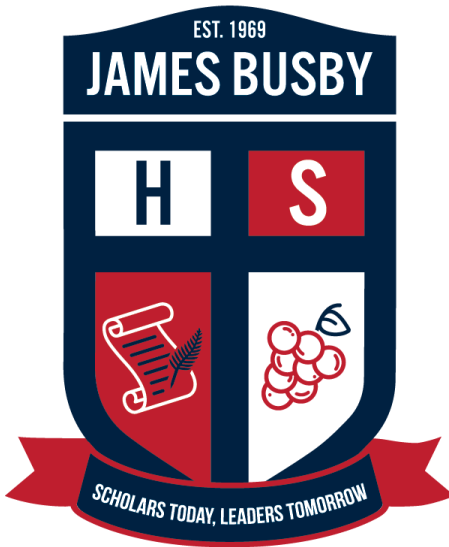
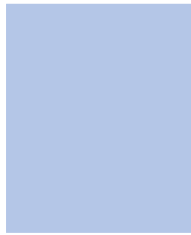


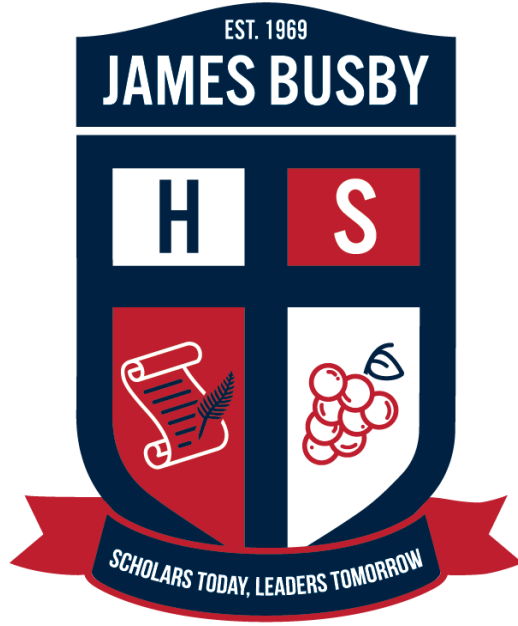
JAMES BUSBY HIGH SCHOOL

YEAR 10 ASSESSMENT BOOKLET 2025

**THIS ASSESSMENT BOOKLET SHOULD BE READ IN CONJUNCTION WITH THE
JBHS ASSESSMENT POLICY (Amended October 2024)**



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

The following information is taken from the *JBHS Assessment Policy*. 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*. 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.

1. OVERVIEW

1.1 Adherence to Departmental Requirements

This policy is consistent with all policies and procedures of the NSW Department of Education (DoE) and the New South Wales Education Standards Authority (NESA) as outlined in relevant Department of Education and NESA documents. In particular, compliance is verified against the Department of Education's *Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12* (Dec 2016) and NESA's *Registration Process for the NSW Government Schooling System Manual* (Dec 2017) and *Clarified ACE Manual* (2024). This policy outlines assessment practices that are also in line with the *NSW Education Act 1990* and obligations under the *Commonwealth Disability Discrimination Act 1992*. All KLA and course specific requirements will be undertaken with reference to relevant NESA syllabus and support documents.

All aspects of assessment at James Busby High School must adhere to three sets of policy:

1. NSW Educational Standards Authority (NESA) policies and procedures.
2. Department of Education (DoE) policies and procedures.
3. James Busby High School (JBHS) policies and procedures.

Manageable assessment and reporting requires a whole school, rather than individual teacher approach. All staff and students are required to adhere to this assessment policy in a consistent, equitable and transparent way.

1.2 Staff and Student Responsibility

Head Teachers remain responsible for ensuring that individual KLA and course requirements are met and for advising the Head Teacher Secondary Studies of additional requirements not currently covered in this policy.

Staff and students have a responsibility to know and follow this policy and are encouraged to seek advice and clarification when required. Conversely, staff and students are also welcome to provide feedback on any element of this policy, which will be considered for future updates of the document.

1.3 Publication of this Document

This Assessment Policy will be available to all relevant parties, including staff, students (as a summary in Assessment Booklets and its entirety on our website), parents/carers and the community. The policy will be published on the school website and updated when amendments are made.

2. WHAT IS ASSESSMENT?

2.1 Introduction

Assessment is the process of identifying, gathering and interpreting information about students' learning. The central purpose of assessment is to provide information on student achievement and progress, to both report on student achievement and to set the direction for ongoing teaching and learning.

The fundamental purpose of assessment and reporting is to improve student learning. This is true at the system, school and classroom level. It is Department of Education policy that assessment and reporting of student learning be undertaken formally and informally for all learners, including students with disabilities. (*Principles of Assessment and Reporting in NSW Public Schools, 2008*)

2.2 Summative and Formative Assessment

Generally, assessment can be one of two types: summative and formative.

Summative assessment involves the measurement of student achievement against the objectives of the course. Formal school-based summative assessment consists of a series of tasks which measure a student's achievement in a course. This is achieved using any of a number of task types including topic tests, formal examinations, written assignments, reports, source analyses, essays, case studies, oral presentations, research tasks, investigations, field work, projects, major works, viva voce, media files, project proposals, listening tasks, portfolios and a variety of other practical components.

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.

2.3 How Assessment Will Be Used

Assessment will be used to assist students, their parents and their teachers to evaluate student performance, achievement and progress. It will be used to assist students to plan for improvement and for future educational and career decisions. End of semester reports will show student grades against the whole cohort enrolled in a particular course.

Assessment will also be used to provide information to assist teachers to improve the quality of teaching and learning programs.

2.4 Assessment of Course Outcomes

Not all course outcomes will be assessed through formal school-based summative assessment tasks. Outcomes will also be assessed through formative assessment processes, including teacher observations.

3. REPORTING ON ASSESSMENT

3.1 What is Reporting?

Reporting is the process of communicating information about student achievement and progress gained from the assessment process. The purpose of reporting is to support teaching and learning by providing feedback to students, parents and teachers. Students' learning achievements and progress are also reported to other schools, employers and, at times, to NESA and the University Admissions Centre (UAC). This information about students' achievement is valuable for school and system wide planning and reporting.

(Principles for Assessment and Reporting in NSW Government Schools, 1996)

3.2 Consistency

Consistency involves on-balance, evidence-based decisions about students' progress towards the achievement of standards as articulated through the language of outcomes. It is important because it ensures fairness, a range of assessment events, equity in access and entitlement and quality teaching and learning.

(Consistency in Assessment & Reporting. A Support Package for Secondary Schools, 2002)

3.3 Bands and Grades

Bands and grades are issued by the school and NESA to indicate the level of achievement of students. It is a requirement that each student enrolled in a school in NSW in Years 7 – 10 receives a grade of either A, B, C, D or E (with A the highest grade) for each subject at the end of each semester. These grades are allocated based on the results students achieve in formal assessment tasks (overall achievement grade) as well as achievements measured against the outcomes of the course and show the degree to which the outcomes are met.

The school will report grades to NESA at the completion of Year 10 (Stage 5), Year 11 (Stage 6 Preliminary) and for some Year 12 (Stage 6 HSC) courses. These grades will be calculated using the cumulative achievement of students across the entire course and will align with performance descriptors published by NESA. These performance descriptors will be course specific or, when these are not published, general course descriptors. Advice and guidance on assigning and reporting grades will be provided to Head Teachers by the Head Teacher Secondary Studies and Head Teachers will provide this guidance to their faculty staff.

3.4 Reporting Assessment and Achievement to Parents

The Department of Education document, *Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12*, identifies the following requirements for reporting to parents. They form part of the James Busby High School Assessment Policy as follows:

The parents of all students will be provided with a written report twice a year. The written report for each student will:

- use plain English
- provide information on a student's learning in each of the KLAs or subjects, as described below

- compare the student's achievement in each KLA or subject against state-wide syllabus standards using a scale as defined by the Department
- include teacher comments for each KLA or subject; comments will identify areas of student strength and areas for further development
- have information about the student's attendance at school
- provide information about student achievement in relation to school programs that extend or are additional to syllabus requirements
- provide information about the student's social development and commitment to learning.

3.4.1 Reporting to Parents – Years 7-10 (Stage 4 to Stage 5)

The school will report on subjects or courses studied in the eight KLAs of English, Mathematics, Science, Human Society and Its Environment, Creative Arts, Languages, Personal Development, Health and Physical Education and Technology Mandatory, including Stage 5 Electives.

3.4.2 Reporting to Parents – Years 11-12 (Stage 6)

The school will report on all subjects or courses studied. Reports will show information for components of each subject. For VET courses, schools will report on competency achievement. VET courses are competency based where assessment of competencies is standards-referenced.

3.5 Feedback

Each student will receive clear feedback on their performance in each assessment task. This advice will include:

- an indication of the student's attainment in the task relative to the outcomes, including a clear mark
- the student's relative position within the school group
- an assessment of the student's actual performance, not their potential.

Feedback will be timely and provide advice on areas where a student can improve for future performance. Where practical, feedback will be written and specific. Feedback MAY include samples of high range responses.

3.6 Marking

NESA specifies best practice in the area of marking assessment tasks. At JBHS, marking policies and processes will be faculty-based. When marking formal assessment tasks, faculties will implement these marking practices:

- for single marked assessment tasks, consistency may be improved by one teacher marking the task, or part of the task, for the entire cohort;
- where there is more than one teacher responsible for marking, a shared understanding of the expectations and standards of the assessment task is required;
- marking schemes and guidelines, as distributed to students, will be used to mark all tasks.

3.7 Assessment and Reporting of Courses

In Years 7-10, all courses mandatory for the award of the RoSA and any elective courses contributing to the RoSA will be formally assessed and reported.

In Years 11 and 12, all courses included in a student's pattern of study will be formally assessed and reported.

Groups, teams, programs and informal clubs running within the school will not be formally assessed and reported.

JBHS will not disclose NESAsubmitted Stage 5 course grades or Life Skills outcomes achieved to students until NESAs releases final grades to schools and will not disclose final school assessment marks to students for any HSC course.

For all Stage 5 and Stage 6 courses, the school will calculate each student's final school-based assessment mark or grade using the marks assigned to the various assessment tasks. The final school-based assessment task for HSC courses will be reached by the aggregation of the assessment task marks for each student and will ensure the rank order and relative differences between students' achievement in the course. Final school-based assessment marks for HSC courses will be based on formal assessment results and not a student's attendance and application.

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

As identified in Section 2.2, 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	3	Year 12	Trial HSC Exam Preparation	Year 7-11
3	4	Years 7-12	Trial HSC Examinations	None
3	5	Years 7-12	Trial HSC Examinations	None
3	7	Year 11	Preliminary Course Exam Preparation	Years 7-10 & 12
3	8	Years 7-12	Preliminary Course Examinations	None
3	9	Years 7-12	Preliminary Course Examinations	None
4	1-2	Years 7-12	Stage 5 (Year 10) Examinations	None
4	5	Years 7-12	Stage 5 (Year 9) Examinations	None
4	7-10	Years 7-11	Cut-off dates for NESA & JBHS Reporting	HSC Courses

4.5 Assessment Task Integrity

Students, as well as their teachers and others who guide them, must comply with NESA's requirements for upholding the integrity of school-based assessment and exams.

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*'. An electronic copy of this notification will also be sent to the following staff at the time of notification to students:

1. The Head Teacher Secondary Studies
2. The faculty's Learning Support Team (LST) Representative

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. This information will be provided unless deemed 'not appropriate'.

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.

A formal assessment task in Stage 5 and Stage 6 will have one due date, assess student outcomes at a single point in time and may contain more than one part. Where possible, this should extend to Stage 4 assessment tasks.

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. No tasks will be due later than 3.00 pm except in exceptional circumstances approved by the principal or the principal's delegate.

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

Students, as well as their teachers and others who guide them, must comply with NESA’s requirements for upholding the integrity of school-based assessment and exams.

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

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.

Specific 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
- using chatbots, virtual assistants and other AI software, websites or platforms to complete tasks in part or in full 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.

6.4.3 Types of Malpractice in an Assessment Task

This policy (in line with ACE 10.1.1) identifies four types of malpractice:

- Misrepresentation: when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
- Plagiarism: when a student pretends to have written, created or developed work that has originated from another source.
- Collusion: when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment. This includes unauthorised use of Artificial Intelligence technologies.
- Breach of assessment conditions: malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

6.4.4 Procedures for Investigating Suspected Malpractice

Where malpractice in an assessment task is suspected, the class teacher, head teacher of the faculty or the Head Teacher Secondary Studies may use one, some or all of the following procedures to make a determination:

- requesting from the student drafts, journals, surveys, study notes, interviews or any other materials reasonably expected to be required to complete the task
- requesting logs and referring to Google Classroom (and other platform) time stamps and document version histories
- interviewing the student to ask questions related to the knowledge and skills that could reasonably be expected to have been learnt in the process of completing the submitted task
- comparing the task to other tasks completed by the student
- using anti-plagiarism software and AI 'checkers'.
- requiring an additional task testing similar outcomes, skills or knowledge be completed
- interviewing any students suspected to be involved in the malpractice to determine roles and contributions.

The student is required to provide evidence that malpractice has not been committed through the processes outlined above.

6.4.5 Possible Penalties for Malpractice

As stated in section 6.4.2, a zero mark will be recorded for malpractice in those class-tasks which are Assessment Tasks, with the following exceptions:

- where malpractice in the form of plagiarism or collusion is found in less than 25% of the task, consideration may be given to a reduced mark. The exact proportion of a task considered to be impacted will be determined by the staff member initially ruling on the breach and/or the Appeals Committee if it is formed.
- where malpractice in the form of plagiarism or collusion is found in one part of a task containing multiple parts, consideration may be given to awarding zero to that part impacted by malpractice, with marks awarded for the remaining part or parts. Consideration will also be given to whether the completion of only the remainder of the task constitutes a non-serious attempt.

6.4.6 Appeals Against a Determination of Malpractice

(Section 20 of this policy, *Appeals and the Appeals Committee*, is to be referred to in cases of appeals against a determination of malpractice.)

A student has the right to appeal the decision of a teacher or a faculty with regards to a determination of malpractice. Before appealing, a student should be familiar with the contents of this Assessment Policy and section 6.4 specifically, 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.

A student will first raise any concerns with the determination of malpractice to their classroom teacher. If concerns are not addressed to the satisfaction of the student, then s/he may 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.

The Appeals Committee will generally include the following members:

- Head Teacher Secondary Studies and
 - Deputy Principal and
 - Principal for HSC courses only
- and the option of
- Year Adviser

The make-up of the Appeals Committee is open to change to allow for the availability of staff to sit on the committee and to avoid conflicts of interest. If any member listed above was involved in the initial decision being appealed, s/he will not form a part of the committee hearing the appeal.

6.4.7 HSC Malpractice Register

When a student is penalised marks or receives a mark of zero due to malpractice in an HSC Assessment Task, the malpractice will be reported by the teacher to the Head Teacher Secondary Studies. This malpractice will be reported by the Head Teacher Secondary Studies to NESA via the *Register of Malpractice in HSC Assessment Tasks*, located within JBHS's Schools Online account.

6.5 Invalid or Unreliable Results

When an assessment task is deemed to have produced invalid or unreliable results, the school has the right to re-plan and administer the assessment task again. The re-assessment of a task will be in compliance with all points contained in this assessment policy regarding notification, completion, late / non-submission, leave and disability provisions.

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 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 Secondary Studies, complete it, attach documentation and return it to the Head Teacher Secondary Studies.

These forms can also be collected from the Head Teacher of the faculty but must be returned to the Head Teacher Secondary Studies. For this reason and for purposes of open communication and assistance, forms should be obtained from the HT Secondary Studies if possible.

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.

For HSC courses, a substitute task will be provided for students who have missed a task and had an Illness / Misadventure application accepted. The new task will assess the same or similar outcomes and use the same marking criteria as the original task. Exceptions to this rule will be for tasks that are submitted, in which case an extension may be granted, or in 'exceptional circumstances' for tests or exams. The HT Secondary Studies will be consulted regarding what constitutes 'exceptional circumstances' on a case-by-case basis.

7.4.1 Providing Estimates

Estimates MAY be used for assessment tasks that have been missed by students, within the following contexts:

- Estimates will not be used for HSC courses, except for in extreme circumstances.
- Estimates should not be used for Preliminary courses, except for in extreme circumstances.
- Estimates may be used in Stage 4 and 5 courses if no alternative means of completing a task is available.

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.

9. Learning Support

9.1 The Purpose of Learning Support

The purpose of the Learning Support Team (LST) at James Busby High School is to provide equitable access to learning and assessment. All students have the right to access their education in a dignified way suitable to their own contexts and the Learning Support Team is, in part, responsible for this access to education.

The Learning Support Team plays a significant role in assessment processes at JBHS, including assisting with differentiation and Disability Provisions.

Teachers must not restrict a student's access to the full range of grades available if an adjustment is provided by the Learning Support Team.

9.2 Alternative School-Based Programs and Assessment

Students who are involved alternative school-based programs still need to be part of the school assessment process. Teachers will be updated via Sentral messaging and published lists when students enter or exit programs.

When a student is involved in alternative school-based programs, the following procedures for assessment apply:

- The assessment task will be provided by the classroom teacher to program staff. This will include an Assessment Notification and the task itself in sufficient time to allow for appropriate differentiation. This will be at least two weeks before the task is due. The program teacher will issue the notification and assessment task to students in the program.
- The program teacher will liaise with the LST to organise Disability Provisions for those students entitled to them.
- The assessment task will be conducted by the program teacher, after differentiation where appropriate.
- The completed assessment task will be returned to the classroom teacher for marking. The attempt should be marked, and marks recorded and reported, in the same manner as all other attempts from the remainder of the cohort.

When a student has recently returned from an alternative school-based programs, the following procedures for assessment apply:

- The assessment task will be provided to the faculty LST Representative for assistance, including differentiation. The LST Representative will be informed of the recent return of the student from the program so that provisions can be made for the student to fairly access the task and demonstrate the achievement of relevant outcomes.
- As negotiated, the student may complete the assessment task with LST support or as a part of the main cohort of students. This will depend on the anticipated level of assistance required and the individual situation of the student. Again, this will be decided in consultation with LST staff.
- The attempt should be marked by the classroom teacher, and marks recorded and reported in the same manner as all other attempts from the remainder of the cohort.

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.

10.4 Principles for Examination Modifications

NESAs has a set of principles to guide decisions about the types of arrangements it provides to students with a disability to best access the Higher School Certificate examinations. James Busby High School will also follow these principles for all Disability Provisions for all other exams in all other stages. The principles were developed to ensure that NESAs and schools comply with the Disability Standards for Education, issued under the Commonwealth *Disabilities Discrimination Act (DDA)*.

The principles give all students fair access to examination papers. The principles help ensure that reasonable and fair measures are taken to help students with disabilities access examinations on the same basis as other students.

Once a student's application for disability provisions is approved, the principles are applied to ensure that:

- Every effort is made to provide reasonable adjustments and access arrangements to a student with a disability needing such adjustments.
- The same academic standards are applied to all students.
- Adjustments and access arrangements are made without giving an unfair advantage.

The following '*Ten Principles for Examination Modifications*' will be followed at all times:

1. The same academic standards must be applied to all students. Any adjustments or access arrangements made must maintain the academic rigour of the examination and the integrity of the credential.
2. Adjustments and access arrangements must not confer an advantage on the candidate. If a required adjustment is considered to confer an unfair advantage an alternative adjustment may be offered depending on the circumstances. The nature of an adjustment need not be made if it would cause unjustifiable hardship to the school. The principle of non-discrimination must be balanced with the maintaining of rigour and integrity and equity for all students.
3. The adjustments made to an examination will be designed to facilitate access rather than remove the requirement to demonstrate a skill being tested by the examination.
4. Access arrangements are intended to increase access to assessments but cannot be granted where they will directly affect performance of the skills that are the focus of the assessment. All inherent requirements of the course are to be maintained at the same standard for all candidates.
5. If required and approved, reasonable adjustments will be made to the examinations themselves, and/or the procedures for conducting the examinations. Support to the candidate through assistive technologies and other means may also be made available as long as equal rigour and challenge are maintained.
6. The individual needs of candidates who apply for and are granted disability provisions in examinations will vary. Every effort should be made to provide reasonable adjustments and access arrangements to a student with a disability needing such adjustments. A consistent approach to determining any adjustments should be used for all students. The adjustment must be an effective one that can reasonably be provided taking account of any technical or other difficulties that can arise in making the adjustments while maintaining equal rigour and challenge.
7. A proposed adjustment may not be put in place if to do so would impose unjustifiable hardship on NESAs in any way, including the cost, the resources required, or the degree of expertise required to achieve the change.
8. In the development phase of the examination, committees will consider ways to develop inclusive questions that are appropriate for all students and reduce the need for making adjustments for students with a disability without reducing the rigour or integrity.
9. Adjustments that are not considered routine need sufficient time for the adjustment to be made. Examination committees and others involved in the adjustment process must be given reasonable notice of requirements for adjustments, except where exceptional circumstances exist.
10. Consistent with the above Principles, access arrangements may include using greater proportions of school-based assessments or flexible examination scheduling.

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

12.1 Compliant 'N' Determination Procedures and Processes

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

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

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

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

12.2 Specific Stage Policy Breakdown

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

12.2.1 Stage 4 (Years 7 and 8)

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

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

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

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. NESA Warning Letters WILL be used for Yr 9 elective courses contributing to the RoSA.

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. A second Warning Letter is also required for each task or collection of coursework.

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.

12.2.4 Stage 6 (Year 11)

Teachers will utilise NESA 'N' Determination Warning Letters (Yellow) 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. A second Warning Letter is also required for each task or collection of coursework.

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 6 Preliminary studies. Near the end of the Stage 6 Preliminary 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 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.

In addition, evidence should be provided of:

- efforts to assist the student to complete incomplete coursework or assessment tasks, such as Senior Study Centre Referrals and correspondence with parents/guardians.

A Stage 6 Preliminary 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.

Preliminary Course Warning Letters (Yellow) are to 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.

In general, a student will only be permitted to progress to Year 12 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.

12.2.5 Stage 6 (Year 12)

Teachers will utilise NESA Warning Letters (Blue) where appropriate. The emphasis will be on utilising these letters as a final option of reporting, rather than for discipline purposes. With regards to class work or homework, student inactions should first be followed up with correct classroom procedure before the option of Warning Letters is exercised. NESA 'N' Determination Warning Letters should be sent 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. A second Warning Letter is also required for each task or collection of coursework.

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 6. Near the end of the Stage 6 HSC 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 Principal, 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 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/or
- the duration of the course.

In addition, evidence should be provided of:

- efforts to assist the student to complete incomplete coursework or assessment tasks, such as Senior Study Centre Referrals and correspondence with parents/guardians.

A Stage 6 HSC 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.

HSC Warning Letters (Blue) are to 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. Such cases of malpractice will be reported to the Head Teacher Secondary Studies to be added to the *NESA Malpractice Register*.

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 will be sent for a task or coursework if it is still not completed. 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. The issuing of a second letter for a task or coursework is a NESA requirement.

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.

12.3.10 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 are long-term non-attenders are often forgotten in school-based processes. It is, therefore, essential that teachers understand that they are responsible for every student on their class roll. 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.

12.5 '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	4-5	Year 12 Trial HSC	
3	8-9	Year 11 Yearly	If Term 3 is 11 weeks, exams will be in Weeks 9-10.
4	1-2	Year 10 Yearly	Including timetabled mandatory and elective exams.
4	5-6	Year 9 Yearly	Including timetabled mandatory and elective exams

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. Staff will supervise exams based on the published roster for Year 11 and 12 and during all timetabled classes for Year 9 and 10. This supervision will cover the entirety of the period, unless a published roster indicates otherwise.

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 *(Pending funding)*
- HSC Mentoring *(Pending funding)*
- LST Self-Referral
- Student Referral to Study Centre *(Pending Funding)*
- Yr 12 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.

This service will only run if funding is available. A decision will be made each year.

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.

This service will only run if funding is available. A decision will be made each year.

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.

This service will only run if funding is available. A decision will be made each year.

14.3.4.1 'N' Determination Resolution Program Referral Policy

The aim of the 'N' Determination Resolution Program referral is to provide support for students who are at risk of not meeting course outcomes due to:

- persistent lateness/absence from class,
- failure to complete assessment tasks and/or
- failure to complete substantial class work (multiple tasks).

Students who are referred to the 'N' Determination Resolution Program will be issued with notification and parents/carers will be contacted via letter.

When referring a student to the 'N' Determination Resolution Program, a teacher will:

1. Send an 'N' Determination Warning Letter by the usual procedure.
2. Create an incident on Sentral (referral, junior study referral). Contact will be made with the parent/carer by letter to inform them of the referral.
3. The student will return their note to the HT Secondary Studies and be assigned a day.

14.3.5 Additional Assistance Available to Students – Year 12 Half-Day Monday

All students in Years 12 are timetabled to finish scheduled classes at 12.01 on a Monday. The purpose of the additional "free time" available to Year 12 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 12.01 on a Monday and must also return appropriate documentation. The Year 12 Half-Day Monday is to be accepted as a privilege which can be withdrawn by the school at any time.

14.3.5.1 Year 12 Study Day Referral Policy

The aim of the Year 12 Study Day (Year 12 Half-Day Monday) referral is to provide support for students who are at risk of not meeting course outcomes due to:

- persistent lateness/absence from class,
- failure to complete assessment tasks and/or
- failure to complete substantial class work (multiple tasks).

Students who are referred to the Year 12 Study Day will be issued with a permission note and supervised in the library. Attendance will be taken and students will be advised to show evidence of their work to their referring teachers.

When referring a student to the Year 12 Study Day, a teacher will:

1. Identify students who are persistently late and/or absent and have missed a substantial amount of work, or who have failed to complete assessment tasks and/or substantial class work (multiple tasks) for lack of effort. Appropriate contact will be made with parents/carers regarding these concerns and the concerns will be documented on Sentral.
2. Create an incident on Sentral (referral, senior study referral). Contact will be made with the parent/carer to inform them of the referral.
3. Expect the student to complete the work in the library during period 4, period 5, lunchtime and period 6. The referring teacher must provide copies of the tasks or work to the student.
4. Follow up on their own students and take the appropriate action.

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 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) Wellbeing
- Members of the Learning Support Team
- Librarian and other Library Staff
- Careers Adviser

15. Offensive Material in an Assessment Task

15.1 What is ‘Offensive Material’?

‘Offensive material’ is any material from which a reasonable person may take offense. Consideration will be given to context, purpose and audience when attempting to determine the offensive nature of material, but decisions on whether material is offensive or not will be dealt with on a case-by-case basis using a common-sense approach. ‘Offensive material’ could include words, phrases, quotes, images or suggestions used to cause offense.

15.2 Dealing with Offensive Material in an Assessment Task

If a student includes information that is deemed offensive in an assessment task, then penalties will be imposed. If offensive material is included in an assessment task, the teacher will consult with the faculty Head Teacher to determine the extent of offense and the penalty to be imposed.

15.3 Possible Penalties for Offensive Materials

If an assessment task is deemed to include offensive material, the penalties imposed will differ depending on the seriousness of the offense. Generally, the assessment task will be deemed a ‘non-serious attempt’ and appropriate penalties will result, including a mark of zero and the recording of a non-attempt for the task. Consequently, an ‘N’ Determination Warning Letter will be sent for the task if the student does not rectify the issue and re-submit the task by a date negotiated with the Head Teacher of the faculty.

Further disciplinary action may be taken at a school level by the Deputy Principal if the matter is deemed serious enough. Generally, if the offense caused by the material is deemed serious enough to warrant the action outlined above, then the matter could also be referred to the Deputy Principal. Further action in such situations will be covered by the James Busby High School Discipline Policy.

15.4 ‘Offensive Material’ vs ‘Inappropriate Material’

At times the line between material included in an assessment task that is ‘offensive’ and ‘inappropriate’ may not be clear. All offensive material will also be deemed inappropriate, but some material may be inappropriate without necessarily causing offense. Cases where a student has included material that is deemed ‘inappropriate’ but not ‘offensive’ will be dealt with in an appropriate manner, which may include a mark penalty to reflect outcomes related to ‘communication’, ‘use of sources’ or other similarly linked outcomes or may include a suggestion to the student to remove or amend the inappropriate material and re-submit the task. Alternatively, the section deemed inappropriate could be ignored by the teacher and the remainder of the task marked without the inappropriate material being considered. These options should be discussed between the teacher and Head Teacher of the faculty and will be handled on a case-by-case basis using a common-sense approach.

15.5 The Right to Appeal Against a Ruling of ‘Offensive’ or ‘Inappropriate Material’

If a student disagrees with a decision made by a teacher or Head Teacher about the offensive nature of material in a task, they should discuss the matter with that teacher or Head Teacher. If a

student wishes to appeal the decision of the Head Teacher, then they should arrange to meet with the Deputy Principal about the issue. The decision of the Deputy Principal, on behalf of the Principal, shall be final. Students and parents/carers retain the right to appeal or escalate any concerns.

16. Vocational Education and Training (VET) Subjects

16.1 What Are Vocational Education and Training (VET) Courses?

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers, such as TAFE NSW and Universities, and will assist students to move between various education and training sectors and employment. Public Schools NSW, Ultimo, is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications.

Board Developed VET courses have specified workplace requirement and include industry specific mandatory work placement (70 hours) or, occasionally, simulated workplace hours at school.

16.2 How Are VET Courses Assessed?

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge). Students who have successfully achieved competencies will have the skills and knowledge they need to complete workplace activities in a range of situations and environments and to an industry standard of performance that is expected in the workplace.

Competency-based assessment materials are designed to ensure that each learner has achieved all of the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing the competencies achieved for the VET course undertaken.

16.2.1 VET and Competency-Based Assessment

VET subjects are assessed in the same manner as all other subjects. However, as VET subjects are based on the achievement of competencies, students who attempt an assessment task and are deemed 'not yet competent' shall be allowed further opportunities at an agreed time, as long as practical considerations permit. Such considerations include:

- the availability of an assessor
- cost and availability of resources required
- WH&S requirements
- sufficient time

VET framework courses include a mandatory work placement component as required by NESA. Failure to complete this placement will result in an 'N' Award Warning Letter and, if not completed, an 'N' Determination for that course.

16.3 NESAs Requirements Related to VET Subjects

Students undertaking a VET course must meet the requirements of NESAs for the award of the Higher School Certificate along with the requirements of the AQF for the award of a certificate of attainment or statement of attainment.

NESA has mandated work placement as a requirement of the HSC. Students must complete the hours of work placement required for the course undertaken as part of the assessment process.

16.4 Recognition of Prior Learning (RPL) As Assessment Achieved

Recognition of Prior Learning is a way of giving students an opportunity to demonstrate their skills and understanding, considering when, where and how learning was undertaken. By undertaking the process individuals can gain credit towards a qualification based on prior achievements. Workplace Learning is the most common area of RPL for secondary students, however, RPL should not be limited to this aspect only if competency is evidenced. Prior learning which is relevant to the course should be recognised within the context of the qualification being sought.

Acceptable forms of evidence of Prior Learning include:

- relevant documentation from a recognised RTO, such as competency records
- references from previous employers
- work samples.

The JBHS VET coordinator can provide the forms and more details of the recognition process.

16.5 Competency-Based Assessment – Additional Information

Following is a detailed explanation of the nature, processes and purposes of competency-based assessment. Students should seek additional information from the JBHS VET Coordinator if required.

- VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency.
- Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent.
- Demonstrating competence means that a student can consistently perform the task or show an understanding to the level required by the industry standards.
- When a student successfully demonstrates competence against a particular standard s/he will be judged as "competent". There is no pass/fail. A student is either "competent" or "not yet competent".
- The units of competency a student achieves will lead to an AQF qualification or Statement of Attainment.
- Assessment is the process of identifying, gathering and interpreting information about student learning.
- Teachers will usually organise numerous chances for students to demonstrate a competency.
- A student may seek further opportunities to demonstrate competencies but these need to occur without disruption to the work of fellow students.

- Assessment tasks in VET courses follow the same rules and procedures as other Preliminary/HSC courses. However, assessment marks are only used in the case of illness or misadventure for the optional HSC exam
- The final assessment must cover all the course objectives including those objectives measured by the HSC examination.
- All students are expected to carry out all assessment tasks in each course.
- ‘N’ Determinations are still awarded for non-completion of assessment tasks and non-serious attempts of tasks.
- In the case of VET courses, assessment can span over the Preliminary and HSC course without distinction between the two courses of study.

16.6 ‘N’ Determinations in VET Courses

A student will be ‘N’ Determined in a VET course in line with the processes outlined in Section 12 for one, two or all of the following:

- Non-completion of assessment tasks
- Non-serious attempts at assessment tasks
- Failure to complete Work-Placement requirements

16.7 Assessment Schedules for VET Courses

All assessment in VET Frameworks is continuous. Therefore, Assessment Schedules will be presented in the same format as all other courses, but dates for tasks will be estimates and will be used as a guide only. The specific date for assessment of “Assessment Task Clusters” will be provided by the teacher at the appropriate time using the generic format of *JBHS Notification of Assessment Task* documents, as outlined in Section 5.1.3.

16.8 Appeals

If a student believes that they have not been fairly assessed in a VET course, they have a right of appeal. Students have the right to lodge an appeal against the assessment of their competency on the following grounds:

- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.
- They were not informed in advance of the conditions and method of assessment.
- The process used was discriminatory in some way.
- They were ill or suffered misadventure at the time of assessment. (This must be supported by appropriate documentation as outlined in Section 7.3.)

If a student believes they have not been assessed fairly, they should firstly discuss it with their class teacher. If the student is still not satisfied, they should discuss it with the Head Teacher and/or School VET Coordinator within 10 days of the warning letter.

If the student is still not satisfied, they may choose to discuss the matter with the school Principal. The student must lodge a formal appeal in writing to the Principal. Appeals must be lodged within five days from the date of assessment. A decision on an appeal will be made by an Appeals Committee consisting of the Head Teacher Secondary Studies, relevant Head Teacher, Year Adviser and Deputy Principal.

If the student is still not satisfied, they may choose to write to the Chief Executive of the Registered Training Organisation.

Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. Appropriate forms can be collected from the JBHS VET Coordinator.

16.9 VET Reports

Students receive a VET report twice a year. The VET report identifies competencies that have been delivered and achieved as well as work placement hours completed. Students will be given feedback concerning their progress through access to competency records and through verbal and written feedback from their teacher.

17. Further Information Specific to Senior Year Groups

17.1 Further Information Specific to Year 12 Students

In addition to all information provided in Section 5 and Section 6, under the heading “Assessment Procedures”, the following information relates to all student assessment in HSC courses (Year 12).

17.1.1 HSC Assessment Timeframe

The HSC is studied over two distinct courses: Preliminary and HSC. The Preliminary course is undertaken in Terms 1, 2 and 3 in Year 11 and the HSC course spans Term 4 and Terms 1, 2 and 3 in Year 12. Assessment for the HSC is undertaken according to these timeframes accordingly.

To be eligible for the award of the HSC, students must satisfactorily complete 12 units of the Preliminary course and at least 10 units of the HSC course with a minimum total of 22 units.

The assessment criteria for the two courses are completely separate. The Preliminary course is a necessary pre-requisite for the HSC course, however, the preliminary assessment marks do not count towards the HSC assessment mark submitted to the New South Wales Educational Standards Authority (NESA). In Mathematics, up to 30% of the HSC examination content may come from the preliminary course.

The HSC will show two marks: the examination mark and the assessment mark. The moderated assessment mark and the examination mark each comprise 50% of the total HSC result. Therefore, the school assessment is worth 50% of the final result.

At the end of the course, the marks for each course are aggregated, using appropriate weightings, to arrive at a final assessment mark for each student. These assessment marks are then submitted to the New South Wales Educational Standards Authority (NESA) and students receive only their rank for their final school report.

17.1.2 Do Students Have to Attempt All Assessment Tasks?

Yes. NESA expects students to attempt all Assessment Tasks. Students must make a genuine attempt at Assessment Tasks which contribute to in excess of 50% of the available marks. If this requirement is not met, the course will not be deemed as satisfactorily completed.

Students should note that internal assessment tasks will not necessarily cover the entire range of syllabus outcomes but will cover a representative sample of the outcomes for the entire course. Similarly, the HSC examination for each subject will not seek to cover every outcome from the syllabus.

17.2 Further Information Specific to Year 11 Students

In addition to all information provided in Section 5 and Section 6, under the heading “Assessment Procedures”, the following information relates to all student assessment in Preliminary courses (Year 11).

17.2.1 Preliminary HSC Assessment Timeframe

The HSC is studied over two distinct courses: Preliminary and HSC. The Preliminary course is undertaken in Terms 1, 2 and 3 in Year 11 and the HSC course spans Term 4 and Terms 1, 2 and 3 in Year 12. Assessment for Preliminary courses is undertaken according to these timeframes accordingly.

To be eligible for the award of the HSC, students must satisfactorily complete 12 units of the Preliminary course and at least 10 units of the HSC course with a minimum total of 22 units. As most students will study only 12 units in Yr 11, an 'N' Determination in one subject will seriously jeopardise their ability to qualify for an HSC.

The assessment criteria for the two courses are completely separate. The Preliminary course is a necessary pre-requisite for the HSC course, however, the preliminary assessment marks do not count towards the HSC assessment mark submitted to the New South Wales Educational Standards Authority (NESA). In Mathematics, up to 30% of the HSC examination content may come from the preliminary course.

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.

Students may appeal an individual assessment task, a final mark / grade or a final rank. This includes grades and ranks reported to NESAs and will follow additional NESAs-prescribed deadlines and processes.

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)

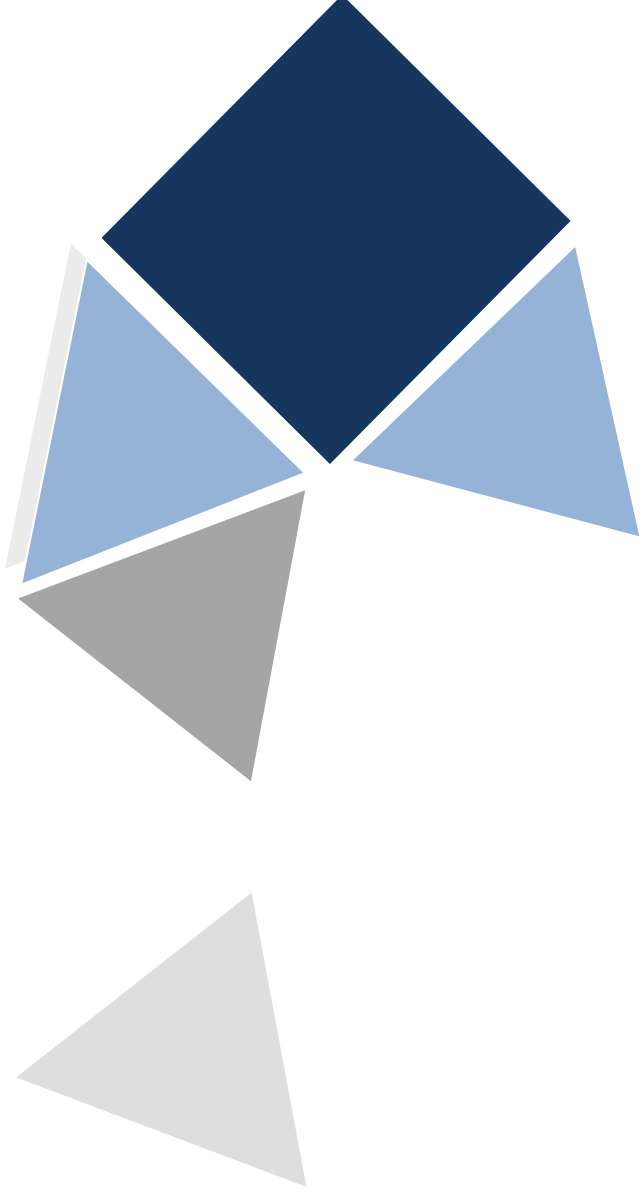
The make-up of the Appeals Committee is open to change to allow for the availability of staff to sit on the committee and to avoid conflicts of interest. If any potential member of the Appeals Committee was involved in the initial decision being appealed, s/he will not form a part of the committee hearing the appeal.

20.4 Timing of Appeals

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

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

ASSESSMENT SCHEDULES



YEAR 10 COMMERCE – ASSESSMENT SCHEDULE 2025

	1	2	4	
Task Date	Term 1 Week 10	Term 3 Week 6	Term 4 Week 1-2	
Syllabus Content	Law, Society and Political Involvement	Promoting and Selling Running a Business	Entire Course	
Task Type	Research Report	ICT & Presentation	Yearly Examination	
Outcomes	5.3, 5.4, 5.5, 5.7	5.1, 5.2, 5.6, 5.9	5.1, 5.2, 5.5, 5.8	
				Weighting
Total Weighting	30	30	40	100

Stage 5 Year 10 Commerce Course Outcomes: A Student:

- 5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts.
- 5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts.
- 5.3 examines the role of law in society.
- 5.4 analyses key factors affecting commercial and legal decisions.
- 5.5 evaluates options for solving commercial and legal problems and issues.
- 5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues.
- 5.7 researches and assesses commercial and legal information using a variety of sources.
- 5.8 explains commercial and legal information using a variety of forms.
- 5.9 works independently and collaboratively to meet individual and collective goals within specified timelines.

YEAR 10 COMPUTING TECHNOLOGY – ASSESSMENT SCHEDULE 2025

	1	2	3	4	
Task Date	Term 1 Week 6	Term 2 Week 8	Term 3 Week 7	Term 4 Week 1-2	
Syllabus Content & Components	Software Development: Creating games and simulations	Software Development: Creating games and simulations	Enterprise Information Systems: Designing for user experience	Software Development / Enterprise Information Syst.	
Task Type	Research Investigation Assignment – Research Task	Project and Documentation	Research Investigation Assignment - Planning and Documentation Task	Project and Documentation	
Outcomes	CT5-EVL-01, CT5-THI-01.	CT5-SAF-01, CT5-DPM-01, CT5-COL-01, CT5-COM-01, CT5-OPL-01, CT5-DES-01.	CT5-COL-01, CT5-DAT-01, CT5-COM-01.	CT5-SAF-01, CT5-DPM-01, CT5-COM-01, CT5-THI-01, CT5-DAT-02, CT5-DES-01.	
					Weighting
Total Weighting	15	35	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.

Stage 5 – Year 10 Computing Technology Course Outcomes: A Student

CT5-DPM-01 applies iterative processes to define problems and plan, design, develop and evaluate computing solutions

CT5-EVL-01 understands how innovation, enterprise and automation have inspired the evolution of computing technology

CT5-DAT-01 explains how data is stored, transmitted, and secured in digital systems and how information is communicated in a range of contexts

CT5-COM-01 communicates ideas, processes and solutions using appropriate media

CT5-THI-01 applies computational, design and systems thinking to the development of computing solutions

CT5-DAT-02 acquires, represent-s, analyses and visualises simple and structured data

CT5-COL-01 manages, documents, and explains individual and collaborative work practices

CT5-SAF-01 selects and applies safe, secure and responsible practices in the ethical use of data and computing technology

CT5-OPL-01 designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language

CT5-DES-01 designs and creates user interfaces and the user experience

YEAR 10 ENGLISH – ASSESSMENT SCHEDULE 2025

	1	2	2	3	
Task Date	Term 1 Week 8	Term 2 Week 5	Term 3 Week 3	Term 4 Week 1-2	
Syllabus Content, Components or Modes	Unit 1 Novel (Reading/Writing)	Unit 2 Drama (Speaking/Listening)	Unit 3 Non-Fiction (Viewing/Representing/ Writing)	Unit 4 Poetry & Unit 5 Film (Reading/Writing)	
Task Type	Class Test (Compose an extended response to a seen essay question)	Speech & Reflection (Deliver a persuasive speech and submit a written review)	Art/Sculpture & Reflection (Create a visual representation and submit a written reflection explaining creative choices)	Yearly Examination (Formal examination. Format- multiple choice, short answers and extended response)	
Outcomes	EN5-RVL-01, EN5-URA-01, EN5-URA-01, EN5-ECA-01	EN5-RVL-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01	EN5-RVL-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01, EN5-RVL-01	
					Weighting
Total Weighting	25	25	25	25	100

Stage 5 Year 10 English Course Outcomes: A Student:

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts.

EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.

EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them.

EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning.

EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts.

YEAR 10 GEOGRAPHY – ASSESSMENT SCHEDULE 2025

	1	2	3	
Task Date	Term 1 Week 9	Term 3 Week 7	Term 4 Week 1-2	
Syllabus Content, Components or Modes	Environmental Change & Management	Human Wellbeing	Entire Course	
Task Type	Skills Test	Source Analysis / Extended Response Task	Yearly Examination	
Outcomes	GE5-1, GE5-2, GE5-3	GE5-1, GE5-4, GE5-6, GE5-8	GE5-1, GE5-2, GE5-3, GE5-5	
				Weighting
Total Weighting	30	30	40	100

Stage 5 Year 10 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 10 HISTORY – ASSESSMENT SCHEDULE 2025

	1	2	3	
Task Date	Term 1 Week 10	Term 3 Week 10	Term 4 Week 1-2	
Syllabus Content, Components or Modes	Depth Study 3 Australians at War (WW2)	Depth Study 4 Rights and Freedoms	Entire Course	
Task Type	Source Analysis & Structured Extended Response	Research Report	Yearly Examination	
Outcomes	HT5-4, HT5-6, HT5-9, HT5-10	HT5-3, HT5-7, HT5-8, HT5-10	HT5-1, HT5-2, HT5-4, HT5-5, HT5-9	
				Weighting
Total Weighting	30	30	40	100

Stage 5 Year 10 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 10 JAPANESE – ASSESSMENT SCHEDULE 2025

	1	2	3	4	
Task Date	Term 1 Week 7	Term 2 Week 4	Term 3 Week 3	Term 4 Week 1-2	
Syllabus Content, Components or Modes	Accessing and Responding	The Role of Language and Culture	Interacting and Composing	Systems of Language, Accessing and Responding, Composing	
Task Type	Listening Task	Culture/Group Task	Speech	Yearly Examination	
Outcomes	ML5-INT-01, ML5-UND-01, ML5-CRT-01	ML5-INT-01, ML5-UND-01, ML5-CRT-01	ML5-INT-01, ML5-UND-01, ML5-CRT-01	ML5-INT-01, ML5-UND-01, ML5-CRT-01	
					Weighting
Total Weighting	25	25	25	25	100

Stage 5 Year 10 Japanese Course Outcomes: A Student:

- ML5-INT-01** exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
- ML5-UND-01** analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
- ML5-CRT-01** creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

YEAR 10 MATHEMATICS – ASSESSMENT SCHEDULE 2025

	1	2	3	4	
Task Date	Term 1 Week 7	Term 2 Week 6	Term 3 Week 6	Term 4 Week 1-2	
Syllabus Content	Algebraic Techniques 2 (Indices, Exponentials & Surds)	Properties of Geometric Figures Equations & Formulae	Trigonometry Probability Statistics (Bivariate Data)	Non-Linear Relationships (Parabolas & Hyperbolas) Measurement (Area & Volume)	
Task Type	Research Investigation Assignment	Class Test	Class Test	Yearly Examination	
Outcomes	MAO-WM-01, MA5-IND-C-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-RAT-P-01, MA5-IND-P-01, MA5-IND-P-02, MA5-LOG-P-01	MAO-WM-01, MA5-EQU-C-01, MA5-LEN-C-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-EQU-P-01, MA5-ALG-P-02, MA5-ARE-P-01, MA5-VOL-P-01	MAO-WM-01, MA5-TRG-C-01, MA5-PRO-C-01, MA5-DAT-C-01, MA5-DAT-C-02, MA5-TRG-P-01, MA5-PRO-P-01, MA5-DAT-P-01	MAO-WM-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-ARE-C-01, MA5-VOL-C-01, MA5-NLI-P-01, MA5-ARE-P-01, MA5-VOL-P-01	
					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 10 Mathematics Course Outcomes: A Student:

- MAO-WM-01 develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing, & applying mathematical techniques to solve problems, & communicating their thinking and reasoning coherently & clearly
- MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money
- MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions
- MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction
- MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
- MA5-LIN-C-02 graphs and interprets linear relationships using the gradient/slope-intercept form
- MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
- MA5-TRG-C-01 applies trigonometric ratios to solve right-angled triangle problems
- MA5-ARE-C-01 solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
- MA5-VOL-C-01 solves problems involving the volume of composite solids consisting of right prisms and cylinders
- MA5-GEO-C-01 identifies and applies the properties of similar figures and scale drawings to solve problems
- MA5-DAT-C-01 compares and analyses datasets using summary statistics and graphical representations
- MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations
- MA5-RAT-P-01 identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)
- MA5-IND-P-01 applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)
- MA5-IND-P-02 describes and performs operations with surds and fractional indices (Path: Adv)
- MA5-EQU-P-02 solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)
- MA5-LIN-P-01 describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)
- MA5-ARE-P-01 applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)
- MA5-VOL-P-01 applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)
- MA5-GEO-P-01 establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)
- MA5-PRO-P-01 solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)

YEAR 10 MUSIC – ASSESSMENT SCHEDULE 2025

	1	2	3	4	
Task Date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 7	Term 4 Week 1-2	
Syllabus Content, Components or Modes	Alberti Bass & Melody (Composition)	Australian Music (Performance)	Small Ensemble (Performance)	Concepts of Music (Aural / Musicology)	
Task Type	Composition 4/4 piece using Alberti bass format including an appropriate melody. Students are to use NoteFlight.	Performance Learn a part of the set piece for their instrument and perform the piece in an ensemble setting.	Performance Perform solo or ensemble set and demonstrate basic singing technique with a solo part.	Yearly Examination MC and short answer based on topics studied and score reading. Also a short answer aural section.	
Outcomes	5.4, 5.5, 5.6, 5.12	5.1, 5.2, 5.3, 5.11, 5.12	5.1, 5.2, 5.3, 5.11, 5.12	5.7, 5.8, 5.9	
					Weighting
Total Weighting	25	25	25	25	100

Stage 5 Year 10 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 10 PHYSICAL ACTIVITY AND SPORTS STUDIES – ASSESSMENT SCHEDULE 2025

	1	2	3	4	
Task Date	Term 1 Week 9	Term 2 Week 7	Term 3 Week 7	Term 4 Week 1-2	
Syllabus Content, Components or Modes	Fitness Training	Technology, Participation and Performance	Coaching	Body Systems and Energy for Physical Activity / Issues in Physical Activity & Sport	
Task Type	Fitness Testing: Practical	Technology in Sport Presentation: Research	Games Coaching: Practical	Yearly Examination	
Outcomes	PASS5-5, PASS5-7, PASS5-9	PASS5-6, PASS5-7, PASS5-10	PASS5-6, PASS5-8, PASS5-9	PASS5-1, PASS5-2, PASS5-3, PASS5-4, PASS5-10	
					Weighting
Total Weighting	25	25	25	25	100

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Stage 5 Year 10 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 10 PDHPE – ASSESSMENT SCHEDULE 2025

	1	2	3	4	
Task Date	Term 1 Week 6	Term 2 Week 9	Term 3 Week 7	Term 4 Week 1-2	
Syllabus Content, Components or Modes	Risky Business	All The Right Moves	Boost Your Performance	Mind Matters Future Success	
Task Type	Research	Practical Performance & Composition	Research / Practical	Yearly Examination	
Outcomes	PD5-1, PD5-2, PD5-6, PD5-9	PD5-4, PD5-5, PD5-10, PD5-11	PD5-6, PD5-7, PD5-8, PD5-9	PD5-1, PD5-2, PD5-3	
					Weighting
Total Weighting	25	25	25	25	100

Stage 5 Year 10 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 10 SCIENCE – ASSESSMENT SCHEDULE 2025

	1	2	3	4	
Task Date	Term 1 Week 10	Term 2 Week 8	Term 3 Week 7	Term 4 Week 1-2	
Syllabus Content	Working Scientifically	Working Scientifically	X-Men	Medical Mysteries, Crash Boom Bang, Let it Glow, Fast and Furious, X-Men	
Task Type & Components	Practical Assessment Knowledge & Understanding (10) Skills in Work. Scientifically (15)	Independent Research Project Knowledge & Understanding (5) Skills in Work. Scientifically (15)	Depth Study Knowledge & Understanding (10) Skills in Work. Scientifically (10)	Yearly Examination Knowledge & Understanding (25) Skills in Work. Scientifically (10)	
Outcomes	SC5-5, SC5-6, SC5-7	SC5-4, SC5-5, SC5-6, SC5-7	SC5-3, SC5-7, SC5-9, SC5-15	SC5-14, SC5-15, SC5-16, SC5-17	
					Weighting
Total Weighting	25	20	20	35	100

Stage 5 Year 10 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 10 VISUAL ARTS – ASSESSMENT SCHEDULE 2025

	1	2	3	4	
Task Date	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 1-2	
Syllabus Components	Critical and Historical Studies	Art Making	Art Making	Art Making / Critical and Historical Studies	
Task Type	Ceramics – Technology of the Past	Ceramics – Modern Day Artefacts	Painting	Yearly Examination	
Outcomes	5.4, 5.8, 5.10	5.1, 5.2, 5.3, 5.4, 5.5	5.1, 5.3, 5.4, 5.5, 5.9	5.7, 5.8, 5.9, 5.10	
					Weighting
Total Weighting	20	30	30	20	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

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Term 2

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Term 4

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