

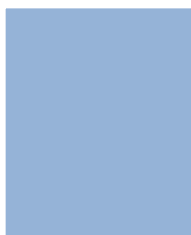
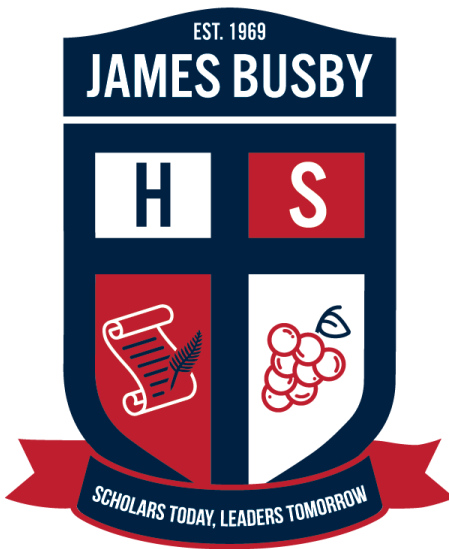
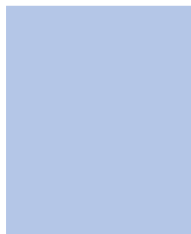
JAMES BUSBY HIGH SCHOOL

YEAR 7

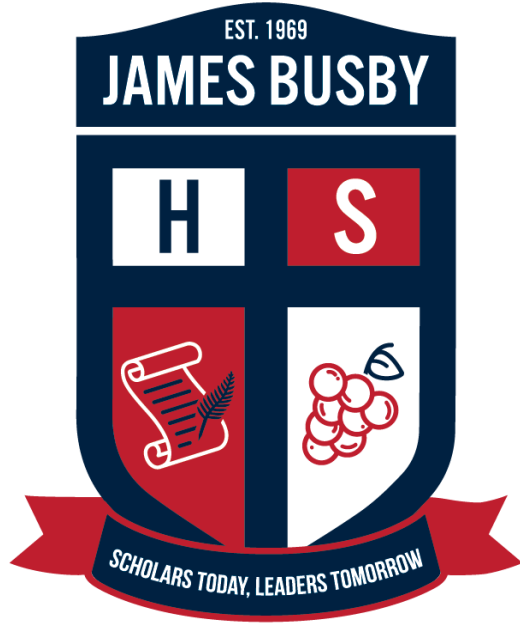
ASSESSMENT BOOKLET

2022

**THIS ASSESSMENT BOOKLET SHOULD BE READ IN CONJUNCTION WITH THE  
JBHS ASSESSMENT POLICY 2018 (Amended June 2021)**



# SCHOOL VISION STATEMENT



James Busby High School aims to provide a safe and caring environment where positive relationships are respected and valued across the whole school community. Students are provided with a diverse range of learning experiences within a dynamic, innovative and creative environment. Quality teaching is our core business where all student achievement is actively promoted and valued.

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# ASSESSMENT PROCEDURES

## **JBHS ASSESSMENT POLICY 2018**

The following information is taken from the *JBHS Assessment Policy 2018*. As such, all 'Assessment Procedure' headings are as per this policy. Numbers linked to headings indicate the section of the policy.

### **WHERE CAN MORE INFORMATION BE FOUND?**

Students should download and read the *James Busby High School Assessment Policy (2018)*. This extensive document includes details of all expectations, rules and requirements related to assessment at this school. It provides additional information about all of the information contained in the booklet and covers Department of Education, NESA and James Busby High School policy.

A copy can also be requested from the Head Teacher Secondary Studies.

## **4. SCHOOL BASED ASSESSMENT**

### **4.1 What is the Purpose of School-based Assessment?**

The purpose of school-based assessment is to provide an indication of each student's achievement in a wider range of syllabus objectives than those measured by formal examinations such as the HSC examination. This assessment allows due weight to be given during a course to a student's achievements which, although evident to the class teacher, may not be adequately assessed in an external examination alone. Therefore, assessment covers both examination and non-examination objectives.

### **4.2 Formative Assessment**

Formative assessment occurs during the delivery of a course and it gives direct feedback to the teacher and student concerning student progress. This form of assessment does not usually contribute toward the final assessment mark but is equally important in providing a conceptual understanding of the subject matter. Formative assessment also includes ongoing and informal observation, evaluation and assessment by the class teacher.

Teachers at JBHS will employ a range of formative assessment to provide ongoing information to staff, parents and students about student progress and required areas for additional focus or revision. Formative assessment practices are especially important in courses where opportunities for summative assessment are limited through time, opportunity or specific stage-based caps.

### **4.3 Task Numbers and Caps**

Except for in circumstances where an individual course or syllabus requires otherwise, or where exceptions under Section 4.3.1 dictate, the following caps will be adhered to in terms of the number of formal school-based assessment tasks that students may be asked to complete:

- Year 7 – 3 Tasks
- Year 8 – 3 Tasks
- Year 9 – 4 Tasks
- Year 10 – 4 Tasks
- Year 11 – 3 Tasks
- Year 12 – 4 Tasks

#### **4.3.1 Task Numbers and Caps for 100 Hour or Equivalent Courses**

Stage 4 and 5 courses with a total period allocation of fewer than five in a cycle will be capped at two tasks.

Stage 6 courses with a total period allocation of fewer than five in a cycle (1 Unit courses), including 'on-timetable' and 'off-timetable' lessons, will be capped at two tasks.

## **4.4 Assessment-Free Weeks**

Certain weeks in the school diary will be designated as 'assessment-free'. These are weeks during which NO assessment tasks will be scheduled or held for either a specific year group or the entire school. Assessment-free weeks are required for two purposes:

- To allow a cohort adequate time before major examinations to prepare through study.
- To allow for disability provisions to be available for all eligible students across the school, which would not be otherwise possible during major examinations.

Assessment-free periods will be maintained for all subjects, irrespective of whether any student in the subject or scheduled examination requires disability provisions.

### **4.4.1 Assessment-Free Schedule**

The following schedule of assessment-free weeks will be maintained during planning of assessment schedules and delivery of assessment tasks:

<b>Term</b>	<b>Week</b>	<b>Cohort</b>	<b>Purpose</b>	<b>Exceptions</b>
3	4	Year 12	Trial HSC Exam Preparation	Year 7-11
3	5	Years 7-12	Trial HSC Examinations	None
3	6	Years 7-12	Trial HSC Examinations	None
3	8	Year 11	Preliminary Course Exam Preparation	Years 7-10 & 12
3	9	Years 7-12	Preliminary Course Examinations	None
3	10	Years 7-12	Preliminary Course Examinations	None
4	1-2	Years 7-12	Stage 5 (Year 10) Examinations	None
4	4	Year 9	Stage 5 (Year 9) Exam Preparation	Years 7-8 & 10-12
4	5	Years 7-12	Stage 5 (Year 9) Examinations	None
4	7-10	Years 7-11	Cut-off dates for NESAs & JBHS Reporting	HSC Courses

## 5. ASSESSMENT PROCEDURES – NOTIFICATION OF TASKS

### 5.1 How Will Students Know about Assessment Tasks?

Students will be notified of all assessment tasks both at the beginning of a course and at least two weeks before each assessment task. This will be achieved through the creation and distribution of:

1. Assessment Booklets at the beginning of each year and
2. Assessment Schedules for each course and
3. Assessment Notifications at least two weeks before each assessment task.

#### 5.1.1 Assessment Booklets

Students will be informed of the week in which all Assessment Tasks, including examinations, will be held for the entire year through the year-group-specific *Assessment Booklet*. This booklet will contain:

1. A summary of the key features of the JBHS Assessment Policy
2. Details of assessment procedures and rules
3. An Assessment Schedule for every course
4. Course and stage-specific information such as electives, exams and VET courses
5. Appendices containing samples of forms referred to in this document and required by students for assessment purposes
6. Assessment Planners for students to create their personalised Assessment Diary.

#### 5.1.2 Assessment Schedules

Every course will have an Assessment Schedule prepared for and distributed to students. These Assessment Schedules will be published in the annual year-group-specific Assessment Booklet, but classroom teachers may still hand out and discuss the schedule in a class setting to confirm understanding of the schedule. This practice will be at the discretion of the individual teacher or faculty.

All Assessment Schedules will be created and distributed using the common '*JBHS Assessment Schedule*' proforma to ensure consistency and clarity for students and parents / guardians.

Assessment Schedules will include a list of tasks to be assessed during the course, with the following information clearly provided for each course:

- a) **Nature of Task** – The type of task, such as an essay, speech, examination, etc.
- b) **Task Details / Content** – The topics or syllabus content area(s) or dot-points expected to be covered in the task.
- c) **Date of Task** – A specific term and week. More specific dates and/or periods will be identified in the *Assessment Notification* provided to students.
- d) **Outcomes Assessed** – A list, in simple numerical form, of the course outcomes to be assessed in the task.
- e) **Components/Modes** – A mark breakdown of the components or modes of the course being assessed, as stated in individual course syllabus documents. These components or modes will be different for each course but could include components such as “Knowledge and Understanding, Tools and Skills, Research and Fieldwork and Communication of Ideas” or “Speaking, Reading, Writing and Listening” as two examples.

- f) **Total Weighting** – The total weighting or percentage of available course marks allocated to each specific task. All weightings will add up to a total of 100% for 2 Unit subjects and 50% for Extension subjects.
- g) **Course Outcomes** – A list of all course outcomes, providing labels and full outcomes.

### **5.1.3 Assessment Notification**

Students in all year groups will be given **at least two weeks written notice** of Assessment Tasks and the outcomes to be assessed by the task. This notice will be provided by classroom teachers by use of an official '*Notification of Assessment*'.

It is the student's responsibility to be alert to the notification of tasks. In cases of any absence from school, students will need to check with their teachers on the first day of their return regarding the issuing of tasks. Again, this is the student's responsibility. As a guide, students should refer to their stage/year-specific *Assessment Booklet* to identify the timing of assessment tasks and, therefore, Assessment Notifications. Where a student does not seek this information, the class roll indicating the student's absence will act as evidence of the notification process and the student's failure to seek this notification. Where possible, teachers should attempt to inform students returning from an absence of any assessment material they have missed.

All Assessment Notifications will be created and distributed using the common "*JBHS Assessment Task Notification*" proforma to ensure consistency and clarity for students and parents / guardians.

Assessment Notifications will include:

1. The **name of the course** being assessed.
2. The **faculty** in which the course is taught.
3. The **task number**, as outlined in the Assessment Schedule.
4. A **description of the type** or nature of the task.
5. A **Specific due date** (week, term, date and, where possible, period.) Where a task is due on different days for different classes, details will be given for the due day and period for each individual class, but this can appear on one notification. If the task is an ongoing practical task, a range of dates will be provided including the start and end date as a minimum.
6. The **task weighting** (% of course marks available) and **task marks** (total out of which the task will be marked).
7. A list of the **specific outcomes being assessed**. These outcomes will reflect the outcomes listed in the initial Assessment Schedule.
8. A **task description**, outlining specific details of the task.
9. A **procedure or set of instructions** outlining steps required for the completion of the task. This could be provided as a set of 'Submission Requirements'.
10. An outline of the means by which **feedback** will be provided.
11. An acknowledgment that **Disability Provisions** requirements have been addressed.
12. Specific **marking guidelines and criteria** with a breakdown of student achievement plotted against a resulting band and/or marks awarded for the achievement. Criteria will include a dot point summary of student achievement required for questions of appropriate mark value.
13. A reminder of the **consequences of failing to follow fundamental assessment rules** as stated in this policy.
14. **Other important information** relevant to the faculty, course or task being assessed.



15. A **return slip to be completed, signed and returned to the teacher**. This return slip will be retained at a faculty level as evidence that notification has been provided to students.
16. A **'Notice of a Change to this Assessment Task'** in any case where details of the task have changed from the original Assessment Schedule.

As outlined above, where a task will be held for a range of classes over a period of days, the notification will provide a date and, where appropriate, a period, for each individual class. If the task is an ongoing practical task, a range of dates will be provided including the start and end date as a minimum.

If a teacher is absent on the day that an Assessment Notification is due to be distributed to students, the minimum two weeks' notice will be maintained. For this reason, the notification will either be handed out by the Head Teacher on the specified date or will be handed out by the teacher on his/her return, with a *Notification of a Change to an Assessment Task* attachment indicating the new due date for the task at least two weeks after the distribution of the notification. If the absence does not lead to a breach of the two-week notice rule, then the notification will be distributed on the teacher's return and the original due date will stand.

#### **5.1.4 Notification of a Change to an Assessment Task**

In some circumstances, an amendment may need to be made to a planned assessment task. This will be avoided where possible but may be required in instances when a school event clashes with a published date, course progress requires a change to a task or a range of other operational, educational or personnel reasons where a change of date is required. Teachers and Head Teachers are required to make every effort to avoid creating unfair workloads on students by moving assessment tasks to a time where other tasks are already due. This should be done through negotiation with the class(es) impacted.

#### **All changes to assessment dates must be approved by the Head Teacher.**

Where the details of an assessment task need to be changed, students will be provided with an official "*Notice of a Change to an Assessment Task*" notification. This notification will be distributed as part of the Assessment Notification, a minimum of two weeks before the published date of the task and will include:

1. An **outline of the change** required
2. A **statement of compliance** with other aspects of assessment policy
3. A **return slip to be completed, signed and returned to the teacher**. This return slip will be retained at a faculty level as evidence that notification has been provided to students.

Just as it is a student's responsibility to check if they have missed an Assessment Notification in cases of absence, it is also his/her responsibility to ask if a Change to an Assessment Task notification has been distributed. This should be done by the student in the normal course of checking what a s/he has missed during an absence from school. Where a student does not seek this information, the class roll indicating the student's absence will act as evidence of the notification process and the student's failure to seek notification. Where possible, teachers should attempt to inform students returning from an absence of any assessment material they have missed.

The school reserves the right to declare an assessment task null and void and set the task again for all students where there is doubt as to the validity of the setting, submission or marking of the

tasks. This situation will be rare and will be determined only by the Principal. Students will be given reasonable warning of such a decision by the Head Teacher, Deputy Principal or Head Teacher Secondary Studies.

## **6. ASSESSMENT PROCEDURES – COMPLETING & SUBMITTING TASKS**

### **6.1 Do Students Have to Complete All Assessment Tasks?**

Yes. The Department, NESAs and JBHS all expect that a serious attempt be made on all assessment tasks. In addition, it is a requirement of Stage 5 and Stage 6 courses that tasks that make up a total of “in excess of 50% of available course marks” must be completed with a serious attempt, otherwise the student may be ‘N’ Determined in that course and may be at risk of not achieving the credential available at the end of that course or stage.

### **6.2 Submission of Assessment Tasks**

All assessment tasks must be submitted by the due date as indicated in the Assessment Notification. If students fail to comply then they will be penalised according to details in Section 7.2. A student may submit an assessment task ahead of the due date in the manner outlined in the task notification.

#### **6.2.1 Submitting Tasks Electronically**

Submission of assessment tasks by electronic means can only occur with specific and prior arrangement with the Head Teacher or subject teacher concerned, unless the task specifically requires it. Where submission by electronic means is a requirement of the task, then the task must be submitted in this way unless other arrangements have been negotiated with the teacher. Teachers should be mindful of issues regarding access to technology when considering negotiating alternative arrangements for a task to be submitted. Equity issues will be considered in such cases.

Inability to submit a task in the manner required in the task, whether submission is to be electronic or physical, is not an excuse for late submission or non-submission, nor is it grounds for appeal. A student must deal with these issues via discussion with the teacher before the due date.

#### **6.2.2 Student Responsibility in Submitting Tasks**

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the teaching and learning process.

Students are expected to be organised enough to submit a task in person, in the manner specified and on time. Reasonable attempts must be made to submit a task to the class teacher or other teacher as designated on the Assessment Notification. Only after these reasonable attempts are made and fail may a student submit the task to the Head Teacher of the faculty, who will note the time and date of submission. The definition of a “reasonable attempt” in this context will be at the discretion of the Head Teacher of the faculty.

Tasks that are simply left on a teacher’s desk or are given to another person to submit cannot be assumed to have been submitted on time, except in circumstances covered in Section 6.3.5.

### **6.2.3 Submitting a Task – Time of Day**

Assessment tasks (other than class tasks) must be submitted in the period allocated by the teacher on the due date or, ONLY if the teacher has given this approval to the entire cohort, by the end of the last scheduled lesson for the day. Submission after this time will result in the task being classified as late and will incur a late penalty as outlined below.

### **6.2.4 Partial Absence on the Day of or Absence the Day Before an Assessment Task**

For matters of procedural fairness, a student is not permitted to be absent from school for part of the school day if there is an assessment task to be submitted or completed in class later in that day. This scenario would create an unfair advantage in terms of additional preparation time for the student concerned when they should, in fact, be engaged with their learning in the classroom.

If a student is absent for part of the school day in these circumstances, then normal processes around penalties, Applications Due to Illness or Misadventure and evidence apply. Normal processes for late submission or non-submission of tasks will apply, as outlined in Section 7. Evidence must be provided to explain the absence.

If a student is absent from school the day before an assessment task is due, then this should be noted by the teacher. If this pattern of absence occurs for a second time, the teacher has the right to ask the student to follow normal processes around penalties, Applications Due to Illness or Misadventure and evidence. In this case, normal processes for late submission or non-submission of tasks will apply, as outlined in Section 7. Evidence must be provided to explain the absence.

A student is not permitted to be absent from class to work on an assignment where the remainder of the cohort is not afforded this opportunity. A student is not, for example, permitted to be working on an assessment task instead of attending regular lessons.

### **6.2.5 Absence on the Day of an Assessment Task Due to a School Activity**

At times, a school sanctioned activity may clash with a scheduled assessment task. Where possible, clashes will be avoided by ensuring staff who are arranging final dates for assessment tasks check the school calendar for school-organised events and by staff organising school events at short notice checking the school calendar for scheduled assessment tasks. Tasks or events already organised and communicated will take precedence over tasks or events being organised.

Where a clash is unavoidable, due to outside agencies dictating required dates for example, then the teacher organising the activity will need to negotiate a submission strategy with the course teacher for any students impacted by the clash. This could include a revised date, time or submission method for the assessment task. All assessment tasks will still be submitted, however.

No school-sanctioned events or activities will be organised for days during scheduled examination periods.

### **6.2.7 Absence Due to a Religious Festival**

Where a religious festival falls on a day not gazetted as a NSW public holiday, provisions will be put in place to allow alternative submission of tasks due during the period of the religious festival.

In this policy, an event will be regarded as a “religious festival” involving a student if:

1. the school (the Principal or Principal’s Delegate) is able to verify the nature of the event as being of religious significance to the community or a part of the community and
2. the event typically requires a day or days away from work or school to participate in celebrations related to the religious event and
3. a student is able to demonstrate their adherence to a religion participating in this event, typically supported by school enrolment information and/or a note from home.

Where a religious festival prevents a student from attending school to submit or sit an assessment task, the student will still submit or sit the task, but will do so according to the decision of the principal or principal’s delegate. This could mean submitting or sitting the task:

- by proxy or electronically,
- prior to the religious festival or
- immediately after the religious festival, on the first day of return to school (default).

A decision on which method is to be used will apply to all students impacted and will, by default, be to allow the task to be submitted or sat after the religious festival has concluded.

Where possible, assessment tasks should not be scheduled for any day during an expected religious festival.

### **6.2.8 Submission of a Task by Proxy**

In extreme circumstances, where a student is absent from school with a genuine reason and still wishes to submit the task on time, s/he may choose to have a task submitted by a parent, sibling or peer. In this case, the proxy selected to submit the task must do so at the beginning of the school day. The task will be signed by a member of the office staff and have the time it was submitted recorded. Tasks submitted by proxy after the start of the school day will be treated as late and normal processes around penalties, Applications Due to Illness or Misadventure and evidence apply, as outlined in Section 7.

Where a student is absent from school with a genuine reason and still wishes to submit the task on time, s/he may choose to deliver the task to the front office to be passed to the teacher. In this case, the student must submit the task at the beginning of the school day and request that the office staff time-stamp and sign the front of the assessment task. Tasks submitted by an absent student after this time or tasks that have not been time-stamped and signed will be treated as late and normal processes around penalties, Applications Due to Illness or Misadventure and evidence apply, as outlined in Section 7.

Generally, however, if a student is well enough to submit a task in person, then they would be considered well enough to attend school. No student is expected to risk their own health or safety to submit a task on time.

### **6.2.9 Reasonable Expectations for Submitting a Task – Risk to Health and Safety**

There is no expectation that a student will risk their own health or safety to submit or sit an assessment task. If a student is genuinely ill, if there is any risk that a student’s health may be negatively impacted, if an illness may become significantly worse or if a student’s safety is at risk by submitting or sitting an assessment task, the expectation is that the student would submit or sit the task on their return to school and that the Application Due to Illness or Misadventure process be followed, as outlined in Section 7.3.

## **6.3 Tasks Completed Over a Number of Periods**

Some tasks will require a number of periods to be completed by an entire cohort. These will generally be tasks of a more practical nature, rather than hand-in assignments, class tests or examinations. Such tasks could include:

- oral or performance tasks,
- group tasks, or
- practical works.

For details about submitting or completing these tasks, refer to Section 6.4.3.

### **6.3.1 Oral or Performance Tasks**

Students must be ready to present oral/performance assessment tasks on the specified due date. Students must show their teacher evidence that the task has been completed and is ready for presentation on the due date.

This may take the form of a written submission of what will be presented orally, inspection of a copy of the speech or script for the performance or submitting a PowerPoint that will constitute the presentation component of a task. No additions or amendments may be made after this time.

In many cases, the actual oral/performance presentations by students may take several periods over a number of days. On the specified day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students must complete the task during the specified time. They may not negotiate a later time to gain an unfair advantage over other students and may not continue to work on the task after the first period of presentations.

### **6.3.2 Group Tasks**

Group tasks are to be completed on the specified due date. If a group member is away, the teacher or marker will decide on the most appropriate course of action. This may include the completion of the task by the remaining group members, in which case their component will be marked, or a postponement of the task until the entire group is present. Either course of action requires the completion of the correct procedures for the student being absent from a task, including the supply of appropriate documentary evidence to explain the absence. See Section 7 for specific details about this process.

In cases where group tasks are presented over a number of periods, the same rules apply as for oral or performance tasks.

### **6.3.3 Stage 4 Major Works or Practical Tasks with a Number of Components**

NESA guidelines clearly identify that, where limits apply to the number of assessment tasks in a Stage 5 or Stage 6 course, no task can be made up of multiple components that could be interpreted as separate tasks. At times, however, a Stage 4 practical subject may require smaller practical components to be delivered to make up the entirety of the assessment task. In these cases, Assessment Schedules and Assessment Notifications will clearly indicate the timing of and marks allocated for each component.

In such cases, individual components will be submitted on the specified due date and, in the case that a component is not submitted, that component will be deemed late or not completed. Other components may still be submitted on time and marked, but the sum of the task submission must represent a “reasonable attempt”, or the entire task will be deemed a “non-serious attempt”. A reasonable attempt in these circumstances would typically constitute the submission of components attracting a mark in excess of 50% of the total mark.

### **6.3.4 Practical Works**

NESA rules clearly state that all Higher School Certificate Practical Works must be submitted by a specific time and a specific date. No work is to be completed after this time, even where works are not collected or marked until a later date.

James Busby High School deems these rules to cover all major works completed for formal assessment in every subject and in every cohort. That is, practical works that form part of a formal assessment process for courses from Years 7-12 will be submitted by the due date and, if specified, the due time, even in circumstances where the task is not marked until sometime later.

Students should not be removed from other classes to complete practical works and will not be removed for this purpose without the specific consent of the teacher and Head Teacher of the subject impacted. It is an expectation that students will complete practical works for all subjects in the timetabled class time of that subject, at home, or in designated break times as arranged with teachers of those practical subjects.

## **6.4 Malpractice**

Malpractice is dishonest behavior by a student which provides an unfair advantage over others. Malpractice is not acceptable from any student in any year group and clear and serious consequences will result if malpractice is found to have occurred, as outlined below.

### **6.4.1 Malpractice in a Test or Examination**

A zero mark will be recorded for malpractice in those tests or examinations which are Assessment Tasks.

Malpractice in a test or examination is defined as failure to comply with examination requirements, including:

- failure to follow a teacher or supervisor’s instructions,
- communicating with other students during the test or examination,
- disturbing the work of other students or the test or examination itself,
- cheating by reference to other’s work or to prepared work brought into the test or examination and
- taking unauthorised equipment, devices or materials into a test or examination room.

No books, papers, notes, MP3 players, mobile phones or equipment other than that permitted by the teacher or supervisor may be taken into the test or examination room. Approved calculators or electronic translators for specifically identified tests or examinations will be allowed. Failure to follow these rules will result in the awarding of a zero for the test or examination. A list of

permitted and banned equipment and material is provided to all students before formal examination periods begin in Years 9-12.

### **6.4.2 Malpractice in an Assessment Task**

A zero mark will be recorded for malpractice in those class-tasks which are Assessment Tasks.

Examples of malpractice in Assessment Tasks are:

- copying, buying, stealing or borrowing someone else's work in part or whole and presenting it as your own,
- using materials from books, journals, CDs or the internet without acknowledging the source,
- submitting work that contains a large contribution from another person, such as a parent, a coach or subject expert, that is not acknowledged and
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs or journals.

Before a student is enrolled into Year 11 (Preliminary HSC) courses, they must undertake a program titled '*All My Own Work*'. This course deals with matters of malpractice and other cheating in Assessment Tasks.



## **7. Late Tasks and Non-Submitted Tasks**

### **7.1 Submitting Tasks on Time**

It is expected that students will sit or submit all tasks on the due date and at the due time. Students may choose to submit a task (other than in-class tasks and oral tasks) after the due date but no marks will be awarded, as outlined in Section 7.2.

### **7.2 Penalties for Late or Unsubmitted Tasks**

If a student fails to sit or submit a task, or sits or submits a task late, a mark of zero will be awarded. There is no provision for the deduction of marks for late tasks.

An *Application Due to Illness or Misadventure* can be completed and submitted by a student, but there is no guarantee that the application will be accepted. Therefore, students should, as far as possible, make every attempt to sit or submit a task on time and then apply for Illness or Misadventure afterwards if required. See Section 7.3 for further information on completing an Application Due to Illness or Misadventure.

### **7.3 Application Due to Illness or Misadventure**

All students have the right to speak to their Class Teacher, the Head Teacher or the Head Teacher Secondary Studies if they feel they have a genuine reason for submitting a task late or not at all. The process and rules around this process are outlined in Section 7.3.4. However, some aspects of the process are common across the entire school. This includes the following information.

#### **7.3.1 Reasons a Student MAY Apply for Illness or Misadventure Consideration**

Sometimes a student may encounter genuine circumstances that prevent them from submitting a task on time. Some of these circumstances MAY include:

- having an illness,
- being involved in a serious accident,
- being a victim of crime,
- experiencing a death in the family,
- experiencing trauma from other unforeseen events or
- other extreme circumstances not already covered.

#### **7.3.2 Reasons a Student may NOT Apply for Illness or Misadventure Consideration**

The following list outlines examples that are not reasonable excuses for a student to apply for Illness or Misadventure. That is, these are reasons that will generally NOT be accepted as an excuse for the late submission or non-submission of an assessment task. This list is for purposes of example only and is not exhaustive.

Some of these circumstances include:

- technology malfunction, including lost storage devices, broken printers including a lack of ink, internet outages (except for emergency cases where proof can be provided), computer failure, data backup failure
- lost notes, drafts or final work

- absence from school, unless it is formally approved leave and appropriate forms have been collected, completed and submitted and this has been discussed with the Head Teacher Secondary Studies. Please see Section 8 for further information about this.
- relationship problems
- difficulties in preparation or loss of preparation time as a result of an earlier illness
- loss of study time
- long term illnesses such as glandular fever, unless you suffer a flare up of the condition during the examination or when the assessment task is due
- the same grounds for which you received disability provisions, unless you experience additional difficulties during the examination or assessment task period
- misreading an examination or class timetable
- other commitments, such as participation in entertainment, work, sporting events or other school programs or attendance at examinations conducted by other educational organisations. (If an examination or assessment task clashes with any other genuine fixed school commitments, arrangements should be made with the Head Teacher / Classroom Teacher prior to the examination or task.)
- Illness or misadventure without appropriate supporting documentation.

### **7.3.3 Acceptance of Applications Due to Illness or Misadventure**

An Application for Illness or Misadventure can be completed and submitted by a student, but there is no guarantee that the application will be approved. Therefore, students should, as far as possible, make every attempt to sit or submit a task on time and then apply for illness or misadventure afterwards if required. A student should not assume that an application to have their late task marked will be accepted because this creates a risk that the student will rely on the success of an application, miss the task and then have their application rejected.

For oral tasks or in-class tasks, limited provision is available to re-sit the task, so every attempt must be made to complete the task on the set date. If permission is given to re-sit an in-class task, an alternative task may be used in place of the original task. This will be at the teacher's discretion.

A student should not attempt to sit or submit a task if their health or safety would be seriously impacted.

The process for applying for Illness / Misadventure is different for each year group, as is the process for deciding on the validity of applications. See Section 7.3.4 for details.

### **7.3.4 Appropriate Forms for an Application Due to Illness or Misadventure**

Students in Years 7-9 will need to collect the form titled '*Application Due to Illness or Misadventure – Years 7, 8 and 9*' from their teacher and complete it, attach documentation and return it to their teacher. The process will then be handled at a faculty level.

Students in Years 10-12 will need to collect the form titled '*Application Due to Illness or Misadventure – Years 10, 11 and 12*' from the Head Teacher of the subject, complete it, attach documentation and return it to the Head Teacher.

These forms can also be collected from the Head Teacher Secondary Studies but must be returned to the appropriate teacher or Head Teacher. For this reason and for purposes of open communication and assistance, forms should be obtained through the faculty concerned.

#### **7.4 Submitting or Sitting a Task After an Absence**

A student is required to submit an assessment task they have missed or be prepared to sit an in-class task they have missed on the very first day that they return to school. If the student does not have the particular subject in which they missed a task on the first day of their return, then they are required to see the teacher or Head Teacher of the subject on the first day of their return to either submit the task or negotiate a time to sit the in-class task they missed. It is the student's responsibility to complete this process and, if a student neglects to do so and waits until the next day that they have the subject, the task will be considered to be submitted late and normal processes for the late submission of a task will follow, as outlined in Section 7.2.

If permission is given to re-sit an in-class task, an alternative task may be used in place of the original task. This will be at the teacher's discretion.

#### **7.5 Applications for an Extension of the Due Date**

Extensions to assessment task due dates will not be provided to individual students, except for provisions covered under *Extended Leave* in Section 8 and *Applications Due to Illness or Misadventure* in Section 7.3.

Apart from the circumstances covered above, if an extension to the due date of an assessment task is to be provided to one student, it will also be extended to the entire cohort. In this case, a Notification of a Change to an Assessment Task will be distributed to students.

#### **7.6 Applications for Confidential Wellbeing Concerns**

In rare and extreme situations, a student may have serious wellbeing grounds, not supported by documentation, preventing them from sitting or submitting an assessment task on time or at all. In these situations, an *Application Due to Illness or Misadventure* can be submitted with the Head Teacher Secondary Studies, Head Teacher(s) Welfare, Deputy Principal or Principal providing information to support the application. In cases where confidentiality is required, evidence may not be recorded on the application, but approval of the application will be given by the Principal, with this approval recorded on the application.

## 8. Extended Leave

### 8.1 Extended Leave - Travel

At times, it may be necessary for a student to apply for leave for domestic or international travel purposes. This should be avoided where possible so that a student's education is not negatively impacted. Where it is unavoidable, an application must be made to the school for permission to take such leave. This is compulsory and forms a part of the assessment process at JBHS. A student must have Extended Leave for Travel approved to be able to reschedule assessment tasks.

#### 8.1.1 What the Department of Education Says About Extended Leave - Travel

The Department of Education clearly identifies that travel, both domestic and international, should not be conducted during the school term. The *Student Attendance in Government Schools – Procedures (School Attendance Policy 2015)* document makes a number of statements that should be considering when applying for Extended Leave for Travel. They include (with policy reference):

- A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons, which (sic.) should be specified on the Application (Section 14.3)
- Principals should consult with parents about the intention of the travel and in the case of family holidays encourage parents to take holidays with their child during school vacation periods. (Section 14.5)
- Where a principal considers that the travel is appropriate during school term, the principal should issues (sic.) the parent with an Application for Extended Leave – Travel for completion and inform the parent that if the Application is accepted, the absences will be recorded as “L” – Leave. (Section 14.6)
- Principals should request travel documentation, such as travel itinerary or e-ticket, and ensure this is attached to the Application. (Section 14.7)
- Principals may decline to accept a parent's Application for Extended Leave – Travel. (Section 14.10)

#### 8.1.2 Procedures for Applying for Leave – Students and Parents

Following the correct procedures for an Application for Extended Leave – Travel is the responsibility of the parent and student. The following procedures must be followed, with the next step only addressed with the completion of the previous step. A parent / carer must:

1. Contact the school principal to discuss the intention to apply for leave.
2. Collect an *Application for Extended Leave – Travel* form from the school office.
3. Return the completed form to the front office with appropriate travel documentation attached, such as a travel itinerary or e-ticket.
4. Await the approval of leave.
5. Collect and complete a *JBHS Application for Principal's Leave* form from the front office.
6. Return the completed form to the front office, where a copy will be retained, and the original will be returned to the parent / carer.

Students and parents should not assume that an Application for Extended Leave – Travel will be approved.

### **8.1.3 Timing of Applying for Extended Leave - Travel**

All leave must be applied for and approved at least two weeks prior to the leave period beginning.

Students and families must manage leave requests in consultation with class teachers and faculty Head Teachers.

### **8.1.4 Extended Leave (Travel) During an Assessment Task**

Students are expected to be at school for the duration of the school term and should, therefore, make it a priority to be at school for every assessment task. It is acknowledged, however, that in rare circumstances leave may be required during a period when an assessment task is due. This should be avoided wherever possible. In cases of illness or misadventure, then procedures outlined in Section 7.3 should be followed.

Students should discuss how a request for leave may impact assessment tasks with their class teacher and the faculty Head Teacher at least two weeks prior to the leave. If Extended Leave – Travel is approved, all assessment tasks due during the period of leave must be completed prior to the leave commencing, or submitted electronically by the due date and time if arranged with the consent of the teacher or Head Teacher. At the discretion of the teacher and / or Head Teacher, an assessment task in the form of a class test or examination may be completed on the student's return if there are concerns about the readiness of test/examination papers or test/examination paper security.

In the case of Extended Leave – Travel being approved, a student must make arrangements with the teacher and / or Head Teacher for an alternative time and / or task for any assessment that will be missed. This must be completed at least two weeks prior to the start of the leave period. The class teacher will consult with the Head Teacher on matters of approved Extended Leave – Travel and its impact on a student's assessment.

Students who do not make arrangements at least two weeks prior to the leave and who do not complete the required assessment task prior to taking leave will be penalised for non-completion and, therefore, receive a mark of zero in accordance with this JBHS Assessment Policy.

Failure to consult within the appropriate time, and failure to comply with task submission requirements, may result in penalties for non-completion and, therefore, the student may receive a mark of zero in accordance with this JBHS Assessment Policy.

### **8.1.5 Unapproved Extended Leave - Travel**

Applications for Extended Leave for Travel may be denied. See Section 8.2. for the Department's advice.

In the case that Extended Leave for Travel is NOT approved, then all assessment tasks need to be completed as scheduled and by the due date. As is the case with all assessment tasks, a student retains the right to submit a task ahead of the due date.

If leave is approved, it is recorded as an 'absence' from school. If leave is not approved, it is recorded as 'unjustified' leave.

## **8.2 Extended Leave for Other Purposes**

Leave applied for by students and parents/carers for purposes other than travel can also be approved and assessment processes modified accordingly. These purposes could include involvement in:

- an apprenticeship program, part or full time
- school approved or school-organised Work Experience
- VET Work Placement
- other school approved activities deemed educationally valid and not covered above.

The application process for extended leave not involving travel is the same as that for Extended Leave – Travel, except no travel documents will be required and no travel-specific forms will need to be completed. Other documentation may be required to show proof of involvement in the program dictating the need for extended leave and a *JBHS Application for Principal's Leave* will need to be completed and submitted in line with Section 8.1.

All requirements for the completion of assessment tasks during the period of extended leave, including due dates and submission requirements for tasks, will be in line with Section 8.1.

## **8.3 Student and Parent Responsibility Regarding Leave – A Summary**

It remains the responsibility of the student and parent to ensure that:

- leave is absolutely necessary, unavoidable and justified.
- there is not an expectation that leave will be approved.
- leave is applied for correctly, appropriately and at least two weeks in advance.
- all appropriate documentation is supplied.
- leave is approved prior to making arrangements regarding assessment tasks.
- if leave is to be approved, the *Application for Principal's Leave* form is collected and completed.
- if leave is not approved, all tasks are completed and submitted as scheduled.
- all assessment tasks due during leave are completed in compliance with the agreement in *Application for Principal's Leave* form.

Failure to adhere to these requirements will result in penalties for non-completion and, therefore, the student will receive a mark of zero in accordance with this JBHS Assessment policy.

# 10. Disability Provisions

## 10.1 Introduction to Disability Provisions

Disability provisions are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room or assessment task. The provisions granted are solely determined by how the student's examination or assessment performance is affected. Provisions help students to show the markers what they know and can do.

Schools are responsible for determining and approving Disability Provisions for all school-based assessment tasks. NESA determines Disability Provisions for the Higher School Certificate examinations.

Any student with a disability recognised in the Commonwealth Disability Standards for Education 2005 can apply for Disability Provisions.

The definition of 'disability' in the *Disability Discrimination Act 1992* includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Disability Provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation or assessment task. Disability Provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

Students who become ill during an examination period may be eligible to make an illness/misadventure application rather than a Disability Provisions application.

Disability Provisions could include diabetic needs, rest breaks, oral and sign interpreters, computers/laptops or readers and writers. These disability provisions would generally necessitate separate supervision arrangements.

## 10.2 Determining Disability Provisions

The Learning Support Team (LST) will identify students who are entitled to Disability Provisions through internal and/or external assessment. These students must be provided with support as outlined in Section 10.1 wherever possible. Individual members of the Learning Support Team (LST) will be allocated a year group or stage group to coordinate in terms of Disability Provisions.

This list will be published annually or when changes occur. It is the responsibility of each coordinator to oversee processes for the determination and administration of disability provisions in line with NESA guidelines.

Students will be re-assessed by the LST every two years, or as required, to ensure that students remain eligible for Disability Provisions. This information will be updated on Sentral.

### **10.2.1 Year 7 Disability Provisions**

Eligibility for Disability Provisions for Year 7 students is determined by school-based criteria, except for NESA testing, which requires compliance with NESA Disability Provisions guidelines. With Year 7 NAPLAN testing, some Disability Provisions will be approved by the school, but other provisions must be approved by NESA. Every Year 7 student will be assessed during Term 1 to identify those students requiring Disability Provision.

### **10.2.2 Year 8 Disability Provisions**

Eligibility for Disability Provisions for Year 8 students is determined by school-based criteria.

### **10.2.3 Year 9 Disability Provisions**

Eligibility for Disability Provisions for Year 9 students is determined by school-based criteria, except for NESA testing, which requires compliance with NESA Disability Provisions guidelines. With Year 9 NAPLAN testing, some Disability Provisions will be approved by the school, but other provisions must be approved by NESA.

### **10.2.4 Year 10 Disability Provisions**

Eligibility for Disability Provisions for Year 10 students is determined by NESA criteria but will be approved at a school level. For Year 10 Minimum Skills Testing, some Disability Provisions will be approved by the school, but other provisions must be approved by NESA.

### **10.2.5 Year 11 Disability Provisions**

Eligibility for Disability Provisions for Year 11 students is determined by NESA criteria but will be approved at a school level. For Year 11 Minimum Skills Testing, some Disability Provisions will be approved by the school, but other provisions must be approved by NESA.

### **10.2.6 Year 12 Disability Provisions**

Eligibility for Disability Provisions for Year 12 students is determined by NESA criteria and must be approved by NESA for Higher School Certificate examinations, both written and practical. Applications for Disability Provisions generally open at the beginning of the Higher School Certificate course and close at the end of Term 1. As NESA Approval for Disability Provisions in Higher School Certificate examinations can be a long process, Year 12 students will be eligible for Disability Provisions in assessment tasks prior to a NESA ruling on the basis of the application of a school-based approval process based on NESA application guidelines. That is, the Year 12 Disability Provisions Coordinator, in consultation with the Head Teacher(s) Welfare, will determine the



eligibility of students to receive Disability Provisions based on a realistic expectation of NESAs ruling, supported by strict NESAs criteria.

For Year 12 Minimum Standards Testing, some Disability Provisions will be approved by the school, but other provisions must be approved by NESAs.

To apply for provisions for HSC examinations, schools must submit an online application to NESAs. This application tells NESAs which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

### **10.3 Access to Disability Provisions**

Disability Provisions will be made available to eligible students for all assessment tasks where possible. A student may decline to use the Disability Provisions for which they are eligible, but staff will not deny an eligible student access to Disability Provisions for any task. Where a student is entitled to receive Disability Provisions but refuses, the LST Disability Provisions Coordinator for that grade will record this on Sentral and inform the parent where appropriate.

#### **10.3.1 Administering Disability Provisions**

The Learning Support Team will administer Disability Provisions for examinations and class assessment tasks where staffing permits. In the event that there are no LST staff available, either:

- the classroom teacher may be required to administer the Disability Provisions or
- the task may be completed at an alternative time to allow for Disability Provisions.

These options will only be considered in exceptional circumstances and after consultation with the classroom teacher and relevant Head Teacher.

#### **10.3.2 Administering Disability Provisions in Practical Assessment Tasks**

During practical assessment tasks, the LST members may be asked to assist by guiding students through stations or by monitoring a station. LST members will be clearly advised of what their roles are and must not be expected to have responsibility greater than their training.

Where practical tasks require more than one day, the classroom teacher will keep the LST informed as to when the assessment will begin and every period that it will continue.

## **12. 'N' Award Warning Letters and 'N' Determinations**

### **12.1 Compliant 'N' Determination Procedures and Processes**

JBHS will follow Warning Letter procedures and processes reporting on students failing to meet curriculum requirements in line with *NSW Department of Education (DoE)* and *NSW Educational Standards Authority (NESA)* policy and advice. The following section of the JBHS Assessment Policy clarifies and simplifies this process and stipulates specific steps that are to be followed at a faculty and school level where departmental or other school policies do not specifically cover procedure.

In general, a student will only be permitted to progress to the following academic year if, in the principal's view, there is sufficient evidence that the student has:

- followed the course developed by the NSW Education Standards Authority (NESA); and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

While NESA does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met.

### **12.2 Specific Stage Policy Breakdown**

Processes to be undertaken in terms of students at risk of not fulfilling course requirements differ according to which individual stage or year group in which they are enrolled. This section outlines procedure for each individual stage.

#### **12.2.1 Stage 4 (Years 7 and 8)**

There is no NESA system for Warning Letters in Stage 4, so reporting to parents is the key requirement when students have missed work. If a student misses an assessment task, homework or class work, the classroom teacher will deal with the student. This will involve warning the student and affording the student the opportunity to catch up on the work in the student's own time. If the problem is either unresolved or involves persistent non-completion, then contact with parents through a letter home and/or telephone call will be required. This will be completed through the school's Sentral system and the formulation of a *Non-Completion of Homework / Assessment Task* letter. Teachers will inform the Head Teacher that this is happening.

JBHS supports regular reporting to parents. All contact with parents will be recorded on Sentral.

A stage 4 student who fails to complete an assessment task on time will receive a mark of zero, unless the Teacher and Head Teacher judge that there are extenuating circumstances, in which case an extension or estimate can be considered if appropriate, in line with the requirements in Section 6 and Section 7. It is important to note that strict rules surrounding the permissibility of late or non-submitted tasks are outlined in Section 7. Welfare issues, as decided by an appropriate Senior Executive and communicated by the Head Teacher Welfare or Year Advisor, may see a classroom teacher being required to award an extension or estimated mark in line with this Assessment Policy.

## **14. School-Based Assistance**

### **14.1 The Nature of School-Based Assistance**

Assistance is available to students who have experienced or are experiencing difficulties with completing assessment tasks on time or to the best of their ability. Assistance is also available to students who have not completed a task on time or at all to address this issue and avoid the possible awarding of an 'N' Determination at the completion of a course. The nature of the assistance is outlined in Section 14.3.

### **14.2 Additional Assistance Available to Students - Previously Outlined**

Many of the assistance options available to students have been outlined in previous sections of this policy. They include:

- Disability Provisions
- Applications Due to Illness or Misadventure
- Applications for Extended Leave - Travel
- Access to Learning Support Staff
- Access to Life Skills Courses (with strict qualification requirements)

### **14.3 Additional Assistance Available to Students**

A range of assistance options is available to students who need assistance with assessment tasks. They include:

- JBHS Study Centre
- HSC Mentoring
- LST Self-Referral
- Student Referral to Study Centre
- Senior Half-Day Monday
- Senior Study Periods
- Assessment Planners
- Additional Staff

#### **14.3.1 Additional Assistance Available to Students - JBHS Study Centre**

James Busby High Schools offers a study centre on Tuesday, Wednesday and Thursday afternoons (3.00pm-5.00pm) in the school library free of charge. The JBHS Study Centre is available to students to access an appropriate environment and qualified teaching staff to assist them with assessment tasks and homework generally. Students from Years 7-12 are invited to attend the JBHS Study Centre on a regular or casual basis to obtain individual or group assistance with tasks. Attendance at the JBHS Study Centre is arranged via the completion of appropriate documentation.

#### **14.3.2 Additional Assistance Available to Students – HSC Mentoring**

James Busby High Schools offers an HSC Mentoring Program on Tuesday, Wednesday and Thursday afternoons (3.00pm-5.00pm) in the school library free of charge. The JBHS HSC Mentoring Program is available to students to access an appropriate environment and qualified

teaching staff to assist them with advice with assessment tasks and homework generally. Students from Years 11-12 are invited to make use of the JBHS HSC Mentoring on a regular or casual basis to obtain individual or group assistance with tasks. HSC Mentoring is arranged through appointment with the relevant teacher and the completion of appropriate documentation and parental permission.

### **14.3.3 Additional Assistance Available to Students – LST Self-Referral**

While the JBHS Learning Support Team works mainly with students identified through school testing and teacher observation and referral, students are able to seek assistance from the Learning Support Team through self-referral. While priority will be given to students identified through formal testing processes, a student who feels they are in need of LST assistance with an assessment task may seek advice from the Head Teacher(s) Welfare to do so. Where time and resources are available, assistance will be provided to the student.

### **14.3.4 Additional Assistance Available to Students – Student Referral to Study Centre**

Staff are able to refer students from Years 7-10 to the after-school study centre if they are not meeting the requirements of a subject. This referral could be due to missed work resulting from persistent lateness, truancy or a lack of application to class work, or could involve the non-completion of assessment tasks. These referrals are made through the JBHS Librarian, who will notify the student and send a letter to notify the parent or carer. While attendance at the study centre in the case of a referral is not mandatory, it is requested that parents and carers assist in attempting to have students complete course work and qualify for the relevant credential by supporting the referral.

Further, referral to the JBHS Study Centre will be evidence of the school's attempt to support a student to qualify for the appropriate course credential.

### **14.3.5 Additional Assistance Available to Students – Senior Half-Day Monday**

All students in Years 11 and 12 are timetabled to finish scheduled classes at 12.00 on a Monday. The purpose of the additional "free time" available to senior students is that they can engage in other avenues for their studies, including Extension courses, practical components of senior subjects and/or additional study time. The school library is available for any student wishing to use the resource for additional study or for the completion of assessment tasks. Students who wish to make use of the school library at this time can do so to complete tasks but must still follow all school rules and procedures as if they were in attendance for a normal school day.

Students must have permission from a parent / caregiver to leave school at 12.00 on a Monday and must also return appropriate documentation. The Senior Half-Day Monday is to be accepted as a privilege which can be withdrawn by the school at any time.

### **14.3.6 Additional Assistance Available to Students – Senior Study Periods**

A Year 11 or Year 12 student studying an extension course or a Year 12 student who has dropped a course to study 10 units will have "Study Periods" on their timetable. This is a series of timetabled periods during which students must attend the library or sit in the back of the classroom of the subject they have dropped in the event that the library is closed to students. These periods are to be used by students to complete private study and to complete assessment tasks.

### **14.3.7 Additional Assistance Available to Students – Assessment Planners**

All students in Years 7-12 are provided with a copy of the year-specific Assessment Booklet outlining all assessment tasks to be completed across all courses during the year. Included in each Assessment Booklet is a copy of the JBHS Assessment Planner. Students are encouraged to transfer all information pertaining to assessment tasks in their own courses across to their personal Assessment Planner to allow clear access to dates for upcoming tasks.

One Wellbeing Meeting will be set aside for each year group to complete this process of transferring assessment information to personal Assessment Planners.

### **14.3.8 Additional Assistance Available to Students – Additional Staff**

Many staff members are employed at James Busby High School to either directly or indirectly assist students to complete assessment tasks or to deal with the pressures related to assessment processes. Students are responsible for seeking the assistance of these staff members for issues that go beyond the general assistance provided at a school level to entire cohorts of students. The staff who students may wish to consult regarding individual issues include:

- Head Teacher Secondary Studies
- Year Adviser(s)
- Deputy Principal(s)
- Head Teacher(s) Welfare
- Members of the Learning Support Team
- Librarian and other Library Staff
- Careers Adviser

## **20. Appeals and the Appeals Committee**

### **20.1 Right of Appeal**

A student has the right to appeal the decision of a teacher or a faculty with regards to assessment. Appeals will be against process only and not about individual marking or subject-based issues. Before appealing, a student should be familiar with the contents of this Assessment Policy, as rulings by the Appeals Committee will be decided based on:

1. the content of this policy or
2. where the policy is not explicit, a reasonable interpretation of this policy or
3. where the policy does not address the concern, a reading of the intent of the policy.

### **20.2 How to Appeal**

A student will first raise any concerns with the application of this policy to their classroom teacher. If concerns are not addressed to the satisfaction of the student, then s/he will speak to the Head Teacher about the concern. If concerns are still not addressed to the satisfaction of the student, s/he may elect to appeal the decision or handling of the concern to the Appeals Committee. This appeal will initially be made to the Head Teacher Secondary Studies, who will form the Appeals Committee if required.

It should be remembered that the Appeals Committee will not hear appeals based on individual marks or the marking of a task, but will hear appeals related to assessment processes.

All appeals related to HSC Assessment Rankings should be directed with urgency to the Head Teacher of the course concerned and this appeal should be escalated to the Head Teacher Secondary Studies immediately.

### **20.3 The Appeals Committee**

An Appeals Committee will be formed to hear an appeal by a student. This committee will be formed by the Head Teacher Secondary Studies and will generally include the following members:

- Head Teacher Secondary Studies
- Deputy Principal
- Year Adviser
- Principal (for Assessment Ranking and HSC matters only)

The make-up of the Appeals Committee is open to change to allow for the availability of staff to sit on the committee.

### **20.4 Timing of Appeals**

All discussions or appeals will occur within the following time-frames:

1. Discussion with a teacher about a mark on a task or question – within the time-frame of the lesson in which the task and mark are returned and before leaving the room. Where a mark and the actual task are returned at different times, this process will begin once BOTH marks and tasks have been returned.
2. Discussion or referral to the Head Teacher – within two days of the incident or concern.
3. Referral to the Appeals Committee – within five days of the incident or concern.
4. Appeals Against Assessment Ranks – to the Head Teacher Secondary Studies immediately.

# ASSESSMENT SCHEDULES



## YEAR 7 ENGLISH – ASSESSMENT SCHEDULE 2022

	1	2	3	
<b>Task Date</b>	Term 1 Week 8	Term 2 Week 6	Term 4 Week 2	
<b>Syllabus Components</b>	Unit 4 Novel (Reading/Writing)	Unit 3 Non-Fiction (Writing/Listening/Viewing)	Unit 6 Shakespearean Drama (Speaking/Representing)	
<b>Task Type</b>	Creative Writing (A series of diary entries from the perspective of ONE major character in the novel)	NAPLAN Writing Task (Persuasive response in relation to a piece of stimulus & a reflection)	Multimodal Presentation (Compose and present a speech AND a PowerPoint presentation)	
<b>Outcomes</b>	EN4-1A, EN4-5C, EN4-7D, EN4-8D	EN4-1A, EN4-2A, EN4-3B, EN4-4B	EN4-1A, EN4-3B, EN4-6C, EN4-9E	
				<b>Weighting</b>
<b>Total Weighting</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

### Stage 4 Year 7 English Course Outcomes: A Student:

EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

EN4-6C identifies and explains connections between and among texts

EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

EN4-8D identifies, considers and appreciates cultural expression in texts

EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning.



## YEAR 7 GEOGRAPHY – ASSESSMENT SCHEDULE 2022

	1	2	
<b>Task Date</b>	Term 2 Week 2	Term 3 Week 8	
<b>Syllabus Components</b>	Landscapes and Landforms	Place and Liveability	
<b>Task Type</b>	Research Task	Field Work Report	
<b>Outcomes</b>	GE4-1, GE4-2, GE4-8	GE4-2, GE4-3, GE4-7	
			<b>Weighting</b>
<b>Total Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

**Stage 4 Year 7 Geography Course Outcomes:** A Student:

- GE4-1 locates and describes the diverse features and characteristics of a range of places and environments.
- GE4-2 describes processes and influences that form and transform places and environments.
- GE4-3 explains how interactions and connections between people, places and environments result in change.
- GE4-4 examines perspectives of people and organisations on a range of geographical issues.
- GE4-5 discusses management of places and environments for their sustainability.
- GE4-6 explains differences in human wellbeing.
- GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry.
- GE4-8 communicates geographical information using a variety of strategies.

## YEAR 7 HISTORY – ASSESSMENT SCHEDULE 2022

	1	2	
<b>Task Date</b>	Term 3 Week 2	Term 4 Week 3	
<b>Syllabus Components</b>	The Mediterranean World (Ancient Egypt)	The Asian World (Ancient China)	
<b>Task Type</b>	Source analysis / Empathy Task	ICT/ Research Task	
<b>Outcomes</b>	HT 4-6, HT 4-7, HT 4-9	HT4-2, HT4-3, HT4-10	
			<b>Weighting</b>
<b>Total Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

**Stage 4 Year 7 History Course Outcomes:** A Student:

- HT 4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past.
- HT4-2 describes major periods of historical time and sequences events, people and societies from the past.
- HT4-3 describes and assesses the motives and actions of past individuals and groups in context of past societies.
- HT4-4 describes and explains the causes and effects of events and developments of past societies over time.
- HT4-5 identifies the meaning, purpose and context of historical sources.
- HT4-6 uses evidence from sources to support historical narratives and explanations.
- HT4-7 identifies and describes different contexts, perspectives and interpretations of the past.
- HT4-8 locates, selects and organises information from sources to develop an historical inquiry.
- HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past.
- HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past.

## YEAR 7 LOTE (JAPANESE) – ASSESSMENT SCHEDULE 2022

	1	2	3	
<b>Task Date</b>	Term 1 Week 10	Term 2 Week 9	Term 4 Week 3	
<b>Syllabus Components</b>	Introduction to Japan	Homes, Countries, Nation	Hiragana, Leisure, Entertainment	
<b>Task Type</b>	Writing Task Travel Brochure (Reading / Writing)	Speaking Task Self-Introduction Task (Speaking / Writing)	Examination (Speaking / Reading / Writing / Listening)	
<b>Outcomes</b>	LJA4-4C	LJA4-5U, LJA4-6U, LJA4-7U	LJA4-2C, LJA4-3C	
				<b>Weighting</b>
<b>Total Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Stage 4 Year 7 LOTE Course Outcomes: A Student:

- LJA4-1C uses Japanese to interact with others to exchange information, ideas and opinions, and make plans
- LJA4-2C identifies main ideas in, and obtains information from texts
- LJA4-3C organises and responds to information and ideas in texts for different audiences
- LJA4-4C applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences
- LJA4-5U applies Japanese pronunciation and intonation patterns
- LJA4-6U demonstrates understanding of key aspects of Japanese writing conventions
- LJA4-7U applies features of Japanese grammatical structures and sentence patterns to convey information and ideas
- LJA4-8U identifies variations in linguistic and structural features of texts
- LJA4-9U identifies that language use reflects cultural ideas, values and beliefs

# YEAR 7 MATHEMATICS – ASSESSMENT SCHEDULE 2022

	1	2	3	
<b>Task Date</b>	Term 1 Week 9	Term 2 Week 7	Term 3 Week 7	
<b>Syllabus Components</b>	Integers / Measurement	Fractions / Time / Decimals	Algebra / Percentages	
<b>Task Type</b>	Class Test	Half Yearly Examination	Assignment - Research Investigation	
<b>Outcomes</b>	MA4-4NA, MA4-12MG, MA4-13MG	MA4-5NA, MA4-15MG	MA4-5NA, MA4-9NA, MA4-8NA, MA4-5NA	
				<b>Weighting</b>
<b>Total Weighting</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

*Note: The outcomes assessed in each task will be finalised and provided to each student through a formal assessment task notification at least 2 weeks prior to the task date.*

*A final cumulative result that considers performance in all 3 tasks is used to determine the appropriate class placement in the following year.*

### Stage 4 Year 7 Mathematics Course Outcomes: A Student:

- MA4-1WM: communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols- **communicating** (C)
- MA4-2WM: applies appropriate mathematical techniques to solve problems – **problem solving** (PS)
- MA4-3WM: recognises and explains mathematical relationships using reasoning – **reasoning** (R)
- MA4-4NA: compares orders and calculates with integers, applying a range of strategies to aid computation
- MA4-5NA: operates with fractions, decimals and percentages
- MA4-6NA: solves financial problems involving purchasing goods
- MA4-7NA: operates with ratios and rates, and explores their graphical representation
- MA4-8NA: generalises number properties to operate with algebraic expressions
- MA4-9NA: operates with positive-integer and zero indices of numerical bases
- MA4-10NA: uses algebraic techniques to solve simple linear and quadratic equations
- MA4-11NA: creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
- MA4-12MG: calculates the perimeters of plane shapes and the circumferences of circles
- MA4-13MG: uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
- MA4-14MG: uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
- MA4-15MG: performs calculations of time that involve mixed units, and interprets time zones
- MA4-16MG: applies Pythagoras’ theorem to calculate side lengths in right-angled triangles, and solves related problems
- MA4-17MG: classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
- MA4-18MG: identifies and uses angle relationships, including those related to transversals on sets of parallel lines
- MA4-19SP: collects, represents and interprets single sets of data, using appropriate statistical displays
- MA4-20SP: analyses single sets of data using measures of location, and range
- MA4-21SP: represents probabilities of simple and compound events.

## YEAR 7 MUSIC – ASSESSMENT SCHEDULE 2022

	1	2	
<b>Task Date</b>	Term 2 Week 4	Term 3 Week 8	
<b>Syllabus Components</b>	Composition/Aural/Musicology	Performance	
<b>Task Type</b>	Graphic Notation Composition and Rhythmic Identification	Keyboard Performance	
<b>Outcomes</b>	4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.12	4.1, 4.2, 4.3, 4.12	
			<b>Weighting</b>
<b>Total Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

### Stage 4 Year 7 Music Course Outcomes: A Student:

- 4.1 Performs in a range of musical styles demonstrating an understanding of musical concepts.
- 4.2 Performs music using different forms of notation and different types of technology across a broad range of musical styles.
- 4.3 Performs music demonstrating solo and/or ensemble awareness.
- 4.4 Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing.
- 4.5 Notates compositions using traditional and/or non-traditional notation.
- 4.6 Experiments with different forms of technology in the composition process.
- 4.7 Demonstrates an understanding of the musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas.
- 4.8 Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire.
- 4.9 Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study.
- 4.10 Identifies the use of technology in the music selected for study, appropriate to the musical contexts.
- 4.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform.
- 4.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

## YEAR 7 PDHPE – ASSESSMENT SCHEDULE 2022

	1	2	3	
<b>Task Date</b>	Term 1 Week 6	Term 2 Week 8	Term 4 Week 4	
<b>Syllabus Components</b>	Gymnastics	Safety	Changes In Me, Eat Right, Live Strong, Positive Relationships	
<b>Task Type</b>	Practical	Written / Research	Yearly Exam	
<b>Outcomes</b>	4.4, 4.5, 4.11	4.2, 4.6, 4.7, 4.9	4.1, 4.2, 4.3, 4.6, 4.8, 4.10	
				<b>Weighting</b>
<b>Total Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Stage 4 Year 7 PDHPE Course Outcomes: A Student:

PD4-1: examines and evaluates strategies to manage current and future challenges

PD4-2: examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

PD4-3: investigates effective strategies to promote inclusivity, equality and respectful relationships

PD4-4: refines, applies and transfers movement skills in a variety of dynamic physical activity contexts

PD4-5: transfers and adapts solutions to complex movement challenges

PD4-6: recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

PD4-7: investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

PD4-8: plans for and participates in activities that encourage health and a lifetime of physical activity

PD4-9: demonstrates self-management skills to effectively manage complex situations

PD4-10: applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

## YEAR 7 SCIENCE – ASSESSMENT SCHEDULE 2022

	1	2	3	
<b>Task Date</b>	Term 1 Week 7	Term 2 Week 5	Term 4 Week 2	
<b>Syllabus Components</b>	Topic 1: Think Like Einstein	Working Scientifically	Entire Course	
<b>Task Type</b>	Research Task Knowledge & Understanding (15) Skills in Working Scientifically (15)	Practical Assessment Knowledge & Understanding (5) Skills in Working Scientifically (25)	Yearly Examination Knowledge & Understanding (30) Skills in Working Scientifically (10)	
<b>Outcomes</b>	SC4-1, SC4-7, SC4-9	SC4-5, SC4-6, SC4-7	SC4-12, SC4-14, SC4-16, SC4-17	
				<b>Weighting</b>
<b>Total Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Stage 4 Year 7 Science Course Outcomes: A Student:

- SC4-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC4-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
- SC4-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
- SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
- SC4-5WS collaboratively and individually produces a plan to investigate questions and problems
- SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
- SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
- SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
- SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
- SC4-10PW describes the action of unbalanced forces in everyday situations
- SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
- SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
- SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
- SC4-14LW relates the structure and function of living things to their classification, survival and reproduction
- SC4-15LW explains how new biological evidence changes people’s understanding of the world
- SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
- SC4-17CW explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.

## YEAR 7 TECHNOLOGY MANDATORY – ASSESSMENT SCHEDULE 2022

	1	2	
<b>Task Date</b>	Term 2 Week 9	Term 4 Week 4	
<b>Syllabus Components</b>	Engineered Systems	Digital Technologies	
<b>Task Type</b>	Portfolio and Practical Project 1	Portfolio and Practical Project 2	
<b>Outcomes</b>	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-9MA	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI	
			<b>Weighting</b>
<b>Total Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

### Stage 4 Year 7 Technology Mandatory Course Outcomes: A Student:

#### **Design and Production Skills**

TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.

TE4-2DP plans and manages the production of designed solutions.

TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects.

TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language.

#### **Knowledge & Understanding**

TE4-5AG investigates how food and fibre are produced in managed environments

TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating

TE4-7DI explains how data is represented in digital systems and transmitted in networks.

TE4-8EN explains how force, motion and energy are used in engineered systems.

TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions.



## YEAR 7 VISUAL ARTS – ASSESSMENT SCHEDULE 2022

	1	2	
<b>Task Date</b>	Term 2 Week 10 (Notification Term 1 Week 4)	Term 3 Week 7 (Notification Term 3 Week 2)	
<b>Syllabus Components</b>	Art Making	Art Making Art Making, Critical and Historical	
<b>Task Type</b>	Drawing /Composition Grimm Lino Prints	Hybrid Animals in Clay Yearly Exam	
<b>Outcomes</b>	4.1,4.2,4.3, 4.8,4.9	4.1,4.4,4.5,4.7,4.10	
			<b>Weighting</b>
<b>Total Weighting</b>	<b>50</b> (30% Art making 20% Critical and Historical Studies)	<b>50</b> (30% Art making 20% Critical and Historical Studies)	<b>100</b>

### Stage 4 Year 7 Visual Arts Course Outcomes: A Student:

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks.
- 4.2 explores the function of and relationships between artist – artwork – world – audience.
- 4.3 makes artworks that involve some understanding of the frames.
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts.
- 4.5 investigates ways to develop meaning in their artworks.
- 4.6 selects different materials and techniques to make artworks.
- 4.7 explores aspects of practice in critical and historical interpretations of art.
- 4.8 explores the function of and relationships between the artist – artwork – world – audience.
- 4.9 begins to acknowledge that art can be interpreted from different points of view.
- 4.10 recognises that art criticism and art history construct meanings.



# TERM PLANNER



Use this to help you plan the work required throughout the year. Ensure that you,

- give each task time
- plan what is required
- clarify with the head teacher, check with the teacher for assistance
- ask for feedback.

# Term 1

Week / Subject									
1									
2									
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# Term 2

Week / Subject									
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# Term 3

Week / Subject																				
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3																				
4																				
5	<b>ASSESSMENT FREE WEEK</b>																			
6	<b>ASSESSMENT FREE WEEK</b>																			
7																				
8																				
9	<b>ASSESSMENT FREE WEEK</b>																			
10	<b>ASSESSMENT FREE WEEK</b>																			

# Term 4

Week / Subject										
1	<b>ASSESSMENT FREE WEEK</b>									
2	<b>ASSESSMENT FREE WEEK</b>									
3										
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5	<b>ASSESSMENT FREE WEEK</b>									
6										
7	<b>ASSESSMENT FREE WEEK</b>									
8	<b>ASSESSMENT FREE WEEK</b>									
9	<b>ASSESSMENT FREE WEEK</b>									
10	<b>ASSESSMENT FREE WEEK</b>									