments based on the core topics. In addition, there is one formal examination.

**Assessment Schedule**

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week held</strong></td>
<td></td>
<td>Term 4 Week 9</td>
<td>Term 1 Week 9</td>
</tr>
<tr>
<td><strong>Type of task</strong></td>
<td></td>
<td>Research Action Plan</td>
<td>Half Yearly Examination</td>
</tr>
<tr>
<td><strong>Outcomes assessed</strong></td>
<td></td>
<td>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10</td>
<td>5.2, 5.3, 5.4, 5.7, 5.8, 5.9, 5.10</td>
</tr>
<tr>
<td>5A3 Issues in Australian Environments</td>
<td>50%</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>5A4 Australia in its regional and global context</td>
<td>50%</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Geography Outcomes:**

5.1 identifies, gathers and evaluates geographical information
5.2 analyses, organises and synthesises geographical information
5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
5.4 selects and applies appropriate geographical tools
5.5 demonstrates a sense of place about Australian environments
5.6 explains the geographical processes that form and transform Australian environments
5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales
5.8 accounts for differences within and between Australian communities
5.9 explains Australia's links with other countries and its role in the global community
5.10 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship
Assessment Approach and Requirements

Assessment will consist of one major research assignment and one examination.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week held</strong></td>
<td></td>
<td>Term 2</td>
<td>Term 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 9</td>
<td>Week 5</td>
</tr>
<tr>
<td><strong>Type of task</strong></td>
<td></td>
<td>Research Task</td>
<td>Yearly Examination</td>
</tr>
<tr>
<td><strong>Outcomes assessed</strong></td>
<td></td>
<td>HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10</td>
<td>HT5-1, HT5-3, HT5-4, HT5-6, HT5-7, HT5-9, HT5-10</td>
</tr>
<tr>
<td>Depth Study 4: Changing Rights and Freedoms</td>
<td>50%</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Depth Study 6: Australia in the Vietnam War Era</td>
<td>50%</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

History Outcomes:

5.1 explains and assesses the historical forces and factors that shaped the modern world and Australia
5.2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
5.3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
5.4 explains and analyses the causes and effects of events and developments in the modern world and Australia
5.5 identifies and evaluates the usefulness of sources in the historical inquiry process
5.6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
5.7 explains different contexts, perspectives and interpretations of the modern world and Australia
5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences
Assessment Approach and Requirements

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week held</td>
<td></td>
<td>Term 1 Week 5</td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 9</td>
<td>Term 3 Week 5</td>
</tr>
<tr>
<td>Type of task</td>
<td></td>
<td>Serving Tray Marking</td>
<td>Half Yearly Examination</td>
<td>Foot Stool / Storage Box Marking</td>
<td>Yearly Examination</td>
</tr>
<tr>
<td>Outcomes assessed</td>
<td></td>
<td>1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 5.1, 6.1, 7.1</td>
<td>1.1, 3.1, 5.1, 7.2</td>
<td>1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 5.1, 6.1, 7.1</td>
<td>1.1, 3.1, 5.1, 7.2</td>
</tr>
<tr>
<td>Skills</td>
<td>60%</td>
<td>30</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>40%</td>
<td>20</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>30%</td>
<td>20%</td>
<td>30%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Course Outcomes

1.1 identifies, assesses and manages the risks and WHS issues associated with the use of a range of materials, hand tools, machine tools and processes

1.2 applies OHS practices to hand tools, machine tools, equipment and processes

2.1 applies design principles in the modification, development and production of projects

2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects

3.1 justifies the use of a range of relevant and associated materials

4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

4.2 works cooperatively with others in the achievement of common goals

5.1 applies and transfers acquired knowledge and skills to subsequent experiences in a variety of contexts and projects

6.1 evaluated products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

7.1 describe, analyses and uses a range of current, new and emerging technologies and their various applications

7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally
Industrial Technology – Timber

200HRS

Assessment Approach and Requirements

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week held</td>
<td></td>
<td>Term 1 Week 5</td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 9</td>
<td>Term 3 Week 5</td>
</tr>
<tr>
<td>Type of task</td>
<td>Major project – first progress mark</td>
<td>Half Yearly Examination</td>
<td>Major project – second progress mark</td>
<td>Yearly Examination</td>
<td></td>
</tr>
<tr>
<td>Outcomes assessed</td>
<td>1.1, 1.2, 2.1, 2.2, 3.2, 4.1, 4.2, 6.1, 7.1</td>
<td>1.1, 3.1, 5.1, 7.2</td>
<td>1.1, 1.2, 2.1, 2.2, 3.2, 4.1, 4.2, 6.1, 7.1</td>
<td>1.1, 3.1, 5.1, 7.2</td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td>60%</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Knowledge</td>
<td>40%</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>30%</td>
<td>20%</td>
<td>30%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Course Outcomes

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
1.2 applies OHS practices to hand tools, machine tools, equipment and processes
2.1 applies design principles in the modification, development and production of projects
2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
3.1 justifies the use of a range of relevant and associated materials
3.2 selects and uses appropriate materials for specific applications
4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
4.2 works cooperatively with others in the achievement of common goals
5.1 applies and transfers acquired knowledge and skills to subsequent experiences in a variety of contexts and projects
6.1 evaluated products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
7.1 describe, analyses and uses a range of current, new and emerging technologies and their various applications
7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally
Assessment Approach and Requirements

Assessments are oriented around different modes of presentation including projects, research and report, as well as an examination. Both Core and Optional content are assessed according to syllabus requirements.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week held</td>
<td></td>
<td>Term 4</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 7</td>
<td>Week 10</td>
<td>Week 9</td>
<td>Week 5</td>
</tr>
<tr>
<td>Type of task</td>
<td></td>
<td>Multimedia</td>
<td>Project</td>
<td>Project</td>
<td>Yearly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project and</td>
<td></td>
<td></td>
<td>Examination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes assessed</td>
<td></td>
<td>2.1, 2.2, 5.2</td>
<td>1.2, 5.1, 5.3</td>
<td>1.1, 2.3, 3.1, 3.2</td>
<td>4.1</td>
</tr>
<tr>
<td>Design, Produce, Evaluate</td>
<td>15%</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authoring and Multimedia</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hardware, People, Robotics and Automated Systems</td>
<td>20%</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issues, Software, Database Design</td>
<td>30%</td>
<td></td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Past, Current and Emerging Technologies, Artificial Intelligence, Simulation and Modelling</td>
<td>35%</td>
<td></td>
<td></td>
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<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>15%</td>
<td>20%</td>
<td>30%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Course Outcomes

5.1.1 selects and justifies the application of appropriate software programs to a range of tasks
5.1.2 selects, maintains and appropriately uses hardware for a range of tasks
5.2.1 describes and applies problem-solving processes when creating solutions
5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems
5.3.1 justifies responsible practices and ethical use of information and software technology
5.3.2 acquires and manipulates data and information in an ethical manner
5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society
5.5.1 applies collaborative work practices to complete tasks
5.5.2 communicates ideas, processes and solutions to a targeted audience
5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology
Mathematics

Assessment Approach and Requirements

Stage 5 Mathematics classes will be formally assessed using a unique class test for Tasks 1 and 3, and both a common paper and a class paper for Tasks 2 and 4 (Half Yearly and Yearly Tests). In addition, ongoing informal assessment which is specific to the learning targets of individual classes will complement formal tasks to allow students to continually gage their progress.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week held</td>
<td></td>
<td>Term 4</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 6</td>
<td>Week 10</td>
<td>Week 7</td>
<td>Week 5</td>
</tr>
<tr>
<td>Type of task</td>
<td></td>
<td>Class Test</td>
<td>Half Yearly Examination</td>
<td>Class Test</td>
<td>Yearly Examination</td>
</tr>
<tr>
<td>Outcomes assessed</td>
<td></td>
<td>MA4-16MG, MA5.1-11MG, MA5.2-14MG</td>
<td>MA4-16MG, MA5.1-11MG, MA5.2-14MG, MA5.2-15SP, MA5.2-16SP, MA5.1-4NA, MA5.2-4NA, MA5.2-6NA</td>
<td>MA5.2-14MG, MA5.2-13MG, MA5.2-15MG, MA5.2-8NA, MA5.3-7NA, MA5.1-6NA, MA5.1-7NA, MA5.2-9NA, MA5.2-10NA</td>
<td></td>
</tr>
<tr>
<td>Reasoning and</td>
<td>40%</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge, Skills, and</td>
<td>60%</td>
<td>10</td>
<td>15</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>15%</td>
<td>25%</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Course Outcomes

MA4-16MG applies Pythagoras' Thm to calculate side lengths in right-angled triangles
MA5.1-4NA solves financial problems involving earning, spending, investing
MA5.2-4NA solves financial problems involving compound interest
MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.1-5NA operates with algebraic expressions involving indices
MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA solves linear and quadratic equations, linear inequalities and linear simultaneous equations
MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships
MA5.1-7NA graphs simple non-linear relationships
MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships
MA5.1-8MG calculates the areas of composite shapes
MA5.2-12MG applies formulas to calculate the volumes of composite solids
MA5.1-9MG interprets small and large units of measurement, uses sci notation, and rounds to sig figures
MA5.1-10MG applies trigonometry to solve problems including angles of elevation and depression
MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings
MA5.1-11MG describes and applies the properties of similar figures and scale drawings
MA5.2-14MG calculates the angle sum of any polygons and uses minimum conditions to prove triangles similar
MA5.1-12SP uses statistical displays to compare sets of data
MA5.2-15SP uses quartiles, box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time
MA5.3 extension outcomes related to the above topics will also be included in Stage 5.7 assessment
Assessment Approach and Requirements

Students will develop knowledge, understanding and skills in the concepts of music through performing, composing and listening.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance</td>
<td>40%</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Composition</td>
<td>30%</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Listening</td>
<td>30%</td>
<td>5</td>
<td>5</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Course Outcomes

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

Assessment Approach and Requirements

The study of Physical Activity and Sports Studies (PASS) gives students the opportunity to explore the many possible contexts in which individuals can build activity into their lifestyle. Outcomes will be assessed through a class test, an examination, an oral presentation and a practical demonstration.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week held</td>
<td></td>
<td>Term 1 Week 5</td>
<td>Term 1 Week 5</td>
<td>Term 3 Week 4</td>
<td>Term 3 Ongoing</td>
</tr>
<tr>
<td>Type of task</td>
<td></td>
<td>In Class Test</td>
<td>Practical Assessment</td>
<td>Yearly Examination</td>
<td>Practical Assessment</td>
</tr>
<tr>
<td>Outcomes assessed</td>
<td></td>
<td>1.1, 1.2, 3.1, 3.2</td>
<td>1.1, 1.2, 4.1, 4.2, 4.3, 4.4</td>
<td>2.1, 2.2, 4.1, 4.2</td>
<td>3.1, 3.2, 4.1, 4.2, 4.4</td>
</tr>
<tr>
<td>Foundations of Physical Activity</td>
<td>30%</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Activity and Sport in Society</td>
<td>40%</td>
<td>30</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Enhancing Participation and Performance</td>
<td>30%</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Course Outcomes

1.1 discusses factors that limit and enhance the capacity to move and perform
1.2 analyses the benefits of participation and performance in physical activity and sport
2.1 discusses the nature and impact of historical and contemporary issues in physical activity and sport
2.2 analyses physical activity and sport from personal, social and cultural perspectives
3.1 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
4.1 works collaboratively with others to enhance participation, enjoyment and performance
4.2 displays management and planning skills to achieve personal and group goals
4.3 performs movement skills with increasing proficiency
4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.
PDHPE

Assessment Approach and Requirements

PDHPE plays a key role in promoting physical activity, health, well-being and developing competency in movement skills. Stage 5 PDHPE allows students to further develop practical skills and explore how decisions and choices may influence their life in the present and future.

The topics covered in stage 5 will include:

- Self and Relationships
- Movement Skill and Performance
- Individual and Community Health
- Lifelong Physical Activity

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week held</td>
<td></td>
<td>Term 4</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 1-3</td>
</tr>
<tr>
<td>Type of task</td>
<td></td>
<td>Physical Activity Assessment</td>
<td>Online Discussion Board</td>
<td>In-Class Assessment</td>
<td>Tactical Learning</td>
</tr>
<tr>
<td>Outcomes assessed</td>
<td></td>
<td>5.4, 5.12, 5.15</td>
<td>5.3, 5.11</td>
<td>5.7, 5.8</td>
<td>5.14</td>
</tr>
<tr>
<td>External time needed</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Self and Relationships</td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movement Skill and Performance</td>
<td>40%</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Individual and Community Health</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Lifelong Physical Activity</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>20%</td>
<td>30%</td>
<td>20%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Course Outcomes

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Outcome Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self and Relationships</td>
<td>5.1</td>
<td>analyses how they can support their own and others' sense of self</td>
</tr>
<tr>
<td></td>
<td>5.2</td>
<td>evaluates their capacity to reflect on and respond positively to challenges</td>
</tr>
<tr>
<td>Movement Skill and Performance</td>
<td>5.5</td>
<td>composes, performs and appraises movement in a variety of challenging contexts</td>
</tr>
<tr>
<td>Individual and Community Health</td>
<td>5.6</td>
<td>analyses attitudes, behaviours and consequences related to health issues affecting young people</td>
</tr>
<tr>
<td>Lifelong Physical Activity</td>
<td>5.9</td>
<td>formulates goals and applies strategies to enhance participation in lifelong physical activity</td>
</tr>
<tr>
<td>Communicating</td>
<td>5.11</td>
<td>adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations</td>
</tr>
<tr>
<td>Decision Making</td>
<td>5.12</td>
<td>adapts and applies decision making processes and justifies their choices in increasingly demanding contexts</td>
</tr>
<tr>
<td>Interacting</td>
<td>5.13</td>
<td>adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives</td>
</tr>
<tr>
<td>Moving</td>
<td>5.14</td>
<td>confidently uses movement to satisfy personal needs and interests</td>
</tr>
<tr>
<td>Planning</td>
<td>5.15</td>
<td>devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>5.16</td>
<td>predicts potential problems and develops, justifies and evaluates solutions</td>
</tr>
</tbody>
</table>
Photographic and Digital Media

Assessment Approach and Requirements

Assessments are oriented around different modes of presentation including projects, research and report, as well as an examination. Both Core and Optional content are assessed according to syllabus requirements.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week held</td>
<td></td>
<td>Term 4 Week 7</td>
<td>Term 5 Week 9</td>
<td>Term 3 Week</td>
<td></td>
</tr>
<tr>
<td>Type of task</td>
<td></td>
<td>Project – Video</td>
<td>Critical and Historical</td>
<td>Project – Body of Work</td>
<td>Yearly Examination</td>
</tr>
<tr>
<td>Outcomes assessed</td>
<td></td>
<td>5.1, 5.2, 5.3, 5.4, 5.5, 5.6</td>
<td>5.2, 5.3, 5.4, 5.8, 5.9</td>
<td>5.1, 5.2, 5.3, 5.5, 5.6</td>
<td>5.7, 5.8, 5.9, 5.10</td>
</tr>
<tr>
<td>Making</td>
<td>60%</td>
<td>20</td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Critical and Historical</td>
<td>40%</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>20%</td>
<td>20%</td>
<td>40%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Course Outcomes

5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works

5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience

5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning

5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works

5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works

5.6 selects appropriate procedures and techniques to make and refine photographic and digital works

5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works

5.8 uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works

5.9 uses the frames to make different interpretations of photographic and digital works

5.10 constructs different critical and historical accounts of photographic and digital works
Science

CYCLE B

Assessment Approach and Requirements

The study of Science provides opportunities for students to develop the skills of working scientifically by engaging them in thinking critically and creatively in problem solving processes. As well as providing learning about how the natural world and living things interact.

The topics studied in Stage 5 will include:

- Theories
- Investigations
- Vehicles
- Genetics and Chemistry

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week held</td>
<td></td>
<td>Term 1 Week 10 (Final submission)</td>
<td>Term 2 Week 6</td>
<td>Term 3 Week 4</td>
</tr>
<tr>
<td>Type of task</td>
<td></td>
<td>Portfolio Items (x6)</td>
<td>Model and Research</td>
<td>Yearly Examination</td>
</tr>
<tr>
<td>Knowledge and Understanding Outcomes assessed</td>
<td>12ES, 13ES, 15LW</td>
<td>11PW, 12PW, 17CW</td>
<td>10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW</td>
<td></td>
</tr>
<tr>
<td>Skills Outcomes assessed</td>
<td>4WS, 5WS, 6WS, 7WS, 8WS, 9WS</td>
<td>7WS, 8WS, 9WS</td>
<td>7WS, 8WS, 9WS</td>
<td></td>
</tr>
<tr>
<td>Knowledge and Understanding</td>
<td>50%</td>
<td>15</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Skills</td>
<td>50%</td>
<td>35</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>50%</td>
<td>20%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Course Outcomes

Domain: Knowledge and Understanding

- **SC5-10PW**: applies models, theories and laws to explain situations involving energy, force and motion
- **SC5-11PW**: explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- **SC5-12ES**: describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
- **SC5-13ES**: explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
- **SC5-14LW**: analyses interactions between components and processes within biological systems
- **SC5-15LW**: explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
- **SC5-16CW**: explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
- **SC5-17CW**: discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Domain: Skills

- **SC5-4SW**: develops questions or hypotheses to be investigated scientifically
- **SC5-5WS**: produces a plan to investigate identified problems, 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 conclusion
- **SC5-8WS**: develop knowledge, understanding of and skills in applying the processes of Working scientifically
- **SC5-9WS**: presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
Visual Arts

Assessment Approach and Requirements

Assessment in Visual Arts is an ongoing evaluation of a student's ability to investigate art making as a practice, as well as art criticism and art history, and engaging in the outcomes provided from the syllabus.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2a</th>
<th>Task 2b</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week held</td>
<td></td>
<td>Term 4</td>
<td>Term 1</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 8</td>
<td>Week 10</td>
<td>Week 10</td>
<td>Week 9</td>
<td>Week 5</td>
</tr>
<tr>
<td>Type of task</td>
<td></td>
<td>Artwork and Analysis</td>
<td>Half Yearly Examination</td>
<td>Ceramic Busts</td>
<td>Body of work and VAD</td>
<td>Artwork and Analysis</td>
</tr>
<tr>
<td>Outcomes assessed</td>
<td></td>
<td>5.3, 5.4, 5.6, 5.7, 5.9</td>
<td>5.7, 5.8, 5.9, 5.10</td>
<td>5.1, 5.2, 5.4, 5.5</td>
<td>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9</td>
<td>5.1, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10</td>
</tr>
<tr>
<td>Artmaking</td>
<td>60%</td>
<td>10</td>
<td>15</td>
<td>25</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Art History and Criticism</td>
<td>40%</td>
<td>5</td>
<td>15</td>
<td>5</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Course Outcomes

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

Glossary of Key Assessment words as defined by the NSW BOSTES

- **Account**
  - Account for: state reasons for, report on. Give and account of: narrate a series of events or transactions.

- **Analyse**
  - Identify components and the relationship between them: draw out and relate implications.

- **Apply**
  - Use, utilise, and employ in a particular situation.

- **Appreciate**
  - Make a judgement about the value of.

- **Assess**
  - Make a judgement of value, quality, outcomes, results or size.

- **Calculate**
  - Ascertain/determine from given facts, figures or information.

- **Clarify**
  - Make clear or plain.

- **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 meaning and identify essential qualities.

- **Demonstrate**
  - Show by example.

- **Describe**
  - Provide characteristics and features.

- **Discuss**
  - Identify issues and provide points for/or against.

- **Distinguish**
  - Recognise and note/indicate as being distinct or different from; to note differences between.

- **Evaluate**
  - Make a judgement based on criteria.

- **Examine**
  - Inquire into.

- **Explain**
  - Relate cause and effect; make the relationships 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 of.

- **Predict**
  - Suggest what may happen based on available information.

- **Propose**
  - Put forward (for example a point of view, idea, argument, suggestion) for consideration of action.

- **Recall**
  - Present remembered ideas, facts or experiences.

- **Recommended**
  - 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.

The following pages are sample copies of forms you may need throughout the Stage 5 course.

All forms can be found on the College website.
Norwest Christian College Stage 5
Assessment Handbook

Sample

Stage 5
Illness/Misadventure

Students are to use this form when they have been unable to submit an assessment task by the due date and have legitimate reasons to support their late submission.

1. Students must submit this signed form to the relevant teacher for approval as soon as practical.
2. If approval is granted, the student must acknowledge the revised due date and note it in their records.
3. The teacher will record the revised date on Edumate.
4. Students will be expected to complete/submit their task by recess on the revised date.
5. If the revised date is missed the standard consequences will apply for a late task, ie N-Determination warning

For a detailed overview please consult the ‘Assessment Guideline section’ in the student Assessment Handbook.

Student Section (Please fill out all details)

Student Name: ____________________________  Teacher: ____________________________

Today's Date: ____________________________  Task Name: ____________________________

Task Name: ____________________________  Original due date: ____________________________

Reason for non-submission: ______________________________________________________

____________________________________________________________________________

This is a true and valid account:

Student signature  ____________________________  Date  ____________________________

Parent/Guardian signature  ____________________________  Date  ____________________________

COLLEGE USE ONLY

Teacher Section (Complete all details and enter this on Edumate as a note then forward form to Stage Coordinator)

Approved ☐  Declined ☐  Revised due date: ____________________________

Teacher signature  ____________________________  Date  ____________________________

Stage Coordinator signature  ____________________________  Date  ____________________________

Student Receipt

Student Name: ____________________________  Teacher: ____________________________

Task: ____________________________  Revised due date: ____________________________

Stage Coordinator signature: ____________________________  Date: ____________________________
Stage 5
Extension Form

Students are to use this form when they will be unable to submit an assessment task by the due date and have legitimate reasons to support their late submission.
1. Students must submit this signed form to the relevant teacher no later than 48 hours before the due date for approval.
2. If approval is granted, the student must acknowledge the revised due date and note it in their records.
3. The teacher will record the revised date on Edumate.
4. Students will be expected to complete/submit their task by recess on the revised date.
5. If the revised date is missed the standard consequences will apply for a late task, ie N-Determination warning

For a detailed overview please consult the ‘Assessment Guideline section’ in the student Assessment Handbook.

Student Section (Please fill out all details)

Student Name: ___________________ Teacher: ___________________

Today's Date: ___________________ Task Name: ___________________

Task Name: ___________________ Original due date: _____________

Reason for requested extension: ____________________________________________

This is a true and valid account:

________________________________ Date ___________________

Student signature

________________________________ Date ___________________

Parent/Guardian signature

________________________________ Date ___________________

Teacher Section (Complete all details and enter this on Edumate as a note then forward form to Stage Coordinator)

Approved □  Declined □  Revised due date: ___________________

________________________________ Date ___________________

Teacher signature

________________________________ Date ___________________

Stage Coordinator signature

________________________________ Date ___________________

Student Receipt

Student Name: ___________________ Teacher: ___________________

Task: ___________________ Revised due date: ___________________

Stage Coordinator signature: ___________________ Date: ___________________
Assessment Task
Cover Sheet

To be completed by teacher/student

Student Name: ___________________________  Class: ___________________________

Teacher: ___________________________  Subject: ___________________________

Assignment Title: ___________________________  Due Date: ___________________________

To be completed by student

Student Statement of Submission

I declare that:

• there are _______ pages attached to this cover sheet.
• the assignment I am submitting for assessment is entirely my own original work.
• I have not copied or plagiarised any other person’s work.
• I have not submitted this assignment previously.
• no other person has previously submitted this assignment.
• where I have used material that is not my original work, I have reference to this in my bibliography.
• I have made, and have kept, a copy of this original assignment.

Student Signature: ___________________________  Date: ___________________________

To be completed by student and signed LRC Manager

Date Submitted: ___________________________  Time Submitted: ___________________________

I have checked the assignment and it contains _______ pages of information.

Signature: ___________________________  Date: ___________________________

Student receipt – to be completed by student

Student Name: ___________________________  Class: ___________________________

Teacher: ___________________________  Subject: ___________________________

Assignment Title: ___________________________  Due Date: ___________________________

To be completed by student and signed LRC Manager

Date Submitted: ___________________________  Time Submitted: ___________________________

No. Pages: _______  Office Signature: ___________________________

The student named must keep this original receipt.
In the event of a dispute regarding submission this receipt is evidence that the stated assignment has been submitted.
Stage 5
Change of Subject Request

Prior to any change of subject, this form must be completed and returned to the Director of Learning Innovation. Parents or guardians must also authorise the change.

Student's name: ____________________________       Year: 9 or 10 (Circle)

Date of request: ____________________________

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<th>Current Subjects</th>
<th>Units</th>
<th>Keep</th>
<th>Drop</th>
<th>Enrol</th>
<th>Teacher approval</th>
<th>Reason for dropping subject or enrolment of subject</th>
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</table>

New Subject/s

Do you plan to study at university? ____________

What is your proposed career path? ____________________________________________________________

Parent/Guardian approval

Date

Director of Learning Innovation approval

Date

Office use only

DLI

☐ Notify relevant staff

Admin

☐ Update Edumate

☐ Print & distribute new student timetable

☐ Update BOS
Receipt of booklet
Stage 5 Assessment Handbook

I acknowledge receipt of the booklet:

Stage 5 – Assessment Handbook

**AND** I understand that I am required to be familiar with this booklet

Student's name:__________________________________________________________

__________________________________________________________  ______________________
Student Signature                                           Date

__________________________________________________________  ______________________
Parent/Guardian Signature                                 Date

Please return this page to Student Services.

This page will be filed in individual Student Records as a legal document which verifies the receipt of the booklet.