



# **Verity Christian College**

2021

**Stage 5**

ASSESSMENT INFORMATION  
BOOKLET

and

ASSESSMENT SCHEDULE

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## INTRODUCTION TO STAGE 5

Year 9 marks the start of Stage 5 and the commencement of study towards the Record of School Achievement (RoSA). The RoSA is awarded after the completion of the Stage 5 courses at the end of Year 10 (or if a student chooses to leave school during year 11 or 12) and is based on the fulfilment of NESAs requirements and internal school assessment.

Students in Stage 5 are required to complete mandatory hours and subject specific requirements in order to obtain their RoSA.

It is important to read, understand and follow the procedures outlined in this booklet.

To fulfil the NESAs requirements you will be required to demonstrate satisfactory application and achievement in each one of your subjects.

To gain satisfactory achievement in each course it is your responsibility to:

- Complete all assigned work, including class and assessment tasks to the best of your ability;
- Ensure that any questions about marks, grades, or comments awarded for an individual piece of work are resolved at the time the work is handed back by the teacher;
- Demonstrate that through effort and achievement you have met the requirements of the course.
- Maintain satisfactory attendance at school for the duration of Year 9 and 10.

Having completed all of the above requirements and having gained a satisfactory grade in each subject, you will receive an overall grade from A – E for each of these. Each final grade is a performance level based on your achievement demonstrated through formal and informal assessment tasks.

Formal tasks are those that are scheduled and will have a designated weighting. These tasks are outlined in the assessment schedules in this book and the exact details of their dates will be issued by subject teachers.

The total of all these tasks will be the final mark and it is this mark that will be carefully considered in the allocation of grades. In addition, all other informal tasks will also be considered in the allocation of a grade towards your RoSA. It is important therefore, that all tasks, including homework, are completed to demonstrate your achievement in each course.

## **RECORD OF SCHOOL ACHIEVEMENT (ROSA) GRADES**

For each course of study students will receive a grade (A- E). Each subject area is issued with a set of Course Performance Descriptors which are specifically related to the knowledge and skills of that subject. These are also available on the NESAs website.

Throughout the Year 9 and 10 course, students are assessed through class work, examinations and assignments which determine a student's knowledge and skills. By using the individual Course Performance Descriptors, teachers are able to mark student performance to a grade A-E.

### **SATISFACTORY COMPLETION OF STAGE 5**

As outlined by NESAs, a student will be considered to have satisfactorily completed a course if he or she has applied himself or herself with diligence and sustained effort to the set tasks and experiences required by the school to achieve some or all of the course outcomes.

#### **Applying for an extension**

If a serious and unexpected event happens during the time that a student is working on an assessment task which will prevent the on-time completion of the task, then the student should see the supervising teacher/Assistant Principal as soon as possible to request an extension.

The A.P. will ask students to complete an Application for Extension form (Appendix 2) which sets out the reason for seeking an extension. The form will need to be signed by parents/guardians and then be returned to the A.P.. Students should not request an extension on the day a task is due. Extensions will only be considered before the due date. Extensions will not be provided if this process isn't followed.

#### **Absence the day before a formal assessment**

Students must attend school on the day prior to the due date of an assessment task or examination. If a student is absent, a medical certificate must be presented to the Assistant Principal upon their return to school. A consequence is issued to students who breach this rule to act as a disincentive to students who may seek to gain an advantage over their peers. Tasks due on a Monday are excluded from this rule as it is deemed all students have the same time advantage on the weekend.

## **Assessment appeals**

Appeals must be lodged with the Assistant Principal using the prescribed school form (see appendix 2). Copies are located in the College office, the College website, or can be copied from the appendix of this assessment booklet. Upon receiving the appeal form, the Assistant Principal will decide whether:

- To grant an extension of time for the assessment task without penalty
- To permit a substitute assessment task to be set
- To confirm the mark, zero or otherwise, which the class teacher has already given
- To give an estimate based on other evidence (not examinations)

The Assistant Principal will inform the student of the result of their appeal and maintain a file of all appeal forms lodged.

### Notes

- There is no ground for appeal against the value of the mark awarded
- Medical certificates are required to cover absences through illness
- The NESAs guidelines for illness and misadventure shall form the basis for determination of appeals
- If work is done on computer, hand written notes/draft printouts should be kept as proof of the work in progress in the event of a malfunction and as proof of 'All My Own Work'
- Students should NOT ASSUME that an extension will be granted
- Students may be asked to complete a substitute task
- Students may not take time off school/class to complete an assessment task. The school may take action against a student who does so, including disciplinary action. Students are NOT to be absent the day before a task is due without medical proof [i.e. a doctor's certificate].

## **Unsatisfactory completion ('N' Determination)**

An unsatisfactory completion of a course for failing to apply him or herself diligently will ordinarily result in an 'N' determination (Non-completion of course requirements). An 'N' determination will mean that the course in question will appear on the Record of School Achievement as not awarded. This may mean that the required pattern of study for this credential is in jeopardy if an 'N' determination is awarded for a mandatory course such as English.

If you are at risk of being given an ‘N’ determination in any course, then you will be issued with an N Award warning letter. You will then be expected to meet the requirements as set out in this letter to resolve the N Award warning. Two warning letters will be considered sufficient documentation for an ‘N’ determination.

Indicators of possible failure to achieve a sufficient number of course outcomes may include:

- an excessive number of unexplained absences from or lateness to school or class
- failure to submit satisfactorily completed assessment tasks
- failure to submit other set work, including class work and homework

### **N’ DETERMINATION (NON-COMPLETION OF COURSE REQUIREMENTS)**

1. A student is considered for an ‘N’ determination in a subject if she or he does not:

- a. seriously attempt all homework, tests and Assessment Tasks set for that subject;
- b. show diligence and sustained effort throughout the year;
- c. make a serious attempt at examinations, including class exams, half yearly and yearly exams.

2. If overall attendance is poor, students may find that they will receive an ‘N’ determination in courses because they will not be able to demonstrate conditions outlined. This is due to a high number of absences from scheduled lessons.

3. Student progress is monitored throughout the year. If at any time it appears that a student is at risk of receiving an ‘N’ determination (non-completion of course requirements) in any course parents/guardians are notified in writing of the tasks or actions to be undertaken in time for the problem to be corrected.

### **WARNING OF ‘N’ DETERMINATION**

This indicates that a student is not working satisfactorily and not completing set work adequately. It is a warning that a student’s effort, attendance or application needs to improve immediately. Students should discuss areas for improvement with their teachers and complete any work that is overdue. Parents may contact the classroom teacher and/or Assistant Principal to discuss progress and ways to assist the student in meeting course requirements. If there is no satisfactory improvement in attendance or application as the course progresses, then additional warnings may be sent and then an ‘N’ determination may be recommended for one or more subjects.

## **ATTENDANCE**

Although attendance will not be used by itself as an indicator of student progress, a student whose attendance falls below 85% is at risk of non-completion of required course work and experiences, whether that attendance is explained or unexplained. Whole day absences, partial absences (lateness and early leave) and truancy all contribute to a student's attendance record. Where a student has been able to maintain or make up work that was missed during absences, including truancy from classes, teachers will use their professional judgment in determining whether the student is still at risk. However, students will need to attend scheduled lessons. Any student who risks failing a course due to absence will be given early warnings in the form of letters of concern and N Award warning letters.

## **FAILURE TO SUBMIT OR COMPLETE AN ASSESSMENT TASK**

Failure to complete an assessment task by the due date and time without providing justifiable reason will automatically result in the following:

- the task will be recorded as a non-attempt and a mark of zero will be awarded;
- an official course warning letter will be issued outlining the name of the task, the weighting, the date it was due and a new due date two weeks from the date of issue of the letter;
- students will be required to submit or make a genuine attempt at the assessment by the new due date;
- when a genuine attempt of the assessment task has been submitted by the new due date, *the official course warning letter will be marked as resolved*;
- if the student is still at risk of not meeting course requirements teachers may issue a follow-up warning letter and;
- students who fail to resolve the N Award may place themselves at risk of N Determination in a course.

***Even though a student will receive a zero it is their responsibility to submit a genuine attempt at the task to be deemed to have satisfactorily achieved the course outcomes.***

## **PLAGIARISM**

Consistent with the HSC expectations, students must use their own abilities to complete assessment tasks. All tasks are to be a student's own work. Students who copy the work of others, take time off or truant classes to complete assessment tasks will be considered as having cheated. This will result in a zero mark. Students who allow their work to be copied will also receive a zero mark for that item/section. All tasks are to be your own work.

Unauthorised collaboration is malpractice. Plagiarism is the deliberate copying of another's work without acknowledging the source. It may include copying directly from books, cutting and pasting from the internet, copying another student's work or claiming someone else's work as your own. Quotations from someone else's work must be acknowledged appropriately. Plagiarism is considered malpractice and will also result in a zero mark for that item/section.

## **NESA ADVICE FOR MANAGING ASSESSMENT TASKS**

- Be aware of due dates. Keep an up-to-date diary or calendar on your mobile phone and/or in a designated study area at home, of all assessment tasks and other commitments.
- Utilise the support of parents/carers to stay up-to-date with due dates.
- Start tasks early so that you can ask for help if you require it.
- Develop a study routine to utilise time effectively and ensure deadlines are met.
- Break tasks into a series of smaller steps and set deadlines for completing each step. Don't leave the entire task until the night before to complete.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end. Plagiarising other students' work or from published sources will result in a mark of zero being awarded.
- Frequently save and back up any work completed on a computer. The failure of technology is not an acceptable excuse for submitting your work late.
- Keep all your earlier drafts to prove that work is your own and provide a back-up copy in case a task is lost.
- Keep a copy of any work you submit for marking.

***Agriculture***  
***Stage 5 - Year 9/10***  
***Assessment Schedule***

<b>Assessment</b>	<b>Task</b>	<b>Outcomes Assessed</b>	<b>Weighting</b>	<b>Due</b>
Assessment 1	Pest and Disease Presentation	5.1.2, 5.3.4, 5.5.2	20%	Term 1 Week 7
Assessment 2	Semester 1 Exam	5.1.1, 5.1.2, 5.3.3, 5.4.1	20%	Term 2 Week 6
Assessment 3	Legume Trial - Report	5.3.1, 5.5.1, 5.5.2	20%	Term 3 Week 9
Assessment 4	Semester 2 Exam	5.1.1, 5.3.3, 5.1.2, 5.3.4, 5.4.1	20%	Term 4 Week 6
Assessment 5 (On Going)	Engagement and Productivity in Practical work	5.4.3, 5.6.1, 5.6.2	20%	Ongoing throughout the year

**Syllabus Outcomes**

- 5.1.1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
- 5.1.2 explains the interactions within and between agricultural enterprises and systems
- 5.2.1 explains the interactions within and between the agricultural sector and Australia's economy, culture and society
- 5.3.1 investigates and implements responsible production systems for plant and animal enterprises
- 5.3.2 investigates and applies responsible marketing principles and processes
- 5.3.3 explains and evaluates the impact of management decisions on plant production enterprises
- 5.3.4 explains and evaluates the impact of management decisions on animal production enterprises
- 5.4.1 evaluates the impact of past and current agricultural practices on agricultural sustainability
- 5.4.2 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
- 5.4.3 implements and justifies the application of animal welfare guidelines to agricultural practices
- 5.5.1 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
- 5.5.2 collects and analyses agricultural data and communicates results using a range of technologies
- 5.6.1 applies Occupational Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
- 5.6.2 performs plant and animal management practices safely and in cooperation with others

***Christian Studies***  
***Stage 5 - Years 9/10***  
***Assessment Schedule***

<b>Assessment</b>	<b>Task</b>	<b>Outcomes Assessed</b>	<b>Weighting</b>	<b>Due</b>
Assessment 1	Topic Quiz: The World's Most Influential Book	5.1.1, 5.1.2, 5.1.3,	20%	Term 1 Week 9
Assessment 2	Semester 1 Exam	5.1.4, 5.1.5, 5.2.1, 5.2.2, 5.2.3, 5.2.4,	25%	Term 2 Week 5/6
Assessment 3	Research Report	5.3.1, 5.3.2, 5.3.3, 5.3.4,	30%	Term 3 Week 9
Assessment 4	Semester 2 Exam	5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5,	25%	Term 4 Week 5/6

**Syllabus Outcomes**

**Students will understand:**

- 5.1.1 Key terms: Word of God, Scripture, Testament, Chapter, Verse, Passage.
- 5.1.2 Christians believe that God's Spirit transforms them as they read God's living and active word.
- 5.1.3 Christians pursue a relationship with God through reading his word, prayer, worship and service.
- 5.1.4 Christians show grace and love for all people because of God's action towards them
- 5.1.5 Christians understand the importance of forgiveness and repentance in their relationships with God and others

**Students will realise:**

- 5.2.1 Christians believe Jesus' power confirms that he is the Son of God.
- 5.2.2 Christians believe Jesus is powerful today and uses his power for people
- 5.2.3 it is Jesus' power over sin and death that is at the core of the gospel message.
- 5.2.4 Christians acknowledge that sin has broken humanity's relationship with God, the world and each other.

**Students will:**

- 5.3.1 explain the good news
- 5.3.2 explain how the good news challenges the way that people live
- 5.3.3 the good news is for the whole world, and for all people; God uses all kinds of people to share the good news
- 5.3.4 Understand Christians care for one another and participate in a Christian community.

**Students will realise:**

- 5.4.1 Christians understand the importance of worldviews, made up of, origin, meaning, morality, destiny.
- 5.4.2 the Bible teaches there is good and evil in the world, the Bible says that God is good and that humanity needs a saviour
- 5.4.3 Christians acknowledge that they are sinners who have fallen short of God's glory.
- 5.4.4 Christians are called to be good stewards of God's world
- 5.4.5 Christians trust in what Jesus has done for them and recognise him as Saviour and Lord

**ENGLISH**  
**Stage 5 - Year 9/10**  
**Assessment Schedule**

<b>Assessment</b>	<b>Task</b>	<b>Outcomes Assessed</b>	<b>Weighting</b>	<b>Due</b>
Assessment 1	Speaking Task	4, 6	20%	Term 1 Week 9
Assessment 2	Semester 1 Exam Reading Task Extended Writing Task	1, 3, 5, 7	20%	Term 2 Week 6
Assessment 3	Ad Campaign	2, 4	20%	Term 2 Week 9
Assessment 4	Viewing Task	1, 3	20%	Term 3 Week 9
Assessment 5	Semester 2 Exam Empathy Drama Task Novel/Viewing Essay	3, 5, 6, 8	20%	Term 4 Week 6

**Syllabus Outcomes**

A student

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

***Geography***  
***Stage 5 - Year 9/10***  
***Semester One 2021***  
***Assessment Schedule***

<b>Assessment</b>	<b>Task</b>	<b>Outcomes Assessed</b>	<b>Weighting</b>	<b>Due</b>
Assessment 1	Skills Test	GE5-1; GE5-2; GE5-7; GE5-8	30%	Term 1 Week 10
Assessment 2	Planning for Urbanisation	GE5-1; GE5-2; GE5-3; GE5-5; GE5-7;	30%	Term 2 Week 4
Assessment 3	Examination--skills and identified content including human well-being	GE5-1; GE5-2; GE5-3; GE5-4;	40%	Term 2 Week 6

**Syllabus Outcomes**

A student;

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

GE5-2 explains processes and influences that form and transform places and environments.

GE5-3 analyses the effect of interactions and connections between people, places and environments.

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

GE5-5 assesses management strategies for places and environments for their suitability.

GE5-6 analyses differences in human well-being and ways to improve human wellbeing.

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry.

GE5-8 communicates geographical information to a range of audiences using a variety of strategies.

**HISTORY**  
**Stage 5 - Year 9/10**  
**SEMESTER 2, 2021**  
**Assessment Schedule**

<b>Assessment</b>	<b>Task Type/Area</b>	<b>Outcomes Assessed</b>	<b>Weighting</b>	<b>Due</b>
Assessment 1	Rights and Freedoms Case Study--Freedom Rides Guided Research	HT5-1; HT5-2; HT5-3; HT5-4;HT5-5; HT5-6; HT5-8;HT5-9; HT5-10	30%	Term 3 Week 8
Assessment 2	<b>Examination</b> Skills and identified content	HT5-1; HT5-3; HT5-4; HT5-7	40%	Term 4 Week 5
Assessment 3	Australia's Contributions to International Popular Culture	HT5-1; HT5-2; HT5-4;HT5-6 HT5-7; HT5-9;	30%	Term 4 Week 7

**Syllabus Outcomes**

A student:

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

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

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

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

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

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

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

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

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

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

**Stage 5**  
**Mathematics**  
**Assessment Schedule 2021**

**Year 9**

<b>Assessment</b>	<b>Task</b>	<b>Outcomes Assessed</b>	<b>Weighting</b>	<b>Due</b>
Assessment 1	Topic test	MA5.2-1WM, MA4-5NA, MA5.1-8MG, MA5.2-11MG	25%	Term 1 Week 8
Assessment 2	Semester 1 Exam	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-11MG, MA5.1-5NA, MA5.2-7NA	25%	Term 2 Week 6
Assessment 3	Topic test	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-4NA, MA5.1-10MG, MA5.2-13MG, MA5.2-8NA	25%	Term 3 Week 8
Assessment 4	Semester 2 Exam	MA5.2-1WM, MA5.2-3WM, MA4-8NA, MA5.1-6NA, MA5.2-5NA, MA5.2-6NA, MA5.2-9NA,	25%	Term 4 Week 6

**Year 10**

<b>Assessment</b>	<b>Task</b>	<b>Outcomes Assessed</b>	<b>Weighting</b>	<b>Due</b>
Assessment 1	Topic test	MA5.2-1WM, MA4-5NA, MA5.1-8MG, MA5.2-11MG,	25%	Term 1 Week 8
Assessment 2	Semester 1 Exam	MA5.2-1WM, MA5.1-11MG, MA5.2-14MG MA5.1-5NA, MA5.2-7NA, MA5.3-6NA	25%	Term 2 Week 6
Assessment 3	Term 3 Exam	MA5.2-1WM, MA5.1-4NA, MA5.2-4NA, MA5.1-10MG, MA5.2-13MG, MA5.2-8NA	25%	Term 3 Week 8
Assessment 4	Semester 2 Exam	MA5.2-1WM, MA5.1-6NA, MA5.2-7NA, MA5.2-8NA, MA5.1-7NA, MA5.2-10NA, MA5.2-6NA	25%	Term 4 Week 6

**Syllabus Outcomes**

A student:

MA4-5NA operates with fractions, decimals and percentages

MA5.1-4NA solves financial problems involving earning, spending and investing money

MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships

MA5.1-7NA graphs simple non-linear relationships

MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms

MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

MA5.1-11MG describes and applies the properties of similar figures and scale drawings

MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events

MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions

MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems

MA5.2-3WM constructs arguments to prove and justify results

MA5.2-4NA solves financial problems involving compound interest

MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion

MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions

MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices

MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques

MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships

MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships

MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids

MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings

MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar

MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data

MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time

MA5.2-17SP describes and calculates probabilities in multi-step chance experiments

***PASS- Stage 5***  
***Year 9/10 2021***  
***Assessment Schedule***

<b>Assessment</b>	<b>Task</b>	<b>Outcomes Assessed</b>	<b>Weighting</b>	<b>Due</b>
Assessment 1	Human Body Systems Quiz	PASS5-1 PASS5-10	20%	Term 1 Week 10
Assessment 2	Semester 1 Exam	PASS5-1, PASS5-2 PASS5-10	30%	Term 2 Week
Assessment 3	Practical Exam or Certificate achieved	PASS5-5, PASS5-7, PASS5-9	25%	Term 3 Week 9
Assessment 4	Coaching plan (Exam)	PASS5-6, PASS5-8, PASS5-10	25%	Term 4 Week 6

**Syllabus Outcomes;**

A student:

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

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

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

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

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

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

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

PASS5-9 performs movement skills with increasing proficiency

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

***PDHPE***  
***Stage 5***  
***Assessment Schedule***  
***2021***

<b>Assessment</b>	<b>Task</b>	<b>Outcomes Assessed</b>	<b>Weighting</b>	<b>Due</b>
Assessment 1	Practical task	PD5-4 PD5-11	20%	Term 2 Week 1
Assessment 2	Semester 1 Exam	PD5-1 PD5-2	20%	Term 2 Week 5
Assessment 3	Practical practical assessment of group performance	PD5-5 PD5-10	20%	Term 3 Week 10
Assessment 4	Semester 2 Exam	PD5-6 PD5-8	20%	Term 4 Week 5
Assessment 5	Poster - promoting healthy living	PD5-7 PD5-2	20%	Term 3 Week 3

### **Syllabus Outcomes**

A student:

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

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

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

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

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

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

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

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

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

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

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

**Science**  
**Stage 5 - Year 9/10**  
**Assessment Schedule**

<b>Assessment</b>	<b>Task</b>	<b>Outcomes Assessed</b>	<b>Weighting</b>	<b>Due</b>
Assessment 1	Research Task	SC5-2VA, SC5-7WS, SC5-9WS, SC5-13ES, SC5-14LW	20%	Term 1 Week 9
Assessment 2	Semester 1 Exam	SC5-4WS, SC5-5WS, SC5-8WS, SC5-10PW, SC5-14LW, SC5-15LW	20%	Term 2 Weeks 5/6
Assessment 3	VALID10 OR Topic Test	All Outcomes	15%	Term 3 Week 7
Assessment 4	Student Research Project	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	25%	Term 4 Week 1
Assessment 5	Semester 2 Exam	SC5-5WS, SC5-7WS, SC5-8WS, SC5-12ES, SC5-15LW, SC5-17CW	20%	Term 4 Weeks 5/6

**Syllabus Outcomes**

A student:

SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

SC5-4WS develops questions or hypotheses to be investigated scientifically

SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, collaboratively and individually

SC5-7WS processes, analyses and evaluates data from first-hand investigation and secondary sources to develop evidence-based arguments and conclusions

SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion

SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

SC5-14LW analyses interactions between components and processes within biological systems

SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

***Textiles Technology***  
***Stage 5 - Year 9/10***  
***Assessment Schedule***

<b>Assessment</b>	<b>Task</b>	<b>Outcomes Assessed</b>	<b>Weighting</b>	<b>Due</b>
Assessment 1	Woven Piece	TEX5-4, TEX5-9, TEX5-10	20%	Term 1 Week 10
Assessment 2	Semester 1 Exam	TEX5-1, TEX5-3, TEX5-7	20%	Term 2 Week 6
Assessment 3	Presentation	TEX5-2, TEX5-3, TEX5-5, TEX5-8	20%	Term 3 Week 10
Assessment 4	Major Project	TEX5-4, TEX5-9, TEX5-10, TEX5-11,	20%	Term 4 Week 6
Assessment 5 (On Going)	Engagement and Productivity in Practical work (DF)	TEX5-6, TEX5-8, TEX5-12	20%	Ongoing throughout the year

**Syllabus Outcomes**

A student:

TEX5-1 explains the properties and performance of a range of textile items

TEX5-2 justifies the selection of textile materials for specific end uses

TEX5-3 explains the creative process of design used in the work of textile designers

TEX5-4 generates and develops textile design ideas

TEX5-5 investigates and applies methods of colouration and decoration for a range of textile items

TEX5-6 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use

TEX5-7 evaluates the impact of textiles production and use on the individual consumer and society

TEX5-8 selects and uses appropriate technology to creatively document, communicate and present design and project work

TEX5-9 critically selects and creatively manipulates a range of textile materials to produce quality textile items

TEX5-10 selects appropriate techniques and uses equipment safely in the production of quality textile projects

TEX5-11 demonstrates competence in the production of textile projects to completion

TEX5-12 evaluates textile items to determine quality in their design and construction

***Visual Arts***  
***Stage 5 - Year 9/10***  
***Assessment Schedule***

<b>Assessment</b>	<b>Task</b>	<b>Outcomes Assessed</b>	<b>Weighting</b>	<b>Due</b>
Assessment 1	Self Portrait Drawing	5.1, 5.6	20%	Term 1 Week 10
Assessment 2	Semester 1 Exam	5.9, 5.10	20%	Term 2 Week 6
Assessment 3	Artwork Response	5.7, 5.8	20%	Term 3 Week 10
Assessment 4	Major Artwork	5.2, 5.3	20%	Term 4 Week 6
Assessment 5 (On Going)	Engagement and Productivity in Practical work (VAPD)	5.4, 5.5	20%	Ongoing throughout the year

**Syllabus Outcomes**

A student:

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



Verity Christian College  
9 Stafford Road  
Griffith NSW 2680  
02 6964 9953

Date:

Dear Parent,

**OFFICIAL WARNING – Non-completion of a Stage 5 (Years 9 – 10) Course**

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

This course is mandatory for the award of the Record of School Achievement.

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

**Criteria for satisfactory completion of a course**

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

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

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform NESAs that the student has not satisfactorily completed the course.

\_\_\_\_\_ is not currently meeting one or more of these requirements.

**Opportunity to correct the problem**

The following tasks or requirements need to be completed by \_\_\_\_\_ to correct the problem.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date task was initially due	Action Required by Student	Date to be Completed by

**Action by parent/guardian**

To support \_\_\_\_\_ in meeting the course requirements, we request that you discuss this matter with her/him, and encourage and support her/him to carry out the required actions. If you have any questions about this matter, please contact \_\_\_\_\_.

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

(Class Teacher)

(AP/Principal)

\_\_\_\_\_

**Acknowledgement of Official Warning**  
**Please return to the school office**

I have received the letter advising me that \_\_\_\_\_ is in danger of not meeting the course completion requirements for \_\_\_\_\_.

I am aware that this is a mandatory course. I am aware that any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed', and that the student will not be eligible for the award of the Record of School Achievement, and may not be eligible to enter Preliminary (Year 11) courses.

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

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_



Faith | Learn | Lead

## Illness / Misadventure / Extension / Appeal Form

Use this form for failure to submit or complete an assessment task on time and/or when absence from assessment tasks due to illness, accident or other misadventure.

### Student Section *(Please fill out all details)*

Student Name: \_\_\_\_\_ Year: 9/10 *(please circle)* Date: \_\_\_\_\_

Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Assessment task name & number: \_\_\_\_\_ Weighting (%): \_\_\_\_\_

Reason for Appeal:  Illness  Misadventure  Other \_\_\_\_\_

Details:

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Amount of days requested for extension: \_\_\_\_\_

Student Signature \_\_\_\_\_ Parent/Carer Signature \_\_\_\_\_

Medical Certificate attached in support:  Yes  No Name of Doctor: \_\_\_\_\_

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### Teacher Section *(College use only)*

Class teacher recommendation:  Approved  Declined

Class Teacher's comment (if required) \_\_\_\_\_

Class Teacher's recommendation of days requested for extension: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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### Assistant Principal Section *(College use only)*

Copy to student and on file:  Yes  No

Approved Revised due date: \_\_\_\_\_

Declined Refer to Appeals panel  (Principal)

*Appeals Panel Decision:*

Extension without penalty  Set a substitute task

Give an estimate based on the evidence  Reason unacceptable, mark confirmed

Other (specify) \_\_\_\_\_

Copy to Assistant Principal:  Yes  No

Copy to Principal:  Yes  No

Assistant Principal signature \_\_\_\_\_

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