Wee Waa High School

STAGE 5 2025

ASSESSMENT GUIDELINES

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Contents

1. The Nature and Purpose of Stage 5 Assessment

1.1 Stage 5 assessment tasks.

Stage 5 assessment tasks help students learn, expand knowledge and encourage them to challenge themselves. They also show how much students have learnt and where they need to improve. By completing Stage 5 assessments students prove they have satisfactorily completed a course. Most importantly, they also contribute to a student's final course mark and RoSA grade.

Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. School-based assessments also give students the chance to address any areas for improvement in knowledge before they commence Stage 6 courses.

The purpose of this booklet is to provide **Stage 5** (Years 9 & 10) students and their parents/carers with an overview of Wee Waa High School's assessment policy, the requirements, guidelines and procedures for each of the courses offered in the school. The information in the booklet will help students to plan their studies.

1.2 Contribution of assessment marks to the Record of School Achievement (RoSA) grade.

NESA's (NSW Education Standards Authority) grading system is intended to describe the student's achievement at the end of each Stage 5 course. Teachers will make the final judgment of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors and other material produced by NESA to support the consistent awarding of grades.

2. Assessment Procedures

2.1 Student rights:

- to be informed of the assessment policies of the school and NESA
- to receive clear guidelines relating to the requirements of each assessment task
- to be told in advance of the due date for each assessment task
- to receive feedback that assists you to review your work
- to query the mark for an individual task at the time it is returned to you
- to request from the Principal an appeal against the RoSA grade(s) awarded

2.2 Student responsibilities:

- to become familiar with and follow the assessment requirements set by the school.
- to complete all set tasks on time, or follow correct procedures if you are unable to meet a deadline
- not engage in behaviour which could be considered cheating or malpractice, including plagiarism
- to ensure that all assessment work is your own or acknowledge the contribution of others

- to follow up any concerns you have with tasks at the time they are marked and returned.

2.3 School responsibilities:

- to set assessment tasks which will be used to measure student performance in each component of a course
- to specify a mark / weighting for each assessment task
- to inform students of the requirements of each assessment task
- to give reasonable advance notice in writing (at least two weeks) of the exact date for completing or submitting the task
- to keep records of each student's performance on each assessment task
- to provide students with information on their progress.

3. Submission of Tasks

3.1. Absence when a task is notified.

Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed and to catch up on this work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit to the faculty head teacher an Application for Special Consideration.

3.2 Extensions to due dates or special consideration.

An extension of time for completion of tasks may only be granted by the Deputy Principal after consultation with the classroom teacher. Students must apply to the faculty head teacher using the school's Application for Special Consideration, **well before the due date of the task.** Extensions will only be granted in cases of severe illness or other exceptional circumstances. Documentation must be provided to substantiate your appeal. A medical certificate will be required in cases of illness.

3.3 Process for submitting tasks completed outside the classroom.

All tasks must be submitted to your classroom teacher before 9am unless otherwise stated on the Assessment Notification. It is the student's responsibility to ensure they adhere to the strict due date and time as well as the method for submission on the Assessment Notification. The Declaration of Authenticity must be signed by the student and be submitted with the completed assessment task.

3.4 Prior knowledge of absence.

Where a student has a clash between an assessment task and another authorised school activity the student must notify the faculty head teacher and complete an Application for Special Consideration. The Assessment Appeals Committee, if the application is upheld,

will either determine an alternative method for submitting the task or will grant an extension.

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must notify the faculty head teacher and their class teacher and submit the work before the due date.

3.5 Absence due to illness / misadventure.

It is a student's responsibility to perform / submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date and time, or be performed in class at the specified time. Should a task be submitted late, without first gaining an extension from the faculty head teacher, then a mark of zero will be awarded.

A student who is absent from school because of illness or misadventure on the day an assessment task is due, has the responsibility to carry out the following procedure:

- **Notify the school by telephone by 9.00 am on the day the task is due** and speak to the relevant head teacher to arrange for the task to be submitted electronically on that day, or, explain why the task cannot be submitted and give an anticipated date of when it will be.
- **On the day of their return to school**, see the faculty head teacher to submit an Application for Special Consideration. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide a medical certificate for the relevant time period.
- **Be prepared to sit for the task, or if deemed appropriate, a substitute task, on the day of their return to school.**

The following are not acceptable reasons for misadventure (this is not an exclusive list).

- Technology problems.
- Misreading assessment notifications / examination timetables.
- Long-term illness, such as glandular fever, asthma and epilepsy, unless there is evidence of a sudden recurrence.
- Sleeping in.
- Family business, such as meeting relatives at airports.
- Attendance at cultural activities.
- Family holidays

3.6 Extended leave (Travel or Holiday).

From the beginning of 2015 family holidays and travel are no longer considered by the Department of Education under Exemption from School Procedures. Travel outside the vacation period is now counted as an absence. The Department of Education encourages families to travel during school holidays. If travel during school term is necessary an Application for Extended Leave - Travel needs to be completed at least 4 weeks prior to the date of intended travel. Only if the principal accepts the reason for the extended absence will an Application for Special Consideration be considered.

3.7 Illness / misadventure while sitting an assessment task.

If a student attempts an assessment, the mark obtained in that task will stand. Teachers must assess the student's actual performance, not potential performance. Assessment marks cannot be modified to take into account possible effects of illness or domestic situations.

If you become ill during an assessment, or there is a misadventure, you should immediately inform the Head Teacher. You will need to complete an Application for Special Consideration, supported by independent evidence, including a medical certificate for an illness. If your appeal is upheld, you will be required to sit a substitute task or, in exceptional circumstance, you will be provided with an estimate based on other tasks.

3.8. Malpractice.

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to a student receiving zero marks for the task or examination, and will jeopardise the student's results.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas

- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

3.9 Non-serious attempts of tasks.

A non-serious attempt is where a student submits an assessment task which shows little or no thought / effort, which is generally incomplete or which contains frivolous or objectionable material. Where a teacher and Head Teacher have deemed a student to have made a non-serious attempt, a mark of zero will be awarded.

3.10 Non-discriminating or invalid tasks.

If a task is given and is found to be non-discriminating between students, being invalid or having problems associated with its administration, it may be discarded and an alternative task set. In these circumstances, the Principal may determine that another task be done, and / or adjust the weightings accordingly. If it is decided that the original task be still used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course. The Principal may decide to discard the original task completely and a replacement task will be organised. If an alternative task is to be given students will be notified in writing and be given sufficient notice.

3.11 Attendance on day task is due.

Students must arrive to school on time and attend all scheduled lessons on the day of a task, unless other arrangements have been communicated (e.g. yearly examinations). Students with a scheduled late start may arrive according to those approved times. Students who arrive late or truant classes will have gained an unfair advantage over other students and will consequently receive zero for that task.

3.12 Working on tasks during lesson of other subjects.

Students must not truant classes to work on assessment tasks or use time during lessons of other subjects, unless prior approval has been sought and given by the Head Teachers involved and this will only be in exceptional circumstances. Students may work on assessment tasks during designated study periods. Students who use time during lessons of other subjects to work on assessment tasks will have gained an unfair advantage over other students and will consequently receive zero for this task.

3.13 Late submission of tasks.

In the first week (5 school days) after the task due date, students will lose 20% of their potential mark per day. If the tasks remain unsubmitted after the first week, the student will receive a mark of 0%.

4. Reviewing progress

4.1 Course Completion Criteria.

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

Followed the course developed or endorsed by NESA; and

- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

4.2 Attendance.

Principals may determine that, as a result of absences, the course completion criteria might not be met. A student whose attendance is called into question will be required to prove, to the Principal's satisfaction, that they are meeting course completion criteria. At Wee Waa High School, students whose attendance falls below 85% may have their performance reviewed. It is a requirement for the award of the Record of School Achievement that students attend until the final day of Year 10.

4.3 Warning of 'N' determination.

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the school will warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning letter will advise the student and parent of the tasks or actions to be undertaken in time for the problem to be corrected.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The principal will then issue a non-completion determination.

These tasks are designed to allow students to demonstrate the achievement of course outcomes and to maximise their final result. All students should attempt all tasks including homework, tests, projects, and assessment tasks. Failure to complete work can result in the issuing of a Warning Letter and ultimately, an N Award.

5. Examination / Assessment Rules

5.1 Attendance.

It is the responsibility of each student to arrive on time at the correct venue and to remain in the assessment / examination room for the set duration of the task.

5.2 Equipment.

Written work must be written in blue or black pen, not pencil. Mobile phones and electronic devices, such as organisers, MP3 players and dictionaries are not permitted during in-class assessments or examinations. Any specific equipment you are required to bring must be in working order. Illness / misadventure appeals on the grounds of forgotten equipment, or for equipment that did not work properly, will not be accepted.

5.3 Conduct during in-class assessments or examinations.

Students must not speak to any other person during an in-class assessment or examination other than the supervisor of the task. Students must also not behave in any way likely to disturb the work of any other students or upset the conduct of the task. Students also are not allowed to eat during a task, except as approved by the Learning and Support Teacher (e.g. for diabetic students).

If a student does not follow these rules, of if they cheat in any way, they will be removed from the classroom / examination room and will receive zero for the task.

6. Appeals and reviews

6.1 Dispute regarding assessment marks.

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the head teacher of the subject involved should be consulted. Disputes over an individual task must be resolved with the head teacher on the day the task is returned. The head teacher's decision in these matters is final.

6.2 Disputes regarding the administration of assessment tasks

Each student has the right to appeal the administration of a task if this has led to an inequitable situation. This includes inequitable processes being applied in the management of the task or student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension. Students may also appeal if the task does not conform to the school's assessment policy. Such appeals will be made to the deputy principal using the Assessment Task Appeal Form. **Appeals must be submitted within three days of the dispute arising.**

7. Disability Provisions

7.1 School assessments.

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks, including examinations. Students with a permanent or temporary disability that would impact on his or her ability to complete an assessment task should see the Deputy Principal who, in consultation with the relevant curriculum Head Teacher(s), will consider the type of provisions that will be provided. The granting of school-determined provisions will not guarantee that similar provisions will be provided by NESA in the HSC examination. NESA does not consider the lack of familiarity with the English language to be a disability in this context. Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual assessment.

8. Results and credentials

8.1 Notification of assessment results.

Students are provided with information on their performance in each task (mark / grade) after the completion of each task and will be provided with their progressive grading at intervals throughout the course. Students will also be supplied with meaningful feedback after each task about what they are able to do and what they need to do in order to improve their level of performance.

8.2 The allocation of grades for the Record of School Achievement.

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of the course. During the course teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

In setting activities or tasks, careful consideration is given to the syllabus objectives and outcomes being assessed. By measuring student achievement in relation to these objectives and outcomes, teachers build up a profile of the achievement of each student in relation to the course performance descriptors.

Different faculties may use different types of assessments ranging from profiles to set tasks and may assign grades, marks and/or ranks to help determine a student's overall achievement in that course. Thus, all assessments will assist the teachers in determining the grades to be awarded for the ROSA in their courses. Teachers will make the final judgement of a student's grade (A-E or N) on the basis of available assessment information and with reference to the performance descriptors.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels as follows: A10, A9, B8, B7, C6, C5, D4, D3, E2.

Teachers will make the final judgement of the most appropriate grade by making an on-balance professional judgement on the basis of available assessment information and with reference to the course performance descriptors.

The Common Grade Scale is to be used to assign grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. The Common Grade Scale describes performance at each of five grade levels.

GRADE	GENERAL PERFORMANCE DESCRIPTORS
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

8.3 Students who transfer during Year 10.

Students who transfer into the school after the commencement of the Year 10 course will be given substitute tasks wherever possible. In some cases, estimates may be given. If the student transfers after the end of Term 2 Year 10, they will be required to complete any future tasks, but their previous school will be responsible for submitting grades to NESA.

8.4 The Record of School Achievement (RoSA).

The RoSA is a cumulative credential for students who leave school before completing their HSC. The RoSA lists all mandatory and additional Stage 5 and – where applicable –

Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed and the date of leaving school. NESA issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school. School leavers who are not eligible for the RoSA will receive a Transcript of Study.

8.5 Student eRecord.

Students who complete Stage 5 requirements and progress to Year 11 will have access to their record of results on a Student eRecord. The student eRecord is available through Students Online through the NESA website. The Student eRecord is not a formal NESA credential, but has the same information as a RoSA and also contains information regarding Life Skills outcomes where applicable.

9. Life Skills

Life Skills courses recognise that post-compulsory years of schooling should cater for all students who choose to participate.

NESA has developed Life Skills courses in each broad area of learning that can be used to satisfy the mandatory curriculum requirements for the award of the RoSA.

10. HSC Minimum Standards

Students who leave school before they get their HSC will have the option to undertake the HSC Minimum Standards tests.

- There will be one test for literacy and one test for numeracy with concepts drawn from the Australian Core Skills Framework (ACSF) developed and endorsed by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).
- The tests, which will be offered online and under teacher supervision, will be reported separately from the RoSA credential.
- Students will be able to take the tests during 'windows' of availability throughout the year. They will be able to sit for the test only once during each window, but can sit for them again should they decide to stay at school longer.

Stage 5 Assessment Calendar 2025

Week	Term 1 2025 (week commencing)	Assessment Task Dates
1	Eastern Division commences Thursday 06 February	
2	Western Division commences Thursday 12 February	
3	10 February	
4	17 February	
5	24 February	
6	03 March	
7	10 March	9 Mathematics Task 1 10 Mathematics Task 1 9/10 Mathematics Task 1 Science Task 1 Industrial Tech – Metal Task 1
8	17 March	HSIE Task 1 PDHPE Task 1A Industrial Tech – Timber Task 1
9	24 March	Music Task 1
10	31 March	English Task 1 PDHPE Task 1B Agriculture Task 1 Commerce Task 1
11	07 April	PASS Task 1

Stage 5 Assessment Calendar 2025

Week	Term 2 2025	Assessment Task Dates
1	28 April	
2	5 May	Science Task 2
3	12 May	PDHPE Task 2
4	19 May	PDHPE Task 2
5	26 May	English Task 2 9 Mathematics Task 2 10 Mathematics Task 2 9/10 Mathematics Task 2 HSIE Task 2 PASS Task 2
6	2 June	Commerce Task 2 Music Tasks 2 and 3
7	9 June	
8	16 June	Industrial Tech – Metal Task 2
9	23 June	Agriculture Task 2 Industrial Tech – Timber Task 2
10	30 June	Science Task 3 HSIE Task 3

Stage 5 Assessment Calendar 2025

Week	Term 3 2025	Assessment Task Dates
1	21 July	
2	28 July	
3	4 August	
4	11 August	Agriculture Task 3 Industrial Tech – Metal Task 3
5	18 August	9 Mathematics Task 3 10 Mathematics Task 3
6	25 August	Industrial Tech – Timber Task 3 PASS Task 3
7	1 September	9/10 Mathematics Task 3 Science Task 4
8	8 September	HSIE Task 4 Commerce Task 3
9	15 September	PDHPE Task 3 Music Task 4
10	22 September	English Task 3

Stage 5 Assessment Calendar 2025

Week	Term 4 2025	Assessment Task Dates
1	13 October	English Task 4
2	20 October	
3	27 October	PDHPE Task 4 Agriculture Task 4 Industrial Tech – Metal Task 4
4	3 November	Yearly Examinations • English • 9 Mathematics • 10 Mathematics • 9/10 Mathematics • Science • HSIE • PDHPE • Commerce Task 4 • PASS Task 4
5	10 November	Industrial Tech – Metal Task 5 Industrial Tech – Timber Task 4 Music Tasks 5 and 6
6	17 November	
7	24 November	
8	1 December	
9	8 December	
10	15 December	

Stage 5 English Assessment Schedule

TASK NUMBER/WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
Nature of Task	Essay	Creative Writing and Reflection	Multimodal Task	Skills Booklet	Examination
Timing	Term 1 Week 10	Term 2 Week 5	Term 3 Week 10	Term 4 Week 1	Term 4 Week 4
Topics	Poetry and Poet Study	Novel Study: "Once"	Power and Perspective	Grammar and Comprehension	Rocking the 60s
Outcomes	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECS-01 EN5-ECB-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-URA-01 EN5-ECA-01	EN5-RVL-0 EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-01
Total %	25%	25%	20%	10%	20%

English 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

Mathematics Year 9 Class Assessment Schedule

TASK NUMBER/WEIGHT	Task 1	Task 2	Task 3	TASK 4
Nature of Task	Topic Test	Topic Test	Investigation	Yearly Examination
Timing	Term 1 Week 7	Term 2 Week 5	Term 3 Week 5	Term 4 Week 4
Topics	Trigonometry	Algebraic Techniques, Equations, Index Laws and Numbers of any Magnitude	Data Analysis	All Semester Two topics
Outcomes	MAO-WM-01 MA5-TRG-C-01 MA5-TRG-C-02	MAO-WM-01 MA5-ALG-C-01 MA5-EQU-C-01 MA5-IND-C-01 MA5-MAG-C-01	MAO-WM-01 MA5-DAT-C-01	MA5-LIN-C-01 MA5-LIN-C-02 MA5-ARE-C-01 MA5-VOL-C-01
Total %	25%	25%	25%	25%

Mathematics Year 10 Class Assessment Schedule

TASK NUMBER/WEIGHT	Task 1	Task 2	Task 3	TASK 4
Nature of Task	Investigation	Topic Test	Topic Test	Yearly Examination
Timing	Term 1 Week 7	Term 2 Week 5	Term 3 Week 5	Term 4 Week 4
Topics	Financial Maths	Trigonometry	Probability and Statistics	All Semester Two topics
Outcomes	MAO-WM-01 MA5-FIN-C-01 MA5-FIN-C-02	MAO-WM-01 MA5-TRG-C-01 MA5-TRG-C-02 MA5-TRG-P-01	MAO-WM-01 MA5-PRO-C-01 MA5-PRO-P-01 MA5-DAT-C-01 MA5-DAT-P-01	MA5-PRO-C-01 MA5-DAT-C-01 MA5-DAT-C-02 MA5-ALG-C-01 MA5-EQU-C-01 MA5-EQU-P-01 MA5-ARE-C-01 MA5-ARE-P-01
Total %	30%	20%	20%	30%

Mathematics Year 9/10 Class Assessment Schedule

TASK NUMBER/WEIGHT	Task 1	Task 2	Task 3	TASK 5
Nature of Task	Topic Test	Topic Test	Topic Test	Yearly Examination
Timing	Term 1 Week 7	Term 2 Week 5	Term 3 Week 7	Term 4 Week 4
Topics	Financial Maths	Algebraic Techniques, Equations	Trigonometry	All Semester Two topics
Outcomes	MAO-WM-01 MA5-FIN-C-01 MA5-FIN-C-02	MAO-WM-01 MA5-ALG-C-01 MA5-EQU-C-01	MAO-WM-01 MA5-TRG-C-01 MA5-TRG-C-02	MA4-PYT-C-01 MA5-TRG-C-01 MA5-TRG-C-02 MA4-DAT-C-02 MA5-DAT-C-01
Total %	25%	25%	25%	25%

Mathematics Outcomes

A student:

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
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)
MA5-RAT-P-02	analyses and constructs graphs relating to rates of change (Path: Adv)
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
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-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 (Path: Adv)
MA5-IND-P-02	describes and performs operations with surds and fractional indices (Path: Adv)
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 $ax^3 = k$ (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-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 (Path: Adv)
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 (Path: Stn, Adv)
MA5-TRG-P-02	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv)
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 (Path: Stn, Adv)
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 (Path: Stn, Adv)
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 (Path: Ext)
MA5-GEO-P-02 constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext)
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 (Path: Stn, Adv)
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 (Path: Adv)
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-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 (Path: Adv)
MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-POL-P-01 defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext)
MA5-LOG-P-01 establishes and applies the laws of logarithms to solve problems (Path: Adv)
MA5-FNC-P-01 uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (Path: Adv)
MA5-CIR-P-01 applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext)
MA5-NET-P-01 solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)

Science Assessment Schedule

TASK NUMBER/WEIGHT	TASK 1	Task 2	TASK 3	TASK 4	TASK 5
Nature of Task	Research Task	SRP Proposal	SRP	Practical Task	Yearly Examination
Timing	Term 1 Week 7	Term 2 Week 2	Term 2 Week 10	Term 3 Week 7	Term 4 Week 4
Topics	Communicating	Hypothesising Planning Experiments Problem Solving	Designing experiments Analysing Data Communicating	Working Scientifically Skills	Working Scientifically Skills All topics studied in 2024
Outcomes	SC5-8WS SC5-9WS SC5-11PW	SC5-4WS SC5-5WS	SC5-6WS SC5-7WS SC5-8WS SC5-9WS	SC5-6WS SC5-7WS SC5-8WS SC5-17CW	SC5-4WS SC5-5WS SC5-7WS SC5-8WS SC5-10PW SC5-11PW SC5-12ES SC5-14LW SC5-15LW SC5-16CW SC5-17CW
Total %	25%	10%	25%	15%	25%

Science Outcomes

A student:

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
SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW analyses interactions between components and processes within biological systems
SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

HSIE Assessment Schedule

TASK NUMBER/WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
Nature of Task	Written Response	Research/Site study	History Test	Site Study	Yearly Examination
Timing	Term 1 Week 8	Term 2 Week 5	Term 2 Week 10	Term 3 Week 8	Term 4 Week 4
Topics	History Depth Study 4: Rights and Freedoms	History Depth Study 6: The Holocaust	Rights and Freedoms The Holocaust	Geography Environmental Change and Management	Geography Human Wellbeing Environmental Change and Management
Outcomes	HT5-2 HT5-3 HT5-6 HT5-7 HT5-10	HT5-1 HT5-4 HT5- 5 HT5-8 HT5-9	HT5-1 HT5-3 HT5-9	GE5-2 GE5-3 GE5-5 GE5-7 GE5-8	GE5-1 GE5-2 GE5-3 GE5-4 GE5-5 GE5-6
Total %	20%	20%	10%	30%	20%

HSIE Outcomes

A student:

History

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 the sources in the hysterical 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 interpretation 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 to different audiences

Geography

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

PDHPE Assessment Schedule

TASK NUMBER/WEIGHT	TASK 1	TASK 2	TASK 3	Task 4
Nature of Task	Part A: Written Task Part B: Multiple Choice	Practical Assessment	Depth Study	Yearly Exam
Timing	Term 1 Part A: Week 8 Part B: Week 10	Term 2 Week 3/4	Term 3 Week 9	Term 4 Week 4
Topic	Road Safety	Athletics	Year 10: Drugs Year 9: Mental Health	Semester Two topics
Outcomes	PD5-2 PD5-7 PD5-9	PD5-4 PD5-5 PD5-6 PD5-7	PD5-1 PD5-3 PD5-6 PD5-7 PD5-8	PD5-5 PD5-6 PD5-7 PD5-8 PD5-10 PD5-11
Total %	25%	25%	25%	25%

PDHPE 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

Agricultural Technology Stage 5 Assessment Schedule

Task number/weight	Task 1	Task 2	Task 3	Task 4
Nature of task	Experimental Design	Research and Design	Practical Task	Case Study
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 4	Term 4 Week 3
Topics	Hydroponics	Sheep Production	Sheep Production	Technology in Agriculture
Outcomes	AG5-6 AG5-11 AG5-12	AG5-1 AG5-3 AG5-5 AG5-8	AG5-4 AG5-7 AG5-10 AG5-13 AG5-14	AG5-6 AG5-7 AG5-8 AG5-9
Total %	30%	25%	20%	25%

Agricultural Technology 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 other

Child Studies Assessment Schedule

TASK NUMBER/WEIGHT	TASK 1	TASK 2	TASK 3	Task 4
Nature of Task	Research Task	Practical Task	Presentation	Examination
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 10	Term 4 Week 4
Topics	Becoming a Parent	The Wonder of Life	Caring for my Child	Appreciating Diversity
Outcomes	CS5-7 CS5-8 CS5-9 CS5-11	CS5-1 CS5-2 CS5-5 CS5-8 CS5-11	CS5-1 CS5-2 CS5-5 CS5-6 CS5-8 CS5-10 CS5-11	All
Total %	25%	25%	25%	25%

Child Studies Outcomes

A student:

CS5-1 identifies the characteristics of a child at each stage of growth and development
CS5-2 describes the factors that affect the health and wellbeing of the child
CS5-3 analyses the evolution of childhood experiences and parenting roles over time
CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5 evaluates strategies that promote the growth and development of children
CS5-6 describes a range of parenting practices for optimal growth and development
CS5-7 discusses the importance of positive relationships for the growth and development of children
CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Commerce Assessment Schedule

TASK NUMBER/WEIGHT	TASK 1	TASK 2	TASK 3	Task 4
Nature of Task	Written Report (Guilty or Not)	Investment Portfolio	Multimodal Presentation	Business Plan
Timing	Term 1 Week 10	Term 2 Week 6	Term 3 Week 8	Term 4 Week 4
Topics	Law, Society, and Political Involvement	Investing	The Economic and Business Environment	Running a Business
Outcomes	COM5-3 COM5-4 COM5-5 COM5-7 COM5-8	COM5-1 COM5-4 COM5-5 COM5-7 COM5-9	COM5-1 COM5-2 COM5-6 COM5-7 COM5-8	COM5-1 COM5-4 COM5-5 COM5-6 COM5-9
Total %	25%	25%	25%	25%

Commerce Outcomes

A student:

COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

COM5-3 examines the role of law in society

COM5-4 analyses key factors affecting decisions

COM5-5 evaluates options for solving problems and issues

COM5-6 develops and implements plans designed to achieve goals

COM5-7 researches and assesses information using a variety of sources

COM5-8 explains information using a variety of forms

COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes

Industrial Technology Metal Assessment Schedule

TASK NUMBER/WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4	Task 5
Nature of Task	WHS Testing and Poster	Skill Check and Evaluation	Project and Folio	Industry Study	Cumulative Project Mark
Timing	Term 1 Week 7	Term 2 Week 8	Term 3 Week 4	Term 4 Week 3	Term 4 Week 5
Topics	WHS & risk management	Tools, equipment & techniques	Design Materials Workplace communication skills	Societal & environmental impacts Links to industry	Tools, equipment and technique
Outcomes	IND5-1	IND5-8	IND5-2 IND5-4 IND5-5	IND5-9 IND5-10	IND5-3 IND5-6 IND5-7
Total %	10%	10%	30%	20%	30%

Industrial Technology Timber Assessment Schedule

TASK NUMBER/WEIGHT	TASK 1	TASK 2	TASK 3	TASK 5
Nature of Task	WHS Testing and Presentation	Project Folio	Industry Study	Cumulative Project Mark
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Week 6	Term 4 Week 5
Topics	WHS & risk management	Materials Design Workplace communication skills	Societal & environmental impact Links to industry	Tools, equipment and techniques
Outcomes	IND5-1 IND5-6	IND5-2 IND5-4 IND5-5	IND5-9 IND5-10	IND5-3 IND5-7 IND5-8
Total %	20%	30%	20%	30%

Industrial Technology (Metal and Timber) 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

Music Assessment Schedule

TASK NUMBER/WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
Nature of Task	Performance	Composition	Aural Exam	Performance	Composition	Aural Exam
Timing	Term 1 Week 9	Term 2 Week 6	Term 2 Week 6	Term 3 Week 9	Term 4 Week 5	Term 4 Week 5
Topics	Rock Music	Australian Music	Australian Music	Music of Another Culture	Music of Another Culture	Music of Another Culture
Outcomes	5.1 5.2 5.3	5.4 5.5 5.6	5.7 5.8 5.9 5.10	5.1 5.2 5.3	5.4 5.5 5.6	5.7 5.8 5.9 5.10
Total %	20%	10%	20%	20%	10%	20%

Music Outcomes

A student:

5.1 Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.2 Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3 Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
5.4 Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
5.5 Notates own compositions, applying forms of notation appropriate to the music selected for study
5.6 Uses different forms of technology in the composition process
5.7 Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8 Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
5.9 Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
5.10 Demonstrates an understanding of the influence and impact of technology on music

Physical Activity and Sports Studies Assessment Schedule

TASK NUMBER/WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4
Nature of Task	Topic Test	Fitness Testing	Coaching Session	Practical Task
Timing	Term 1 Week 11	Term 2 Week 5	Term 3 Week 6	Term 4 Week 4
Topics	Body Systems Energy for Physical Activity	Physical Fitness	Coaching	Issues in Physical Activity and Sport
Outcomes	PASS5-1 PASS5-2 PASS5-5 PASS5-9	PASS5-1 PASS5-2 PASS5-6 PASS5-7 PASS5-8 PASS5-9 PASS5-10	PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-9	PASS5-3 PASS5-4 PASS5-10
Total %	25%	25%	25%	25%

PASS 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

Application for Special Consideration

Full Name / Year			
Assessment Task		**Weighting**	
Subject / Course		**Date of Task**	
Teacher Name			

Reason for Application (Tick)

Absent from assessment due to illness or injury	
Variation (due to illness or exceptional circumstances)	
Other School commitment on the day of an assessment task	
Misadventure	

Information supporting application (continue over if necessary)			
Medical Certificate or Independent Evidence Attached Yes / No			
Student Signature		**Date**	
Parent Signature		**Date**	

Special Consideration Application Acknowledgement

Student Name		**Date Lodged**	
Subject / Course		**Date of Task**	
Received By		**Signature**	

Wee Waa High School

Assessment Task Appeal

Student Name:

Year: Subject / Course:

Teacher:

Assessment Task:

Date of Task:

Date notification issued: Issued by:

Reason for Appeal

- The administration of the task (such as, inequitable processes being applied in the management of a task or student gaining an unfair advantage).
- The task not conforming to the school assessment policy (such as failing to notify that a task is assessable).

Reasons for the appeal

Student Signature: Date:

Parent Signature: Date:

Teacher Comment:

Head Teacher Recommendation: