



WARIALDA HIGH SCHOOL



STAGE 5 ASSESSMENT BOOKLET 2024



The subjects I am undertaking in 2024:

Subject	Teacher
English	
Maths	
Science	
History	
Geography	
PD/H/PE	
Work Education	
Elective Line X:	
Elective Line Y:	
Elective Line Z:	

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INTRODUCTION

This booklet outlines:

- the requirements for satisfactory completion of Stage 5 courses.
- what assessment is.
- the assessment process.
- assessment task procedures.
- specific information for vocational courses.

It provides:

- the 2024 Stage 5 Assessment Schedule.
- individual course assessment information and schedules.
- a copy of the Assessment Variation Form.

STAGE 5 COURSE REQUIREMENTS

To complete Stage 5, students must satisfactorily complete the Board of Studies (BOS) requirements for all mandatory courses. To be eligible for a grade in an elective course, students must satisfactorily complete the BOS requirements for that course. For satisfactory completion of a course, a student must:

- follow the course developed or endorsed by the Board of Studies.
- apply themselves with diligence and sustained effort to the tasks and experiences provided by the school.
- achieve some or all of the course outcomes.

A student at risk of failing to satisfactorily complete a course will be warned by means of official N Determination warning letters. The school is obliged to provide at least two such warning letters in time for the student to redeem their situation. Warning letters will identify the cause of the risk and will provide advice as to how the student can rectify the issue.

AWARDING OF GRADES FOR STAGE 5

1. Grades for all courses

Grades for all Stage 5 courses are awarded a grade from A to E. The Board of Studies has developed a set of General Performance Descriptors to describe these five levels of achievement.

2. Course Performance Descriptors

For each course, a set of Course Performance Descriptors has been developed based on the General Performance Descriptors. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course. Students should discuss these with their teachers so that they are familiar with them. The following table gives an indication of how these levels help to assess the student's performance.

Grade	General Performance Descriptors
A	The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	The student has thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In the addition, the student is able to apply this knowledge and skills to most new situations.
C	The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

3. The Grading system

Teachers will collect assessment information about student achievements in a course and relate this to the Course Performance Descriptors.

The information will assist the teachers in making the final decision about the student's grades that are awarded at the end of Year 10.

WHAT IS ASSESSMENT?

Assessment is an essential part of any Stage 5 Course. It allows students to demonstrate their achievements throughout the whole year rather than at a single, final exam.

The purpose of the assessment process is to:

- assist student learning.
- assess student achievement.
- provide evidence of satisfactorily completion of a course.

The assessment process lessens the pressure on students, during the senior years of schooling, by providing several forms of measurement of performance over a period of time. It does not rely upon interest, attitudes or conduct of a student; however these factors invariably will affect a student's performance.

ASSESSMENT TASK PROCEDURES

a) Notification of Tasks

Teachers provide at least two weeks written notice of each assessment task. The task outline will include:

- the course outcomes that are to be assessed.
- date due and weighting of the task.
- an explicit explanation of the task.
- the criteria that will be used to mark the task.
- the marking scheme that will be used.

Following any absence, it is the student's responsibility to check with the teacher for information regarding any assessment task that may have been issued during the absence.

b) Submission of Tasks

The time of submission of a task is 8:45am unless otherwise stated in the written notification.

It is the student's responsibility to ensure that any electronic copies of tasks are easily accessible. (Files that can be opened with the programs on the current image of DER laptops will be the only ones deemed easily accessible; submission of tasks for websites such as Glogster, Animoto etc should be negotiated with the class teacher.)

Submission of tasks can be done in two ways

1. By handing to the class teacher. If for any reason the teacher is unavailable, submit the task to the appropriate head teacher, the deputy principal or principal.
Do not leave a task on a teacher's desk.
2. By email. However, this option should only be used in consultation with the class room teacher and it is the responsibility of the students to ensure that the email has been received by requesting a receipt for the email.

Administration staff are not responsible for accepting assessment tasks.

c) Late Submissions of Tasks

Failure to submit a task on the set due date will be recorded as a "non-completion" of the task.

When a task is more than five days late and there has been no successful appeal, the teacher in conjunction with the head teacher will send home an official N Warning letter.

The student will receive communication home for non-completion of work and will still be required to make a serious attempt at the task and to the best of their ability.

Students will also be placed on the Non Mandatory Excursion “No go” list. This excludes them from participating in extracurricular events until the task is competed and submitted.

An “N Warning” will stand until the task is submitted. Once submitted, the task will then be marked with feedback given, the result will be recorded and the “N determination” will be redeemed.

Should a student wish to appeal such a penalty, an Assessment Appeal Form (available at the office) is to be completed. Successful appeals may require the student to complete the task or an alternative as soon as practicable.

Acceptable grounds for appeal include illness, bereavement and unavoidable appointments.

Unacceptable grounds may include work or other course commitments.

Failure of technology (eg. Unable to print, file cannot be opened by programs on school computers, email not received) is also not an acceptable ground for appeal.

d) Planned absence on the day that a task is due or that an in-class task is scheduled

For a take-home task, every reasonable effort must be made to submit the task early or have it submitted on your behalf.

Application for a variation in the assessment schedule by means of an Assessment Variation Form **must be done prior** to the absence.

e) Absence due to illness or misadventure on the day that an in-class assessment task is scheduled

If a student misses an assessment task due to illness or misadventure, they need to contact their class teacher as soon as possible and complete an *Assessment Variation Form*. This form is to be submitted, with relevant documentation, to the principal for consideration as soon as practicable. Examples of illness or misadventure are:

- Serious illness (letter from parent / carer, doctor’s certificate)
- An accident preventing attendance (police report, letter from parent / carer)
- Death in the family (letter from parent / carer)

The task, or an alternative, must be completed as soon as practicable (as negotiated). Failure to do so will incur the awarding of unsatisfactory for the task.

In the case that unforeseen circumstances such as, but not limited to, fire, flood or death of a staff member, students may be required to re-sit or re-submit tasks. It is therefore recommended that students retain copies of completed assessments in the unlikely event that students are asked to re-submit a task due to a school misadventure.

When a task is more than five days late and there has been no successful appeal, the teacher in conjunction with the head teacher may send home an official N Determination warning letter.

The student will receive a grade of unsatisfactory for the purpose of assessment but will still be required to make a serious attempt at the task and to the best of their ability. This will ensure the requirements of the course outcomes are being met by the student for the Board of Studies. Two warning letters in a subject that have not been redeemed will mean the course requirements have not been met by the student and a “N determination” will appear on the RoSA

The “N determination” will stand until the task is submitted. Once submitted, the task will then be marked with the result recorded and the “N determination” will be redeemed. Students will also be placed on the “No Go” list which excludes them from participating in extracurricular events until the task is completed and submitted.

f) Malpractice

A student found to have committed malpractice will be awarded zero marks for that task and their parents will be notified. Malpractice includes:

- cheating (or an attempt to cheat).
- claiming another’s work as your own (this includes unacknowledged material from internet sites).
- allowing other students to copy your work.
- truancy or absence from classes for the purpose of completing tasks or studying for a task.
- misuse of electronic devices under exam conditions e.g. phones, MP3 players.
- deliberately disrupting an assessment task.

A non-serious attempt at an assessment task may result in an unsatisfactory grade for that task. Completing only the multiple choice section of an exam is not considered a serious attempt at an exam.

g) Variation to an Assessment Schedule instigated by the teacher

Should there be any variation to the published Assessment Schedule students should be given two weeks written notice.

h) Appealing the assessment mark awarded

If a student considers that he / she has been unfairly disadvantaged by an assessment decision, they must:

- discuss the matter with the course teacher and head teacher.
- if dissatisfied with the decision at this level, lodge an appeal on the **Assessment Appeal Form** (available at the office) to the principal. An appeal must contain all the evidence in support of the claim.

RECORD OF STUDENT ACHIEVEMENT (ROSA)

Information from Board of Studies NSW

<http://www.boardofstudies.nsw.edu.au/rosa/students.html>

The Record of School Achievement (RoSA) is a credential for all students, beginning in Year 10, to recognise school achievement before receiving the Higher School Certificate (HSC).

This page has been designed to give students in all NSW schools the latest information about the RoSA.

A cumulative credential – recognising all your academic achievements.

Instead of just showing what your results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

- The RoSA will show your Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If you start a course but leave school before completing it, your RoSA will show evidence of your enrolment.
- Your RoSA will also show results of any VET or Life Skills courses you complete in Year 10 and/or Year 11.

A credential for school leavers

The RoSA will be awarded to all eligible students when they leave school.

- If you transfer from one school to another at the end of Year 10 you will not receive a formal RoSA credential at that time.
- To receive a RoSA you will need to meet your school's attendance requirements.
- You will be able to request a RoSA through your school when you talk to your teachers or principal about leaving.
- If you have completed any Life Skills courses you will receive your Life Skills Profile of Student Achievement at the same time as your RoSA.

Fair grades for everyone

Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement.

- Grades for all your courses in Years 10 and 11 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school.
- The RoSA credential will report on your achievements in Stage 5 courses, using A to E grades.
- Teachers are very experienced already in determining grades based on your assessments. As part of introducing the RoSA, the Board will provide further support and resources to make sure grades are given fairly and consistently from school to school.

Minimum Standards tests

If you are in Year 10 this year minimum standards tests will be available throughout Term 3, 2024.

- The tests are online and will be taken at your school under the supervision of a teacher. The tests are a useful option if you are looking for jobs where the employer wants to see evidence of a level of literacy and numeracy.
- Each test will be of 60 minutes duration, and the two tests will be completed in one sitting.
- These will not be pass/fail tests – they will be designed to show levels of achievement that are reasonable to expect from students leaving school after the end of Year 10.
- The literacy and numeracy test results will be reported separately from the RoSA credential.
- More information on the Literacy and Numeracy tests will be available in 2024

Life Skills

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA.

- If you are undertaking one or more courses based on Life Skills outcomes and content you will be eligible to receive a Profile of Student Achievement which will outline the Life Skills outcomes you achieve in each course.
- From 2012, the Profile of Student Achievement will be printed and issued by the Board of Studies to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can also access a record of outcomes achieved via Students Online.
- If you want to access your Profile of Student Achievement before leaving school, you will be able to download an electronic record of it from Students Online. To access Students Online you will need a PIN number and school email address.
- Life Skills outcomes will be shown on the profile as:
 - Achieved – for outcomes that have been achieved independently.
 - Achieved with support – for outcomes that have been achieved with additional support.

Recording extracurricular achievements

The Board has developed a new online package [up2now](#) that will allow students to collect evidence of their extracurricular achievements such as first-aid qualifications or volunteer work.

WHAT DOES THE ROSA LOOK LIKE?



RECORD OF SCHOOL ACHIEVEMENT

This is to certify that
Sample Student Name
 of
Sample High School
 has met the requirements for the Record of School Achievement
 and has received the results shown below.

STAGE 5 COURSES

Year	Course	Result
Board Developed Courses		
2012	English (200)	A
	Mathematics (200)	C5
	Science (200)	B
	Australian Geography (100)	D
	Australian History (100)	C
	History (100)	B
	Industrial Technology – Electronics (200)	C
	Personal Development, Health and P.E. (100)	A
Board Endorsed Courses		
2012	Physical Activity and Sports Studies (100)	A
	Religion, Catholic Studies (100)	D
Years 7 to 10 Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and Its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

(see reverse)



Student Number: 230299553

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 President

ASSESSMENT TASK SUMMARY TABLE

** Be aware - throughout the year students will undertake class tasks that are “ONGOING” during lessons to allow students to develop and express their ability to meet the Stage 5 outcomes over time.*

ELECTIVE LINES: Elective Line X: Agriculture, Commerce, Visual Arts
 Elective Line Y: Food Tech, IT – Metal, Drama
 Elective Line Z: Pass, Food Tech, IT- Timber

TERM	WEEK	WEEK STARTING	SUBJECT
1 2024	1	29 th January	Eastern Zone starts school on Tuesday 30 th January for Staff only
	2	5 th February	Western Zone starts school on Tuesday 6 th February for Staff only Thursday 8 th February - Year 7/11/12 return to school. Friday 9 th February - Year 8/9/10 return to school.
	3	12 th February	
	4	19 th February	
	5	26 th February	
	6	4 th March	
	7	11 th March	
	8	18 th March	Line X- Visual Arts
	9	25 th March	Good Friday 29 th March (Public Holiday) Science, Line Y- IT Metal, Line Z- PASS
	10	1 st April	Easter Monday 1 st April (Public Holiday) English, Geography, History, Line X – Commerce, Line Y- Drama, Line Z-IT Timber
	11	8 th April	

PLEASE NOTE: When classroom teachers give out task notifications, a specific date will be given in the designated week when the task is due.

WHS Stage 5 Assessment Booklet 2024

TERM	WEEK	WEEK STARTING	SUBJECT
2 2024	1	29 th April	
	2	6 th May	
	3	13 th May	Line X – Agriculture, Line Z- PASS
	4	20 th May	Line Y and Z – Food Technology
	5	27 th May	Mathematics, Line X – Commerce, Line Z- PASS
	6	3 rd June	Geography, History, English Line Y- IT Metals
	7	10 th June	Kings Birthday 10 th June (Public Holiday) Line X- Visual Arts
	8	17 th June	Science
	9	24 th June	English, Line Y – Music, Line Z – IT Timber, Line Y - Drama
	10	1 st July	Work Experience Year 10

PLEASE NOTE: When classroom teachers give out task notifications, a specific date will be given in the designated week when the task is due.

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TERM	WEEK	WEEK STARTING	SUBJECT
3 2024	1	22 nd July	
	2	29 th July	
	3	5 th August	Line Y and Z – Food Technology
	4	12 th August	
	5	19 th August	
	6	26 th August	
	7	2 nd September	
	8	9 th September	Science
	9	16 th September	English, Geography, History, Line X – Commerce
	10	23 rd September	Line X – Agriculture, Line X – Visual Art, Line Y- Drama

PLEASE NOTE: When classroom teachers give out task notifications, a specific date will be given in the designated week when the task is due.

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TERM	WEEK	WEEK STARTING	SUBJECT
4 2024	1	14 th October	
	2	21 st October	Line Y - IT Metal
	3	28 th October	Assessment Free Week
	4	4 th November	YEARLY EXAMINATIONS – English, History, Geography, Mathematics, Science, PD/H/PE, Line X - Agriculture, Commerce, Visual Arts, Line Y and Z - Food Tech, IT – Metal, Drama, IT- Timber, PASS
	5	11 th November	
	6	18 th November	
	7	25 th November	Line X- Visual Arts
	8	2 nd December	Line Y- Drama
	9	9 th December	
	10	16 th December	Line Z- IT Timber

INDIVIDUAL SUBJECT ASSESSMENT SCHEDULES

Note: Assessment requirements for TVET subjects (such as Automotive, Hairdressing, Tourism etc) are not included as part of this Assessment Booklet. Students should discuss the assessment requirements and deadlines for these courses with their TAFE teachers.

AGRICULTURE (Elective Line X)

Areas for assessment

Knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives.

Knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society.

Knowledge of and skills in the effective and responsible production and marketing of agricultural products.

An understanding of sustainable and ethical practices that support productive and profitable agriculture. Skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts.

Knowledge and skills in implementing collaborative and safe work practices in agricultural contexts.

The grade (A-E) awarded to each student will be based on student performance in the following assessment tasks:

TASK DESCRIPTION	OUTCOMES	DUE DATE
Practical Skills Task	AG5-13, AG5-14	Term 2, Week 3
Research Project	AG5-2, AG5-4, AG5-5, AG5-11, AG5-12	Term 3, Week 10
Yearly Examination	AG5-1, AG5-3, AG5-8, AG5-9, AG5-10	Term 4, Exam Week

COMMERCE (Elective Line X)

Course Outline:

Commerce provides for a range of learning experiences. It emphasises the potential and use of information and communications technology. Students develop greater competence in problem-solving and decision-making by evaluating a range of consumer, financial, economic, business, legal, political and employment strategies. In examining these, students have the opportunity to develop values and attitudes that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.

Course Outcomes:

- 5.1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of context.
- 5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts.
- 5.3 examines the role of law in society.
- 5.4 analyses key factors affecting decisions.
- 5.5 evaluates options for solving problems and issues.
- 5.6 develops and implements plans designed to achieve goals.
- 5.7 researches and assesses information using a variety of sources.
- 5.8 explains information using a variety of forms.
- 5.9 works independently and collaboratively to meet individual and collective goals within specified timeframes.

The assessment tasks will be used to allocate grades (A-E) which reflect the student’s level of achievement in relation to the Course Performance Descriptors.

Task	Outcomes	Date
<u>Core 2 – The Economic and Business Environment</u> Research Task	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	Term 1, Week 10
<u>Core 4 – Law, Society and Political Involvement</u> In class task	COM5-1, COM5-2, COM5-3, COM5-4, COM5-6, COM5-7, COM5-8	Term 2, Week 5
<u>Option 5 - Law in Action</u> Case Study/report	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-8	Term 3, Week 9
<u>Option 3 Promoting and Selling</u> In class examination	COM5-1, COM5-2, COM5-4, COM5-6, COM5-7, COM5-8	Term 4 Exam week

DRAMA (Elective Line Y)

Course Outline:

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues, and ideas.

Course Outcomes:

- 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.

The assessment tasks will be used to allocate grades (A-E) which reflect the student’s level of achievement in relation to the Course Performance Descriptors.

Task	Outcomes	Date
Group performance- Film and Reflection	5.1.1,5.1.2,5.1.3,5.2.1, 5.3.1.	Term 1, Week 10
Group performance	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.2, 5.2.3	Term 2, Week 9
Duologue and Essay	5.2.1, 5.2.3, 5.3.1, 5.3.2	Term 3, Week 10
Multimedia presentation	5.3.1, 5.3.2, 5.3.3	Term 4, Week 8

ENGLISH

Stage 5 English builds upon the skills and knowledge from the Stage 4 course. Core skills of writing imaginatively and critically are further developed, as well as reading or viewing a diverse range of texts. Students’ understanding of the world around them is challenged through a variety of texts, and they gain a more specialist understanding of language techniques. By the end of the course students are prepared to engage in Stage 6 study or be effective communicators in the workplace.

Course Outcomes:

A Student:

- 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.

TASK DESCRIPTION	OUTCOMES	DUE DATE
Imaginative Response- Protest Poem Composition	EN5-RVL-01, EN5-URA-01, EN5-URB-01	Term 1, Week 10
Analytical Response - Exam on set text	EN5-RVL-01, EN5-URB-01, EN5-URC-01	Term 2, Week 6
Persuasive Writing Task	EN5-RVL-01, EN5-URB-01, EN5-URC-01, EN5-ECB-01	Term 3, Week 9
Written Examination – Imaginative writing and reflection	EN5-URA-01, EN5-ECA-01, EN5-ECB-01	Term 4, Exam Week

FOOD TECHNOLOGY (Elective Line Y and Z)

Knowledge, understanding and skills

Students develop:

- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food.
- knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food.
- knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health.
- skills in researching, evaluating and communicating issues in relation to food.
- skills in designing, producing and evaluating solutions for specific food purposes.
- knowledge and understanding of the significant role of food in society.

The assessment tasks will be used to allocate grades (A-E) that reflect the student’s level of achievement in relation to the Course Performance Descriptors.

TASK DESCRIPTION	OUTCOMES	DUE DATE
Unit 1: Food For Specific Needs Research Task	FT5 – 6, FT5 – 7 FT5 – 8, FT5 – 9 FT5 – 11, FT5 – 12 FT5 –1 3	Term 2, Week 4
Unit 2: Food In Australia Research Task	FT5 – 1, FT5 – 2 FT5 – 5, FT5 – 6 FT5 – 7, FT5 – 8, FT5 – 9, FT5 – 10, FT5 – 11, FT5 – 12 FT5 –1 3	Term 3, Week 3
Unit 3: Practical tasks: Food For Special Occasions	FT5 – 1, FT5 – 2 FT5 – 3, FT5 – 4 FT5 – 5, FT5 – 10	Ongoing Throughout Term 3 and 4
Theory/Practical Exam	FT5 – 1, FT5 – 2 FT5 – 3, FT5 – 4 FT5 – 5, FT5 – 10	Term 4, Exam Week

HSIE- GEOGRAPHY

The aim of Geography is to stimulate students’ interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places, and environments across a range of scales in order to become informed, responsible and active citizens.

Topics covered this year:

- Changing Places.
- Environmental Change and Management.

Outcomes:

- GE5-1 explains the diverse features and characteristics of a range of places and environments.
- GE5-2 explains processes and influences that form and transform places and environments.
- GE5-3 analyses the effect of interactions and connections between people, places, and environments.
- GE5-4 accounts for perspectives of people and organisations on a range of geographical issues.
- GE5-5 assesses management strategies for places and environments for their sustainability.
- GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing.
- GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry.
- GE5-8 communicates geographical information to a range of audiences using a variety of strategies.

	TASK DESCRIPTION	TOPIC	OUTCOMES	TIMING
Semester 1	Research Task	Changing Places	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	Term 1, Week 10
	Exam	Environmental Change and Management	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	Term 2, Week 6
Semester 2	Research Task	Changing Places	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	Term 3, Week 9
	Exam	Environmental Change and Management	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	Term 4, Exam Week

HSIE- HISTORY

History is the discipline in which students explore the shaping of our modern world, with the depth studies focusing on key movements and events of the 20th century. Students explore the struggle of populations for inalienable rights and freedoms, including the rights to life, peace, and universal suffrage. Students analyse how events in this era have shaped global and Australian society, and the development of popular culture. During their study, students continue to analyse sources for their historical usefulness and assess the impact of these events on the modern world.

Topics covered this year:

- Making a Better World - Industrial Revolution
- Australians at War - World War One and World War Two

Course Outcomes

- 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 of past individuals and groups in the historical contexts that shaped the modern world and Australia.
- HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia.
- HT5-5 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.

	TASK DESCRIPTION	TOPIC	OUTCOMES	TIMING
Semester 1	Assessment Task 1: Research Project	Industrial Revolution	HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10	Term 1, Week 9
	Assessment Task 2: Exam	Australians at War	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10	Term 2, Week 6
Semester 2	Assessment Task 1: Research Project	Industrial Revolution	HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10	Term 3, Week 9
	Assessment Task 2: Exam	Australians at War	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10	Term 4, Exam Week

MATHEMATICS

The Core-Paths structure of the new Mathematics syllabus is designed to provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The aim for most students is to demonstrate achievement of the Core and as many Path outcomes as possible by the end of Stage 5.

Mathematics outcomes and their related content are organised in:

- Working mathematically.
- Number and algebra.
- Measurement and space.
- Statistics and probabilities.

Assessment tasks as well as in-class work will be used to allocate ROSA grades (A – E) which reflect the student’s level of achievement in relation to the Course Performance Descriptors, as well as report grades. Some assessments will include a calculator and a non-calculator component. Not all topics will be formally assessed. In class work includes in-class tests, quizzes, classwork, hands on activities and any other tasks your teacher may set.

ASSESSMENT TASKS	OUTCOMES	TIMIN
Semester 1 Review	<p>Core</p> <p>MA5-GEO-01, MA5-TRG-C-01, MA5-LIN-C-01, MA5-MAG-C-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-ALG-C-01, MA5-EQU-C-01</p> <p>Path</p> <p>MA5-GEO-P-01, MA5-NET-P-01, MA5-LIN-P-01, MA5-IND-P-02, MA5-ARE-P-01, MA5-VOL-P-01, MA5-EQU-P-01</p>	Term 2, Week 5
In-class assessment, including topic tests, quizzes and learning activities	All outcomes as they arise in classwork	Ongoing
Yearly Exam	All outcomes assessable	Term 4, Exam week

Outcomes assessed during Stage 5:

Working Mathematically:

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

Core:

MA5-GEO-01 identifies and applies the properties of similar figures and scale drawings to solve problems.
 MA5-TRG-C-01 applies trigonometric ratios to solve right-angled triangle problems.
 MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools.
 MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures.
 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-VOL-C-01 solves problems involving the volume of composite solids consisting of right prisms and cylinders.
 MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions.
 MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction.
 MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money.
 MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations.
 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.

Path:

MA5-GEO-P-01 establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (*Path: Ext*).
 MA5-NET-P-01 solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (*Path: Stn*).
 MA5-LIN-P-01 midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (*Path: Adv*).
 MA5-IND-P-02 describes and performs operations with surds and fractional indices (*Path: Adv*).
 MA5-ARE-P-01 applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (*Path: Stn, Adv*).
 MA5-VOL-P-01 applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (*Path: Stn, Adv*).
 MA5-EQU-P-01 solves monic quadratic equations, linear inequalities and cubic equations of the form. (*Path: Adv*)
 MA5-EQU-P-02 solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (*Path: Adv*)
 MA5-PRO-P-01 solves problems involving Venn diagrams, 2-way tables and conditional probability (*Path: Adv*)
 MA5-ALG-P-01 simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (*Path: Adv*)
 MA5-ALG-P-02 selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (*Path: Adv*)
 MA5-NLI-P-01 interprets and compares non-linear relationships and their transformations, both algebraically and graphically (*Path: Adv*)

INDUSTRIAL TECHNOLOGY – METAL (Elective Line Y)

The Metal core module develops knowledge and skills in the use of tools, materials and techniques related to general metalwork. These are enhanced and further developed through the study of specialist modules in Metal Machining and Fabrication. Practical projects should reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills associated with metal-related technologies. These may include:

- fabricated projects.
- metal machining projects.
- sheet metal products.

TASK DESCRIPTION	OUTCOMES	DUE DATE
Semester 1 Project & Class Worksheets	IND5-1, IND5-2, IND5-3 IND5-4, IND5-5, IND5-7, IND5-9	Term 1, Week 9
Project 2 - Drawing	IND5-2, IND5-3 IND5-4, IND5-5, IND5-7, IND5-8	Term 2, Week 6
Project 3 - Major Project and Portfolio	IND5-1, IND5-2, IND5-3 IND5-4, IND5-5, IND5-7	Term 4, Week 2
Yearly Examination	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	Term 4, Exam Week

Outcomes:

- 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.

INDUSTRIAL TECHNOLOGY – TIMBER (Elective Line Z)

Course Overview

Industrial Technology – Timber involves the study of:

- Workplace Health and Safety and Risk Management,
- Design,
- Materials, Tools, Equipment and Techniques,
- Communication skills,
- Impact on Society and the Environment, and
- Links to Industry.

The students will learn to use a range of relevant software to plan and create projects linking to 3D printing for prototypes and laser cutting and engraving. They will create a variety of projects to develop skills in various techniques and equipment and familiarise them with a range of materials including softwoods, hardwoods, and plywood.

TASK DESCRIPTION	OUTCOMES	DUE DATE
Term 1 Project and Portfolio	IND5-1, IND5-3 IND5-4, IND5-5	Term 1, Week 10
Term 2 Project and Portfolio	IND5-1, IND5-2 IND5-4, IND5-5	Term 2, Week 9
Term 3 Project and Portfolio	IND5-1, IND5-2, IND5-3 IND5-4, IND5-5, IND5-6	Term 4, Week 10
Yearly Examination	IND5-1, IND5-2, IND5-4, IND5-8, IND5-9 IND5-10	Term 4, Exam Week

Course Outcomes:

- 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.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PD/H/PE)

Outcomes being assessed:

- 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.

TASK DESCRIPTION	OUTCOMES	DUE DATE
PDHPE In Class Tasks	PD5-1 PD5-2 PD5-3 PD5-6 PD5-7 PD5-8, PD5-9 PD5-10	Ongoing
Movement / Performance Tasks All Practical units	PD5-4 PD5-5 PD5-7 PD5-8 PD5-9 PD5-10 PD5-11	Ongoing
Yearly Exam	PD5-1 PD5-2 PD5-3 PD5-6 PD5-7 PD5-8 PD5-9 PD5-10	Term 4, Exam Week

PHYSICAL ACTIVITY AND SPORT STUDIES (PASS) (Elective Line Z)

Outcomes being assessed:

- 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.

TASK DESCRIPTION	OUTCOMES	DUE DATE
Drugs in Sport- Persuasive writing task. Presentation/video or in person speech	PASS5-1, PASS5-3, PASS5-4	Term 1, Week 9
Flag Football Multi-modal tutorial	PASS5-5, PASS5-8	Term 2, Week 3
Half-yearly exam Flag Football and Drugs in Sport	PASS5-1, PASS5-3	Term 4, Exam Week
Yearly Exam	PASS5-1, PASS5-2, PASS5-5, PASS5-7	Term 4, Exam Week
Event Management- Leadership and Management Skills	PASS5-1, PASS5-2, PASS5-5, PASS5-7	Ongoing
Fundamental Movement Skill Development-Leadership and Management Skills	PASS5-1, PASS5-5, PASS5-6, PASS5-7, PASS5-9	Ongoing
Movement Skills and Participation	PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	Ongoing

SCIENCE

Science Topics:

Term 1 – Movement & Waves.

Term 2 – Transformations.

Term 3 – Natural Disasters.

Term 4 – Impacts of Humans.

Outcomes

- WS4 develops questions or hypotheses to be investigated scientifically.
- WS5 produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
- WS6 undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
- WS7 processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
- WS8 applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
- WS9 presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
- 10PW applies models, theories and laws to explain situations involving energy, force and motion.
- 11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
- 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.
- 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.
- 15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.

TASK DESCRIPTION	OUTCOMES	DUE DATE
Practical Task	7WS, 9WS, 6WS	Term 1, Week 9
Research Task	10PW, 11PW, WS7, WS8, WS9	Term 2, Week 8
Experimental Project	4WS, 5WS, 6WS, 7WS, 8WS, 9WS	Term 3, Week 8
Yearly Examination- Theory/Practical	4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 10PW, 11PW, 12ES, 13ES, 15LW.	Term 4, Exam Week

VISUAL ARTS (Elective Line X)

Summary of course objectives:

- a. Develop visual expression and communication by making art works.
- b. Develop sensory awareness and imagination by looking and seeing.
- c. Develop ability to think and act creatively.
- d. Develop an understanding and appreciation of art works, past and present.

Term 1 and 2: Street Art/Mural Painting and Theory Assessment Task: Design and Painting Unit.

Term 3: Prints in the Sand: Printmaking Unit.

Term 4: Collections, Collage and Found Objects and Exam – Sculptural, Mixed media and Installation.

TASK DESCRIPTION	OUTCOMES	DUE DATE
Theory assessment	5.7, 5.8, 5.9, 5.10	Term 1, Week 8
Design and Mural	5.1, 5.4, 5.6	Term 2, Week 7
Collection of Prints	5.2, 5.4, 5.6	Term 3, Week 10
Collection of Artworks	5.1, 5.3, 5.5	Term 4 Week 7
VAPD: ongoing record of work and classroom participation	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Ongoing Final Marking: Term 4, Week 4
Yearly Exam	5.7, 5.8, 5.9, 5.10	Term 4, Exam Week

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 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 1 – Assessment Variation/Appeal Form

A copy of this can be obtained from the front office and should be filled out well before the intended Variation of Routine

Assessment Variation/Appeal Form – Warialda High School



STUDENT'S NAME: _____ DATE SUBMITTED: _____

SUBJECT: _____ TEACHER: _____

ASSESSMENT TASK NUMBER: _____ DUE DATE: _____

Reason For Variation (Please Tick)

<p>PART A Non – completion/submission of Assessment Task on specified date (before the task)</p> <p><input type="checkbox"/> Illness</p> <p><input type="checkbox"/> Misadventure</p> <p><input type="checkbox"/> Other Approved Commitment</p> <p>DETAILED EXPLANATION AND DOCUMENTATION</p> <p><input checked="" type="checkbox"/> Medical Certificate</p> <p><input checked="" type="checkbox"/> Other documentation: _____ Explanation _____ _____ _____</p>	OR	<p>PART B Appeal (after the task)</p> <p><input type="checkbox"/> Appeal</p> <p>I wish to appeal on the following grounds</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>If appeal is for appealing assessment procedure- staple any documentary evidence to this form, including Assessment Task Cover Sheet, your submitted task, marking guidelines If appeal is for illness and misadventure complete documentation section on the left.</p>
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SIGNATURE of STUDENT: _____ DATE: _____

SIGNATURE of PARENT/GUARDIAN: _____ DATE: _____

Hand this form in to the front office for a decision to be made about the assessment variation or appeal

"-----"

Decision

<p>For change of assessment date</p> <p>DECISION BY HEAD TEACHER OR EXAM COORDINATOR: Has this been discussed with the class teacher? YES / NO</p> <p>Variation: Approved <input checked="" type="checkbox"/> Denied <input checked="" type="checkbox"/></p> <p>Alternate Date and Time of Task: _____</p> <p>SIGNATURE OF HEAD TEACHER OR EXAM COORDINATOR: _____ Date: _____</p>	<p>Appeal Process</p> <p>Appeal Committee Findings</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>SIGNATURE OF PRINCIPAL/DP: _____ Date: _____</p>
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Student notified of decision Signed: _____ Date _____

Appendix 2 - My Assessment Record

Record your assessments and marks in this record sheet to keep track of what you have done and what you still have to do.

Subject Task No	Date Due	Description	Completed/ Grade
Eg. Maths Task 2 Trigonometry	12/4/24	Class Test, allowed one handwritten sheet of notes	P B

WHS Stage 5 Assessment Booklet 2024

Subject Task No	Date Due	Description	Completed/ Grade

Appendix 3 - Assessment Notification Sample

Each assessment (other than Yearly Exams) should be notified by a form using the following features:



Warialda High School

Assessment Notification

Subject: _____

Year: ____

Assessment Task __ of __.

Due Date (or Task Date):	___/___/___
This assessment will be in the form of:	e.g. Test, report, digital portfolio
Description of Task	

Outcomes to be assessed:

Marking Criteria: (either attached or state here)

Or

Marks will be awarded for the following skills:

▪
▪

I acknowledge that:

- I am aware of the above assessment task and the rules regarding assessment tasks, including the necessity of a doctor’s certificate or other documentation if a task is not attended or handed in on time.
- I am in receipt of the assessment outcomes and marking criteria for this task.