

Stage 4/5 DL Assessment Policy

Semester 2 - 2025



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Stage 4/5 Assessment Policy

1. ASSESSMENT NOTICE

1.1 Two weeks' notice will be given for each specific task. Details of the task will be given by class teachers. Two weeks' notice will also be given for variations to the published assessment dates or content of tasks.

1.2 Assessment tasks may take the form of a test, exam, field study, practical test, performance, oral presentation, written assignment or research task.

2. NON-ATTENDANCE/NON-SUBMISSION OF ASSESSABLE TASKS

2.1 A mark of zero will be given for non-attendance/late submission of an assessable task and an N-Award Warning Letter will be sent home, unless there is an acceptable reason and the proper procedure is followed (see Section 5).

2.2 If a student arrives late on an assessable task day or is absent from school without an acceptable reason (see Section 3) a mark of zero will be given. This includes visiting the site for completion of a field study.

2.3 Students should note that where they have been given a zero they should still complete and make a serious attempt at the assessment task so that they satisfy the course requirements.

3. ACCEPTABLE REASONS FOR NON-ATTENDANCE OR LATE SUBMISSION

The only satisfactory reasons for late submission or non-attendance are: Illness on the day the task is attempted/submitted, backed up by a medical certificate. Leave granted by the Principal or his/her authorised representative well before the date of the assessment task.

Misadventure - accidents or extreme non-medical problems that can be documented and/or verified.

4. NON-SERIOUS ATTEMPT OF ASSESSABLE TASKS

For a non-serious attempt of an assessable task an N-Award Warning Letter will be sent home and a mark of zero will be given. Students should note that where they have made a non-serious attempt they are still required to attempt the assessment task satisfactorily in order to complete the relevant course outcomes.

5. WHAT TO DO IF YOU ARE NOT AT SCHOOL ON THE DAY A TASK IS TO BE ATTEMPTED OR SUBMITTED AND YOU HAVE AN ACCEPTABLE REASON

Students absent from an assessment task due to illness must:

*Obtain a medical certificate that clearly states that the student has been affected by illness with specific dates stated. Ensure the doctor also completes the misadventure/illness appeal form.

*Advise the School reception or the relevant Head of Faculty by phone where possible, on the day of the assessment task if they are unable to attend. Do not ring the Year Advisor.

*Submit the medical certificate and misadventure/illness appeal form to a Deputy Principal on the first day of return to school.

*Complete an Illness/misadventure form on the first day of return to School, obtained from the Head of Faculty.

*On the first day of return to School, submit the assessment task or be prepared to attempt the replacement task.

6. MISBEHAVIOUR OR CHEATING DURING AN ASSESSABLE TASK

*If a student cheats during assessable tasks or examinations, home assignments, essays, projects or tests, a mark of zero will be awarded. The same may occur if a student misbehaves during an exam or assessment task. The student will also be subject to the school's discipline procedures.

*No mobile phones, MP3 players or similar electronic devices are to be brought into the room during an assessment task. If a phone rings or is seen during the task, this may be regarded as an attempt to cheat, and may result in a mark of zero.

7. PLAGIARISM

7.1 If students copy work from somewhere else, and do not give credit to that author, they have committed plagiarism. Any work that is plagiarised from an un-referenced source will not be accepted. If it is suspected that a student's work is not their own, they will be asked to prove that they are the author of the piece of writing and may be required to reproduce the work under exam conditions.

7.2 Penalties for Plagiarism:

At the discretion of the Head Teacher, zero marks will be awarded, and an N-Award Warning Letter will be sent home. The task will then have to be completed to the satisfaction of the teacher to avoid an N-Award in the subject. However, no marks will be awarded once this task is completed.

8. APPEALS

8.1 If a misadventure/illness application is not accepted for assessment task the Deputy Principal will explain the reasons to the student. The students will be awarded a zero mark and an N-Award Warning Letter will be sent home.

8.2 The student may appeal against the Deputy Principal's decision by lodging an appeal in writing with the principal within three school days of initial determination.

9. COMPLETION OF COURSE REQUIREMENTS

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

- a) followed the course developed or endorsed by the Board; 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 outcomes.

9.2 Expectations of Students:

*Students must attend all classes to satisfactorily complete the Preliminary courses. A minimum of 85% attendance is generally expected for students to achieve the outcomes of the course being studied.

*Unexplained absences, lateness and class attendance patterns will be reviewed to ensure that the students are meeting the course completion criteria and the minimum attendance requirements.

*Students whose attendance is called into question will be asked to prove to the principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. (ACE Manual August 1999).

*Students need to work through the syllabus including participation in class practical work, homework, oral presentations, assignments and examinations.

*Students must make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks, otherwise they will be deemed unsatisfactory in that course.

*Students who do not comply with the assessment requirements in any course will have neither a moderated assessment nor an examination mark awarded for that course. (ACE Manual August 1999).



DL1 (Stage 4)

Show Me The Money

DRIVING QUESTION: How does technology improve housing for the future?

PROJECT DESCRIPTION: This project allows you to research ways in which scientific knowledge and technological developments have led to finding solutions to contemporary issues such as energy efficient devices. You will explore the implications for society and the environment of some solutions to increase the efficiency of energy conversions and will debate intergenerational implications of using non-renewable resources. You will be involved in measurement and geometric mathematical topics. You must communicate with your peers to resolve issues about the selection of materials, design used and a whole range of often conflicting factors about functionality, comfort, and cost.

TASK NUMBER & PRODUCT NAME		OUTCOMES ASSESSED	RELATED LIFE SKILLS OUTCOMES	WEIGHT	DUE DATE
1	Building Sketch	SC4-2VA SC4-3VA SC4-8WS SC4-11PW MAO-WM-01 MA4-LEN-C-01 MA4-GEO-C-01	SCLS-2VA SCLS-3VA SCLS-8WS SCLS-11PW MALS-LEN-01 MALS-GEO-01	15%	Term 3 Week 6
2	Sustainable Building Model	SC4-2VA SC4-3VA SC4-8WS SC4-11PW MAO-WM-01 MA4-LEN-C-01 MA4-GEO-C-01	SCLS-2VA SCLS-3VA SCLS-8WS SCLS-11PW MALS-LEN-01 MALS-GEO-01	55%	Term 4 Week 1
3	Building brochure	SC4-2VA SC4-3VA SC4-8WS SC4-11PW MAO-WM-01 MA4-LEN-C-01 MA4-GEO-C-01	SCLS-2VA SCLS-3VA SCLS-8WS SCLS-11PW MALS-LEN-01 MALS-GEO-01	30%	Term 4 Week 4
		TOTAL		100%	



DL1 (Stage 4) Making Music

DRIVING QUESTION: How do I make music?

PROJECT DESCRIPTION: In this project, you will build upon your fundamental musical knowledge and skills in Performing, Composing and Listening. Students will apply these skills by creating a presentation on their musical influences, prepare an original composition and get an opportunity to learn and perform a piece of music, that they work on throughout the course.

TASK NUMBER & PRODUCT NAME		OUTCOMES ASSESSED	RELATED LIFE SKILLS OUTCOMES	WEIGHT	DUE DATE
1	Artist Analysis Presentation	Music: 4.7 4.8 4.9 4.10 4.11 4.12	Music: LS.7 LS.8 LS.9 LS.10	30%	Term 3 Week 9
2	Composition Task	Music: 4.4 4.5 4.6 4.10 4.11 4.12	Music: LS.4 LS.5 LS.6 LS.10	40%	Term 4 Week 2
3	Performance Task	Music: 4.1 4.2 4.3 4.9 4.12	Music: LS.1 LS.2 LS.10	30%	Term 4 Week 4
		TOTAL		100%	



DL1 (Stage 4) Interconnections

DRIVING QUESTION: How do things I buy cost others?

PROJECT DESCRIPTION: In this project, you will learn about the connections people have to places across a range of scales. You will examine what shapes people's perceptions of places and how this influences their connections to places. You will explore how transport, information and communication technologies and trade link people to many places. You will explain the effects of human activities, such as production, recreation, and travel, on places and environments in Australia and across the world and consider sustainability initiatives.

TASK NUMBER & PRODUCT NAME		OUTCOMES ASSESSED	RELATED LIFE SKILLS OUTCOMES	WEIGHT	DUE DATE
1	Information Report	EN4-RVL-01 EN4-ECA-01 GE4-3 GE4-4 GE4-7 GE4-8	ENLS-RVL-01 ENLS-ECA-02 GELS-3 GELS-4 GELS-7 GELS-8	100%	Term 3 Week 10
		TOTAL		100%	



DL1 (Stage 4) Spirited Away

DRIVING QUESTION: How is culture represented in anime?

PROJECT DESCRIPTION: The main intention of this introductory project is to introduce a variety of types of texts through a study of the film “Spirited Away”. In this project students will watch “Spirited Away” and consider how Japanese culture is represented in the movie. They will create a character profile and manga based on the movie.

TASK NUMBER & PRODUCT NAME		OUTCOMES ASSESSED	RELATED LIFE SKILLS OUTCOMES	WEIGHT	DUE DATE
1	Character Profile from Movie	ML4-UND-01 EN4-URB-01	MLLS-UND-01 ENLS-URB-01	50%	Term 4 Week 2
2	Spirited Away Manga	EN4-ECA-01 ML4-CRT-01 VA-4.4 VA-4.5 VA-4.9	ENLS-ECA-02 MLLS-CRT-01 VA-LS.4 VA-LS.5	50%	Term 4 Week 4
		TOTAL		100%	



DL2/DL3 (Stage 5)

Let's Race

DRIVING QUESTION: What mathematical & physical factors are behind international racetracks?

PROJECT DESCRIPTION: In this project, you will design and build your own scale version of a famous racetrack. You will research different racetracks and the variations to vehicles and to racing tracks. You will examine the interrelationship of speed, distance and time and reflect on the impact these mathematical concepts have on the design of racetracks.

TASK NUMBER & PRODUCT NAME		OUTCOMES ASSESSED	WEIGHT	DUE DATE
1	Mathematical plans	MA5-ARE-C-01 MA5-ALG-C-01 MA5-RAT-P-02 MA5-EQU-C-01 MA5-GEO-C-01	40%	Term 3 Week 10
2	Racetrack model	MA5-RAT-P-02 MA5-EQU-C-01 MA5-GEO-C-01	60%	Term 4 Week 4
		TOTAL	100%	



DL2/DL3 (Stage 5)

Investigating with Numbers

DRIVING QUESTION: How do we represent what we learn?

PROJECT DESCRIPTION: In this project, you will develop skills necessary to identify and understand number patterns in their environment. Additionally, this project will provide you with various strategies for organising, manipulating and communicating numerical observations enabling you to share these observations in a range of tabular and graphical formats.

TASK NUMBER & PRODUCT NAME		OUTCOMES ASSESSED	RELATED LIFE SKILLS OUTCOMES	WEIGHT	DUE DATE
1	Student survey data collection	MA4-INT-C-01 MA4-DAT-C-02 MA4-DAT-C-01 MA3-RN-03	MALS-REP-01 MALS-DAT-02 MALS-DAT-01 MALS-DEP-01	20%	Term 3 Week 9
2	Self-Devised Table and Graph	MA4- INT-C-01 MA4-DAT-C-02 MA4-DAT-C-01 MA3-RN-03	MALS-REP-01 MALS-DAT-02 MALS-DAT-01 MALS-DEP-01	40%	Term 4 Week 2
3	DL Census report	MA4- INT-C-01 MA4-DAT-C-02 MA4-DAT-C-01 MA3-RN-03	MALS-REP-01 MALS-DAT-02 MALS-DAT-01 MALS-DEP-01	40%	Term 4 Week 4
		TOTAL		100%	



DL2/DL3 (Stage 5)

Australians at War

DRIVING QUESTION: What causes war?

PROJECT DESCRIPTION: In this project, you will learn about the history of World War One and World War Two. The world experienced a period of industrialisation, nationalism, expansionism and imperialism. The period culminated in World War I (1914–1918) and the failures of its peace treaties led to World War Two (1939-1945). Your class will research and learn about one World War and then you will independently research the other. Your product you will create will be a website which outlines the causes of the war.

TASK NUMBER & PRODUCT NAME		OUTCOMES ASSESSED	WEIGHT	DUE DATE
1	Source analysis	HT5-1 HT5-5	50%	Term 3 Week 8
2	Historical report	HT5-4 HT5-7 HT5-8 HT5-9 EN5-RVL-01 EN5-ECB-01	50%	Term 4 Week 4
		TOTAL	100%	



DL2/DL3 (Stage 5)

Bake It

DRIVING QUESTION: Can you bake it to make it?

PROJECT DESCRIPTION: In this unit you will explore a range of baked products and examine the elements of small-scale and large-scale baking. You will plan and prepare a range of pastry items for different occasions. The study of “Bake It” provides students with a broad knowledge and understanding of ingredients used in baking and explains why baking is different to cooking. It addresses the importance of hygiene and safe working practices.

TASK NUMBER & PRODUCT NAME		OUTCOMES ASSESSED	RELATED LIFE SKILLS OUTCOMES	WEIGHT	DUE DATE
1	Event Planning Documents	FT5-4 FT5-9	FTLS-2 FTLS-6	40%	Term 4 Week 3
2	Cooking exhibition	FT5-1 FT5-5 FT5-10	FTLS-1 FTLS-2 FTLS-8	60%	Term 4 Week 4
			TOTAL	100%	



DL2/DL3 (Stage 5)

D&D Being Dramatic

DRIVING QUESTION: How does an actor prepare for the stage and the screen?

PROJECT DESCRIPTION: In this project you will investigate and enact a wide range of theatrical forms, styles and acting methods. You will explore the elements of drama through Dungeons and Dragons, performances, stage fighting, and special effects. Through critical reflection and acquiring understanding, knowledge, and skills, you will respond to the ideas and dramatic works of others by creatively and collaboratively developing your own ideas into dramatic action for performance.

TASK NUMBER & PRODUCT NAME		OUTCOMES ASSESSED	WEIGHT	DUE DATE
1	Character Profile with Reflection	Drama: 5.1.2 5.2.1 5.3.3	50%	Term 3 Week 9
2	Dungeons and Dragons Group Film	Drama: 5.1.3 5.2.3 5.1.4	50%	Term 4 Week 4
		TOTAL	100%	



DL2/DL3 (Stage 5)

Doctor Doctor 1

DRIVING QUESTION: What do I do in an emergency?

PROJECT DESCRIPTION: This project introduces you to the human body and its systems. You will discover how each works together to keep you healthy and what to do if something goes wrong. This project includes exploring human body systems and applying medical first aid.

TASK NUMBER & PRODUCT NAME		OUTCOMES ASSESSED	RELATED LIFE SKILLS OUTCOMES	WEIGHT	DUE DATE
1	Working injury model presentation	SC5-8WS SC5-9WS PD5-9	SCLS-8WS SCLS-9WS PDLS-10	100%	Term 4 Week 4
		TOTAL		100%	



DL2/DL3 (Stage 5)

Personal Interest Project (PIP)

DRIVING QUESTION: How can we create meaningful learning experiences that connect our passions to the real world?

PROJECT DESCRIPTION: Welcome to this exciting project! Forget the usual one-size-fits-all approach to learning. In this project, we're shaking things up. You'll dive into topics that genuinely interest you, working closely with your teacher. And guess what? Your project won't just stay in the classroom—it'll connect to the real world! Your progress will be based on the awesome work you produce. Plus, you'll be part of a self-teaching community, fuelled by passion, real-world experiences, and personalised pathways guided by mentors.

TASK NUMBER & PRODUCT NAME		OUTCOMES ASSESSED	WEIGHT	DUE DATE
1	Project Proposal	This product is not linked to a syllabus.	30%	Term 3 Week 6
2	The Thing	This product is not linked to a syllabus.	50%	Term 4 Week 2
3	Project Reflection	This product is not linked to a syllabus.	20%	Term 4 Week 4
		TOTAL	100%	



DL2/DL3 (Stage 5) Old School So Cool

DRIVING QUESTION: How does music shape a generation?

PROJECT DESCRIPTION: In this project (History/English), students will learn explicitly about the 1990's through a variety of texts and use this as a platform to explore the way popular culture has contributed to Australian culture and way of life. They create two products: a digital advertisement for a popular 90s product and an essay exploring music in the 90s and how it has shaped a generation.

TASK NUMBER & PRODUCT NAME		OUTCOMES ASSESSED	RELATED LIFE SKILLS OUTCOMES	WEIGHT	DUE DATE
1	Essay	EN5-URB-01 EN5-ECA-01 HT5-1 HT5-6	ENLS-URB-01 ENLS-ECA-02 HTLS-4 HTLS-8	50%	Term 4 Week 3
2	Digital Advertisement	EN5-ECB-01 EN5-ECA-01 HT5-10	ENLS-ECB-01 ENLS-ECA-02 HTLS-13	50%	Term 4 Week 4
		TOTAL		100%	



DL2/DL3 (Stage 5)

Something Wicked

DRIVING QUESTION: Why do you think Shakespeare is still relevant today?

PROJECT DESCRIPTION: You will complete a study of Shakespeare's 'Macbeth'. In this project you are introduced to the English essay and have a project where you present your understanding through composing an essay and creating a theatre poster.

TASK NUMBER & PRODUCT NAME		OUTCOMES ASSESSED	WEIGHT	DUE DATE
1	Essay	EN5-URA-01 EN5-URB-01	70%	Term 4 Week 3
2	Theatre Poster	EN5-ECA-01	30%	Term 4 Week 4
		TOTAL	100%	



DL2/DL3 (Stage 5)

Survival of the Fittest

DRIVING QUESTION: How can we solve world hunger?

PROJECT DESCRIPTION: In this project, you will work in pairs to create a Non-Government Organisation (NGO) which aims to combat a food insecurity issue of your choice. As your final product, you will create an NGO action plan, print and multimedia advertisements, and a booth to display your work.

TASK NUMBER & PRODUCT NAME		OUTCOMES ASSESSED	RELATED LIFE SKILLS OUTCOMES	WEIGHT	DUE DATE
1	NGO Action Plan	GE5-4 GE5-6 GE5-7 GE5-8	GELS-4 GELS-6 GELS-7 GELS-8	40%	Term 3 Week 8
2	NGO Print Advertisements	GE5-6 GE5-8	GELS-6 GELS-8	25%	Term 3 Week 10
3	NGO Multimedia Advertisements	GE5-6 GE5-8	GELS-6 GELS-8	25%	Term 4 Week 2
4	Booth Presentation	GE5-8	GELS-8	10%	Term 4 Week 4
		TOTAL		100%	



DL2/DL3 (Stage 5)

The Martian

DRIVING QUESTION: What does it take to survive?

PROJECT DESCRIPTION: This project allows you the opportunity to explore whether life can or does exist beyond our Solar System. You will learn about the Big Bang, the formation of planets and stars and determine the requirements for life on Earth. In this project you will examine the requirements for plant growth and reproduction, including the role of pollinators such as European and native bees. You will design and implement a solution to a real-world problem and compose a persuasive text on a topic related to the colonization of Mars. This project is designed to help you develop the skills to think critically and communicate scientifically.

TASK NUMBER & PRODUCT NAME		OUTCOMES ASSESSED	WEIGHT	DUE DATE
1	Fieldwork Solution	SC5-2VA SC5-3VA SC5-12ES SC5- 14LW SC5-8WS	50%	Term 3 Week 10
2	Persuasive Text	SC5-7WS SC5-9WS	50%	Term 4 Week 4
		TOTAL	100%	