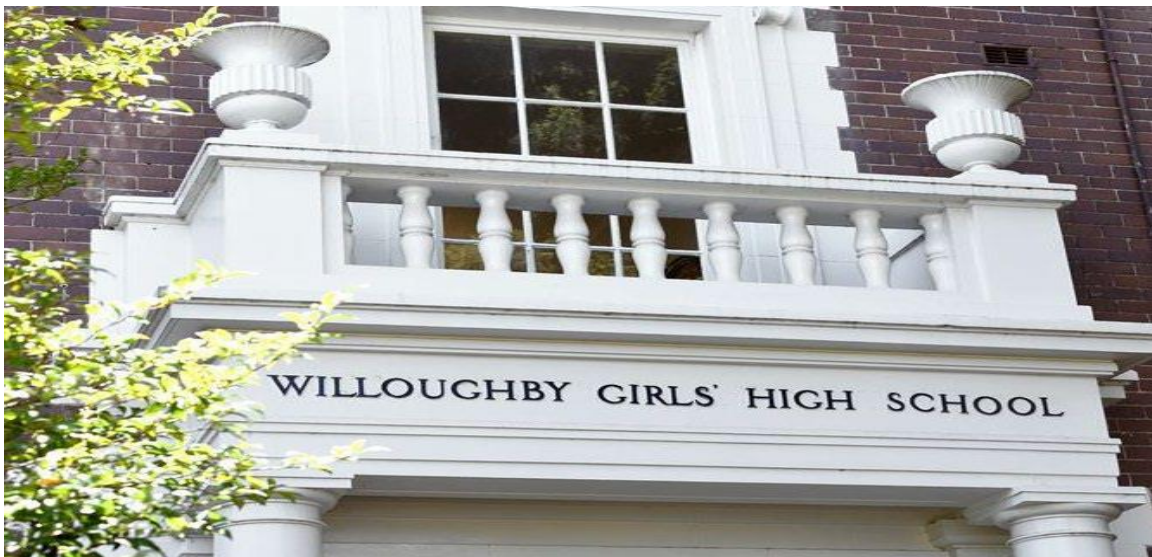




## **2026 YEAR 9 ASSESSMENT POLICY AND SCHEDULES**



This booklet contains essential information for students attempting courses in Year 9, 2026. This booklet:

- Specifies the assessment tasks and the weighting for each task for each course
- Outlines the school's assessment policies and procedures

Please become familiar with this document and retain it for further reference.



# **Willoughby Girls High School**

A Leader in Girls Education

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## A MESSAGE FROM THE PRINCIPAL

Willoughby Girls High School is committed to enhancing and encouraging students' learning outcomes. The School Assessment Policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and to encourage students to meet their assessment deadlines.

Year 10 marks the final year of Stage 5 studies and your journey towards the RoSA (Record of School Achievement). Students are required to complete mandatory hours and subject specific assessment requirements in order to achieve a RoSA at the satisfactory completion of Year 10.

At Willoughby Girls High School, ongoing assessment is used to determine the level of achievement for each student in each course. The term 'assessment' means the process of identifying, gathering and interpreting information about student learning. Completion of all assessment tasks is mandatory. These tasks form part of the assessment program of each and may include tests, written or oral assignments, practical activities, fieldwork and projects. Tasks are required to be completed on or by the scheduled dates and times which are announced at least three weeks in advance.

Student performance is measured against course performance descriptors designed by the NESA to indicate to teachers how to grade student work. Teachers use these course performance descriptors to describe student work against a set standard. At the end of each semester, student learning achievement will be conveyed to parents through a school report.

This Assessment Policy booklet aims to provide helpful information and explanations to students and their parents / caregivers and not only provides details about the procedures but will also support students in their planning throughout the year. I encourage all students and their parents / care givers to read this booklet carefully. Students who are unclear about procedures or their responsibilities should immediately arrange an interview with the Deputy Principal.

I commend this document to you.

Mrs Adrienne Scalese  
Principal

# ASSESSMENT POLICIES AND PROCEDURE

## INTRODUCTION

The Willoughby Girls High School Assessment Policy has been designed to ensure:

- open and accountable procedures for all students consistent with the NESA requirements
- a fair and equitable environment in which each student can achieve individual excellence

## ASSESSMENT PROGRAMS

Assessment Programs are designed for each course. These:

- identify the student tasks which best measure each component
- specify values to be applied to each of the tasks to maintain the relative importance of each of the components
- schedule the various tasks throughout the course
- prepare an assessment schedule for students showing the requirements in each course, before the commencement of the assessment program.

The assessment schedule includes the components and weightings for each course, and the week the tasks are due. Any changes to assessment dates must be given in writing and with two weeks' notice approved by the Deputy Principal except where an extension of time is notified.

## PRINCIPLES OF EFFECTIVE ASSESSMENT

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- Be based on syllabus outcomes
- Be a valid instrument for what they are designed to assess
- Include criteria to clarify for students what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement

- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time.

### **Assessment for, Assessment as, Assessment of Learning**

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

### **Assessment for Learning**

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- Reflects a view of learning in which assessment helps students learn better, rather than just receive a better mark
- Involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- Includes clear goals for the learning activity
- Provides effective feedback that motivates the learner and can lead to improvement
- Reflects a belief that all students can improve
- Encourages self-assessment and peer assessment as part of the regular classroom routines
- Involves teachers, students and parents reflecting on evidence
- Is inclusive of all learners.

### **Assessment as Learning**

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

Assessment as learning:

- Encourages students to take responsibility for their own learning
- Requires students to ask questions about their learning
- Involves teachers and students creating learning goals to encourage growth and development
- Provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- Encourages peer assessment, self-assessment and reflection.

## **Assessment of Learning**

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching unit or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- Is used to plan future learning goals and pathways for students
- Provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- Provides a transparent interpretation across all audiences.

The approach or approaches used will be informed by:

- The evidence of student learning to be gathered
- The processes for gathering the evidence
- The feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).

## **REQUIREMENTS FOR THE RECORD OF SCHOOL ACHIEVEMENT (RoSA)**

### **Eligibility for the Record of School Achievement (RoSA)**

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the [Education Act](#).

### **A credential for school leavers**

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.

- Students who leave school but are not eligible for a RoSA will receive a Transcript of Study at their departure.
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

It is a requirement that Year 10 students attend school until the final day of Year 10 as determined by the school system, **unless an exemption has been granted by the Principal.**

#### **Eligibility for the RoSA while undertaking Stage 6 courses**

- Principals may determine a student, who was ineligible for the RoSA at the end of Year 10, to be retrospectively eligible for the RoSA in Year 11 or Year 12 if the student has satisfactorily completed the outstanding requirements for its award.
- Students completing outstanding requirements for the award of the RoSA may accumulate courses while undertaking Stage 6 courses or until the date they leave school.

#### **The RoSA credential will:**

- Be a record of achievement for students who leave school before completing the Higher School Certificate (HSC)
- Contain a student's record of academic achievement up until the day they leave school as it is a cumulative credential
- Report results of moderated, school based assessment, not external tests
- Be available when a student leaves school any time after they complete Year 10
- Show a result for all courses completed in Year 10 and Year 11
- Be able to be reliably compared between students across NSW
- Give students the option to take online literacy and numeracy tests
- Be comprehensive and offer the ability to record a student's extracurricular achievements

#### **RoSA reporting and grades**

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that may have been sat
- date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.

**Grades are:**

- based on student achievement in their assessment work
- submitted to NESA by the school in Term 4
- monitored by NESA for fairness and consistency.

The grading system describes the student's achievement at the end of each course in Stage 5. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors. For subjects other than Mathematics, NESA has developed Course Performance Descriptors which describe five levels of achievement from A to E. In Mathematics, grades are awarded from A10 to E2 according to the NESA Course Performance Descriptors. From the submitted grade NESA will produce the NSW Record of School Achievement showing a Grade, from A to E, in each course studied.

NESA works with teachers to ensure appropriate standards for grading and assessment are developed and applied. This ensures that grades awarded in one school are equivalent to the same grades awarded in another school.

NESA also provides schools with information about the historical allocation or patterns of grades awarded by that school over recent years. This helps guide the allocation of grades to current students.

Students who remain at school to complete their HSC will not receive a RoSA.

**Satisfactory completion of a course**

Students will be considered to have satisfactorily completed a course if, in the Principal's view there is sufficient evidence that they have:

- a. Followed the course developed or endorsed by NESA
- b. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- c. Achieved some or all of the course outcomes.

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including aspects such as - assignments, class participation and practical work.

**Special Education (Life Skills)**

If you have special education needs you can attain your RoSA by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the

general eligibility and study patterns to earn your RoSA. You will need to talk with your Year Adviser and the Learning Support teacher to find out whether these courses are suitable for you.

### **Vocational Education and Training (VET)**

VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the workplace. You will need to talk with the Careers Adviser to find out whether these courses are suitable for you.

### **'N' DETERMINATIONS**

If the Principal determines that a student has not fulfilled a course's requirements, they will receive an 'N' determination.

Students are warned via a letter from the school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

Indicators of possible failure for students to apply themselves and fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism or cheating.

There is a formal appeal process available to all students and this can be explained by the Deputy Principal or Principal.

If a student receives an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

### **SCHOOL ASSESSMENT PROCEDURES**

Students will complete school-based assessments, tasks such as tests, written assignments, practical activities, fieldwork and projects.

## THE SCHOOL'S RESPONSIBILITIES

The NSW Education Standard Authority (NESA's) syllabus packages, including assessment and reporting documents, indicate the mandatory components for HSC assessment and the weightings to be attached to those components.

Each school will determine:

- a. The practical and written tasks, such as tests, assignments or projects, on which their assessments are to be based
- b. The weightings to be allocated to each task, except when these are specified in the syllabus package.

**Schools are required to develop an assessment program for each of their courses.**

This involves the following *responsibilities*:

**a. Number of tasks**

Identifying the number of tasks that will be used to measure students' achievement in each syllabus component

**b. Weightings**

Allocating weightings to each of the tasks in accordance with the components and weightings in the Assessment and Reporting document for the course

**c. Scheduling tasks**

Scheduling the assessment tasks for the HSC courses

**d. Written advice to students**

Providing students with written advice at least two weeks in advance about the school's requirements for assessment in each course. The advice given to students must include:

- i. the components and their weightings as specified in the assessment and examination materials on NESA's website
- ii. the general nature of each assessment task
- iii. a schedule of when assessment tasks are planned to take place, including adequate notice of the precise timing of each assessment task
- iv. the weight value of each task in relation to the total weighted mark for the course
- v. details of administrative arrangements associated with each task (e.g. how the school will deal with absence, late submission of tasks, illness/misadventure immediately before or during the task, etc.)
- vi. details of the school's policy on malpractice in assessment tasks
- vii. details of the procedures to be implemented if tasks produce invalid or unreliable results
- viii. details of the procedures for dealing with student appeals arising from assessment tasks

- e. Appropriate procedures for marking, recording and reporting students' performance on all assessment tasks**

- f. Notifying parents/caregivers in writing of any missed assessment task or non-serious attempt
- g. Issuing standard NESA HSC Warning letters when performance in a course is in question.

### **Maintaining records**

Schools are required to maintain records of marks awarded for each task identified as part of the assessment program of an HSC course.

Schools are **not** required to retain evidence of assessments such as test papers, assignments, projects, practical exercises, etc.

The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

Schools may offer, however, substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks. This must be in accordance with the illness/misadventure provisions published in the school's assessment program. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task.

School Principals have the authority to grant learning adjustments for assessment tasks.

## **STUDENT'S RESPONSIBILITIES**

This involves the following *responsibilities*:

**a. Meeting course requirements**

Meeting all course and school requirements including attendance at classes

**b. Applying diligence and sustained effort**

Applying themselves with diligence and sustained effort to the set work and experiences provided in each course. This includes the ethical use of artificial intelligence. Some guidance on this is set out at Appendix 6.

**c. Following assessment procedures**

Being aware of and following assessment requirements and procedures

**d. Attending lessons**

Attending lessons regularly. Students who do not attend lessons regularly are unlikely to be able to demonstrate achievement of course outcomes and that they have applied themselves with diligence and sustained effort. Department of Education guidelines require that students must attend 90% of the time unless exempted by the Principal.

**e. Making a serious attempt**

Making a serious attempt in all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks

will receive an 'N determination' for the course. This may result in a non-award in that course and if the course counts towards the ten units required to be completed for the award of a Higher School Certificate, the student may not receive a Higher School Certificate. This may also result in the student not being awarded an ATAR if this course counts towards her 10 units.

For all assessment tasks and examinations, the following will be treated as a non-serious attempt and a zero mark awarded:

- a. Answering only the multiple-choice questions and/or true/false and or matching etc
  - b. Presenting some or all of the responses so that they appear not to be genuine attempts to really answer the question/s asked. This may include copying or modifying some or all of the question/s or leaving a number of blanks
  - c. Including frivolous or objectionable material
  - d. Bringing unauthorised notes or electronic devices (mobile phones, smart watch, headphones/airpods) into the assessment or examination
  - e. Accessing and/or copying information from an electronic device
  - f. the unapproved use of generative artificial intelligence
  - g. Purchasing and modifying a commercial product and submitting this as their own project
  - h. Using online translation tools
  - i. Using erasable pens. Only non-erasable pens are to be used in assessment tasks including examinations. Queries regarding marked tasks will not be addressed if any part of the task has been completed with an erasable pen
  - j. Tasks will have to be redone in order to meet course outcome requirements, but the zero mark will remain
- ***Personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged (refer to All My Own Work)***
  - ***Understanding malpractice- see the section on malpractice on page 26***
  - Submitting all tasks on or before the due date
  - Being present for all 'in-class' tasks and examinations

## REPORTING TO PARENTS

Each year parents will receive two written reports during the year on their child's achievements at school. The information contained in this report is a summary of achievement for that semester and is one of several ways the school communicates with parents about their child's progress. Parent-teacher meetings are held once per year, and teachers can be contacted via the school email or phone number at other times in the year.

**We report on student progress using the following five point scale:**

**A – Outstanding Achievement:**

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 – High Achievement:**

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 – Sound Achievement:**

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 – Basic Achievement:**

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 – Limited Achievement:**

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

## ASSESSMENT SCHEDULE BOOKLET AND TIME-FRAME

This assessment booklet provides you with an assessment schedule for each of your subjects (starting page 44). Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting.

## NOTIFICATION OF ASSESSMENT TASKS

Students will be notified of the **due date** and **details** of an assessment task in writing at least three weeks before the task. This notification could be received in hard copy or digitally via Google Classroom.

The written notification details of each task must include:

- a. The date and time of when the task will take place or when the task is due
- b. Syllabus outcomes assessed
- c. Components and their weighting as specified in the course assessment schedule
- d. The general nature (mode and type) of the assessment task
- e. The weight value of the task in relation to the total weighted mark for the course as specified in this policy
- f. Where appropriate, marking criteria/rubric/information about how the task will be assessed
- g. For a formal assessment task with more than one part, the task notification must detail the requirements for each part, including that all parts are to be submitted and/or completed together.

After the **written notification** has been issued, if a change of date for the completion of the task is required there is no need for three weeks' notice provided the task is not being brought

forward. If there are **any changes of date, students will receive an amended written notification either in hard copy or digitally via Google Classroom.**

**NOTE:** The **written notification** has precedence over any information listed in the assessment schedules contained in this assessment booklet – that is, details of assessment tasks listed in the assessment booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task. In some circumstances, it may be necessary to alter the date of the task (that is, term and week) from that listed in the assessment schedule in this assessment booklet. When this occurs, students will be informed of any changes to the date – in writing, and three weeks in advance. The Principal is to be consulted if it is not possible to give 3 week’s notice for changed tasks.

**Dates for assessment tasks** will be submitted to the Deputy Principal responsible for the year group. Students are expected to perform/complete all tasks on the set date and sit for all tests scheduled as part of this assessment program in an ethical and moral manner. In each case when submitting a hand in assessment task, students are required to use the **‘Assignment/Assessment Task Cover Sheet’** included in this document (see Appendix 2). For a formal assessment task with more than one part, the task notification must detail the requirements for each part, including that all parts are to be submitted and/or completed together.

## **APPEALS**

- a. Students have the right to appeal the processes related to an assessment task. They must be able to state specific reasons for an appeal and provide appropriate evidence related to the appeal.
- b. Performance in previous tasks is not considered grounds for appeal.

## **Limitations on Assessment Appeal Applications**

A student cannot submit an Illness Misadventure Application on the basis of:

- a. a computer/printer, file sent or USB failure
- b. misreading examination timetables or instructions
- c. other commitments, such as participation in external programs, work or sporting events, or attendance at examinations conducted by other education organisations unless leave has been approved by the Principal
- d. arriving late to a task unless circumstances beyond the student’s control have occasioned the lateness. Extra time will not be given for a student who arrives late to an assessment task
- e. attendance at a sporting or cultural event, or family holiday, or
- f. if a note from a parent or carer indicates ‘unfit for school’ without further specification
- g. alleged inadequacies of teaching, or

- h. long-term matters relating to loss of preparation time, or loss of study time or facilities, or
- i. long-term illness, unless the student has a ‘flare-up’ of the condition immediately before or during the assessment task, or
- j. disabilities for which NESAs/the school has already granted disability provisions/learning adjustments, unless:
  - i. an unforeseen episode occurs during the assessment task; or
  - ii. further difficulties with the approved provision occur during the assessment task; or
- k. matters avoidable by the student

## ABSENCE WHEN A TASK IS NOTIFIED

Whenever a student is absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that 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 an **Illness Misadventure Application** to the Deputy Principal (or if absent to the Principal) (see Appendix 1 for a sample copy of form).

## 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 appropriate Head Teacher. Students must apply to the Deputy Principal using the school’s **Illness Misadventure Application** (see Appendix 1) **as soon as they are aware** of the task. Extensions will only be granted in cases of severe illness on the day of the task or other exceptional circumstances. The application may require additional supporting documentation, as required by the Deputy Principal.

If an extension is not granted, you must submit the task on the due date. Unless prior application for an extension has been approved by the Deputy Principal, the late submission of a task will result in **ZERO** marks being awarded for that task.

## PRIOR KNOWLEDGE OF ABSENCE

Where a student has a clash between an assessment task and a Principal approved school activity or leave, the student **MUST** notify the Deputy Principal. Students must complete an **Illness Misadventure Application before the end of the school day following the activity.**

Where a student knows in advance that they will be absent on the day of an assessment task, the student must notify the Deputy Principal, submit an **Illness Misadventure Application** and complete the work at a time specified by the Deputy Principal. Students who fail to complete the task before the due date and do not make arrangements for its completion on the specified date **MUST** complete an **Illness Misadventure Application.**

The school will always endeavour to minimise clashes with assessment task and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

## ABSENCE DUE TO ILLNESS OR MISADVENTURE

Please note the following:

**Illness or injury** – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand).

**Misadventure** – refers to any other event beyond the student’s control which allegedly has affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

For all illness or injury or misadventure, the Deputy Principal will verify the circumstances. It is the student’s responsibility to perform/submit all tasks which are part of the assessment program. Assessment tasks must be submitted by the due date or performed at the specified time. Should a task be submitted or performed late, without first gaining an extension from the Deputy Principal, then a mark of **ZERO** will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** and only after consultation with the Deputy Principal.

Students who are unable to complete a task on or by the due date due to approved absence, illness or misadventure may have adjustments made to the task or its submission date.

Students who sit an assessment task while ill cannot make a illness/misadventure claim, rather, their mark for the assessment task will stand. Further, students cannot make a claim for misadventure due to illness after they have sat an assessment task; rather, the mark for the assessment task will stand.

### Illness during a task

Students who suffer illness or misadventure during a task must inform the invigilator or examiner immediately. There are no circumstances in which misadventure applications for examination or other in-class tasks will be accepted without an accompanying statement from the invigilator/supervisor of the task and formal documentation; in no circumstances will misadventure applications be considered if they are made after the day of the task has passed. It follows that there is no avenue for misadventure after the release of marks.

Students who do not complete an assessment task or examination with the cohort, due to illness or misadventure, will still be required to complete the assessment task, which may be an alternate task.

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the Deputy Principal **IMMEDIATELY** if circumstances will prevent them from doing so.

Students who are absent on the due date for the submission of an assessment task, or who are absent on the day of an assessment task, must submit an **Illness Misadventure Application** to the Deputy Principal.

A student may also submit an **Illness Misadventure Application** to the Deputy Principal if they believe that **exceptional circumstances** leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance in that task.

Students must immediately report to the Deputy Principal and submit an **Illness Misadventure Application** if they feel that an issue has arisen during a task which may have had an impact on their performance.

### **Absence on the day an assessment task is to be submitted**

A student who is absent from school for a valid reason on the school day before and / or on the day an assessment task is due to be handed in, has the responsibility to ensure that the completed task is submitted to the class teacher/ Deputy Principal before the **9.00am** on the due date, or carry out the following procedures:

- a. **Notify the school by telephone before 9.00am** on the day that the assessment task is due. Speak to the Front Office to make arrangements for the task to be submitted **AND**
- b. **Before 9.00am on the day of their return to school** see the Deputy Principal to submit an **Illness Misadventure Application** and **submit the task**. The student must provide a parent/carer letter detailing the circumstances which prevented them from submitting the task on time. This may include an outline of medical symptoms. Details can be supplied on a confidential basis where necessary.

**NOTE:** In the case of a student being absent from school on the day an assessment task is due and the student did not make arrangements for the task to be submitted on that day, a **ZERO** will be recorded for that task if an **Illness Misadventure Application**:

- a. Has not been submitted to explain their absence or
- b. Has been submitted by the student but is not approved.

### **Absence on the day of an assessment task is to be conducted (exam, practical task, oral, test)**

Students who are absent from school for a valid reason on the school day before and/or on the day of an assessment task **MUST**:

- a. **Notify the school by telephone by 9.00am** on the day of the assessment task and give an anticipated date for their return to school

- b. **Before 9.00am on the day of their return to school** see the Deputy Principal to submit an **Illness Misadventure Application** and **submit the task**. The student must provide a parent/carer letter detailing the circumstances which prevented them from submitting the task on time. This may include an outline of medical symptoms. Details can be supplied on a confidential basis where necessary.
- c. Be prepared to sit for the task, or if deemed appropriate, a substitute task, **on the day of their return to school**.

Where appropriate, the Deputy Principal may authorise the task, or a substitute task, to be given as soon as practicable after the student's return. Where appropriate, the Principal may authorise an estimate to be given.

Note: in the case of a student being absent from school on the day of an assessment task, a **ZERO** will be recorded for that task if an **Illness Misadventure Application**:

- a. Has not been submitted to explain their absence on the day of their return, or
- b. Has been submitted by the student but is not approved.

## MISADVENTURE

The school recognises that students may have to prepare for assessment tasks in difficult circumstances, but it is not feasible to compensate students for difficulties in preparation. Since students frequently perform better in stressful circumstances than they expect, it is important to complete assessment tasks if possible rather than rely on estimations or predictions. However, if a student completes an assessment task but believes that short term **exceptional circumstances** leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance, the student **MUST**:

- a. **On the day of the task**, see the Deputy Principal to obtain an **Illness Misadventure Application** and to provide an explanation as to why they feel their performance in the assessment task has been adversely affected. The student must outline to the Deputy Principal an appropriate time-frame to complete the **Illness Misadventure Application**, with the necessary independent evidence of the facts, detailing why the circumstances adversely affected their performance. Details can be supplied on a confidential basis where necessary.
- b. **Return** the completed **Illness Misadventure Application** to the Deputy Principal, with the independent evidence, as per the time-frame agreed upon.

**Note:** If you are receiving learning adjustments refer to page 34 of this booklet.

In the case of a student who has completed an assessment task and has submitted an **Illness Misadventure Application** but believes that short term exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance, the following will apply:

- a. If the assessment task appeal is not upheld, then the student will receive the mark they actually gained on the task

- b. If the assessment task appeal is upheld, then the student will receive either the mark actually gained on the task or an estimated mark (based on comparable assessment tasks), whichever is the higher.

**Note: appeals initiated after assessment task results have been issued will NOT be considered in any circumstances.**

## **ATTENDANCE ONE SCHOOL DAY BEFORE A TASK AND ATTENDANCE ON THE DAY OF A TASK**

Students **MUST** attend all timetabled lessons on time (including period 0, 7 and 8) or scheduled school activities during the **1 day prior** to an assessment task. Where a task is due later in the day, then students must attend all lessons **prior to the task on that day unless approval has been given by the Deputy Principal.**

If a student fails to meet the attendance requirements above, they must provide a note from the parent/carer detailing why the circumstances prevented them from being at school or on time the day before to the assessment task, or why they could not attend all lessons on time prior to the task on the day of the assessment task. Details can be supplied on a confidential basis where necessary. **A note from a parent/carer that merely states a student was unfit for work/study is not acceptable.**

If proof of illness or leave is not approved, then the student will be awarded a zero mark.

## **LATE SUBMISSION OF TASKS**

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be **LATE** unless there are exceptional circumstances. Tasks must be submitted in accordance with the instructions from the relevant faculty. All faculties must maintain a record of tasks submitted. Unless the Deputy Principal receives a completed **Illness Misadventure Application** that provides an acceptable explanation for the late submission of a task (see pages 19-23), the student will receive a **ZERO** mark for that task (see page 25).

## **INVALIDITY OF ASSESSMENT TASKS**

WGHS has policies in place to ensure integrity of all assessment tasks. If, for any reason, a Head Teacher believes an assessment task may be considered invalid, unreliable or does not discriminate either before or after an assessment task has been issued, then the matter will be immediately raised with the Deputy Principal.

The Deputy Principal will then meet with the Head Teacher involved to determine if any part or all of the task should be deemed invalid or unreliable and the appropriate course of action.

If a task is deemed invalid or unreliable, and:

- a. has not yet been issued then a new task will be created. If this has an impact on the original date of the task, then the task date will be changed and the students notified in writing of the change in date.

- b. **has already been issued or completed**, then, one or more of the following processes will be implemented:
  - i. Negotiation with all students affected
  - ii. Implement an alternate task supplied for the whole or part of the original
  - iii. Mark adjustment to discount the invalid part of the test
  - iv. Other, as determined by the Head Teacher and Deputy Principal

The students and parents will be informed in writing and given two week's preparation time for the new task. Any NESA requirements for data collection, which affect the above policy will be considered by the Principal.

## **GRANTING OF AN ASSESSMENT TASK APPEAL**

If an **Illness Misadventure Application** has been upheld, then the Deputy Principal may:

- a. Authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return
- b. Authorise for an estimate to be given in consultation with the Principal
- c. Grant an extension of time
- d. Determine an alternative procedure (in consultation with the Principal and the relevant Head Teacher).

**Note: an Illness Misadventure application is no guarantee that the assessment task appeal will be upheld.**

## **ASSESSMENT REVIEW PANEL**

In exceptional circumstances where a student has had an assessment appeal determination as 'For Review' the following process will apply:

- a. An Assessment Review Panel composed at a minimum of a Head Teacher and one Deputy Principal will be convened.
- b. The task will be marked along with all others.
- c. At the end of the course, the Assessment Review Panel will then examine the marks awarded in relation to other assessment data and other relevant evidence of the student's level of achievement.
- d. If the mark achieved is commensurate with or better than expectations based on the other evidence, no action will be taken.
- e. If the mark is significantly below expectations, it will be set aside and an estimate substituted before assessment marks are submitted to NESA and entered on the Report.
- f. In cases where an estimate is awarded, the Assessment Review Panel will exercise their professional judgement, using all available evidence of achievement, to provide the most accurate estimate possible. In the absence

of good evidence, the Assessment Review Panel cannot predicate estimates on a student's potential or ability alone. The student's rank order in the course may not necessarily be maintained.

- g. Students are entitled to know estimated marks for tasks that are missed due to illness misadventure or have been reviewed.

## EXCURSIONS AND VARIATIONS OF ROUTINE

Students must attend excursions and variations of routine, course assessments and complete the set work.

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. No variations to routine will take place for Year 12 students two weeks prior to the Trial HSC Examination period. Students must also make every effort to avoid clashes with assessment tasks by advising the teacher who is organising the activity of any scheduled assessment tasks.

Students involved in a school organised excursion, or school organised commitment, that is on the week before or the day of an Assessment Task in another subject, do NOT have to complete an Assessment Task Appeal. In this case, the teacher organising the excursion/school commitment will have student attendance recorded with the relevant Head Teacher and the Deputy Principal.

## TECHNOLOGY AND ASSESSMENT TASKS

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for an extension will only be considered in **extreme circumstances**.

To minimise problems in relation to technology, students should adhere to the following protocols:

- a. When working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
- b. When working at school, save the latest version of your work to your personal files on the school server
- c. Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
  - i. Check the compatibility of your home software with the school's technology

- ii. Sound files should be saved as an MP3, Video/DVD and Digital Media should be saved as MP4, AVI or MOV files
- iii. Save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media and save to your google drive
- d. Students are to adhere to the instructions in regard to the proctoring of the task, this may include supervision by teams or other digital platforms and the integrity of the task must be upheld with no involvement from third parties
- e. Submission of any digital task within the due time is the responsibility of the student
- f. Digital submission of any task constitutes a digital signature that the student has submitted their own work

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers/printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing or have the task saved to your google drive which can be accessed at school.

**(Note: printing at school should only be a last resort and must be completed before the due hand in time).**

## ORAL/PERFORMANCE/PRACTICAL TASKS

Students must present oral/performance assessment tasks on the specified due date and at the allocated time. If required, students must show their teacher concrete evidence that the task has been completed on time. This may take the form of a written submission of what will be presented orally during the allocated time. On the specified day that the task is due, teachers will normally indicate the order in which they will make their presentations. Students must complete the task during the allocated time.

## ZERO MARKS

A **ZERO** will be awarded when a student:

- a. Submits a task late without a valid reason
- b. Does not attempt the assessment task (non-attempt)
- c. Does not make a serious attempt at a task (non-serious attempt). A non-serious attempt is when 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 the Deputy Principal deems a student to have made a non-serious attempt, a mark of zero will be awarded
- d. Is found to be involved in substantial malpractice
- e. Is absent one school day before an assessment task (without a valid reason)
- f. Is absent from or late to class one day before an assessment task

In such cases:

- a. Parents/guardians will be informed in writing
- b. Copies of the parental notification will be distributed to the Head Teacher, Year Adviser, Deputy Principal and Principal

Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N' determination for that course. (See Appendix 3 for a sample copy of Official Warning Letter).

## **MALPRACTICE IN ASSESSMENT TASKS**

Any student found involved in malpractice in completing an assessment task may be awarded a mark of **ZERO** for that task. They will be recorded on the WGHS Register of Malpractice for assessment tasks. Malpractice includes but is not limited to those matters set out below.

1. The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of Year 9. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.
2. Students are responsible for knowing and complying with NESA's ACE Rules and policies regarding malpractice, including:
  - a. All My Own Work (or its equivalent), and
  - b. HSC Rules and Procedures Guide, and
  - c. HSC minimum standard: Malpractice and breaches of test rules, and
  - d. HSC practical exams.
3. NESA's rules regarding malpractice must be read in conjunction with any course specific requirements outlined in NESA syllabus packages including Assessment and Reporting information.

### **Types of Malpractice**

1. Malpractice is:
  - a. any dishonest behaviour and/or attempt to gain an unfair advantage over other students, and/or
  - b. knowingly assisting other students to engage in malpractice.
2. Malpractice in any form including use of artificial intelligence, plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.
3. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

4. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.
5. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission Against Corruption.

### **Use of Artificial Intelligence (AI) by students**

1. Where a teacher suspects that the student has used AI to complete all or part of an assessment task, the onus is on the student to show that the work submitted is their own and the following process will apply:
  - a. the teacher will ask the student to produce drafts of their work. This may include timestamps on an electronic document, logbook, process diary and/or other documentation to prove that the work was produced by the student
  - b. the Head Teacher of the relevant faculty will meet with the class teacher and the student to verify the authorship of the assessment task. The Head Teacher will make a determination about whether AI has been used in a manner that constitutes malpractice and a mark of zero may be awarded
  - c. the student may appeal the Head Teacher's determination in accordance with the 'Responding to an Allegation of Malpractice' section of this policy

### **Plagiarism**

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
2. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
3. Plagiarism includes but is not limited to:
  - a. copying someone else's work in part or in whole, and presenting it as their own, and/or
  - b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
  - c. building on the ideas or words of another person without appropriate acknowledgement, and/or
  - d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
4. Using generative artificial intelligence when specifically prohibited as part of an assessment task; output has not been cited or has been used in a way that contradicts the school's assessment policy.

### **Collusion**

1. Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
2. Collusion includes but is not limited to:
  - a. sharing answers to an assessment with other students, and/or
  - b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
  - c. contract cheating by outsourcing work to a third party, and/or
  - d. unauthorised use of artificial intelligence technologies.

### **Misrepresentation**

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. Misrepresentation can include but is not limited to:
  - a. making up journal entries for a project, and/or
  - b. submitting falsified or altered documents, and/or
  - c. impersonating another student, and/or
  - d. referencing incorrect or non-existent sources, and/or
  - e. contriving false explanations to explain work not handed in by the due date.

### **Breach of assessment conditions**

1. All students undertaking an HSC exam or HSC minimum standard test must comply with the assessment conditions set by NESAs.
2. When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.
  - a. A breach of assessment conditions includes any breach of:
  - b. HSC exam rules and procedures, and
  - c. HSC minimum standard test rules and procedures.
3. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

Other examples of Malpractice include but are not limited to:

- a. Using online translation tools
- b. Using non-approval aides during an assessment task
- c. Altering an assessment task response after marking
- d. Submitting an assessment that was completed in a group and presenting it as individual work rather than completing it separately as per the notification
- e. Cheating in an assessment task, which can take a variety of forms including: copying work from another student during an assessment, continuing to work in a test after the working time has expired, referring to any unauthorised

material in test conditions, communicating with another student and accessing unauthorised technology

- f. sharing information in person or on any digital platform about the questions or nature of the assessment to advantage another student
- g. resubmitting or recycling work. Resubmitting work might include handing in work for which you have already received feedback. Recycling could include submitting your own or someone else's work in full or in part on more than one occasion and includes the submission of tasks at more than one school
- h. Providing access to digital platforms to allow another person to engage in drafting and submission processes on your behalf

### **Other breaches of HSC exam/HSC minimum standard test rules**

1. All students undertaking an HSC exam or HSC minimum standard test must comply with the assessment conditions set by NESAs
2. When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.
3. A breach of assessment conditions includes any breach of:
  - a. HSC exam rules and procedures, and
  - b. HSC minimum standard test rules and procedures.

## **RESPONDING TO AN ALLEGATION OF MALPRACTICE**

If an allegation of malpractice is made by the class teacher, invigilator, marker or student also undertaking the assessment task, it will be referred to the Head Teacher of the course. The Head Teacher will undertake an investigation and may resolve the issue at that stage. If the Head Teacher is unable to resolve the allegation, or any party is unsatisfied with its resolution the case will then be referred to the Assessment Review Panel for investigation where the student(s) and their parents are made aware of the details and given an opportunity to respond. In the case of suspected malpractice, the student(s) suspected of malpractice will be required to provide evidence that all work is entirely their own. Such evidence might include but is not limited to the student(s):

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

The decision with regard to malpractice having occurred will be made by the Assessment Review Panel. The decision will be communicated in writing to the students with any penalty outlined. The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESAs treats allegations of malpractice and detected malpractice very seriously and will limit a student's marks and jeopardise their satisfactory completion of the HSC.

If malpractice is proven, a mark of **ZERO** may be awarded. If zero is awarded for malpractice, the student is required to complete the task or components of the task, to demonstrate completion of the outcomes.

In all situations involving malpractice, the Principal will be aware of the circumstances and the malpractice will be registered on the school's and NESAs's malpractice register.

## QUERYING THE RESULT OF AN ASSESSMENT TASK

Disputes over an individual task must be raised first with the appropriate teacher and subsequently with the Head Teacher on the day the task is returned, and the task will be retained by the Head Teacher. The Head Teacher's decision is final. A teacher's professional judgement cannot be the basis of an appeal.

## WARNING OF 'N' DETERMINATION

Students undertaking the Stage 5 courses must make a genuine/serious attempt to complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, **regardless of whether or not these tasks contribute to the final assessment mark**. It is a matter for the class teacher's professional judgement to determine whether or not a student has made a genuine attempt to complete these requirements. Students must make a serious attempt at assessment tasks that contribute in excess of 50% of the available marks.

Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course. Students and parents/guardians will be informed of the problem, in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.

### Further information

A copy of the **Assessment, Certification and Examination (ACE) Manual** is available on the NESAs website (in the Manuals section). The URL is: <https://curriculum.nsw.edu.au/ace-rules>

## 'N' DETERMINATIONS AND APPEALS

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. (See Appendix 3 for a sample copy of Official Warning Letter). The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student fails to meet course and assessment requirements in a Stage 5 course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Year 11 courses and 10 units of HSC courses which fulfil the NESA pattern of study requirements, they will not be eligible for the award of the HSC.

The final decision regarding an 'N' determination recommendation will be made by the Principal. Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the Principal and the two Deputy Principals. The outcome of the appeal will be notified to the student, the parents/caregivers and NESA.

## **APPEAL OF ILLNESS/MISADVENTURE APPLICATIONS BASED ON SPECIAL CONSIDERATION**

Where the Deputy Principal rejects an Illness/Misadventure Application, the student may, within 24 hours of the rejection, appeal the decision. The Deputy Principal assesses the assessment task appeal application to determine whether the student's application is to be upheld or declined. An '**Upheld**' appeal determination is made after assessing that the student has followed the appropriate process to apply for consideration and sufficient evidence has been provided to justify:

- a. no penalty being applied to the student's mark for the task
- b. an alternate task is scheduled
- c. a determination to estimate results to maintain rank or
- d. the application is classed as 'to be reviewed.'

If the Illness Misadventure application is '**Declined**', no adjustments will be made. The '**Declined**' determination is made on the basis that the student **has not** followed the appropriate process to apply for consideration or provided sufficient evidence.

An Illness/Misadventure application will not be supported in the following circumstances:

- a. lateness to the assessment task, or
- b. attendance at a sporting or cultural event, or family holiday, or
- c. if the letter from the parent/carer states 'unfit or sick for school' without further specification
- d. alleged inadequacies of teaching, or
- e. long-term matters relating to loss of preparation time, or loss of study time or facilities, or
- f. adjustments that the school has already granted, unless:
  - i. an unforeseen episode occurs during the assessment task ;or
  - ii. further difficulties with the approved provision occur during the assessment task; or

- g. long-term illness, unless the student has a 'flare-up' of the condition immediately before or during the assessment task, or
- h. matters avoidable by the student

If a student has applied for special consideration using the **Illness Misadventure Application**, and the task is 'to be reviewed', the outcome will be determined by the Assessment Review Panel after completion of all assessment tasks.

Students who have received provisions under learning adjustment procedures should not submit an Illness Misadventure application as their performance in the assessment task has been supported - unless the application would request review of separate circumstances.

#### **Subsequent/alternate task submission**

If students are absent due to illness or misadventure and they satisfy the requirements of the policy, an alternate task will be organised by school executive. Once the task has been completed by the student they cannot then apply for special consideration for the same task.

#### **Tasks to be reviewed at end of course**

If a student completes a task but submits an Illness Misadventure Application form that has been assessed as 'to be reviewed', then the Assessment Review Panel will review similar tasks to determine if disadvantage is evident. NOTE: this cannot occur on multiple tasks within the course assessment schedule. Long term disadvantage should be applied for under the EAS scheme.

#### **Task estimation to maintain grade**

In exceptional circumstances it is not appropriate for the student to sit an alternate task in which case the Deputy Principal may determine the student's relative assessment grade is to be maintained.

**A students' mark cannot be provided on their school report until the Assessment Review Panel's decision has been finalised.** It is not the role of the Assessment Review Panel to determine a degree of disadvantage due to an illness, injury, or misadventure rather to determine if disadvantage has occurred through the comparison of similar tasks. Long term disadvantage needs to be applied for through EAS procedures, which the school can assist students with if required.

A further appeal may be lodged through the Principal to NESAs if the student is dissatisfied with the school review procedures.

## **ASSESSMENT CONCERNS**

Where circumstances arise in the administration of the assessment of HSC courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Deputy Principal for resolution.

## STUDENTS ACCELERATED IN A COURSE

Students who have been accelerated in a course should complete all assessment tasks, or the equivalent, that are undertaken by students completing the standard course program. The school will endeavour to minimise the conflicting demands of assessment, but this cannot be guaranteed. Study leave will NOT be provided to students accelerated in a course.

## LEARNING ADJUSTMENTS

Students seeking adjustments for their Assessment Tasks should provide the appropriate application form to the Head Teacher Wellbeing in the first academic term of the year. The application form identifies which adjustment/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, writing samples and teacher comments. The adjustments granted are solely determined by how the student's performance is affected.

Once a learning adjustment has been granted, the school will endeavour, within the limits of its resources, to ensure that it is provided in all school-based examinations and assessment tasks.

If a student is entitled to learning adjustments for examination periods, it is the responsibility of the student to request those provisions for any school-based assessment tasks. This can be negotiated with the Head Teacher Wellbeing. **This application must be submitted 2 weeks before a school assessment.**

Note the following unacceptable grounds for appeal: The provisions of the appeals process do not cover disabilities for which NESAS/School has already granted disability provisions/learning adjustments, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the supervising staff member.

## CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS

Students must:

- a. Be prompt to the examination. Students should assemble outside the hall or other designated venue (minimum 15 minutes prior to the commencement of the examination, test or assessment).
- b. Wear full school uniform to all examinations.
- c. Cease speaking or communicating in any way as they enter the examination venue and remain silent while in the examination room except if talking to a supervisor.
- d. Complete an attendance slip for every examination. The slips will be collected and forwarded to the Deputy Principal.
- e. Follow the examination supervisor's instructions at all times.

- f. Behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination.
- g. Not write, use any equipment including highlighters, or annotate the examination paper in any way during reading time.
- h. Make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material. Furthermore:
  - i. NESA awards zero to any script in which only the multiple-choice questions have been answered or where the student has just copied or modified the question or part of it. These are treated as a non-attempt of the examination in that course.
  - ii. In Year 12 this will result in a non-award of the HSC in that course so that course will not appear on your HSC.
  - iii. In Year 12 this will also result in the student not being awarded an ATAR if this course counts towards his/her 10 units.
- i. Students are permitted to bring the following equipment into an examination-style Assessment Task:
  - i. black pens (no pens with ink that can be erased)
  - ii. pencils (must be at least 2B), erasers and a sharpener
  - iii. a ruler marked in millimetres and centimetres
  - iv. highlighter pens
  - v. a clear bottle of water with no label
  - vi. a watch (not a programmable or smart watch), which you must take off, place on your desk in clear view and not touch during the exam
- j. You must not bring any of the following items into your assessments/exams:
  - i. Mobile phones
  - ii. Programmable watches e.g. smart watches
  - iii. Electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries
  - iv. Stopwatches
  - v. Paper or printed or written material (including your exam timetable)
  - vi. Dictionaries (except in language exams, if allowed)
  - vii. Correction fluid or correction tape
  - viii. Pencil cases that are not clear and see through
- k. You cannot borrow equipment during assessments or exams. Exam supervisors may inspect your equipment when you enter the room and will tell you where to place unauthorised items.
- l. Remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor.

- m. Behave ethically – no attempt should be made to engage in malpractice, to cheat or to attempt to cheat.

A penalty, including a zero mark may be applied if a student breaks any of the examination rules, with no opportunity to redo the task.

## **MARKING, GRADING AND REPORTING**

NESA descriptors and other grading information are used to assess student learning evidence and report on student achievement.

### **Procedure**

- a. Learning Outcomes and Grades on Semester Reports are calculated from the marks and grades achieved on the complete body of learning evidence produced by students.
- b. In all Year 12 assessment tasks and examinations, students use candidate numbers rather than names. Numbers are not converted to names until marking has been finalised.
- c. The Head Teacher oversees the administration of procedures to ensure the integrity of marking. The purpose is to promote fair, unbiased and consistent marking.

Procedures may include but are not limited to:

- a. One marker only marking an entire question or task.
- b. Pilot Marking (i.e. teachers mark in teams until all are in agreement regarding the standard) and regular check marking.
- c. Use of a designated moderator (i.e. an experienced teacher runs an initial moderation session for all markers and then regularly spot checks each marker's consistent application of the agreed standard).
- d. Double marking (i.e. two teachers mark each paper, compare marks awarded and resolve discrepancies).
- e. Group marking (i.e. teachers mark in teams, discuss standards and check each other's marking).
- f. The Head Teacher ensures that robust marking processes produce reliable assessment patterns.
- g. There is no predetermined alignment pattern of grades. Raw marks only are used. Mapping or scaling of final assessment marks will not occur.
- h. There is transparent alignment between the marks and grades a student received throughout a semester and the final grade awarded on Semester Reports.

- i. Teachers make professional judgements based upon the complete body of learning evidence collected for each student to provide information about learning progress on reports.
- j. Students are entitled to know the estimate marks they are awarded for tasks missed due to illness or misadventure.

## **RECORDING OF ASSESSMENT DATA, RETURN OF TASKS AND FEEDBACK TO STUDENTS**

NESA course descriptors and other grading information is used to assess student learning evidence and report on student achievement. Students are provided with feedback that is personalised, specific, timely and forward focused. Students are entitled to know their own mark or grade awarded for each assessment task they attempt. HSC students are entitled to know their own rank for each assessment task they attempt.

### **Procedure**

- a. Course Mark books are created on Sentral using a school template created by the Faculty Head Teacher to ensure all required calculations of marks and grades can be made and audited within this platform.
- b. Faculty Head Teachers establish processes to ensure that all assessment data is received from teachers and recorded in a timely manner in Sentral. The recording of data relating to assessment is the responsibility of the Head Teachers.
- c. Year 12 students will sign a register verifying that the mark recorded in Sentral accurately reflects the mark that they received for the task. Students will also be provided with an indicative rank.
- d. At the conclusion of the HSC course, students will be provided with their final rank
- e. When marks and grades are confirmed as accurate by all parties, the Faculty Head Teacher syncs the assessment data to the School's Reports when required.
- f. Marks, grades, cohort feedback documents and individual student feedback comments are made available to students in a timely manner and, to the extent possible, will be annotated using a texta or similar marker.
- g. Calculations of overall yearly marks are made in Sentral for the purposes of determining Graduation Assembly awards and HSC marks for Reports and NESA upload.
- h. RoSA grades are uploaded to Schools Online by the Faculty Head Teacher and checked by the Senior Executive.

## PROCEDURES FOR TASK ADMINISTRATION

For separate classes completing the same course, Head Teachers are required to ensure:

- a. Students receive the same information to ensure consistency in the administration of the assessment task.
- b. Where possible, the task should be completed on the same day/period to protect the integrity of the task. On occasion, the task may need to be scheduled outside the school timetable.
- c. All students have the same examination conditions and experiences.
- d. In subjects where more than one class exists, all tasks (or section of) will be marked by the one teacher or pilot/spot marking occurs for consistency.

During an assessment task, students must ensure that all digital devices (mobile phones, headphones/airpods and smart watches) are turned off and placed in their school bag. Students who breach this rule may have a penalty imposed, such as a zero for the task.

## ELIGIBILITY TO STUDY YEARS 7-10 LIFE SKILLS COURSES

1. Stage 5 Life Skills courses provide course options for students with intellectual disability or imputed intellectual disability in Years 7-10 who cannot access related general education courses.
2. The principal must make decisions about accessing Life Skills courses:
  - a. based on the needs of the individual student, for each course, and
  - b. via collaborative curriculum planning, and
  - c. involving the individual student (where appropriate), their parents/carers, and their teachers.
3. Life Skills courses are not appropriate options for students:
  - a. who do not have an intellectual disability or an imputed intellectual disability
  - b. experiencing significant unexpected and/or chronic health issues
  - c. performing below their cohort
  - d. who could access outcomes and content with appropriate adjustments and support
  - e. with emotional and/or behavioural needs.
4. A student accessing Life Skills outcomes and content cannot return to studying stage or prior stage outcomes and content in that particular course once a decision to access Life Skills has been made. Students accessing Life Skills outcomes and content must continue studying Life Skills outcomes and content in the current stage of schooling.

## Adjustments for students with disability enrolled in Years 7–10 courses based on Life Skills outcomes and content

1. It is a requirement under the Disability Standards for Education 2005 for schools to ensure that teaching, learning and assessment tasks are accessible to students with disability by providing reasonable adjustments.
2. Adjustments are actions taken that enable a student with disability to access syllabus outcomes and content on the same basis as their peers. Decisions regarding adjustments, must be made in the context of collaborative curriculum planning. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

## Entering students in 7-10 Life Skills Courses

1. Schools must indicate in Schools Online that a student is entered into one or more Stage 5 Life Skills courses by the due date published in the Timetable of Actions for Secondary Schools
2. Students may enter one or more Stage 5 courses based on Life Skills outcomes and content.
3. The principal must certify that a student is [eligible](#) and the decision is the result of collaborative curriculum planning when entering students into a Stage 5 Life Skills course.

## Supplementing courses from additional syllabuses

1. Schools may supplement or replace outcomes and content in a Life Skills course with Life Skills outcomes and content from other syllabuses. Schools must enter students into the course from which the outcomes and content are predominantly drawn.
2. By completing courses based on Life Skills outcomes and content, students are able to satisfy the mandatory curriculum requirements for the RoSA.

## Assessing 7-10 Life Skills courses

1. NESAs do not require schools to formally assess Life Skills outcomes. Schools are not required to use the Common Grade Scale (A to E) or equivalent to report achievement for students entered in Life Skills courses. Assessment can occur in a range of situations or environments such as the school and wider community.
2. Teachers must:
  - a. assess students accessing Life Skills courses on their achievement of the outcomes selected through collaborative curriculum planning, and
  - b. provide learning opportunities for students to demonstrate achievement in relation to the selected outcomes.

3. Students accessing Life Skills courses may achieve the designated outcomes independently or with support.
4. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome, either:
  - a. without adjustments, or
  - b. with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments must have been determined through collaborative curriculum planning.

### **Requirements for students enrolled in 7-10 Life Skills courses**

1. Students accessing Life Skills outcomes and content can satisfy the mandatory curriculum requirements by satisfactorily completing courses based on Life Skills outcomes and content.
2. The appropriate timing of students accessing Life Skills outcomes and content is guided by the needs of the student and collaborative curriculum planning.

### **Time allocation for courses**

3. When programming Life Skills courses, all indicative hour requirements must be met. This will ensure the courses are credentialled on the RoSA.
4. In some cases, it may be necessary to vary the time allocated by increasing the number of hours of study for a course. When considering whether an increase in time is necessary, schools must ensure that indicative hour requirements for each enrolled course are met.

### **Satisfactory completion of a Life Skills course**

1. Life Skills courses have the same course completion criteria as all Board Developed and Board Endorsed courses.
2. Principals:
  - a. determine that a student is considered to have satisfactorily completed a course if there is sufficient evidence that the student has:
    - i. followed the course developed or endorsed by NESAs, and
    - ii. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
    - iii. achieved at least one of the course outcomes.

- b. may determine that, as a result of absence, the above course completion criteria might not be met. NESAs do not set a minimum attendance for the satisfactory completion of a course, and
  - c. must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.
3. The number of outcomes addressed and/or achieved will vary for individual students. This decision must be made during collaborative curriculum planning. To satisfactorily complete a course, it is not necessary for students to address or achieve all the Life Skills outcomes in a course.
4. Life Skills courses have the same course completion criteria as all Board Developed and Board Endorsed courses.

### **Course Exclusions – Life Skills**

Students entered for a course based on Life Skills outcomes and content from one or more syllabuses cannot be entered for any other course drawn from the same syllabus(es).

## **TIPS FOR BEING A SUCCESSFUL STUDENT**

### **Be Organised**

- The first step towards success at school is to be organised. This means knowing where things are kept like books and equipment, knowing when school work is due, and being able to find things when needed. Make sure that all books and equipment are in one place e.g. bedroom.
- Check the timetable each evening before going to bed. Then use this information to pack the school bag.
- A study guide is a great tool that can help you get organised. This helps to quickly glance over important dates and events. A study guide works well with a diary.
- A weekly planner outlines when school work is due, and also helps plan time by allowing calculations to be made on how much time is left before something is due. A weekly planner should be updated every week to reflect the amount of time needed to spent on different tasks.
- Separate exercise books are needed for all subjects. Use headings and subheadings for things and always date work so it's easier to sequence.

### **Prioritise Your Time and Work**

To prioritise means to make a decision on what is important and what needs to be done first. To help prioritise having clear and manageable learning goals is important and knowing what has to be done to achieve those goals.

Being organised, knowing when work is due and knowing how much time is available will help set priorities and find time to do things that are urgent and important. Make a short list of the most urgent or most important things that have to be done. This list should not be too long - five or so items at a time - always complete the item at the top of the list first.

A "To Do List" will help with feeling in control and it will give a sense of achievement. A list should have all urgent tasks on it to help remember that they have to be done. The most urgent tasks should be at the top of the list. Important things are not always urgent, but they have to be done - and time must be found to do them. There is a range of important things, and these things are not just school work. However, by prioritising helps to find a balance between everything that is important. It is important to have learning goals. Learning goals should be realistic and manageable. For example, think about learning goals a year from now, but also think about all the small steps that will help to get there. Plan on doing the small steps first, and then gradually build up. Knowing where to go makes getting there a lot easier. If not sure about goals, talk to someone who can help work out where to go and how to get there. School work is very important, but so are the other things after school. The trick is to find a balance between the different things after school. Use a weekly planner to help with this process. Work out all the things that need to be done that week (prioritise), then see how much time is left for other things. Finding the right balance will reduce stress and help to stay on task.

### **Get Things Done**

Getting things done can be time consuming and challenging, but being organised and having priorities right, it will make workload easier.

Bigger tasks should be broken down into smaller parts. Each assignment or project should be broken down into smaller, manageable components, and then time should be allocated to each component in a weekly planner. This makes big jobs easier to do and it reduces stress.

When breaking things down, make sure to understand all the steps that have to be completed, and then work on the first step until it is done. Only when completed the first step should moving on to the next step be appropriate. A study schedule should help work out how much time is needed to complete each step.

Going over class notes and linking them to key skills and concepts should be something to do at home during the time set aside to do homework. Even if teachers do not set this activity explicitly for homework, this should be done regularly at home.

Making study notes is the process of linking content learned in class to key skills and processes. Once study notes have been designed it is much easier to do assessment tasks and prepare for tests and examinations as these always ask to link knowledge to key skills.

Ask for feedback from teachers on progress to ensure that learning is on the right track and that skills are developing. Providing enough time to complete work, means there will be time to show teachers a fairly complete draft at least several days before the work is due. This will give teachers' time to provide feedback and give time to act on the feedback received.

## CREATIVE AND PERFORMING ARTS

### DRAMA Course Outcomes

<b>Making</b>	<b>Performing</b>	<b>Appreciating</b>
<p>DR5-MAK-01 creates and refines meaning through experimentation with dramatic processes</p> <p>DR5-MAK-02 selects and applies dramatic elements to create and refine works and experiences through dramatic contexts</p>	<p>DR5-PER-01 applies and adapts performance skills and dramatic processes to communicate intention and meaning</p> <p>DR5-PER-02 manipulates dramatic elements to stage works and influence audience response through dramatic contexts</p>	<p>DR5-APP-01 analyses how creative choices shape intention and meaning through dramatic processes</p> <p>DR5-APP-02 evaluates how dramatic elements are manipulated to influence audience response through dramatic contexts</p>

## DRAMA

Task number	Task 1 Comedy and Clowning Performance and Logbook	Task 2 Commedia Dell'arte Performance and Logbook	Task 3 Ancient Greek Theatre Performance and Logbook	
<b>Nature of tasks</b>	Performance, written planning, and reflection	Performance, research, written planning, and reflection	Performance, research, written planning, and reflection	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
<b>Outcomes assessed</b>	DR5-MAK-01, DR5-PER-01, DR5- APP-01	DR5-MAK-02, DR5-PER- 02, DR5-APP-02	DR5-MAK-02, DR5-PER-02, DR5-APP- 02	
Components				Weighting%
<b>Making</b>	10	15	15	<b>40</b>
<b>Performing</b>	10	10	10	<b>30</b>
<b>Appreciating</b>	10	10	10	<b>30</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## MUSIC Course Outcomes

<b>MU5-PER-01</b>	performs repertoire with stylistic awareness and musical expression
<b>MU5-PER-02</b>	manipulates and combines the elements of music in performance to communicate musical ideas
<b>MU5-LIS-01</b>	uses listening skills to analyse music in relation to stylistic, cultural, historical and social contexts
<b>MU5-LIS-02</b>	uses listening skills to evaluate how the elements of music are manipulated and combined
<b>MU5-COM-01</b>	improvises, arranges or composes with stylistic understanding and musical expression
<b>MU5-COM-02</b>	manipulates and combines the elements of music to create musical ideas

## MUSIC

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of Task	<p><b>Term 1 Performance</b></p> <p>(in class)</p> <p>In-class individual performance</p>	<p><b>Melody Composition</b></p> <p>(hand-in)</p> <p>Major melody</p>	<p><b>Jazz Presentation</b></p> <p>(in class)</p> <p>Aural analysis &amp; presentation</p>	<p><b>Classical Task</b></p> <p>(hand-in &amp; in class)</p> <p>Composition with chords; group performance</p>	<p><b>Final Examination</b></p> <p>(in class)</p> <p>Written examination; individual performance</p>	
Timing	<p>Term 1</p> <p>Week 7</p>	<p>Term 1</p> <p>Week 11</p>	<p>Term 3</p> <p>Week 3</p>	<p>Term 3</p> <p>Week 9</p>	<p>Term 4</p> <p>Week 4</p>	
Outcomes Assessed	MU5-PER-01 MU5-PER-02	MU5-COM-02	MU5-LIS-01 MU5-LIS-02	MU5-COM-01 MU5-COM-02 MU5-PER-01 MU5-PER-02	MU5-LIS-01 MU5-LIS-02 MU5-PER-01 MU5-PER-02	
<b>Components</b>						<b>Weighting %</b>
Performing	10			10	15	<b>35</b>
Composing		15		15		<b>30</b>
Listening			15		20	<b>35</b>
<b>Total %</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>25</b>	<b>35</b>	<b>100</b>

## PHOTOGRAPHIC AND DIGITAL MEDIA Course Outcomes

<b>5.1</b>	develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
<b>5.2</b>	makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world– audience
<b>5.3</b>	makes photographic and digital works informed by an understanding of how the frames affect meaning
<b>5.4</b>	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
<b>5.5</b>	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
<b>5.6</b>	selects appropriate procedures and techniques to make and refine photographic and digital works
<b>5.7</b>	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
<b>5.8</b>	uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
<b>5.9</b>	uses the frames to make different interpretations of photographic and digital works
<b>5.10</b>	constructs different critical and historical accounts of photographic and digital works

## PHOTOGRAPHIC AND DIGITAL MEDIA

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Short Answer Questions (in-class)	Completed PDM work and exploration + development (Hand-in)	Research Assignment (in-class)	Completed PDM work and exploration + development (Hand-in)	
Timing	Term 1 Week 9	Term 2 Week 2	Term 3 Week 7	Term 4 Week 1	
Outcomes Assessed	5.7, 5.8, 5.9	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	
Components					Weighting %
<b>Making</b> (Exploration and Development)		8		12	<b>60</b>
<b>Making</b> (Completed PDM works)		16		24	
<b>Critical and Historical Studies</b>	16		24		<b>40</b>
<b>Total %</b>	<b>16</b>	<b>24</b>	<b>24</b>	<b>36</b>	<b>100</b>

## VISUAL ARTS Course Outcomes

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

## VISUAL ARTS

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Short Answer Questions  (in-class)	Completed artwork and exploration + development  (Hand-in)	Research Assignment  (in-class)	Completed artwork and exploration + development  (Hand-in)	
Timing	Term 1 Week 8	Term 2 Week 3	Term 3 Week 8	Term 4 Week 3	
Outcomes Assessed	5.7, 5.8, 5.9	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	
Components					Weighting %
<b>Artmaking</b> (Exploration and Development)		8		12	<b>60</b>
<b>Artmaking</b> (Completed artwork)		16		24	
<b>Critical and Historical Studies</b>	16		24		<b>40</b>
<b>Total %</b>	<b>16</b>	<b>24</b>	<b>24</b>	<b>36</b>	<b>100</b>

## VISUAL DESIGN Course Outcomes

<b>5.1</b>	develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
<b>5.2</b>	makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
<b>5.3</b>	makes visual design artworks informed by an understanding of how the frames affect meaning
<b>5.4</b>	investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
<b>5.5</b>	makes informed choices to develop and extend concepts and different meanings in their visual design artworks
<b>5.6</b>	selects appropriate procedures and techniques to make and refine visual design artworks
<b>5.7</b>	applies their understanding of aspects of practice to critically and historically interpret visual design artworks
<b>5.8</b>	uses their understanding of the function of and relationships between artist – artwork –world – audience in critical and historical interpretations of visual design artworks
<b>5.9</b>	uses the frames to make different interpretations of visual design artworks
<b>5.10</b>	constructs different critical and historical accounts of visual design artworks

## VISUAL DESIGN

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Assignment (in-class)	Completed visual design artwork and exploration + development  (Hand-in)	Research Assignment (in-class)	Completed visual design artwork and exploration + development  (Hand-in)	
Timing	Term 1  Week 8	Term 2  Week 4	Term 3  Week 9	Term 4  Week 4	
Outcomes Assessed	5.7, 5.8, 5.9	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	
Components					Weighting %
<b>Making</b> (Exploration and Development)		8		12	<b>60</b>
<b>Making</b> (Completed PDM works)		16		24	
<b>Critical and Historical Studies</b>	16		24		<b>40</b>
<b>Total %</b>	<b>16</b>	<b>24</b>	<b>24</b>	<b>36</b>	<b>100</b>

# ENGLISH

## ENGLISH Course Outcomes

<b>EN5-RVL-01</b>	uses a range of personal, creative and critical strategies to interpret complex texts
<b>EN5-URA-01</b>	analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
<b>EN5-URB-01</b>	evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
<b>EN5-URC-01</b>	investigates and explains ways of valuing texts and the relationships between them
<b>EN5-ECA-01</b>	crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
<b>EN5-ECB-01</b>	uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

## ENGLISH

Task Number	Task 1	Task 2	Task 3	
Nature of tasks	Text as Messenger Story, Visual, Portfolio Hand in	Sci-Fi Genre Study Viewing and Listening In Class	First Nations Voices Essay In Class	
Timing	Term 1 Week 10	Term 2 Week 9	Term 4 Week 2	
Outcomes assessed	EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-URA-01 EN5-ECB-01	EN5-URA-01 EN5-ECB-01 EN5-RVL-01	
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

# HISTORY

## HISTORY Course Outcomes

<b>HT5-1</b>	explains and assesses the historical forces and factors that shaped the modern world and Australia
<b>HT5-2</b>	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
<b>HT5-3</b>	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
<b>HT5-4</b>	explains and analyses the causes and effects of events and developments in the modern world and Australia
<b>HT5-5</b>	identifies and evaluates the usefulness of sources in the historical inquiry process
<b>HT5-6</b>	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
<b>HT5-7</b>	explains different contexts, perspectives and interpretations of the modern world and Australia
<b>HT5-8</b>	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
<b>HT5-9</b>	applies a range of relevant historical terms and concepts when communicating an understanding of the past
<b>HT5-10</b>	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## HISTORY

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Source Analysis	WWI PBL/ Viva Voce	WWII Empathy Writing Task	
Timing	Term 1 Week 8	Term 2 Week 7	Term 3 Week 8	
Outcomes Assessed	HT5-4, HT5-5, HT5-8	HT-5-1, HT5-6, HT5-7, HT5-10	HT 5-2, HT 5-3, HT 5-9	
Components				Weighting %
Total %	30	35	35	100

## HISTORY ELECTIVE Course Outcomes

<b>HTE5.1</b>	Applies an understanding of history, heritage, archaeology and the methods of historical inquiry.
<b>HTE5.2</b>	Examines the ways in which historical meanings can be constructed through a range of media
<b>HTE5.3</b>	Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
<b>HTE5.4</b>	Explains the importance of key features of past societies or periods, including groups and personalities
<b>HTE5.5</b>	Evaluates the contribution of cultural groups, sites and/or family to our shared heritage.
<b>HTE5-6</b>	Identifies and evaluates the usefulness of historical sources in an historical inquiry process
<b>HTE5-7</b>	Explains different contexts, perspectives and interpretations of the past
<b>HTE5.8</b>	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
<b>HTE5.9</b>	applies a range of relevant historical terms and concepts when communicating an understanding of the past
<b>HTE5.10</b>	selects and uses appropriate forms to communicate effectively about the past for different audiences

## HISTORY ELECTIVE

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
Nature of Task	Myths and Legends -  Presentation and Vision Board.	Tudor Fiction-  Short Story	Society Study-  Children's History Text	
Timing	Term 1  Weeks 9-10	Term 2  Week 10	Term 3  Week 9	
Outcomes Assessed	HTE5.1, HTE5.8,  HTE5.9, HTE5.10	HTE5.2, HTE5.6, HTE5.7,  HTE5.9, HTE5.10	HTE5.3, HTE5.4, HTE5.5,  HTE5.8, HTE5.9, HTE5.10	
<b>Components</b>				<b>Weighting %</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

# LANGUAGES

## FRENCH Course Outcomes

	Stage 5
<b>ML5-INT-01</b>	<b>Interacting</b> exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
<b>ML5-UND-01</b>	<b>Understanding texts</b> analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
<b>ML5-CRT-01</b>	<b>Creating texts</b> creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

## FRENCH

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Interacting Understanding Texts (In class)	Understanding Texts Creating Texts (in class)	Understanding Texts (in class) Interacting Texts (hand in)	Understanding (in class) Creating Texts (in class)	
Timing	Term 1 Week 8	Term 2 Week 5	Term 3 Week 7	Term 4 Week 4	
Outcomes Assessed	ML5-INT-01 ML5-UND-01	ML5-UND-01 ML5-CRT-01	ML5-UND-01 ML5-INT-01	ML5-CRT-01 ML5-UND-01	
Components					Weighting %
Understanding Texts	10	15	10	15	50
Interacting	10		15		25
Creating Texts		10		15	25
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## JAPANESE Course Outcomes

	<b>Stage 5</b>
<b>ML5-INT-01</b>	<b>Interacting</b> exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
<b>ML5-UND-01</b>	<b>Understanding texts</b> analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
<b>ML5-CRT-01</b>	<b>Creating texts</b> creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

## JAPANESE

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Interacting via video conferences with Japanese schools by composing a speech script and presentation in Japanese  (hand in)	Accessing the audio and written text in Japanese and responding in English  (in class)	Interacting via a letter from a Japanese pen pal and composing a reply letter to the pen pal and create a conversation  (hand in)	Accessing the audio and written text in Japanese and responding in English  (In class)	
Timing	Term 1  Week 8	Term 2  Week 2	Term 3  Week 8	Term 4  Week 2	
Outcomes Assessed	ML5-INT-01  ML5-CRT-01	ML5-UND-01	ML5-INT-01  ML5-CRT-01	ML5-UND-01	
Components					Weighting %
Understanding Texts		25		25	50
Interacting	10		15		25
Creating Texts	10		15		25
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

# MATHEMATICS

## MATHEMATICS: CORE (C) and PATH (P) Course Outcomes

<b>MA5-TRG-C-01</b>	applies trigonometric ratios to solve right-angled triangle problems
<b>MA5-TRG-C-02</b>	applies trigonometry to solve problems, including bearings and angles of elevation and depression
<b>MA5-IND-C-01</b>	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
<b>MA5-ALG-C-01</b>	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
<b>MA5-EQU-C-01</b>	solves linear equations of up to 3 steps, limited to one algebraic fraction
<b>MA5-ARE-C-01</b>	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
<b>MA5-VOL-C-01</b>	solves problems involving the volume of composite solids consisting of right prisms and cylinders
<b>MA5-GEO-C-01</b>	Identifies and applies the properties of similar triangles and scale drawings to solve problems
<b>MA5-LIN-C-01</b>	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
<b>MA5-LIN-C-02</b>	graphs and interprets linear relationships using the gradient/slope-intercept form
<b>MA5-NLI-C-01</b>	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
<b>MA5-DAT-C-01</b>	compares and analyses datasets using summary statistics and graphical representations

<b>MA5-FIN-C-01</b>	solves financial problems involving simple interest, earning money and spending money
<b>MA5-FIN-C-02</b>	solves financial problems involving compound interest and depreciation
<b>MA5-ALG-P-01</b>	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions
<b>MA5-ALG-P-02</b>	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions
<b>MA5-EQU-P-01</b>	solves monic quadratics equations, linear inequalities and cubic equations of the form: $ax^3 = k$
<b>MA5-EQU-P-02</b>	solves linear equations of more than 3 steps, monic and non-monic quadratics equations, and linear simultaneous equations
<b>MA5-TRG-P-01</b>	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
<b>MA5-IND-P-01</b>	applies the index to operate with algebraic expressions involving negative-integer indices
<b>MA5-IND-P-02</b>	Describes and performs operations with surds and fractional indices
<b>MA5-LIN-P-01</b>	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems
<b>MA5-PRO-P-01</b>	solves problems involving Venn diagrams, 2-way tables and conditional probability
<b>MA5-GEO-P-01</b>	Establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes
<b>MA0 - WM-01</b>	Working mathematically develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.

Please note: all assessment tasks will have the overarching **MA0-WM-01** (working mathematically) outcome embedded in them

## MATHEMATICS: CORE (pathway to Standard) AND PATH (pathway to Advanced/Extension 1)

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	CORE: 40 minute cohort test	CORE: 40 minute cohort test PATH: 40 minute cohort test	CORE: 40 minute cohort test	CORE: 1 hour 15 minute Yearly Examination  PATH: 40 minute Yearly Examination	
Timing	Term 1 CORE: Week 9	Term 2 CORE: Week 7 PATH: Week 8	Term 3 CORE: Week 6	Term 4 CORE: Week 3 PATH: Week 4	
Outcomes Assessed CORE	MA5-TRG-C-01 MA5-TRG-C-02 MA5-FIN-C-01 MA5-FIN-C-02	MA5-EQU-C-01 MA5-IND-C-01 MA5-ARE-C-01 MA5-VOL-C-01	MA5-LIN-C-01 MA5-LIN-C-02 MA5-NLI-C-01 MA5-GEO-C-01	MA5-PRO-C-01 MA5-ALG-C-01 MA5-EQU-C-01 MA5-IND-C-01 MA5-DAT-C-01	
Outcomes Assessed PATH	N/A	MA5-TRG-P-01 MA5-ALG-P-01 MA5-EQU-P-01 MA5-EQU-P-02 MA5-IND-P-01 MA5-IND-P-01	N/A	MA5-PRO-P-01 MA5-ALG-P-01 MA5-ALG-P-02 MA5-EQU-P-02	
<b>Components</b>					<b>Weighting %</b>
<b>Total %</b>	<b>CORE-20</b>	<b>CORE-20</b>	<b>CORE-20</b>	<b>CORE-40</b>	<b>100</b>

**NOTE:** The Path assessments do not contribute to the academic report grades. They are prerequisites for the higher levels of Mathematics in Years 11 & 12. Each student's performance in the Path assessments will be addressed in the report comment. Path assessments are compulsory for the W, G and H classes and optional for the other classes.

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

### PDHPE Course Outcomes

<b>PD5-1</b>	assesses their own and others' capacity to reflect on and respond positively to challenges
<b>PD5-2</b>	researches and appraises the effectiveness of health information and support services available in the community
<b>PD5-3</b>	analyses factors and strategies that enhance inclusivity, equality and respectful relationships
<b>PD5-4</b>	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
<b>PD5-5</b>	appraises and justifies choices of actions when solving complex movement challenges
<b>PD5-7</b>	plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
<b>PD5-6</b>	critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
<b>PD5-8</b>	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
<b>PD5-9</b>	assesses and applies self-management skills to effectively manage complex situations
<b>PD5-10</b>	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
<b>PD5-11</b>	refines and applies movement skills and concepts to compose and perform innovative movement sequences

## PDHPE

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	INSTAZILLIENCE Presentation	FIELD SPORTS Game Play	STEP DANCE Performance	MY LIFE, MY FRIENDS, MY CHOICE Written Response	
Timing	Term 1 Week 8	Term 1 Week 4	Term 2 Week 9	Term 3 Week 8	
Outcomes Assessed	PD5-6, PD5-10	PD5-4, PD5-5	PD5-11	PD5-1, PD5-9	
Components					Weight %
Knowledge and understanding of course content	10	10	10	15	45
Skills in influencing personal and community health taking action to improve participation and performance in physical activity	5	15	10		30
Skills in critical thinking research, analysing and communicating	10		5	10	25
Total %	25	25	25	25	100

## PHYSICAL ACTIVITY AND SPORT STUDIES Course Outcomes

<b>PASS5-1</b>	discusses factors that limit and enhance the capacity to move and perform
<b>PASS5-2</b>	analyses the benefits of participation and performance in physical activity and sport
<b>PASS5-3</b>	discusses the nature and impact of historical and contemporary issues in physical activity and sport
<b>PASS5-4</b>	analyses physical activity and sport from personal, social and cultural perspectives
<b>PASS5-5</b>	demonstrates actions and strategies that contribute to active participation and skillful performance
<b>PASS5-6</b>	evaluates the characteristics of participation and quality performance in physical activity and sport
<b>PASS5-7</b>	works collaboratively with others to enhance participation, enjoyment and performance
<b>PASS5-8</b>	displays management and planning skills to achieve personal and group goals
<b>PASS5-9</b>	performs movement skills with increasing proficiency
<b>PASS5-10</b>	analyses and appraises information, opinions and observations to inform physical activity and sport decisions

## PHYSICAL ACTIVITY AND SPORT STUDIES

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	ISSUES IN SPORT AND PHYSICAL ACTIVITY TED Presentation	GAME PLAN Practical and Reflection Task	ENHANCING PERFORMANCE Group Presentation	BODY SYSTEMS 101 Hand in Task	
Timing	Term 1 Week 6	Term 2 Week 2	Term 2 Week 8	Term 3 Week 8	
Outcomes Assessed	PASS5-3	PASS5-8, PASS5-10	PASS5-7, PASS5-8	PASS5-1	
Components					Weighting %
Knowledge and Understanding of course content	10	15	5	10	40
Skills in influencing personal and community health taking action to improve participation and performance in physical activity	10		15		25
Skills in critical thinking research, analysing and communicating	5	10	5	15	35
<b>Total %</b>	25	25	25	25	100

## DANCE Course Outcomes

<b>DA5-PER-01</b>	demonstrates safe dance practice and dance technique in preparing the body to express and communicate an intent
<b>DA5-PER-02</b>	manipulates the elements of dance to demonstrate performance quality and interpretation in context
<b>DA5-COM-01</b>	creates a movement vocabulary that communicates an idea and intent in response to different contexts
<b>DA5-COM-02</b>	creates movements using the elements of dance and structures movement to communicate a specific idea and intent
<b>DA5-APP-01</b>	investigates and explains how social, cultural and historical factors shape the development of dance
<b>DA5-APP-02</b>	evaluates dance works based on context, the elements of dance, the dancing body and theatrical elements

## DANCE

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	SAFE DANCE PRINCIPLES	EVOLUTION OF DANCE	CULTURAL DANCE IN AUSTRALIA	INTRODUCTION TO DANCE COMPOSITION	
Timing	Term 1, Week 9	Term 2, Week 7	Term 3, Week 5	Term 4 Week 5	
Outcomes Assessed	DA5-PER-01 DA5-PER-02	DA5-PER-02 DA5-APP-01	DA5-COM-01 DA5-APP-02	DA5-COM-01 DA5-COM-02	
Components					Weight %
Performance	30	10			40
Composition			10	30	40
Appreciation		10	10		20
<b>Total %</b>	30	20	20	30	100

## SCIENCE

### iSTEM Course Outcomes

<b>ST5-1</b>	designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
<b>ST5-2</b>	demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
<b>ST5-3</b>	applies engineering design processes to address real-world STEM-based problems
<b>ST5-4</b>	works independently and collaboratively to produce practical solutions to real-world scenarios
<b>ST5-5</b>	analyses a range of contexts and applies STEM principles and processes
<b>ST5-6</b>	selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
<b>ST5-7</b>	selects and applies project management strategies when developing and evaluation STEM-based design solutions
<b>ST5-8</b>	uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
<b>ST5-9</b>	collects, organises, and interprets data sets, using appropriate mathematics and statistical methods to inform and evaluate design decisions
<b>ST5-10</b>	analyses and evaluates impact of STEM on society and describes the scope and pathways into employment

## iSTEM

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
Nature of Task	Project 1	Project 2	Project 3	
Timing	Term 2 Week 3	Term 3 Week 3	Term 4 Week 3	
Outcomes Assessed	ST5-1, ST5-3, ST5-4, ST5-5, ST5-7	ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-9	ST5-1, ST5-2, ST5-3, ST5-4, ST5-7, ST5-8, ST5-10	
<b>Components</b>				<b>Weighting %</b>
STEM principles and processes	10	10	10	<b>30</b>
Skills	10	10	10	<b>30</b>
Technologies	5	10	5	<b>20</b>
Problem solving and design	5	5	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## SCIENCE Course Outcomes

<b>SC5-WS-01</b>	selects and uses scientific tools and instruments for accurate observations
<b>SC5-WS-02</b>	develops questions and hypotheses for scientific investigation
<b>SC5-WS-03</b>	designs safe, ethical, valid and reliable investigations
<b>SC5-WS-04</b>	follows a planned procedure to undertake safe, ethical, valid and reliable investigations
<b>SC5-WS-05</b>	selects and uses a range of tools to process and represent data
<b>SC5-WS-06</b>	analyses data from investigations to identify trends, patterns and relationships, and draws conclusions
<b>SC5-WS-07</b>	selects suitable problem-solving strategies and evaluates proposed solutions to identified problems
<b>SC5-WS-08</b>	communicates scientific arguments with evidence, using scientific language and terminology in a range of communication forms
<b>SC5-EGY-01</b>	evaluates current and alternative energy use based on ethical and sustainability considerations
<b>SC5-DIS-01</b>	explains how an understanding of the causes of disease can be used to prevent and manage the spread of disease
<b>SC5-MAT-01</b>	assesses the uses of materials based on their physical and chemical properties

**SC5-ENV-01**

analyses the impact of human activity on the natural world

## SCIENCE

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Energy and practical skills test	Disease and data processing test	Materials theory test	Depth Study investigation	
Timing	Term 2 Week 2	Term 2 Week 10	Term 3 Week 9	Term 4 Week 4	
Outcomes Assessed	SC5-EGY-01, SC5-WS-01, SC5-WS-04, SC5-WS-05, SC5-WS-06	SC5-DIS-01, SC5-WS-06, SC5-WS-08	SC5-MAT-01, SC5-WS-07	SC5-WS-01, SC5-WS-02, SC5-WS-03, SC5-WS-04, SC5-WS-05, SC5-WS-06, SC5-WS-07, SC5-WS-08	
Components					Weighting %
Knowledge and understanding	10	10	15	5	40
Practical skills	10			20	30
Data interpretation skills		10	5		15
Information processing and literacy skills	5	5		5	15
Total %	25	25	20	30	100

## SOCIAL SCIENCES

### COMMERCE Course Outcomes

	<b>Knowledge &amp; Content</b>
<b>COM5-1</b>	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
<b>COM5-2</b>	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
<b>COM5-3</b>	examines the role of law in society
	<b>Skills</b>
<b>COM5-4</b>	analyses key factors affecting decisions
<b>COM5-5</b>	evaluates options for solving problems and issues
<b>COM5-6</b>	develops and implements plans designed to achieve goals
<b>COM5-7</b>	researches and assesses information using a variety of sources
<b>COM5-8</b>	explains information using a variety of forms
<b>COM5-9</b>	works independently and collaboratively to meet individual and collective goals within specified timeframes

## COMMERCE

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
Nature of Task	Consumer Decisions	Careers Website	Business Basics Quiz	
Timing	Term 1 Weeks 8-10	Term 2 Weeks 8-9	Term 4 Weeks 2-3	
Outcomes Assessed	COM5-1, COM5-8, COM5-4, COM5-9	COM5-7, COM5-8	COM5-2, COM5-5	
<b>Components</b>				<b>Weighting %</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## GEOGRAPHY Course Outcomes

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

## GEOGRAPHY

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
Nature of Task	Asian City Depth Study	Coastal Task	Waste Research Task	
Timing	Term 1 Weeks 8-10	Term 2 Week 3	Term 3 Weeks 8-10	
Outcomes Assessed	GE5-1, GE5-2 GE5-3, GE5-5	GE5-7	GE5-4, GE5-5, GE5-8	
<b>Components</b>				<b>Weighting %</b>
<b>Total %</b>	<b>40</b>	<b>20</b>	<b>40</b>	

## TECHNOLOGY AND APPLIED STUDIES (TAS)

### COMPUTING TECHNOLOGY Course Outcomes

<b>CT5-SAF-01</b>	selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
<b>CT5-DPM-01</b>	applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
<b>CT5-COL-01</b>	manages, documents and explains individual and collaborative work practices
<b>CT5-EVL-01</b>	understands how innovation, enterprise and automation have inspired the evolution of computing technology
<b>CT5-DAT-01</b>	explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
<b>CT5-COM-01</b>	communicates ideas, processes and solutions using appropriate media
<b>CT5-OPL-01</b>	designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language
<b>CT5-THI-01</b>	applies computational, design and systems thinking to the development of computing solutions
<b>CT5-DAT-02</b>	acquires, represents, analyses and visualises simple and structured data
<b>CT5-DES-01</b>	designs and creates user interfaces and the user experience

## COMPUTING TECHNOLOGY

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	
Nature of Task	Designing for User Experience: Website	Modelling Networks and Social Connections: Short Movie	
Timing	Term 2 Week 5	Term 3 Week 5	
Outcomes Assessed	CT5-DPM-01, CT5-COM-01, CT5- THI-01, CT5-DES-01	CT5-DAT-01, CT5-DAT-02, CT5- SAF-01, CT5-DPM-01	
<b>Components</b>			<b>Weighting %</b>
<b>Total %</b>	<b>50</b>	<b>50</b>	<b>100</b>

## DESIGN AND TECHNOLOGY Course Outcomes

<b>DT5-1</b>	analyses and applies a range of design concepts and processes
<b>DT5-2</b>	applies and justifies an appropriate process of design when developing design ideas and solutions
<b>DT5-3</b>	evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
<b>DT5-4</b>	analyses the work and responsibilities of designers and the factors affecting their work
<b>DT5-5</b>	Evaluates design solutions
<b>DT5-6</b>	develops and evaluates creative, innovative and enterprising design ideas and solutions
<b>DT5-7</b>	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
<b>DT5-8</b>	selects and applies management strategies when developing design solutions
<b>DT5-9</b>	applies risk management practices and works safely in developing quality design solutions
<b>DT5-10</b>	selects and uses a range of technologies competently in the development and management of quality design solutions

## DESIGN AND TECHNOLOGY

Task Number	Task 1	Task 2	
Nature of Task	Project 1 <b>Ready, Set, Logo!</b>	Project 2 <b>Safe Haven</b>	
Timing	Portfolio and product part A: Term 1, Week 10 Portfolio and product part B: Term 2, Week 6	Portfolio: Term 4, Week 4 Product: Term 4, Week 4	
Outcomes Assessed	DT5-1, DT5-6 DT5-7, DT5-8 , DT5-10	DT5-2, DT5-3, DT5-5, DT5-9, DT5-10	
Components			Weighting %
Knowledge and understanding of course content	20	20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating a major design project	30	30	<b>60</b>
<b>Total %</b>	<b>50</b>	<b>50</b>	<b>100</b>

## FOOD TECHNOLOGY Course Outcomes

<b>FT5-1</b>	demonstrates hygienic handling of food to ensure a safe and appealing product
<b>FT5-2</b>	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
<b>FT5-3</b>	describes the physical and chemical properties of a variety of foods
<b>FT5-4</b>	accounts for changes to the properties of food which occur during food processing, preparation and storage
<b>FT5-5</b>	applies appropriate methods of food processing, preparation and storage
<b>FT5-6</b>	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
<b>FT5-7</b>	justifies food choices by analysing the factors that influence eating habits
<b>FT5-8</b>	collects, evaluates and applies information from a variety of sources
<b>FT5-9</b>	communicates ideas and information using a range of media and appropriate terminology
<b>FT5-10</b>	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
<b>FT5-11</b>	plans, prepares, presents and evaluates food solutions for specific purposes
<b>FT5-12</b>	examines the relationship between food, technology and society
<b>FT5-13</b>	evaluates the impact of activities related to food on the individual, society and the environment

## FOOD TECHNOLOGY

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
Nature of Task	Food Selection & Health  (Written & Practical Assessment)	Food in Australia  And Food Selection and Health  (Examination)	Food Equity  (Written & Practical Assessment)	
Timing	Term 2  Weeks 3 - 4	Term 3  Weeks 7 - 8	Term 4  Week 5	
Outcomes Assessed	FT5-3, FT5-6, FT5-7,  FT5-8, FT5-11	FT5-6, FT5-7, FT5-9, FT5-12,  FT5-13	FT5-1, FT5-2, FT5-10, FT5-11,  FT5-13	
<b>Components</b>				<b>Weighting %</b>
Knowledge, understanding and communicating course content	15	25	10	<b>50</b>
Skills in planning, safely and hygienically preparing, presenting and evaluating food solutions	25	15	10	<b>50</b>
<b>Total %</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

## TEXTILES TECHNOLOGY Course Outcomes

<b>TEX5-1</b>	Explains the properties and performance of a range of items
<b>TEX5-2</b>	Justifies the selection of textile material for specific end uses
<b>TEX5-3</b>	Explains the creative process of design used in the work of textiles designers
<b>TEX5-4</b>	Generates and develops textile design ideas
<b>TEX5-5</b>	Investigates and applies methods of colouration and decoration for a range of textiles items
<b>TEX5-6</b>	Analyses the influence of historical, cultural and contemporary perspectives on textiles design, construction and use
<b>TEX5-7</b>	Evaluates the impact of textiles production and use on the individual, consumer and society
<b>TEX5-8</b>	Selects and uses appropriate technology to creatively document, communicate and present design and project work
<b>TEX5-9</b>	Critically selects and creatively manipulates a range of tactile materials to produce quality textile projects
<b>TEX5-10</b>	Selects appropriate techniques and uses equipment safely in the production of quality textiles projects
<b>TEX5-11</b>	Demonstrates competence in the production of textile projects to completion
<b>TEX5-12</b>	Evaluates textile items to determine quality in their design and construction

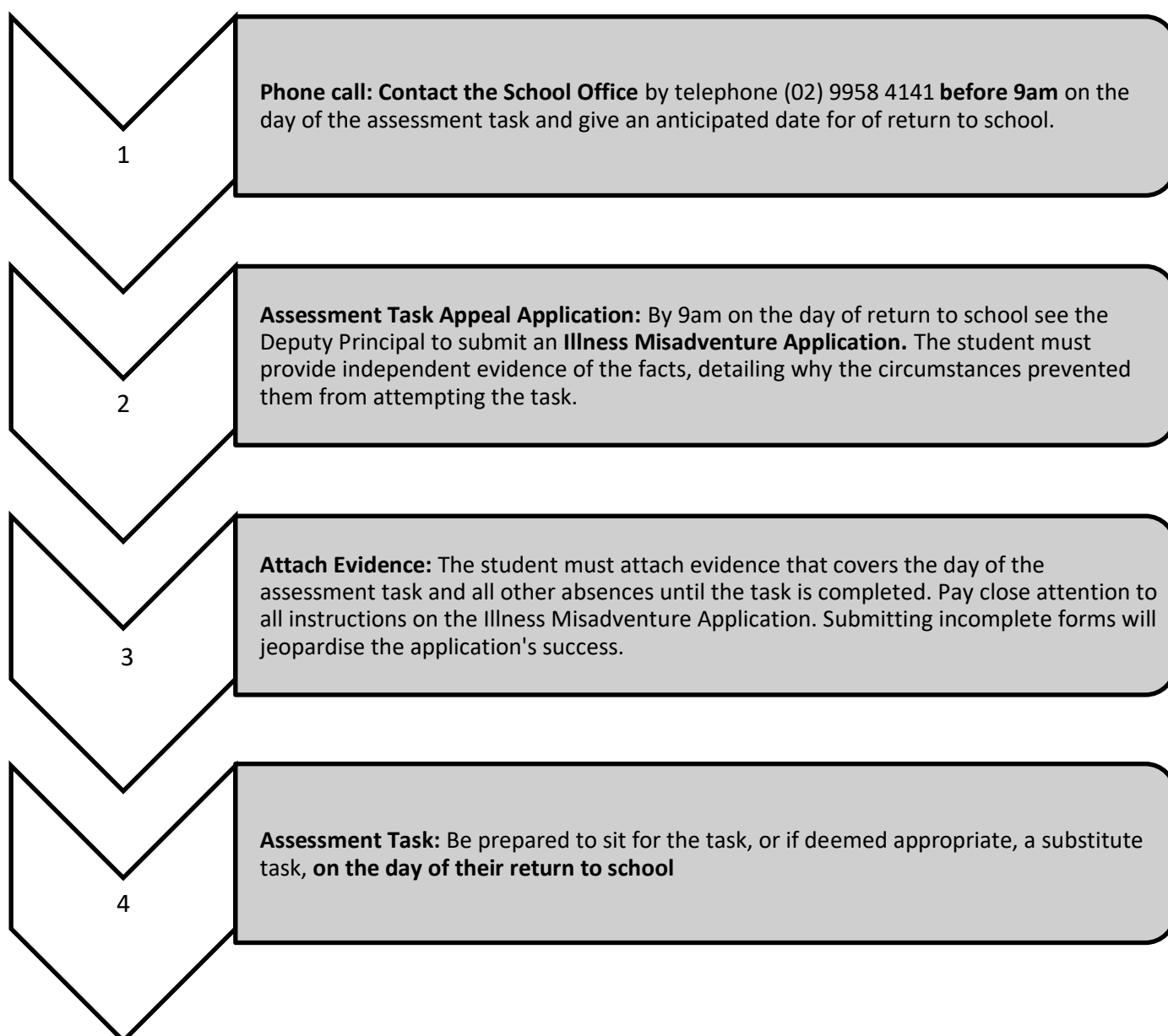
## TEXTILES TECHNOLOGY

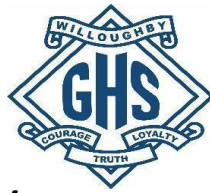
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Portfolio and Product: Cushion Culture	In-Class written response	Portfolio Part A Sew Easy	Practical Sew Easy	
Timing	Portfolio: Term 1 Week 6 Term 2 Week 8	Term 3 Week 5	Term 3 Week 8	Term 4 Week 3	
Outcomes Assessed	TEX5-5, TEX5-6, TEX5-10, TEX5-11	TEX5-7	TEX5-4, TEX5-9, TEX5-10, TEX5-11, TEX5-12	TEX5-4, TEX5-8, TEX5-9	
Components					Weighting %
Design	10		10	10	30
Consumers and Society		20			20
Documentation, communication and presentation	10		5	5	20
Use of materials, equipment and techniques				5	5
Quality in design and construction	10		10	5	25
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>100</b>

## APPENDICES

### ABSENCE DUE TO ILLNESS OR MISADVENTURE

Willoughby Girls High School has a process in place to support all students who experience illness or misadventure in relation to assessment tasks. It is important that all students and families familiarise themselves with the illness/misadventure process. See the flow chart below. For more information refer to the Willoughby Girls High School Assessment Policy.





## Appendix 1 - ILLNESS/MISADVENTURE APPLICATION– Year 9

Name: \_\_\_\_\_ Course: \_\_\_\_\_  
Assessment Task: \_\_\_\_\_ Due Date: \_\_\_\_\_  
Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

Reason for application (please tick):

### Illness

- Absent the day before an Assessment Task
- Missed a class or part of a class the day before an Assessment Task
- Absent on date of an Assessment Task
- Missed a class or part of a class the day of an Assessment Task

### Misadventure

- Other school commitment on the day of an Assessment Task:  
\_\_\_\_\_

- Another reason (please specify):  
\_\_\_\_\_

### Special Consideration

- Special consideration sought (please specify):  
\_\_\_\_\_

Do you have Learning Adjustments for this task?

- Yes: please provide details \_\_\_\_\_
- No

### Supporting Documentation

- Supporting letter from parent/carer with symptoms specified
- Other \_\_\_\_\_

THIS FORM MUST BE COLLECTED FROM THE DEPUTY PRINCIPAL BEFORE 9AM ON THE DAY THAT YOU RETURN TO SCHOOL AND HANDED TO THE FACULTY HEAD TEACHER BY 3PM ON THE SAME DAY. YOU WILL BE INFORMED OF THE DETERMINATION WITHIN TWO DAYS OF LODGEMENT OF THIS APPLICATION.

### Head Teacher and Deputy Principal Determination:

Application approved	<input type="checkbox"/> Task to be accepted without penalty <input type="checkbox"/> Extension granted, to be submitted on: _____ (date) <input type="checkbox"/> Task to be completed on: _____ (date)
Application to be reviewed	<input type="checkbox"/> Mark to be reviewed at conclusion of the assessment period
Application declined	<input type="checkbox"/> Zero mark awarded

Signature of Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

### Student Acknowledgement:

I acknowledge the arrangement above.

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

IF YOU ARE NOT SATISFIED WITH THE OUTCOME YOU MAY APPEAL IN WRITING TO THE PRINCIPAL WITHIN 2 DAYS OF RECEIVING THIS DETERMINATION.

**STEPS TO COMPLETE APPENDIX 1  
(Illness & Misadventure Application)**

1. Collect form immediately on return to school or prior from the Deputy Principal.



2. Complete form ensuring all sections are complete.

**Willoughby  
School**

**Girls High  
Appendix 2:**



3. Attach any supporting documentation to the application.



4. Submit form to Deputy Principal.

**ASSIGNMENT/ASSESSMENT TASK COVER SHEET**

*Please attach this signed cover sheet to every assignment/assessment task you submit.*

<b>Surname:</b>	<b>Given Name:</b>
<b>Subject:</b>	<b>Due Date:</b>
<b>Teacher:</b>	<b>Task Title:</b>
<b>Date of submission:</b>	



**DECLARATION** - Where you are able to do so, please tick in the box adjacent to the statement.

- This task is entirely my own work based on my personal study and or research
- I have acknowledged all material and sources used in the preparation of this task per the assessment task notification
  
- Generative AI that contradicts the school's assessment policy has not been used
- This task or substantial parts of it, has not been submitted for assessment for any formal course of study in this school or any other institution, unless acknowledged in the task and previously agreed to by the teacher
- The task is within the word limit specified for the task
- I understand that this task may undergo electronic detection for plagiarism /malpractice
- I understand that in the case of suspected malpractice, I will be required to provide evidence that all unacknowledged work is entirely my own. Such evidence may include: answering questions regarding the task, and providing evidence of the process such as drafts, diaries, working plans, sketches to show the development of the ideas.

I understand that if I am unable to provide evidence that the task is my own work, then I will receive a mark of zero for the task and that details of the malpractice will be entered on NESA's Malpractice register.

I have read and understood the Willoughby Girls High School Assessment Policy.

Student Signature/Confirmation: ..... Date: .....

I have read and understood the statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

Student Signature/Confirmation: ..... Date: .....

### **Appendix 3: SAMPLE COPY OF OFFICIAL WARNING LETTER**

**Willoughby Girls High School**

151 Mowbray Rd

Willoughby NSW 2068

Ph: 02 99584141

Email: [willoughbg-h.school@det.nsw.edu.au](mailto:willoughbg-h.school@det.nsw.edu.au)

Date

Mr & Mrs Smith  
1 First St  
Sydney NSW 2000

Dear Mr and Mrs Smith

#### **OFFICIAL WARNING – Non-completion of a Stage 5 Course**

This letter is to advise that your daughter, <name>, is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in <course name>.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the <1<sup>st</sup>> official warning we have issued notifying you that <name> is at risk of not completing the above course.

### Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

<Name> is not currently meeting one or more of these requirements. In particular, she <brief description of what the student <has /has not done>.

### Opportunity to correct the problem

The following tasks or requirements need to be completed by <name> to correct the problem.

Task or course requirement	Percentage weighting	Original due date	Action required by student	Date for completion

### Action by parent/guardian

To support <name> in meeting the course requirements, we request that you discuss this matter with her, and encourage and support her to carry out the required actions. If you have any questions about this matter, please contact the Deputy Principal.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely



\_\_\_\_\_  
<Teacher name>

\_\_\_\_\_  
<Head Teacher name>

\_\_\_\_\_  
<Deputy Principal name>

.....  
**Acknowledgement of Official Warning**  
*(Please return this section to the school office)*

I have received the letter dated <date> advising me that <name> is in danger of not meeting the course completion requirements for <course name>, and am aware that this is the <1<sup>st</sup>> official warning.

I am aware that any course not satisfactorily completed will not be listed on the student’s Record of Achievement and may affect the student’s eligibility for the Higher School Certificate.

Parent/Guardian’s signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student’s signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Willoughby Girls High School

### Appendix 4: YEAR 9 ASSESSMENT BOOKLET ACKNOWLEDGEMENT

I \_\_\_\_\_, *(name printed)* have received the Willoughby Girls High School assessment document for 2026.

I am aware of the assessment requirements for each course, and I have noted in particular the sections: Illness/Misadventure, “Late Work”, Malpractice and the “NESA’s Policy on Non Attempts”, as outlined below.

Any assessment handed in **late** will be **checked diagnostically** but will receive **no marks** – it will be classified as a **NON-ATTEMPT OR NON-SERIOUS ATTEMPT**.

#### NESA’S POLICY ON NON-ATTEMPTS/NON-SERIOUS ATTEMPTS

A candidate receives zero marks for an assessment task:

- For non-completion of a task by the due date, or

- Because of the standard of work that task will be considered to be a NON-ATTEMPT.

“When a candidate has been give zero marks (i.e. NON-ATTEMPT) because of failure to complete assessment tasks totalling 50% or more of the final assessment marks, the Principal must certify that the course has not been studied satisfactorily.”

In these circumstances the candidate may be ineligible for a Higher School Certificate.

**NB:** Candidates and parents will be notified in writing when tasks are NON-ATTEMPTS and when the “50% rule” is in danger of being breached.

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Parent/Caregiver’s Name*

\_\_\_\_\_  
*Parent/Caregiver’s Signature*

**Date:** \_\_\_\_\_

**This page is to be left in the booklet.  
All students will complete an online Assessment Booklet Acknowledgement.**

## Appendix 5: GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	<ul style="list-style-type: none"> <li>Account for - state reasons for, report on.</li> <li>Give an account of – narrate a series of events or transactions</li> </ul>
Analyse	<ul style="list-style-type: none"> <li>Identify components and the relationship between them.</li> <li>Draw out and relate implications.</li> </ul>
Apply	Use in a different, new or unfamiliar situation.
Appreciate	Make a judgement about the value of.
Assess	Make a judgement of value, quality, outcomes, results or size.
Calculate	Ascertain/determine from given facts, figures or information.
Clarify	Make clear or plain.
Classify	Arrange or include in classes/categories.
Compare	Show how things are similar or different.
Construct	Make. Build. Put together items or arguments.
Contrast	Show how things are different or opposite.
Critically analyse/evaluate	<ul style="list-style-type: none"> <li>Critically analyse: use interpretation and reasoning to assess a range of evidence and make judgements based on detailed analysis.</li> <li>Critically evaluate: Add a degree or level of accuracy, knowledge and understanding, logic, questioning, reflection and quality to evaluate.</li> </ul>
Deduce	Draw conclusions.
Define	State meaning and identify essential qualities.
Demonstrate	Show by example.
Describe	Provide characteristics and features.
Discuss	Identify issues and provide points for and/or against.
Distinguish	<ul style="list-style-type: none"> <li>Recognise or note/indicate as being distinct or different from.</li> <li>To note differences between.</li> </ul>
Evaluate	<ul style="list-style-type: none"> <li>Make a judgement based on criteria.</li> <li>Determine the value of.</li> </ul>
Examine	Inquire into.
Explain	<ul style="list-style-type: none"> <li>Relate cause and effect.</li> <li>Make the relationships between things evident.</li> <li>Provide why and/or how.</li> </ul>
Extract	Choose relevant and/or appropriate details.
Extrapolate	Infer from what is known.
Identify	Recognise and name.
Interpret	Draw meaning from.
Investigate	Plan, inquire into and draw conclusions about.
Justify	Support an argument or conclusion.
Outline	Sketch in general terms; indicate the main features of.
Predict	Suggest what may happen based on available information.
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.
Recall	Present remembered ideas, facts or experiences.

Recommend	Provide reasons in favour.
Recount	Retell a series of events.
Summarise	Express, concisely, the relevant details.
Synthesise	Putting together various elements to make a whole.

## Appendix 6: USING ARTIFICIAL INTELLIGENCE IN YOUR LEARNING

When using Artificial Intelligence (AI) tools (like ChatGPT, Grammarly, image generators, or any other AI technology) for schoolwork, it is important to use them in a way that is honest, respectful, and thoughtful. The following questions are designed to help guide you in making responsible choices:

### 1. Trust, Ethics and Integrity

Ask yourself:

- Do I understand where the AI-generated information is coming from? Do not just accept answers without thinking and consider the source.
- Have I checked the AI's information against reliable and trusted sources? AI tools can make mistakes or present biased or incorrect information.
- Am I being honest about how I used AI in my work? If AI helped you plan, summarise, brainstorm or create content, you must acknowledge that use in your references or notes.
- Have I thought about whether the content respects Indigenous data sovereignty and cultural considerations? Some knowledge, particularly from First Nations communities, is sacred or protected and should not be used without permission.
- Am I uploading or sharing information that is not mine to share? This includes:
  - Personal or sensitive information
  - Copyrighted or licensed materials
  - Indigenous data
  - Another person's work or ideas

### 2. Human-Centred and Equitable Learning

Reflect on how you are using AI in your learning:

- Am I using AI to support my own thinking, creativity, and collaboration, rather than replacing them?
- Am I still learning how to communicate, collaborate, and connect with others in real-life learning situations? Over-reliance on AI may weaken essential interpersonal and teamwork skills.

### 3. Responsible Use and Future Preparedness

Think ahead to how your choices today shape your future:

- Am I using AI as a tool to help me learn and not as a shortcut to avoid the work?
- Am I continuing to build important learning skills like critical thinking, problem-solving, and creativity while using AI?
- Am I preparing for future study or work environments where smart and ethical use of AI will be expected?
- Do I understand the environmental impact of using AI tools? Every AI interaction consumes significant energy and water. Being aware of this helps you use technology more thoughtfully.

### Final Message

AI is a powerful tool, but it should never replace your own ideas, thinking, or voice. Use it to support your learning, not to avoid it. Be curious, be ethical, and most importantly, be yourself.