

2024

Stage 5 Assessment Handbook





STAGE 5 ASSESSMENT

	Term 1	Term 2	Term 3	Term 4
Week 1				
Week 2		Commerce		
Week 3				
Week 4				Metal Photographic & Digital Media Visual Arts Wood
Week 5		Drama Photographic & Digital Media		Agriculture English Food Technology History Maths PASS PDHPE Science
Week 6	Photographic & Digital Media Science	Agriculture English Geography Maths	PASS Photographic & Digital Media	
Week 7	English Visual Arts Wood	Science Visual Arts	Maths PDHPE	
Week 8	Agriculture PASS PDHPE	Food Technology	Food Technology History Metal	
Week 9	Geography Maths	PDHPE	Agriculture Science	
Week 10	Drama Food Technology Metal	PASS	Drama English Visual Arts Wood	

Assessment Schedules

Core Subjects

English
Mathematics
Science
History
Geography
PD/H/PE

Electives

Agriculture
Drama
Photographic and Digital Media
Industrial Technology Metal
Industrial Technology Wood
P.A.S.S.
Technology-Food
Visual Arts

Requirements

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GENERAL INFORMATION

Unless under exceptional circumstances it is expected that students must successfully complete courses of study in Years 9 and 10 to progress to the next stage of study.

Criteria for satisfactory completion of a course

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

1. Followed the course developed or endorsed by the NESA;
2. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. Achieved some or all of the course outcomes.

The NESA does not set a minimum attendance for the satisfactory completion of a course. The Principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and Principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate to the student's absence to the non-completion of the course requirements.

'N' determinations – Principal's determination of non-completion of course requirements

This is the decision made by the Principal at the end of the course, under delegated authority from the NESA, that a student has not satisfactorily completed a course.

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The Principal may then apply the 'N' determination.

For Stage 5 and Stage 6 Preliminary courses, the school must also submit a grade that reflects the student's actual achievement in the course so that, if the student appeals successfully to the NESA, the grade can be reinstated.

Where the 'N' determination is applied in a Stage 5 mandatory curriculum requirement and/or a mandatory course, it will be reported on the Transcript of Study and the Student eRecord as 'Not Completed'.

The following courses will not be listed on a student's Record of School Achievement or Transcript of Study if an 'N' determination has been made:

- Students who successfully complete Year 10 and /or Year 11 but do not complete their Higher School Certificate can apply to receive a Record of School Achievement (RoSA).

Requirements for the award of the Record of School Achievement

School attendance, curriculum requirements

In summary, to qualify for the award of a Record of School Achievement, a student must have:

- Attended a government school, an accredited non-government school or a recognized school outside NSW;
- Undertaken and completed courses of study that satisfy the NESA's curriculum and assessment requirements for the Record of School Achievement;
- Complied with any other regulations or requirements (such as attendance) imposed by the Minister or the NESA; and
- Completed Year 10.

Warnings

Students must be warned if they are in danger of not satisfactorily completing mandatory requirements. This warning must be given by Principals in enough time for students to meet the requirements. If a student does not meet all mandatory requirements by the end of Year 10, then the student will not be eligible for the award of a Record of School Achievement in that year. The student may receive a Transcript of Study showing all grades awarded, including 'N' determinations for mandatory courses studied in Stage 5.

Mandatory curriculum requirements for the award of the Record of School Achievement

English	The NESAs Developed syllabus to be studied substantially throughout each of Years 7 – 10. 500 hours to be completed by the end of Year 10.
Mathematics	The NESAs Developed syllabus to be studied substantially throughout each of Years 7 – 10. 500 hours to be completed by the end of Year 10
Science	The NESAs Developed syllabus to be studied substantially throughout each of Years 7 – 10. 500 hours to be completed by the end of Year 10
Human Society and its Environment	To be studied substantially throughout each of Years 7 -10. 400 hours to be completed by the end of Year 10. Must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
Languages Other than English	100 hours to be completed in one language over one continuous 12 month period between Years 7 -10 but preferably in Years 7-8.
Technological and Applied Studies	The NESAs Technology (Mandatory) Years 7 -8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed consisting of the NESAs 100-hour mandatory courses in each of Visual Arts and Music.
Personal Development, Health and Physical Education	The NESAs mandatory 300-hour integrated course in Personal Development, Health and Physical Education to be studied in each of Years 7 – 10.

Record of School Achievement – attendance in relation to satisfactory completion of a Stage 5 course

Where a student's attendance pattern may jeopardise the satisfactory completion of a mandatory and/or Stage 5 course, the reason for absence and its likely effect on the student's course progress should be established.

Principals should consider:

- The nature and duration of the absence;
- The standing of the student within the course at the time of the absence;
- The student's prior pattern of attendance, application and achievement; and
- The ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

When leave is granted by the Principal, such leave should not, of itself, jeopardise the student's eligibility for the Record of School Achievement.

In cases of prolonged absences and/or where the Principal is not satisfied that course completion criteria can be met or that progress can be maintained, the Principal may judge that catching up is not feasible. As far as possible, early warning of the consequences for a student of such an absence should be given. The warning must relate the absence to the non-completion of course requirements.

'N' determinations – warnings of non-completion of course requirements

If at any time it appears that a student is at risk of receiving an 'N' determination (non-completion of course requirements) in any course, **the Principal must:**

1. Advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an 'N' determination;
2. Advise the parent or guardian in writing (if the student is under the age of 18);
3. Request from the student/parent/guardian a written acknowledgement of the warning;

4. Issue at least one follow-up warning letter if the first letter is not effective; and
5. Retain copies of all relevant documents.

It is strongly recommended that written warnings are issued as soon as possible and regularly where required.

Record of School Achievement and Higher School Certificate appeals against non-completion of course requirements ('N' determinations)

Principal's Determination form should be completed and a copy given, together with the Student Appeal form to any student issued with an 'N' determination in any course, or sent to the student's home address. Principals must also advise the student's parents or guardians (if the student is under 18 years of age) in writing of their right to appeal against the Principal's determination.

If a student does not wish to appeal to the NESAs, the completed Principal's Determination form should be retained at the school.

School procedures if student appeal is successful at school level

If a student appeals to the school and the student's appeal is successful at the school level, both the Principal's Determination form and the Student Appeal form should be retained at the school. The NESAs must be advised so that the 'N' determination can be removed and the grade/assessment mark reinstated.

School procedures if student appeal is unsuccessful at school level

If the student's appeal is unsuccessful at the school level, all documentation should be retained at the school unless the student wishes to appeal to the NESAs.

The NESAs will review appeals only on the information submitted with the Principal's Determination form, the Student Appeal form and the School Review – Principal's Report form. Copies of all the warning letters that were sent and any other relevant information must be included.

The appropriate forms relating to 'N' determinations must be submitted to the NESAs by the dates specified by the NESAs.

'N' determinations – eligibility for Record of School Achievement

A student who is given an 'N' determination in a Stage 5 mandatory course will not be eligible for a Record of School Achievement. Transcripts of Study will list the mandatory course(s) in which an 'N' determination has been awarded in Stage 5. The document will carry the statement Not Eligible for the Record of School Achievement.

A student who is given an 'N' determination in an additional course in stage 5 and/or in a Stage 6 Preliminary course retains eligibility for the Record of School Achievement provided that all other requirements are met.

Eligibility requirements for entry into Preliminary courses

A student who is eligible for the Record of School Achievement may enter Preliminary courses.

A student who is not eligible for a Record of School Achievement may enter Preliminary courses:

- a) If the Principal deems that the student has another credential equivalent to the Record of School Achievement; or
- b) Provisionally, if the Principal believes that the student has a reasonable chance of satisfactorily completing Higher School Certificate studies.

If a student is ineligible for the award of a Record of School Achievement at the end of Stage 5 and the Principal will not allow provisional entry to Preliminary course(s), the student may:

- Repeat some or all Stage 5 courses
- Accumulate new Stage 5 courses.

At Murrumburrah High School it is expected that a student will have satisfactorily completed all Stage 5 courses of study to be eligible for entry into Preliminary courses.

STAGE 5 ASSESSMENT POLICY STATEMENT

INTRODUCTION

The purpose of this policy statement is to set out the guiding principles under which Stage 5 Assessment will proceed at Murrumburrah High School.

DEFINITION OF AN ASSESSMENT TASK

An assessment task is a piece of work undertaken by a student to measure how well that student has achieved specific course outcomes. It may be an in-class task undertaken at a particular time, or an independent piece of research to be submitted on a due date, or a combination of both.

Alternatively, it may be a long term project in eg Music or Design and Technology etc, where marks are awarded at a number of specific stages of the project.

All tasks (including written components of prepared in-class tasks), must be handed in by the due date (and time if applicable). All presentations (eg science presentation or oral presentation in English) must be completed on the nominated day.

QUALITY ASSESSMENT TASK:

- 1) Are integral to the teaching and learning process;
- 2) Focus upon syllabus outcomes;
- 3) Are appropriate for the outcome being assessed;
- 4) Are valid, reliable, equitable and measurable;
- 5) Allow each student to demonstrate his or her level of achievement;
- 6) Are worded to clearly explain to students what they are required to do;
- 7) Communicate to students the marking criteria (or marking scheme); and
- 8) Have marking schemes which use the language of syllabus outcomes.

PRINCIPLES UNDERLYING ASSESSMENT PROCEDURES

The NESAs expect students to undertake all set Stage 5 Assessment tasks.

The NESAs require all students to follow an Assessment program and have an Assessment mark submitted for each course entered.

The minimum requirement is that the student makes a genuine attempt at assessment tasks which contribute in excess of 50% of available marks set for each course.

COMPLETION OF STAGE 5 ASSESSMENT TASKS

Assessments will usually commence in Term 1 of Stage 5 and continue through until mid-way through Term 4 of Stage 5. (Refer to individual Stage 5 Assessment Schedules for each course).

ASSESSMENT RECORDS

Assessment will be completed by the class teacher using the Assessment Schedule for that subject. The teacher is responsible for marking each Assessment Task and keeping a record of Assessments.

One copy of the task marks and final Assessment marks will be retained by the class teacher and another will be maintained by head teachers. Schools are accountable for the accuracy of recorded marks.

COMMUNICATION

Each faculty will provide students with written notification of specific Assessment tasks. This will include:

- The outcomes to be assessed
- Time of the task
- The nature and content of the task
- Marking criteria to be used; and
- The procedures students should follow when handing in the task.

Students will also receive meaningful feedback on performance throughout the Assessment period.

FLEXIBILITY AND FAIRNESS

This school will develop methods of Assessment which are fair to all students and sufficiently flexible to cater for the needs of a typical student.

The final Assessment Grade cannot be modified to take into account possible affects of illness or misadventure. Consideration of the effect of illness or misadventure can only be given at the time individual Assessment tasks are completed.

Student appeals for illness or misadventure should be submitted at the time of the individual task for consideration by the Assessment Committee.

The Assessment Committee will be made up of the Principal, a Head Teacher and a member of the teaching staff, the latter two should not be part of the faculty in which decisions have to be made.

RELIABILITY

Assessment tasks will be designed so as to discriminate between students as far as possible consistent with coverage, validity, accuracy, accountability and fairness.

SPECIFIC ASSESSMENT ISSUES

REPORTING TO STUDENTS AND PARENTS

Students will be given at least 2 weeks warning of the timing of all Assessment tasks and of the relative value of each task. These details will be set out using the Assessment Task Cover Sheet. They will be informed of their mark as it is completed. A letter of warning will be sent to the parents of any students failing to satisfactorily complete a set Assessment task. A copy of such a warning will be kept on a central file. Similarly, a letter of warning will be sent to the parents of any student who is failing to satisfactorily meet specific subject outcomes.

REVIEW AND GRIEVANCE PROCEDURES

If a student or parent is concerned about an assessment mark received, this concern should initially be discussed with the class teacher. If this does not resolve the concern, then the matter should be referred to the Head Teacher and/or the Review Panel **within seven schools days of the assignment being returned to the student**

The review panel at the school will consist of the following:

1. The Principal or nominee
2. A head Teacher
3. A classroom teacher.

The student will be notified of the result of the review in writing.

TIMING OF ASSESSMENT TASKS

The timing of Assessment tasks for the various courses will be as follows:

Two school weeks' notice must be given for an Assessment task to be due

Dates, once set will not be changed unless circumstances are exceptional. If date changes are necessitated, two (2) weeks notice will be given. It is preferred that tasks be reset in a week that will ensure that any student will have a reasonable number of tasks in any given week.

RIGHTS AND RESPONSIBILITIES OF STUDENTS AND PARENTS

This school recognizes the right of students and parents to have:

1. Access to both general Assessment information and to the mark for an assessment task.
2. Knowledge of procedures for 'N' Determination Warnings, Appeals and Assessment Review.

Students and parents are invited to contact the Principal, Subject Teacher, relevant Head Teacher, Year Adviser or Deputy Principal if they have a concern regarding Assessment.

The various Parent/Teacher Evenings for senior students may also provide an opportunity to seek such information. Lack of familiarity with Assessment policy will not be accepted as grounds for appeal in cases of penalty due to breach of policy.

GENERAL STUDENT RESPONSIBILITIES

1. Students are expected to attend the school's Stage 5 Assessment information Meeting, to keep a copy of the School's Stage 5 Assessment Policy Booklet and to be familiar with Stage 5 Assessment policy and procedures.
2. If a student knows in advance that he/she will be absent from school for any reason it is their responsibility to find out from teachers any tasks due to be set during the period of absence. (This includes absence from class due to participation in sporting visits, excursions, work placement or other school programs.)
3. If a student is unexpectedly absent, it is their responsibility on the first day back at school to approach their teachers to determine if any tasks were set during their absence.
4. Students must present their own work in tasks and make a genuine and honest attempt.
5. Students should present assessment tasks on the due date OR follow the procedures for Requests for an Extension prior to the due date.
6. Students should complete all preparatory or practice tasks. Failure to do so could adversely affect performance in examinations and in assessment tasks.
7. Students should comply with the teacher's instructions during an Assessment task. Students who do not comply or who are dishonest in any way may receive either a zero mark or non-attempt for the assessment task.
8. Students should not absent themselves from normal school lessons on or before an assessment task due date in order to complete the task. Unexplained absence may lead to a penalty for malpractice/breach of Examination and Assessment Rules.
9. A student under school suspension has the responsibility to arrange for the collection of cover sheets for assessment tasks set during that period. All tasks must still be handed in on time. Suitable arrangements should be made with the subject teacher for the completion of in-class tasks which are scheduled during their suspension.
10. Suspensions should not be regarded by students as a reason for seeking the deferment of assessment tasks.

SCHOOL AND TEACHER RESPONSIBILITIES

The welfare and equitable achievement of students has been the prime concern in establishing an Assessment policy for this school.

The school and its staff will undertake to ensure that:

- a) Staff, students and parents are briefed annually on this policy (at the commencement of courses).
- b) Students are given at least 2 weeks advance notice in writing of Assessment tasks and their relative weighting.
- c) Assessment tasks will not consume excessive time.
- d) Assessment Tasks are coordinated through a grid to avoid excessive demands on students.
- e) Assessment Tasks are planned so that they do not interfere with student preparation.
- f) The Stage 5 Assessment Coordinator or nominated colleague will coordinate tasks, reporting and enquiries.
- g) Documentation of review and grievance procedures are maintained on file at the school.
- h) Notification zero awards, 'N' Determination Warning letters, and alternative arrangements for missed tasks are lodged with the office for processing and action by the Stage 5 Assessment Coordinator.

All notifications or letters are mailed through the office delegate, to generate a record.

ASSESSMENT AND THE AWARD OF A STAGE 5.

The final assessment will be based on achievements measured throughout the Stage 5 course.

- The Stage 5 course commences in Term 1. The final mark submitted to the NESA represents a measure of the student's achievement relative to other students by the end of the Stage 5 course.
- Assessment tasks will reflect a standards referenced approach.
- Student achievement is assessed and reported with reference to specified standards of performance.
- Marks awarded to students reflect the standards they have achieved.
- Comparisons can be made between students based on their achievement of the standards.
- There are no limits on the number of student who can reach the top standard.
- All students who meet the minimum standard receive a mark of 50. Students who perform above the minimum standards expected, receive higher marks.
- Reporting includes information on the knowledge, skills and understanding typically demonstrated by students who achieve a performance standard.

Some objectives may be measured through practical work, research skills, oral skills, and fieldwork to name a few. The school determines the various tasks such as tests, assignment, and projects on which internal assessment is based. It also determines the marks allocated to each task. Each teacher is responsible for developing assessment schedules in accordance with syllabus requirements for individual subjects.

UNDERTAKING ASSESSMENT TASKS

Stage 5 courses are designed to prepare students to undertake Stage 6. As such the rules of assessment tasks mirror those of Stage 6.

Assessment tasks such as essays, assignments, fieldwork reports, etc which are to be completed in the student's own time must be submitted on the due date or the task will incur a zero mark.

Students are encouraged to make use of the extension process if they require extra time to complete a set task.

1. For "In-School" assessment tasks such as formal examinations, class and practical tests, oral presentations etc, students must attend on the day specified. If an assessment examination or in-class task is missed, a zero mark will be awarded automatically. Students will be given the opportunity to complete the task at a later date, but a zero mark will still apply unless an appeal is submitted and upheld.
2. If a student is absent from school on the due date of an assessment task because of a legitimate school activity (eg. Sporting excursion) the student must submit the task before going on the excursion. The due date is only the last day on which the task could be submitted.
3. A non-serious attempt at an assessment task will be regarded as a non-attempt and will be awarded a zero mark. Responses submitted which are of a trivial, frivolous or offensive nature may be regarded as non-serious.
4. If a student fails to undertake or hand in an assessment task, receiving a zero mark, they will still be required to undertake and complete the task to satisfy, and meet, the outcomes of that subject. The teacher and head teacher of that subject will set a new date for completion of the task.



Murrumburrah High School
Assessment Schedule
English – Stage 5 2024



For implementation for Stage 5 from Term 1, 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Multimodal presentation, images, and text responding to a question	Half-yearly exam Skills and content from the concept	Persuasive Writing task Students write a reflection on the process	Yearly exam Skills and content	
Timing	Term 3, Week 10	Term 2, Week 6	Term 1, Week 7	Term 4, Week 5	
Outcomes assessed	5-RVL-01 5-URA-01 5-URB-01 5-URC-01 5-ECA-01 5-ECB-01	5-RVL-01 5-URA-01 5-URB-01 5-URC-01 5-ECA-01	5-RVL-01 5-URA-01 5-URB-01 5-URC-01 5-ECA-01 5-ECB-01	5-RVL-01 5-URA-01 5-URB-01 5-URC-01 5-ECA-01	
Component of the Syllabus	RVL,UR,ECA	RVL,UR,ECA	RVL,UR,ECA	RVL,UR,ECA	
Total %	25	25	25	25	100

Outcomes

A student

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them

EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts



Murrumburrah High School

Assessment Schedule

Mathematics – Stage 5 2024



For implementation for Stage 5 from Term 1, 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Assignment	Half Yearly	Assignment	Yearly exam	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Week 7	Term 4 Week 5	
Outcomes assessed	All to date	All to date	All to date	All to date	
Component of the Syllabus	MA5-TRG-C-01 MA5-TRG-C-02 MA5-TRG-P-01 MA5-TRG-P-02	MA5-LIN-C-01 MA5-NET-P-01 MA5-TRG-C-01 MA5-TRG-C-02 MA5-TRG-P-01 MA5-TRG-P-02	MA5-ALG-C-01 MA5-ALG-P-01 MA5-ALG-P-02 MA5-EQU-C-01 MA5-EQU-P-01 MA5-EQU-P-02	All outcomes	
Total %	25	25	25	25	100

Outcomes

A student

MA5-FIN-C-01 - solves financial problems involving simple interest, earning money and spending money

MA5-FIN-C-02 - solves financial problems involving compound interest and depreciation

MA5-ALG-C-01 - simplifies algebraic fractions with numerical denominators and expands algebraic expressions

MA5-RAT-P-01 - identifies and solves problems involving direct and inverse variation and their graphical representations

MA5-RAT-P-02 - analyses and constructs graphs relating to rates of change

MA5-ALG-P-01 - simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions

MA5-ALG-P-02 - selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions

MA5-IND-C-01 - simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5-IND-P-01 - applies the index laws to operate with algebraic expressions involving negative-integer indices

MA5-IND-P-02 - describes and performs operations with surds and fractional indices

MA5-EQU-C-01 - solves linear equations of up to 3 steps, limited to one algebraic fraction

MA5-EQU-P-01 - solves monic quadratic equations, linear inequalities and cubic equations of the form $\diamond\diamond 3 = \diamond$

MA5-EQU-P-02 - solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations

MA5-LIN-C-01 - determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools

MA5-LIN-C-02 - graphs and interprets linear relationships using the gradient/slope-intercept form

MA5-LIN-P-01 - describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems

MA5-NLI-C-01 - identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts

MA5-NLI-C-02 - identifies and compares features of parabolas and exponential curves in various contexts

MA5-NLI-P-01 - interprets and compares non-linear relationships and their transformations, both algebraically and graphically

MA5-POL-P-01 - defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems

MA5-LOG-P-01 - establishes and applies the laws of logarithms to solve problems

MA5-FNC-P-01 - uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables

MA5-MAG-C-01 - solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

MA5-TRG-C-01 - applies trigonometric ratios to solve right-angled triangle problems

MA5-TRG-C-02 - applies trigonometry to solve problems, including bearings and angles of elevation and depression

MA5-TRG-P-01 - applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings

MA5-TRG-P-02 - establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations

MA5-ARE-C-01 - solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids

MA5-ARE-P-01 - applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems

MA5-VOL-C-01 - solves problems involving the volume of composite solids consisting of right prisms and cylinders

MA5-VOL-P-01 - applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids

MA5-GEO-C-01 - identifies and applies the properties of similar figures and scale drawings to solve problems

MA5-GEO-P-01 - establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes

MA5-GEO-P-02 - constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes

MA5-CIR-P-01 - applies deductive reasoning to prove circle theorems and solve related problems

MA5-NET-P-01 - solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits

MA5-DAT-C-01 - compares and analyses datasets using summary statistics and graphical representations

MA5-DAT-C-02 - displays and interprets datasets involving bivariate data

MA5-DAT-P-01 - plans, conducts and reviews a statistical inquiry into a question of interest

MA5-PRO-C-01 - solves problems involving probabilities in multistage chance experiments and simulations

MA5-PRO-P-01 - solves problems involving Venn diagrams, 2-way tables and conditional probability



Murrumburrah High School
Assessment Schedule
Science – Stage 5 2024



For implementation for Stage 5 from Term 1, 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Science Skills Task	Half Yearly	Depth Study	Yearly Exam	
Timing	Term 1 Week 6	Term 2 Week 7	Term 3 Week 9	Term 4 Week 5	
Outcomes assessed	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS	SC5-16CW, SC5-12ES, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS, SC5-10PW	SC5-4WS, SC5-5WS, SC5-7WS, SC5-8WS, SC5-9WS,	SC5-10PW, SC5-12ES, SC5-14LW, SC5-16CW, SC5-12ES	
Total %	25	25	25	25	100

Outcomes

A student

- SC5-8WS** Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- SC5-7WS** Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- SC5-9WS** Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
- SC5-17CW** Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed
- SC5-14LW** Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes in their environment
- SC5-10PW** The motion of objects can be described and predicted using the laws of physics..
- SC5-4WS** Develops questions or hypotheses to be investigated scientifically
- SC5-5WS** Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
- SC5-6WS** Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- SC5-11PW** Scientific understanding of current electricity has resulted in technological developments designed to improve the efficiency in generation and use of electricity
- SC5-16CW** The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence
- SC5-12ES** Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community



Murrumburrah High School
Assessment Schedule
History – Stage 5 2024
For implementation for Stage 5 from Term 1, 2024



Task number	Task 1	Task 2	
Nature of tasks	Document analysis and empathy	Exam	
Timing	Term 3, Week 8	Term 4, Week 5	
Outcomes assessed	HT5.1, HT5.2, HT5.4, HT5.6, HT5.9, HT5.10	HT5.1, HT5.2, HT5.4, HT5.5, HT5.6, HT5.9,	
Component of the Syllabus	Movement of Peoples	Knowledge and Understanding of all topics	
Total %	50	50	100

Outcomes

A student

HT5.1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5.2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5.3 explains and analyses the motives and actions and past individuals and groups in the historical contexts that shaped the modern world and Australia

HT5.4 explains and analyses the causes and effects of events and developments in the modern world and Australia

HT5.5 identifies and evaluates the usefulness of sources in the historical inquiry process

HT5.6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10 selects and uses appropriate oral, written visual and digital forms to communicate effectively about the past for different audiences.



Murrumburrah High School
Assessment Schedule
Geography – Stage 5 2024
For implementation for Stage 5 from Term 1, 2024



Task number	Task 1	Task 2	
Nature of tasks	Research Task	Exam	
Timing	Term 1, Week 9	Term 2, Week 6	
Outcomes assessed	5.1, 5.2, 5.3, 5.4, 5.5, 5.7	5.1, 5.6, 5.7, 5.8	
Component of the Syllabus	Sustainable biomes	Sustainable biomes and Changing places	
Total %	40	60	100

Outcomes

A student

GE5-1 explains the diverse features and characteristics of a range of places and environment

GE 5-2 explains processes and influences that form and transform places and environments

GE 5-3 analyses the effect of interactions and connections between people, places and the environment

GE 5-4 accounts for perspectives of people and organisations on a range of geographical issues

GE5-5 assesses management strategies for places and environments for their sustainability

GE 5-6 analyses differences in human well-being and ways to improve human well-being

GE 5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE 5-8 communicates geographical information to a range of audiences using a variety of strategies.



Murrumburrah High School
Assessment Schedule
PDHPE – Stage 5 2024



For implementation for Stage 5 from Term 1, 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Practical Athletics Assessment	Research Task	Practical Group Task	Examination	
Timing	Term 1, Week 8	Term 2, Week 9	Term 3, Week 7	Term 4, Week 5	
Outcomes assessed	PD5-1, PD5-4, PD5-9, PD5-10, PD5-11	PD5-2, PD5-6, PD5-9	PD5-10, PD5-11	PD5-1 – PD5-9	
Component of the Syllabus	Mental Health & Wellbeing	Initiative/Challenge Activities	Personal Identity	Health Benefits of Physical Activities	
Total %	25	25	25	25	100

Outcomes

A student

PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges

PD5-2 researches and appraises the effectiveness of health information and support services available in the community

PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

PD5-9 assesses and applies self-management skills to effectively manage complex situations

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences



Murrumburrah High School
Assessment Schedule
Agriculture – Stage 5 2024
For implementation for Stage 5 from Term 1, 2024



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Report and Presentation	Plant/Animal Study	Practical task	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 6	Term 3, Week 9	Term 4, Week 5	
Outcomes assessed	AG5.2, AG5.3, AG5.8, AG5.9	AG5.1, AG5.2, AG5.4, AG5.5, AG5.6, AG5.7	AG5.10, AG5.11, AG5.12, AG5.13, AG5.14	All to date	
Component of the Syllabus					
Total %	20	20	30	30	100

Outcomes

A student

AG5-1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets

AG5-2 explains the interactions within and between agricultural enterprises and systems

AG5-3 explains the interactions within and between the agricultural sector and Australia's economy, culture and society

AG5-4 investigates and implements responsible production systems for plant and animal enterprises

AG5-5 investigates and applies responsible marketing principles and processes

AG5-6 explains and evaluates the impact of management decisions on plant production enterprises

AG5-7 explains and evaluates the impact of management decisions on animal production enterprises

AG5-8 evaluates the impact of past and current agricultural practices on agricultural sustainability

AG5-9 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics

AG5-10 implements and justifies the application of animal welfare guidelines to agricultural practices

AG5-11 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts

AG5-12 collects and analyses agricultural data and communicates results using a range of technologies

AG5-13 applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery

AG5-14 demonstrates plant and/or animal management practices safely and in collaboration with others



Murrumburrah High School
Assessment Schedule
Drama – Stage 5 2024



For implementation for Stage 5 from Term 1, 2024

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Playbuilding Group Project and logbook submission	Written Analysis of text	Monologue and logbook submission	
Timing	Term 3, Week 10	Term 2, Week 5	Term 1, Week 10	
Outcomes assessed	5.1.1, 5.1.2, 5.1.3, 5.1.4	5.3.1, 5.3.2, 5.3.3	5.2.1, 5.2.2, 5.2.3	
Component of the Syllabus	Making	Appreciating	Performing	
Total %	35	30	35	100

Outcomes

A student

5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action

5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding

5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text

5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.

5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning

5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience

5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.

5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions

5.3.2 analyses the contemporary and historical contexts of drama

5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.



Murrumburrah High School
Assessment Schedule
Food Technology – Stage 5 2024
For implementation for Stage 5 from Term 1, 2024



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Research Task and Practical	Catering Proposal and Practical	Practical Report	Exam and Practical	
Timing	Term1, Week 10	Term 2, Week 8	Term 3, Week 8	Term 4, Week 5	
Outcomes assessed	FT5-7, FT5-8, FT5-12, FT5-12	FT5-1, FT5-2, FT5-5, FT5-10, FT5-11, FT5-12	FT5-1, FT5-5, FT5-10, FT5-11, FT5-12	FT5-6, FT5-7, FT5-8, FT5-9, FT5-12, FT5-13	
Component of the Syllabus	Food Trends	Food Service and Catering	Food Product Development	Food in Australia	
Total %	25	25	25	25	100

Outcomes

A student

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product

FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

FT5-3 describes the physical and chemical properties of a variety of foods

FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage

FT5-5 applies appropriate methods of food processing, preparation and storage

FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

FT5-7 justifies food choices by analysing the factors that influence eating habits

FT5-8 collects, evaluates and applies information from a variety of sources

FT5-9 communicates ideas and information using a range of media and appropriate terminology

FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes

FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes

FT5-12 examines the relationship between food, technology and society

FT5-13 evaluates the impact of activities related to food on the individual, society and the environment



Murrumburrah High School
Assessment Schedule
Industrial Technology – Metal – Stage 5 2024
For implementation for Stage 5 from Term 1, 2024



Task number	Task 1	Task 2	Task 3	
Nature of tasks	Metal 1 and Folio	Metal 2 and Folio	Annual Exam	
Timing	Term 1, Week 10	Term 3, Week 8	Term 4, Week 3	
Outcomes assessed	IND5-1, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10	
Component of the Syllabus	Metal 1	Metal 1	Metal 1	
Total %	25	50	25	100

Outcomes

A student

IND5-1-identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.

IND5-2-applies design principles in the modification, development and production of projects.

IND5-3-identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.

IND5-4-selects, justifies and uses a range of relevant and associated materials for specific applications.

IND5-5-selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.

IND5-6-identifies and participates in collaborative work practices in the learning environment.

IND5-7-applies and transfers skills, processes and materials to a variety of contexts and projects.

IND5-8- evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.

IND5-9-describes, analyses and uses a range of current, new and emerging technologies and their various applications.

IND5-10-describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.



Murrumburrah High School
Assessment Schedule
Industrial Technology - Timber – Stage 5 2024
For implementation for Stage 5 from Term 1, 2024



Task number	Task 1	Task 2	Task 3	
Nature of tasks	Project 1	Project 2 and Folio	Annual Exam	
Timing	Term 1, Week 7	Term 3, Week 10	Term 4, Week 3	
Outcomes assessed	IND5-1, IND5-3, IND5-4, IND5-5, IND5-7,	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	
Component of the Syllabus	Timber 1	Timber 1 and Timber 2	Timber 2	
Total %	25	50	25	100

Outcomes

A student

IND5-1-identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.

IND5-2-applies design principles in the modification, development and production of projects.

IND5-3-identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.

IND5-4-selects, justifies and uses a range of relevant and associated materials for specific applications.

IND5-5-selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.

IND5-6-identifies and participates in collaborative work practices in the learning environment.

IND5-7-applies and transfers skills, processes and materials to a variety of contexts and projects.

IND5-8- evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.

IND5-9-describes, analyses and uses a range of current, new and emerging technologies and their various applications.

IND5-10-describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.



Murrumburrah High School
Assessment Schedule
Photographic & Digital Media – Stage 5 2024
For implementation for Stage 5 from Term 1, 2024



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Portfolio and journal submission	In Class Task	Portfolio and journal submission	In Class Task	
Timing	Term 2, Week 5	Term 1, Week 6	Term 4, Week 4	Term 3, Week 6	
Outcomes assessed	5.2, 5.3, 5.4	5.1, 5.9	5.9, 5.5, 5.6	5.8, 5.10	
Component of the Syllabus	Practice (making photographic and digital works)	Theory (critical and historical interpretations)	Practice (making photographic and digital works)	Theory (critical and historical interpretations)	
Total %	30	10	40	20	100

Outcomes

A student

- 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



Murrumburrah High School
Assessment Schedule
PASS – Stage 5 2024



For implementation for Stage 5 from Term 1, 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Movement Analysis	Research Task/ Presentation	Planning an Event	Exam	
Timing	Term 1, Week 8	Term 2, Week 10	Term 3, Week 6	Term 4, Week 5	
Outcomes assessed	PAS5-1, PAS5-2, PAS5-5, PAS5-7, PASS-8	PAS5-1, PAS5-2, PAS5-8, PAS5-9, PAS5-10	PAS5-3, PAS5-5, PAS5-7, PAS5-8, PAS5-10	PAS5-1, PAS5-2, PAS5-3, PAS5-4, PAS5-6	
Component of the Syllabus	Foundations of Physical Activity – body systems and energy for physical activity	Foundations of Physical Activity – Nutrition and physical	Enhancing – Participation and Performance – Event Management	Physical Activity opportunities and pathways.	
Total %	25	25	25	25	100

Outcomes

A student

PASS5-1 discusses factors that limit and enhance the capacity to move and perform

PASS5-2 analyses the benefits of participation and performance in physical activity and sport

PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport

PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives

PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance

PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport

PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance

PASS5-8 displays management and planning skills to achieve personal and group goals

PASS5-9 performs movement skills with increasing proficiency

PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.



Murrumburrah High School
Assessment Schedule
Visual Arts – Stage 5 2024



For implementation for Stage 5 from Term 1, 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Operation Art	Artworks and VAPD	Exam	Group Practical & Response	
Timing	Term 1, week 7	Term 2, Week 7	Term 3, Week 10	Term 4, Week 4	
Outcomes assessed	5.1, 5.2, 5.5, 5.6, 5.9	5.4, 5.5, 5.8	5.7, 5.8, 5.9, 5.10	5.1, 5.3, 5.6	
Component of the Syllabus	Practical & Theory	Practical & Theory	Theory	Practical & Theory	
Total %	30	20	20	30	100

Outcomes

A student

- 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

Appendix A

Murrumburrah High School

Preparing our students for tomorrow's challenges through learning

Principal: Dale Rands



Student Appeal Form

Category (please tick one)

- Appeal due to illness, accident or misadventure
- Appeal in relation to the final assessment and/ or course rank

Student's Name: _____

Course: _____ Task Number: _____

Nature of Assessment Task: _____

Due Date: ___/___/___ Class Teacher Name: _____

Reason for Appeal: (state details to support your case /or attach statement)

Medical Certificate is attached: Yes No
Additional information attached: Yes No

_____/_____/_____
Signature of student Date

_____/_____/_____
Signature of Teacher Date

Head Teacher Recommendation:

Reason for decision:

Complete a substitute task _____

Estimate to be given _____

No marks to be awarded _____

Sit or submit the task without penalty _____

Task to be submitted with penalty _____

New Due Date: ___/___/___

_____/_____/_____
Signature of Head Teacher Date

Review Panel Decision:

_____/_____/_____
Signature of Principal Date

Appendix B

Murrumburrah High School

Preparing our students for tomorrow's challenges through learning

Principal: Dale Rands



STUDENT'S NAME: _____

Date: _____

Dear

Re: **OFFICIAL WARNING - Non-completion of a Stage 5 Course**

I am writing to advise that your child _____ is in danger of not meeting the Course Completion Criteria for the satisfactory completion of the Stage 5 course _____.

The NESA requires schools to issue students with official warnings in order to give them the opportunity to correct the problem.

This is official warning number 1 / 2 / 3 / 4.

The warning is issued to notify you that your child is at risk of not completing the above course. A minimum of two course specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by the NESA: and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school: and
- c) **achieved** some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as Not Completed. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

To date _____ has not satisfactorily met **a), b) or c)** of the **Course Completion Criteria**.

Students receive a zero mark for assessments not completed by the due date. The following tasks or requirements need to be satisfactorily completed by your child to correct the problem and to satisfy the Course Completion Criteria.

Task Name/ course requirement/Course outcome	Date task initially due	Action required by student	Date to be completed

Please discuss this matter with _____ and contact the school if further information or clarification is needed.

Yours sincerely

Head Teacher _____

Principal _____

Appendix C

Murrumburrah High School

Preparing our students for tomorrow's challenges through learning

Principal: Dale Rands



Stage 5 Assessment Modification of Assessment Schedule (Change of Task/Date)

SUBJECT/COURSE: _____ **DATE:** _____

Original Task (as per booklet)

Date Task _____ Assessment task Number _____

Description of Assessment Task

Changed Task

Date Task _____ Assessment task Number _____

Changed Assessment Task

Reason for change

Teacher's Signature

Head Teacher's Signature

Appendix C

Stage 5 Assessment

Modification of Assessment Schedule (Change of Task)

Subject/Course: _____ Date: _____

Teacher: _____ Head Teacher: _____

TASK No: _____

This task has been changed: -

FROM: _____

TO: _____

All students have been consulted and are in agreement. They have had two weeks notice.

STUDENT' NAME	STUDENT'S SIGNATURE	DATE

Teacher's Signature: Head Teacher's Signature:

Appendix D

A Glossary of Key Words

Account	Account for, state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Examine to identify the important features / components and the relationship between them: draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment about the value, quality, outcomes or results or size
Calculate	Ascertain / determine from given facts, figures or information
Clarify	Make clear
Classify	Arrange or include in classes/ categories
Compare	Show how things are similar or different
Construct	Make: build put together items or arguments
Contrast	Show how things are different or opposite
Critically analyse/evaluate	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State the meaning and identify essential qualities
Demonstrate	Show by examples
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/ or against
Distinguish	Recognise or note/ indicate as being distinct or different from: to note differences between
Evaluate	Make a judgment based on criteria: determine the value of
Examine	Inquire into
Explain	Relate cause and effect: make the relationship between things evident: provide why and/or how
Extract	Choose relevant and / or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms: indicate the main features
Predict	Suggest what may happen based in available information
Propose	Put forward(for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Appendix E

RIGHTS AND RESPONSIBILITIES DO STUDENTS HAVE UNDER THE ASSESSMENT SYSTEM?

THESE RIGHTS AND RESPONSIBILITIES ARE EQUALLY IMPORTANT!

RIGHTS

- ❑ Students have the right to know how assessment procedures operate in each course they study. However, the teacher has the right to vary their Assessment Policy where they see the need, provided due notice is given.
- ❑ Students have the right to know, at least two weeks in advance, when each assessment task is to take place, and which tasks count towards assessment. (Some tasks set for homework or done in class may not formally contribute towards HSC assessment).
- ❑ Students have the right to know why they received the Assessment Mark they did, and how they may improve that mark.
- ❑ Students have the right to be given early warning, in writing, that their non-submission of assessment work in a given course may lead to refusal of the NESAs to award an Assessment and Examination Mark in the H.S.C for that course, in order that students have the chance to redeem themselves. (Usually, two written warnings are sufficient)

RESPONSIBILITIES

- ❑ Students have the responsibility to complete all assessment work to the best of their ability.
- ❑ Students have the responsibility to advise their teachers of any illness, accident or misadventure which will adversely affect their assessment work, and to advise this as soon as possible, via the form in Appendix A.
- ❑ Students have the responsibility to do their best to compensate for any illness, accident or misadventure which affects their work.
- ❑ Students have the responsibility to take note of their position in the assessment order of merit throughout their course of study.
- ❑ Students have the responsibility to collect their NESAs ranking card from the school after the Higher School Certificate Examination.
- ❑ Students have the responsibility to keep this policy booklet, and any additional policy documents issued to them, in a safe place so that it may be referred to when necessary.