

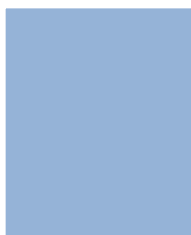
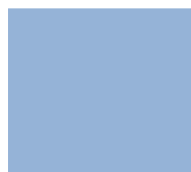
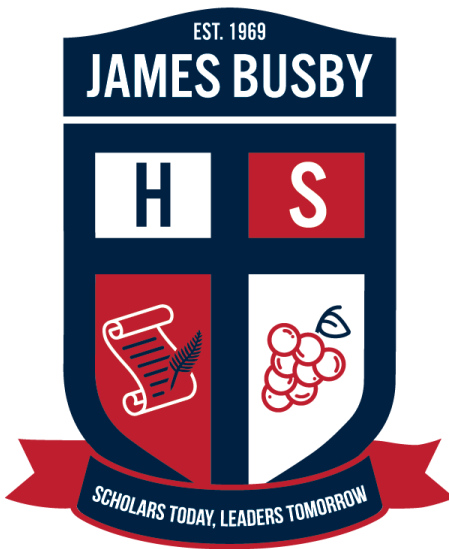
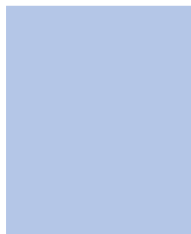
JAMES BUSBY HIGH SCHOOL

YEAR 9

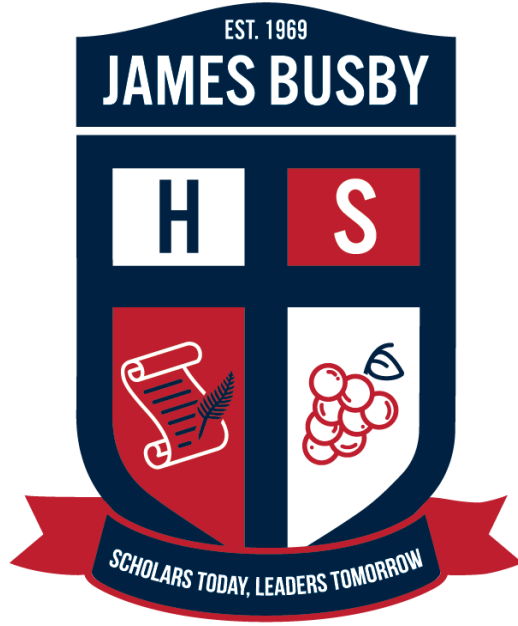
ASSESSMENT BOOKLET

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:

Term	Week	Cohort	Purpose	Exceptions
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.

5.2 Major Works or Practical Tasks with a Number of Components

NESA guidelines clearly identify that, where limits apply to the number of assessment tasks allowed 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 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 marks allocated for each component. All components will be due at the same time. If a task has multiple components due at different times, each component will be considered a separate task.

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.

6.2.6 Absence Due to a VET Work Placement or Work Experience

Due to the nature of Work Placement and Work Experience, and the educational and career opportunities these programs support, students attending either program when an assessment task is due will be permitted to make arrangements with their teachers to submit all assessment

tasks on time using an appropriate alternative submission method, either using 'Submission by Proxy' or electronic submission. All tasks will still be submitted, however.

A task will only be allowed to be submitted at the conclusion of the work program if prior and specific arrangements have been made with the teacher. If no prior and specific arrangements have been made, then late submission will be handled in accordance with Section 7.2.

Where possible, Work Placement and Work Experience will not be arranged for any day during a scheduled examination period.

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.

8.1.4.1 Extended Leave (Travel) During an Assessment Task – Senior Students

While the requirements outlined in Section 8.5 apply to all students, there are special considerations for students in Years 11 and 12. It is expected that all Year 11 and 12 assessment tasks will be completed at the scheduled time unless students are affected by illness or misadventure. Therefore, it is even more important that Year 11 and 12 students and families manage leave requests in consultation with class teachers and faculty Head Teachers, so that absences during assessment tasks can be avoided or minimised where possible.

In rare circumstances where Extended Leave – Travel is applied for and approved for a senior student, the student must complete the steps in Section 8.3, focussing on the following important aspects:

- Consult with the faculty Head Teacher at least two weeks prior to the scheduled task.
- Obtain an *Application for Principal's Leave* form from the front office and have the form completed by all classroom and Head Teachers for subjects in which an assessment task

will be missed. This form will record and advise of the negotiated time to submit or sit any assessment tasks that will be missed.

- Ensure that all hand-in tasks due during the period of leave are submitted prior to leave commencing or electronically by the due date and due time and that tests or examinations are completed in compliance with the completed *Application for Principal's Leave* form.

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 NESAs 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 NESAs testing, which requires compliance with NESAs Disability Provisions guidelines. With Year 7 NAPLAN testing, some Disability Provisions will be approved by the school, but other provisions must be approved by NESAs. 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 NESAs testing, which requires compliance with NESAs Disability Provisions guidelines. With Year 9 NAPLAN testing, some Disability Provisions will be approved by the school, but other provisions must be approved by NESAs.

10.2.4 Year 10 Disability Provisions

Eligibility for Disability Provisions for Year 10 students is determined by NESAs 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 NESAs.

10.2.5 Year 11 Disability Provisions

Eligibility for Disability Provisions for Year 11 students is determined by NESAs 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 NESAs.

10.2.6 Year 12 Disability Provisions

Eligibility for Disability Provisions for Year 12 students is determined by NESAs criteria and must be approved by NESAs 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 NESAs 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 NESAs ruling on the basis of the application of a school-based approval process based on NESAs 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.

12.2.2 Stage 5 (Year 9)

Teachers may utilise Stage 5 NESA Warning Letters at this stage for significant breaches by students. Generally, though, the system will be the same as for Stage 4. 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.

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

A stage 5 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-submission 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.

If an Assessment Task is left unresolved and the use of a NESA 'N' Determination Warning Letter is deemed necessary, then it can be issued at this stage in consultation with the Head Teacher. It is to be seen as a reminder of the seriousness of the non-attempt or non-submission and a means of

familiarising appropriate students with the NESA processes involved. Year 9 students will not be 'N' Determined on NESA grounds, however, Year 9 'N' Determination letters may be used to aid in 'N' Determination decisions for Year 10 students at the end of their Stage 5 courses. In general, a student will only be permitted to progress to Year 10 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.

12.2.3 Stage 5 (Year 10)

Teachers will utilise NESA Warning Letters (Green) where appropriate. The emphasis will be on utilising these letters as a final option of reporting and rectifying concerns, rather than for discipline purposes. With regards to class work or homework, student inactions will first be followed up with correct classroom procedure before the option of 'N' Determination Warning Letters is exercised.

NESA 'N' Determination Warning Letters should be issued for non-attempts and non-serious attempts for Assessment Tasks and for significant coursework missed or incomplete. Teachers will continue to ensure effective communication with parents/guardians about non-completion issues. All contact with parents will be recorded on Sentral.

NESA 'N' Determination Warning Letters will be required across the duration of the course for a student to be 'N' Determined at the completion of Stage 5. Near the end of the Stage 5 course (with dates to be determined by official NESA deadlines), Teachers and Head Teachers will be required to submit 'N' Determination nominations for students who have not met NESA requirements. A panel consisting of the appropriate Deputy Principal, the Head Teacher Secondary Studies and the Year Advisor will accept or reject all 'N' Determination nominations. For 'N' Determination nominations to be accepted, submissions must include multiple official NESA 'N' Determination Warning Letters covering:

- assessment tasks with a total weighting of 50% or greater missed in a course and/or
- coursework of 50% or greater missed and
- the duration of the course.

Stage 5 Course Warning Letters (Green) will be sent for students who:

- fail to attempt an assessment task,
- fail to make a serious attempt at an assessment task,
- fail to complete coursework (in class or at home) in a manner that shows a lack of sustained effort or diligence,
- fail to complete coursework due to unsatisfactory and/or unexplained absences,
- fail to complete significant sections of work due to sustained lack of application or
- cheat in an examination or submit work for assessment that is plagiarised, another person's or deliberately late to gain advantage.

A Year 10 Stage 5 student who fails to complete an assessment task will be subject to action as outlined in this Assessment Policy, with specific focus on Section 7 and Section 8.

In general, a student will only be permitted to progress to Year 11 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.

12.3 Points on Policy and Procedure

The following points are areas of the JBHS Assessment Policy generally, and *Section 12 – 'N' Award Warning Letters and 'N' Determinations* specifically, that should be highlighted to ensure full compliance. Points of focus include:

12.3.1 Appropriate Use of 'N' Award Letters

The purpose of NESA 'N' Determination Warning Letters is to report on student failure to adhere to NESA requirements in terms of assessment, coursework and application.

12.3.2 Steps Before Issuing 'N' Award Warning Letters

Teachers will endeavour to approach students first and give them the chance to explain their failure to submit an assessment task or complete coursework before issuing Warning Letters. This may not always be possible, particularly with students who fail to complete an assessment task due to absences, but reasonable attempts will be made to discuss issues with the student. Where contact cannot be made with a student who has failed to submit an assessment task, 'N' Determination Warning Letters should be sent despite the lack of communication.

12.3.3 Completion of a Task After a Warning Letter Has Been Issued

If a student completes a non-submitted assessment task within the re-assigned due date, indicated on the official Warning Letter, the task will be marked and returned to the student. This task will receive a mark of zero but will not count towards the awarding of an 'N' Determination. This issue will be classed as 'resolved' / 'completed'. However, if the work is still not completed after the re-assigned due date has expired, its non-completion will count towards the awarding of an 'N' Determination in that course.

12.3.4 Issuing a Second Warning Letter for the Same Task

A second 'N' Determination Warning Letter can be sent for a task or coursework if it is still not completed, but this is not mandatory. If deemed appropriate, work that is still incomplete can be added as a second warning to any further 'N' Determination Warning Letters pertaining to additional tasks or work. The issuing of a second Warning Letter for a task is intended to provide an additional opportunity for a student to rectify a serious situation and, in the case of an 'N' Determination at the completion of the course, will be further evidence of attempts made to assist the student through the course.

12.3.5 Appropriateness of an ‘N’ Determination Warning Letter

The important consideration in judging the appropriateness of an ‘N’ Determination Warning Letter is whether a student is showing “*sustained effort*” and “*diligence*”. Students must engage with and attempt course outcomes, but do not need to be achieving all the outcomes of a course. Additionally, a student cannot be issued an ‘N’ Determination Warning Letter for achieving poor results in a task or an entire course.

12.3.6 Students Catching Up on Incomplete Work

Students who have failed to complete an assessment task and/or significant coursework will be encouraged to complete work, even to the end of the course, but will not be given an opportunity to by-pass NESAs’ “*sustained effort*” or “*diligence*” requirements. Students will not be given a period of time at the end of the course to complete work to remove an ‘N’ Determination.

12.3.7 Reporting on Attendance Issues

Poor attendance is not a reason for an ‘N’ Determination Warning Letter or an ‘N’ Determination. Absences will be reported in terms of coursework that has been missed. If a student misses an amount of coursework due to an absence that is considered significant, then ‘N’ Determination Warning Letters will be sent reporting “*Incomplete Coursework*”, with the specific content or topic(s) listed.

12.3.8 Consistency

Consistency is an essential part of this Assessment Policy and all associated processes. All faculties will implement this policy and, in reference to ‘N’ Determination processes, Section 12 of the policy. The purpose of consistency pertaining to ‘N’ Determinations is that students are not confused on the basis of an unfair process, inequity or inconsistency.

12.3.9 ‘N’ Determination Record Keeping

Teachers will keep clear records of ‘N’ Determination Warning Letters and possible ‘N’ Determinations by ensuring that all Sentral entries are saved, including updates of status after the creation of form letters, and all marks are recorded to indicate a non-attempt or non-serious attempt on official faculty markbooks. The Head Teacher Secondary Studies will archive all ‘N’ Determination nominations, both upheld and rejected, in accordance with the Department’s safe handling procedures.

12.3.10 Students with a Genuine Reason

A student who has a genuine reason for failing to complete an assessment task or significant sections of coursework will be provided the opportunity to explain this reason. In Years 10, 11 and 12, the student must obtain an “*Application for Illness or Misadventure*” form from the Head Teacher of that subject, complete it and submit it for consideration with attached documentation in accordance with Section 7. If the appeal is rejected or no suitable documentation is provided, then the normal procedures for dealing with the non-completion of an assessment task or coursework outlined in Section 7.2 will be followed.

12.3.11 Consideration for Wellbeing Issues

At times, specific, unavoidable and short-term wellbeing issues may prevent a student from attempting an assessment task or from completing a task to the best of his/her ability. Wellbeing issues, as verified by the Senior Executive and/or Head Teacher Welfare and communicated by the Year Advisor, may see a classroom teacher being required to award an extension or estimated mark for a student in line with this Assessment Policy.

Similarly, any aspect of this policy may be suspended on wellbeing grounds if a situation is regarded as serious enough by an authorised person, as listed above.

12.3.12 Non-Attendance and 'N' Determinations

Students who regularly or always avoid attending classes will remain a part of this process and 'N' Determination Warning Letters and 'N' Determination nominations must be completed for them in line with this Assessment Policy.

12.3.13 Sustained Effort and 'N' Determinations

For an 'N' Determination to be upheld, there will need to be evidence of 'N' Determination Warning Letters across the duration of the course, not just a brief period of the course. This is a NESAs requirement.

12.4 Practical Considerations Regarding Warning Letters and 'N' Determinations

Certain practical aspects need to be considered when issuing 'N' Determinations and weighing the merits of awarding an 'N' Determination to a student. These are outlined below.

12.4.1 Reporting on Coursework

For course work, teachers will not write 'N' Determination Warning Letters for individual pieces of work. Teachers will group sections or units of work together for the purposes of reporting via 'N' Determination Warning Letters. Rather than individual activities or questions being highlighted, topics, chapters or sections of work will be identified. All warnings related to absences will be reported in terms of the coursework or assessment task(s) missed.

12.4.2 Provision of Time to Address Concerns

Teachers will provide THREE weeks for a student to complete work when writing 'N' Determination Warning Letters, thus allowing a week for the delivery of letters to their homes and two weeks to complete the work. Teachers will include a date for the completion of tasks or coursework that is three weeks from the date of the letter.

12.5 'N' Determinations and Warning Letters for Life Skills Courses

Students studying Life Skills courses will be subject to the same 'N' Determination processes as outlined above. Section 11 of this policy provides additional details relevant to Life Skills courses but, where specific information is not provided, general information under Section 12 will apply.

13. Examinations

13.1 Examinations as Assessment

Examinations form one part of assessment and become more important as a component of assessment in Years 10 – 12. For Year 10, 11 and 12, NESAs stipulates the amount of assessment tasks that can be examination-based tasks and the total weightings that examinations can make up. These requirements will be adhered to in the process of planning, producing and implementing assessment schedules.

13.2 Annually Recurring Examination Schedules

The following table outlines the JBHS Examination Schedule that will form the basis of examination-based assessment each year. Students should still check Assessment Schedules carefully to ensure that no changes have occurred.

Term	Usual Week	Exams	Notes
3	5-6	Year 12 Trial HSC	
3	9-10	Year 11 Yearly	If Term 3 is 11 weeks, exams will be in Weeks 10-11.
4	1-2	Year 10 Yearly	Including timetabled mandatory and elective exams.
4	5	Year 9 Yearly	Including timetabled mandatory and elective exams

13.3 Requirements of Teachers in Preparing and Administering Examinations

When preparing and implementing examinations, teachers will:

- follow the guidelines for setting quality assessment tasks,
- ensure examinations differentiate for all students and allow for questions to challenge a range of learner interests and abilities,
- ensure confidentiality for questions and papers,
- complete the examination cover sheet before submitting papers for printing,
- submit papers for printing at least one week before the exam period begins,
- ensure students know how to do the examination (exam strategy and process) and have a written outline of the topics, content, understandings and skills that will be tested via an official Assessment Notification,
- ensure exams follow faculty, JBHS, NESAs and Department procedures for maintaining consistency in marking and
- provide detailed feedback to assist students to improve their examination performance.

13.4 Examination Rules

Strict examinations rules exist to allow proper assessment of students under examination conditions. Although most examination rules are based on common-sense requirements for the effective running of a formal assessment task, there are examination rules specific to the senior and the junior school. A copy of the *Senior School Examination Rules* and *Junior School Examination Rules*, as distributed to students, is included in the Appendices of this Assessment Policy. See Appendix 2.

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

18. The Record of Student Achievement

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

A Record of School Achievement:

- is awarded to students who leave school after completing Stage 5 (Year 10) but before completing the HSC.
- shows a student's achievements up until they leave school.
- is based on moderated, school-based assessments.
- is a record of courses they have attempted.
- is a record of the date of leaving school.
- offers voluntary literacy and numeracy tests for students leaving school.
- offers optional reporting of extracurricular achievements.

Student eligibility for a RoSA include the following:

- Students who are eligible and leave school before receiving the HSC.
- A student receiving the HSC can also request a copy of their Record of School Achievement.
- Students in Year 11 or 12 not leaving school can access a transcript to use when seeking casual work, apprenticeships or TAFE enrollment. This is not an official credential.

18.1 RoSA Eligibility

To be eligible for the NSW Record of School Achievement, students must have:

- Attended a government school or accredited non-government school within NSW, or a school outside NSW recognised by the NSW Educational Standards Authority (NESA).
- Satisfactorily completed NESA-approved courses of study.

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- followed the course developed or endorsed by NESA;
- 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.

This includes ensuring that students have:

- Satisfactorily completed the school-based assessment program; and
- Satisfied attendance expectations.

If a student is 'N' Determined in a mandatory Year 10 course, they will be ineligible for a RoSA prior to the completion of Year 11.

18.2 What is Included in the Record of School Achievement at the End of Year 10?

The ROSA credential will report on student's achievements in Stage 5 using A to E grades. Core and elective subjects that have been satisfactorily completed in Stage 5 will be reported with a school determined grade. Other mandatory curriculum requirements met will also be listed.

18.3 Obtaining a Copy of the RoSA

A RoSA will only be issued when a student officially leaves school. When a student officially ceases their enrolment with the school, the Head Teacher Secondary Studies will apply for a RoSA on the student's behalf and it will be available for the student to access through his or her NESA Students Online account. The school cannot issue or access a student's RoSA. The school can access a copy of the student's e-record once the enrolment has ceased and a student can access a copy of their own e-record at any time during enrolment via their NESA Students Online account.

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.

JUNIOR SCHOOL EXAMINATION RULES

Teachers supervising your exams will enforce strict rules about what students can bring into an exam and behaviour which is unacceptable in an exam. You will not be allowed to bring in any item that is banned from the exam and you will be removed from the exam room if you break any of the very strict examination rules. This means that you could receive an 'N' Award as you have not successfully completed the examination. You will also need to complete the examination during lunchtime.

*You **MUST** be aware of the rules about punctuality, equipment and behaviour.*

Basic Examination Rules - Conduct

Students **MUST**

- know and follow the exam timetable and be on time to their exams (arrive at the start of the period).
- write in pen, so bring a supply of pens with you. A pen will not be provided by teachers.
- check all equipment to be used. Make sure your equipment works.
- follow the day-to-day rules of the school
- follow the teachers' instructions at all times and behave in a polite and courteous manner to all.
- sit exactly where directed
- make a serious attempt at answering all questions in the examination.

Students **MUST NOT**:

- eat in the examination room
- speak to any person other than a teacher during an examination
- behave in a way likely to disturb the work of any other student
- take into the examination room any equipment other than the equipment allowed
- take any electronic device into the exam room except for BOSTES approved calculators
- leave the examination room, except in an absolute emergency and in the company of a teacher
- borrow or attempt to borrow equipment in the examination room.

Basic Examination Rules - Equipment

Students **MAY** bring these items into the exam room:

- stationery, including a supply of pens, a ruler, highlighters, pencils and a sharpener
- a bottle of water in a clear bottle
- a watch can be worn into the exam room, but it must be removed and placed on your desk
- an approved calculator for certain examinations (this includes the calculator you use in class).
- All equipment brought into the examination room will be inspected by teachers.

Students **MUST NOT** bring these items into the exam room:

- mobile phones (even if turned off) and any electronic device except an approved calculator (including phones, organisers, tablets, music players, MP3 players, watches with alarms, etc)
- paper or any printed material, unless otherwise directed by your teacher
- dictionaries (except for where permitted in language exams)
- correction fluid or tape (such as liquid paper)
- pencil cases (carry pens or put them in a small, clear plastic bag)
- food and drink (except water, as stated above)

Other Important Information:

- You must make every attempt to get to your exams. If there are extreme circumstances that prevent you from attending, you must see your teacher, with a medical certificate, as soon as you return.
You **MUST BE AT EVERY EXAM EXCEPT FOR IN EXTREME CIRCUMSTANCES.**
- If you do not make a serious attempt at an examination, it will be treated as a non-attempt and you will sit the exam again.

ASSESSMENT SCHEDULES



YEAR 9 CHILD STUDIES – ASSESSMENT SCHEDULE 2022

	1	2	3	4	
Task Date	Term 1 Week 8	Term 2 Week 7	Term 3 Week 7	Term 4 Week 5-6	
Syllabus Content, Components or Modes	Conception to Birth (Reproductive Technologies)	Family Interactions	Food and Nutrition in Childhood	Health and Safety In Childhood	
Task Type	Information Pamphlet	Research Task	Toddler Menu	Yearly Examination	
Outcomes	CS5-1, CS5-8, CS5-11	CS5-1, CS5-2, CS5-3, CS5-6, CS5-7	CS5-2, CS5-5, CS5-8, CS5-10, CS5-11, CS5-12	CS5-1, CS5-2, CS5-3, CS5-4, CS5-5, CS5-6, CS5-7, CS5-8, CS5-9, CS5-10, CS5-11, CS5-12	
					Weighting
Total Weighting	20	25	25	30	100

Stage 5 Year 9 Child Studies Course Outcomes: A Student:

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

YEAR 9 COMMERCE– ASSESSMENT SCHEDULE 2022

	1	2	4	
Task Date	Term 1 Week 10	Term 3 Week 8	Term 4 Week 5-6	
Syllabus Content	Consumer and Financial Decisions – Core 1	Towards Independence – Option 1	Entire Course	
Task Type	Report	Research and PowerPoint	Yearly Examination	
Outcomes	COM5-4	COM5-1, COM5-5, COM5-8	COM5-1, COM5-4, COM5-6	
				Weighting
Total Weighting	30	30	40	100

Stage 5 Year 9 Commerce Course Outcomes: A Student:

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

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

COM5.3 examines the role of law in society.

COM5.4 analyses key factors affecting commercial and legal decisions.

COM5.5 evaluates options for solving commercial and legal problems and issues.

COM5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues.

COM5.7 researches and assesses commercial and legal information using a variety of sources.

COM5.8 explains commercial and legal information using a variety of forms.

COM5.9 works independently and collaboratively to meet individual and collective goals within specified timelines.

YEAR 9 ENGLISH – ASSESSMENT SCHEDULE 2022

	1	2	3	4	
Task Date	Term 1 Week 7	Term 2 Week 5	Term 3 Week 3	Term 4 Week 5-6	
Syllabus Content, Components or Modes	Unit 1 Non-fiction/Media (Writing/Viewing/Listening)	Unit 3 Novel (Reading/Writing)	Unit 4 Poetry (Speaking/Representing)	Unit 6 Film (Reading/Writing)	
Task Type	Class Test (Compose a persuasive response in relation to a piece of stimulus & a reflection)	Critical Writing Task (Submit a critical book review)	Multimodal Presentation (Compose and deliver a speech and PowerPoint Presentation)	Yearly Examination (Format- multiple choice, short answer questions & a creative response)	
Outcomes	EN5-2A, EN5-3B, EN5-5C, EN5-9E	EN5-1A, EN5-3B, EN5-7D, EN5-8D	EN5-2A, EN5-3B, EN5-4B, EN5-7D	EN5-3B, EN5-5C, EN5-6C, EN5-8D	
					Weighting
Total Weighting	25	25	25	25	100

Stage 5 Year 9 English Course Outcomes: A Student:

- EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
- EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.
- EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.
- EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
- EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.
- EN5-6C investigates the relationships between and among texts.
- EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds.
- EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
- EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

YEAR 9 FOOD TECHNOLOGY – ASSESSMENT SCHEDULE 2022

	1	2	3	4	
Task Date	Term 1 Week 8	Term 2 Week 8	Term 3 Ongoing (Notifications to advise dates)	Term 4 Week 5-6	
Syllabus Content, Components or Modes	Food in Australia	Food Selection and Health	Food for Specific Needs	Entire Course	
Task Type	Practical and Written Assignment	Oral Presentation and Written Responses	Practical Application	Yearly Examination	
Outcomes	5-1, 5-2, 5-5, 5-6, 5-7, 5-8, 5-9, 5-12	5-3, 5-6, 5-7, 5-9, 5-11, 5-12, 5-13	5-1, 5-2, 5-5, 5-6, 5-10, 5-11, 5-12	5-2, 5-5, 5-6, 5-7, 5-10, 5-12, 5-13	
					Weighting
Total Weighting	30	20	20	30	100

Stage 5 Year 9 Food Technology Course Outcomes: A Student:

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product.

FT5-2 identifies, assesses and manages the risks of injury and OHS issues associated with the handling of food.

FT5-3 describes the physical and chemical properties of a variety of foods.

FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage.

FT5-5 applies appropriate methods of food processing, preparation and storage.

FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities.

FT5-7 justifies food choices by analysing the factors that influence eating habits.

FT5-8 collects, evaluates and applies information from a variety of sources.

FT5-9 communicates ideas and information using a range of media and app.

FT5-10 selects and employs appropriate techniques and equipment for a variety of food specific sources.

FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes.

FT5-12 examines the relationship between food, technology and society.

FT5-13 evaluates the impact of activities related to food on the individual, society and the environment.

YEAR 9 GEOGRAPHY – ASSESSMENT SCHEDULE 2022

	1	2	3	
Task Date	Term 2 Week 4	Term 3 Week 8	Term 4 Week 5-6	
Syllabus Components	Sustainable Biomes	Changing Places	Entire Course	
Task Type	Research Report	ICT/Research	Yearly Examination	
Outcomes	GE5-1, GE5-4, GE5-5, GE5-7	GE5-2, GE5-3, GE5-8	GE5-1, GE5-2, GE5-3, GE5-5	
				Weighting
Total Weighting	35	35	30	100

Stage 5 Year 9 Geography Course Outcomes: A Student:

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

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

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

GE5-4 accounts for perspectives of people and organisations on a range of geographical issues.

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

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

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

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

YEAR 9 HISTORY – ASSESSMENT SCHEDULE 2022

	1	2	3	
Task Date	Term 2 Week 2	Term 3 Week 3	Term 4 Week 5-6	
Syllabus Components	Depth Study 1 Movement of People	Depth Study 3 Australians at War (WW1)	Entire Course	
Task Type	Research / Empathy Task	Site Study	Yearly Examination	
Outcomes	HT5-4, HT5-5, HT5-7, HT5-9	HT5-1, HT5-8, HT5-10	HT5-3, HT5-4, HT5-6, HT5-7	
				Weighting
Total Weighting	35	35	30	100

Stage 5 Year 9 History Course Outcomes: A Student:

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

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

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

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

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

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

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

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

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

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

YEAR 9 INDUSTRIAL TECHNOLOGY TIMBER – ASSESSMENT SCHEDULE 2022

	1	2	3	4	
Task Date	Term 2 Week 2	Term 2 Week 8	Term 4 Week 3	Term 4 Week 5-6	
Syllabus Content, Components or Modes	Core Module: Timber 1	Core Module: Timber 1	Core Module: Timber 1	Entire Course	
Task Type	Practical Project 1	Research Assignment	Practical Project 2	Yearly Examination	
Outcomes	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7	IND5-1, IND5-5, IND5-8, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7	IND5-1, IND5-2, IND5-5, IND5-8, IND5-9, IND5-10	
					Weighting
Total Weighting	30	20	35	15	100

Stage 5 Year 9 Industrial Technology Timber Course Outcomes: A Student:

- IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5-2 applies design principles in the modification, development and production of projects
- IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6 identifies and participates in collaborative work practices in the learning environment
- IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

YEAR 9 INFORMATION & SOFTWARE TECHNOLOGY – ASSESSMENT SCHEDULE 2022

	1	2	3	4	
Task Date	Term 1 Week 9	Term 2 Week 6	Term 3 Week 7	Term 4 Week 5-6	
Syllabus Content & Components	Digital Media Project Project Design (10) Technologies (5) Digital Media (10)	Topics covered to task date Project Design (5) Data Handling (10) Technologies (5) Email & Net Search (5)	Network Project Hardware & Networking (10) Data Handling (5) Multimedia (10)	Entire Course Hardware & Networking (10) Multimedia (5) Database (10)	
Task Type	Group Project	Class Test	Individual Project	Yearly Examination	
Outcomes	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	5.4.1,5.5.1,5.5.2,5.5.3	5.2.1, 5.2.2, 5.2.3	5.1.2, 5.3.1, 5.4.1, 5.5.1	
					Weighting
Total Weighting	25	25	25	25	100

Note: The outcomes listed above are correct at the time of publication, however, students are advised to consult the outcomes provided through notifications for each specific task through-out the year.

Stage 5 Year 9 Information & Software Technology Course Outcomes: A Student:

- 5.1.1 selects and justifies the application of appropriate software programs to a range of tasks
- 5.1.2 selects, maintains and appropriately uses hardware for a range of tasks
- 5.2.1 describes and applies problem-solving processes when creating solutions
- 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems
- 5.2.3 critically analyses decision-making processes in a range of information and software solutions
- 5.3.1 justifies responsible practices and ethical use of information and software technology
- 5.3.2 acquires and manipulates data and information in an ethical manner
- 5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society
- 5.5.1 applies collaborative work practices to complete tasks
- 5.5.2 communicates ideas, processes and solutions to a targeted audience
- 5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology.

YEAR 9 MATHEMATICS 5.1 – ASSESSMENT SCHEDULE 2022

	1	2	3	4	
Task Date	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4	Term 4 Week 5-6	
Syllabus Content	Algebra / Equations	Area & Surface Area / Financial Maths	Indices / Scientific Notation / Geometric Figures / Linear Relationships	Probability / Pythagoras's Theorem / Data Analysis	
Task Type	Research Investigation Assignment	Class Test	Class Test	Yearly Examination	
Outcomes	MA4-8NA, MA4-10NA	MA5.1-4NA, MA5.1-8MG	MA5.1-5NA, MA5.1-9MG, MA5.1-11MG, MA5.1-6NA	MA4 11NA, MA5.1 6NA MA4 21SP	
					Weighting
Total Weighting	20	30	20	30	100

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 4 tasks is used to determine the appropriate class placement in the following year.

Stage 5 Year 9 Mathematics 5.1 Course Outcomes: A Student:

MA5.1-1WM: uses appropriate terminology, diagrams and symbols in mathematical contexts.

MA5.1-2WM: selects and uses appropriate strategies to solve problems.

MA5.1-3WM: provides reasoning to support conclusions that are appropriate to the context.

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

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

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

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

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

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

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

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

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

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

YEAR 9 MATHEMATICS 5.2 – ASSESSMENT SCHEDULE 2022

	1	2	3	4	
Task Date	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4	Term 4 Week 5-6	
Syllabus Content	Algebra / Equations	Area & Surface Area / Financial Maths	Indices / Scientific Notation / Geometric Figures	Probability / Trigonometry / Linear Relationships	
Task Type	Research Investigation Assignment	Class Test	Class Test	Yearly Examination	
Outcomes	MA5.2-6NA, MA5.2-8NA	MA5.1-8MG, MA5.1-4NA, MA5.1-11MG	MA5.1-9MG, MA5.2-7NA, MA5.2 14MG	MA5.2-9NA, MA5.2-17SP, MA5.2-13MG	
					Weighting
Total Weighting	20	30	20	30	100

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 4 tasks is used to determine the appropriate class placement in the following year.

Stage 5 Year 9 Mathematics 5.2 Course Outcomes: A Student:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

YEAR 9 MATHEMATICS 5.3 – ASSESSMENT SCHEDULE 2022

	1	2	3	4	
Task Date	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4	Term 4 Week 5	
Syllabus Content	Algebraic Techniques / Equations	Surface Area & Volume / Indices / Scientific Notation	Geometric Figures / Linear Relationships	Probability / Trigonometry / Non-Linear Relationships	
Task Type	Research Investigation Assignment	Class Test	Class Test	Yearly Examination	
Outcomes	MA5.2-6NA, MA5.3-5NA, MA5.2-8NA	MA5.1-8MG, MA5.1-5NA, MA5.2-7NA	MA5.2-14MG, MA5.2-9NA	MA5.2-17SP, MA5.2-13MG, MA5.3-9NA	
					Weighting
Total Weighting	20	30	20	30	100

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 4 tasks is used to determine the appropriate class placement in the following year.

Stage 5 Year 9 Mathematics 5.3 Course Outcomes: A Student:

- MA5.3-1WM: uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures.
- MA5.3-2WM: generalises mathematical ideas and techniques to analyse and solve problems efficiently.
- MA5.3-3WM: uses deductive reasoning in presenting arguments and formal proofs.
- MA5.3-4NA: draws, interprets and analyses graphs of physical phenomena.
- MA5.3-5NA: selects and applies appropriate algebraic techniques to operate with algebraic expressions.
- MA5.3-6NA: performs operations with surds and indices.
- MA5.3-7NA: solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations.
- MA5.3-8NA: uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line.
- MA5.3-9NA: sketches and interprets a variety of non-linear relationships.
- MA5.3-10NA: recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems.
- MA5.3-11NA: uses the definition of a logarithm to establish and apply the laws of logarithms.
- MA5.3-12NA: uses function notation to describe and sketch functions.
- MA5.3-13MG: applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids.
- MA5.3-14MG: applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids.
- MA5.3-15MG: applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, inc. problems involving three dimensions.
- MA5.3-16MG: proves triangles are similar and uses formal geometric reasoning to establish properties of triangles and quadrilaterals.
- MA5.3-17MG: applies deductive reasoning to prove circle theorems and to solve related problems.
- MA5.3-18SP: uses standard deviation to analyse data.
- MA5.3-19SP: investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes.

YEAR 9 MUSIC – ASSESSMENT SCHEDULE 2022

	1	2	3	4	
Task Date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 7	Term 4 Week 5-6	
Syllabus Content, Components or Modes	Baroque (Performance)	Jingle (Composition)	Television Theme (Performance)	Australian Music (Aural / Musicology)	
Task Type	Performance Students are to present a solo or ensemble performance of a Baroque piece.	Composition Students are to create a product and compose a jingle. Students perform their jingle as an ensemble.	Performance Students are to present a solo or ensemble performance of a TV theme.	Yearly Examination MC and short answer based on topics studied and score reading. Also a short answer aural section.	
Outcomes	5.1, 5.2, 5.3, 5.11, 5.12	5.3, 5.4, 5.5, 5.6, 5.12	5.1, 5.2, 5.3, 5.11, 5.12	5.7, 5.8, 5.9, 5.11, 5.12	
					Weighting
Total Weighting	25	25	25	25	100

Stage 5 Year 9 Music Course Outcomes: A Student:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study.
- 5.6 uses different forms of technology in the composition process.
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study.
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study.
- 5.10 demonstrates an understanding of the influence and impact of technology on music.
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform.
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

YEAR 9 PHYSICAL ACTIVITY AND SPORTS STUDIES – ASSESSMENT SCHEDULE 2022

	1	2	3	4	
Task Date	Term 1 Week 5	Term 2 Week 8	Term 3 Week 7	Term 4 Week 5-6	
Syllabus Content, Components or Modes	Physical Fitness	Lifestyle, Leisure & Recreation	Enhancing Performance Strategies and Techniques	Australian Sporting Identities	
Task Type	Fitness Testing: Practical	Module Interviews & Assorted Test: Research	Group Task: Practical	Yearly Examination	
Outcomes	PASS5-9, PASS5-10	PASS5-5, PASS5-6	PASS5-1, PASS5-2, PASS5-7, PASS5-8	PASS5-3, PASS5-4	
					Weighting
Total Weighting	25	25	25	25	100

1

Stage 5 Year 9 PASS Course Outcomes: A Student:

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

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

PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport

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

PASS5-5 demonstrate actions and strategies that contribute to enjoyable participation and skilful performance.

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

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

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

PASS5-9 performs movement skills with increasing proficiency

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

YEAR 9 PDHPE – ASSESSMENT SCHEDULE 2022

	1	2	3	4	
Task Date	Term 1 Week 6	Term 2 Week 3	Term 3 Week 8	Term 4 Week 5-6	
Syllabus Content, Components or Modes	Invasion Games	Impact of the Media	Healthy School	Valuing Diversity, Respectful Relationships	
Task Type	Practical	Research / Written	Research / Written	Yearly Examination	
Outcomes	5-4, 5-5, 5-11	5-2, 5-6, 5-7	5-2, 5-6, 5-7, 5-8	5-1, 5-3, 5-9, 5-10	
					Weighting
Total Weighting	25	25	25	25	100

1

Stage 5 Year 9 PDHPE Course Outcomes: A Student:

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

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

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

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

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

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

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

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

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

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

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

YEAR 9 PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING – ASSESSMENT SCHEDULE 2022

	1	2	3	
Task Date	Term 2, Week 7 (Notification Term 2, Week 1)	Term 3, Week 7 (Notification Term 3, Week 1)	Term 4 Week 5-6	
Syllabus Components	Making: Mobile Photography	Making: Digital Zines	Making, Historical and Critical	
Task Type	Poster	Adobe Photoshop Spark	Yearly Examination	
Outcomes	5.1, 5.2, 5.3, 5.4, 5.6	5.1, 5.2, 5.3, 5.4, 5.6	5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10	
				Weighting
Total Weighting	30	40	30	100

Stage 5 Year 9 Photography, Video and Digital Imaging Course Outcomes: A Student:

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

YEAR 9 SCIENCE – ASSESSMENT SCHEDULE 2022

	1	2	3	4	
Task Date	Term 1 Week 9	Term 2 Week 6	Term 3 Week 4	Term 4 Week 5-6	
Syllabus Content & Components	Fact or Fiction Working Scientifically	Avatar	Working Scientifically	Entire Course	
Task Type	Independent Research Task Knowledge & Understanding (5) Skills in Work. Scientifically (15)	Depth Study Knowledge & Understanding (10) Skills in Work. Scientifically (10)	Practical Assessment Knowledge & Understanding. (10) Skills in Work. Scientifically (15)	Yearly Examination Knowledge & Understanding (25) Skills in Work. Scientifically (10)	
Outcomes	SC5-4, SC5-5, SC5-6, SC5-7	SC5-7, SC5-8, SC5-13, SC5-14	SC5-6, SC5-7, SC5-10, SC5-11	SC5-10, SC5-11, SC5-13, SC5-14, SC5-15, SC5-16	
					Weighting
Total Weighting	20	20	25	35	100

Stage 5 Year 9 Science Course Outcomes: A Student:

- SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them.
- SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.
- SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.
- SC5-4WS develops questions or hypotheses to be investigated scientifically.
- SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
- SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
- SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
- SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
- SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
- SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion.
- SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
- SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
- SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
- SC5-14LW analyses interactions between components and processes within biological systems.
- SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
- SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.
- SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

YEAR 9 VISUAL ARTS – ASSESSMENT SCHEDULE 2022

	1	2	3	
Task Date	Term 2, Week 8 (Notification Term 1, Week 5)	Term 4, Week 3 (Notification Term 4, Week 1)	Term 4, Week 5-6	
Syllabus Components	Art Making Critical and Historical	Art Making	Art making, Critical and Historical	
Task Type	Visual Design and Conceptual Architecture	Post-Modern Print-Making/ Postmodern Frame	Yearly Examination	
Outcomes	5.1,5.4,5.5,5.6,5.10	5.2,5.4,5.5,5.6	5.7,5.8,5.9,5.10	
				Weighting
Total Weighting	35 (25% Art making / 10% Critical and Hist. Study)	35 (25% Art making / 10% Critical and Hist. Study)	30 (30% Critical and Historical Study)	100

Stage 5 Year 9 Visual Arts Course Outcomes: A Student:

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

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										
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Term 2

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Term 3

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Term 4

Week / Subject																				
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