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Year 9 (8E) Cakes

YEAR 9  
ASSESSMENT BOOKLET  
2024



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## A Message from the Principal

Congratulations on making the first major elective decision for your education journey at Asquith Boys High School. This is an important step towards identifying your interests and academic strengths that may ultimately shape your pattern of study for your Stage 6 courses.

You are very lucky at Asquith Boys High School to be able to undertake 100 and 200 hours courses throughout Year 9 and 10, to assist you to ultimately determine what subjects you really enjoy and those that are not to your liking. However, the expectation is that you will work to the very best of your ability in all subjects, in the classroom and at home, throughout Year 9. The best performance that you can achieve is attained through sustained attendance every day and dedication to completing all the necessary tasks effectively.

This booklet is compiled to allow you to plan your study program to effectively prepare for assessment tasks. Remember that homework and class tasks are items that demonstrate your achievement of outcomes. The successful achievement of these tasks is as important in the learning process as the assessment tasks in counting towards your final assessment.

Assessment is a part of the requirements of the NSW Education Standards Authority (NESA). To meet these requirements, our school has to certify that you have:

- Applied yourself to your studies to the best of your abilities with diligence and sustained effort.
- Completed all requirements in each course, including written assignments, speaking tasks, practical work and tests demonstrating the achievement of outcomes.
- Performed tasks required for the assessment program in each course in a serious manner.

It is important to be aware of all the requirements outlined in this handbook. Discuss your plans with the people whose judgement you trust, including your teachers and parents. Be prepared to undertake the next stage of your learning with determination and a willingness to always work to achieve your personal best.

There is no luck in success only hard work, preparation, planning and a great deal of determination. All any of us expect is that you use your talent to achieve your personal best in 2024 and beyond.

Bryce Grant  
Principal





## ASQUITH BOYS HIGH SCHOOL STAGE 5 ASSESSMENT PROCEDURES 2024

### RECORD OF SCHOOL ACHIEVEMENT

The Record of School Achievement is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Years 9 and 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because it can be shown to potential employers or places of further learning

### ELIGIBILITY FOR THE RECORD OF SCHOOL ACHIEVEMENT

The rules and requirements for eligibility are set out in the New South Wales Education Standards Authority (NESA) publication, the Assessment, Certification and Examination (ACE) Manual, which is kept in every secondary school. It is also on the NESA website: <https://ace.nesa.nsw.edu.au/>

To be eligible for the Record of School Achievement students need to have:

- Attend a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE.
- Undertaken and completed courses of study that satisfy NESA's curriculum and assessment requirements for the Record of School Achievement.
- Complied with any other regulations or requirements (such as attendance) imposed by the Minister or the NESA; and
- Completed Years 9 and 10 as set by the school.



## THE STAGE 5 CURRICULUM – Pattern of Study

### *Board Developed Courses*

Board Developed Courses are the courses for which NESA develops a syllabus, setting out the objectives, outcomes, structure and content.

### *Board Endorsed Courses*

- School Designed Courses – These are courses developed by the individual school in response to local interest, or need and endorsed by NESA
- Content Endorsed Courses (CECs) – These fall into two categories: general CECs and VET CECs including many delivered by TAFE.

All Board Endorsed Courses count and are listed on the Record of Achievement.

## ASSESSMENT POLICY

### *Rationale:*

The Asquith Boys High School Assessment Policy is designed to align all faculty tasks to ensure that assessment processes and procedures are consistent across the school to support student engagement, task completion and improve student outcomes. Students are issued the schedule in Week 1, to commence their year of study. Students will sign an acknowledgement form upon receipt of the schedule.

### *Policy Format:*

The Asquith Boys High School Policy is divided into the following sections and numbered for ease of use:

1. Guidelines on the number of tasks being issued
2. Procedures to ensure students are informed in writing of their assessment schedules
3. Procedures relating to administration of tasks
4. Procedures relating to malpractice
5. Guidelines for maintaining secure records of all marks awarded for assessment tasks and ensuring the security of major works
6. Procedures for providing assessment marks for students who transfer into the school after commencement of the course and/or transfer into a lower level of an existing course i.e. English and Mathematics
7. Procedures for dealing with the assessment of accelerants and accumulants
8. Recognition of prior learning
9. Awarding marks for an assessment task and providing feedback to students on their performance in tasks and their progress
10. Procedures for advising students in writing when they are in danger of not meeting assessment requirements in a course
11. Procedures for conducting school reviews of final assessment marks and appeals to NESA



## 1. Guidelines on the number and types of tasks being used

### *1.1 Minimum number of tasks for each course*

In Stage 5 all assessment is conducted via a broad range of assessment strategies aimed at providing all students with opportunities for success and ensuring the various learning strengths are reflected. Year 10 will also engage in ROSA examinations for all core courses.

In Year 11 it is suggested up to 3 assessment tasks per course, in Year 12 it is suggested up to 4 assessment tasks per course. No assessment tasks are to run within two weeks of the Year 11 and 12 examination periods. Assessment tasks scheduled after the Year 12 Trial Examinations must have approval from the Senior Executive.

VET courses will be assessed accordingly and referenced against RTO Assessment Schedules. Students cannot be recorded as competent for a unit of competency until all assessments for that unit of competency are demonstrated or successfully completed.

### *1.2 Types of Assessment Tasks*

Assessment Task types should vary in nature, be a combination of in class (IC) and hand in (HI), and reflect outlines specific to the course syllabus documents. Assessment in the forms of examinations must not exceed the recommended percentage of overall assessment weighting as outlined in course syllabus documents.

## 2. Procedures to ensure students are informed in writing of their Assessment Schedules

### *2.1 Procedures to plan the scheduling of tasks in a coordinated way*

Faculties must develop assessment schedules for every year group to complement programming scope and sequence documents prior to the commencement of a new academic year. Assessment schedules must be reviewed throughout the year by the Head Teacher and amendments recorded with new notifications issued to students and be available for monitoring by the Senior Executive. Faculty members maintain a responsibility to ensure that they are aware of relevant assessment schedules and apply these within published timeframes where possible. Please note that due to timing of class work or other school requirements, assessment schedules may need to change. In this instance, students will be notified of the change of assessment dates when issued with the assessment task.

All assessment tasks will be placed on the electronic school calendar on SENTRAL, at the beginning of each term, so staff are aware of the student workloads throughout the year in order to plan excursions and extracurricular activities accordingly. The Principal and Deputy Principals will monitor this process.

### *2.2 Informing students and parents about tasks*

At the commencement of each course, students will sign for an assessment schedule booklet with all assessment schedule details for every course. Students will sign an acknowledgement of receipt register when receiving this booklet. The register is to remain on file with the Deputy Principal. Assessment booklets will be uploaded to the school website.

Students will be informed in writing for all assessment tasks. All assessment task notification in all years must utilise the Asquith Boys High School Assessment Notification form. Notification is to be provided a minimum of two weeks prior to task completion/submission. Students are to sign receipt of assessment notification / assessment task submitted / assessment task returned with feedback received. These records are to be maintained by the course Teacher in the relevant monitoring folder. Please note that due to timing of class work or other school requirements, assessment schedules may need to change. In this instance, students will be notified of the change of assessment dates when issued with the assessment task.



## 3. Procedures relating to the administration of tasks

### *3.1 Providing adequate notice for tasks*

A minimum two weeks written notice is required for all formal assessment tasks.

### *3.2 Signing for receipt and submission of tasks*

All students are required to acknowledge receipt for all formal assessment tasks by signing and dating the Assessment Notification Form. When submitting their completed work, students are required to sign and date this same register a second time.

### *3.3 Students absent from school when assessment information is given out*

If a student is absent the day of assessment task notification, it is the student's responsibility to see their Teacher to receive the notification. Students will know when task notification must be provided from information outlined in assessment booklets and faculty assessment schedules. In every case, Teachers are to issue students with a copy of missed information during the next attended lesson if students fail to meet their responsibilities. No extension of time will be given to students unless a medical certificate, statutory declaration or appropriate documentation is supplied along with a completed Appendix A form. Holidays or trips away are not a valid reason for an alteration to the assessment task or policy.

### *3.4 Submission of tasks*

All hand-in assessment tasks are to be submitted to the Class Teacher by 8:40am on the due date unless otherwise indicated on the Assessment Task Notice. If the task is to be submitted at an alternative time and place, these must be clearly detailed on the notification.

In the absence of the student's regular Teacher, the Head Teacher of the respective faculty will make arrangements for the collection of assessment tasks. Tasks should **NEVER** be left on a desk or table for future collection by the Teacher.

It is a requirement of the school that students must attend all other scheduled classes on the day of any assessment task. If you are absent on the day of this assessment yet manage to deliver the task either electronically or physically, your submitted task must be accompanied by acceptable documents as outlined in the Assessment Policy. Failure to follow these guidelines may result in a mark of zero for the task. Holidays or trips away are not a valid reason for an alteration to the assessment task or policy.

If a student does not have a valid reason for missing an assessment task, they will be penalised 20% of the available marks of the task per day for the first three days before a mark of zero is awarded. They will then be issued with an N warning.

### *3.5 Teacher absence on the day of a task*

In the case of a known absence, arrangements can be made with the respective Head Teacher to reschedule the task or go ahead with the task depending on task nature. In the case of unforeseen absence, the respective faculty Head Teacher and Deputy Principal will decide to reschedule the task or go ahead with the task depending on task nature.

Note: Rescheduling any task must be done in writing and with consideration of other faculty assessment schedules.

### *3.6 Students who hand in work late or are absent*

Students who are unable to attend or submit an assessment task on the due date must contact the school that day by phone and record a message relating to their absence with the front office. All students will need to complete the Request for Alteration to Assessment Task form (APPENDIX A).





In Year 9, students absent from an assessment task or examination will be penalised if they do not have a medical certificate from a doctor or acceptable documents to gain marks for the assessment or examination. Students are required to supply a medical certificate from a doctor or other acceptable documents such as a Statutory Declaration relating to the absence. **Students are required to supply a medical certificate from a doctor if they are absent due to illness.** It is the student's responsibility on their FIRST DAY BACK AT SCHOOL (after task/examination) to make arrangements through the Deputy Principal for an extension or Application for Special Consideration in HSC Course to resolve the task. Applications should be made on Request for Alteration to Assessment Task form (APPENDIX A).

Where a student knows ahead of time that he will be absent for a task (e.g.; work placement for VET courses, school sporting activity, course excursion) they must make arrangements at least THREE days prior to the date to complete the task/s at an agreed time. Applications must be made to the Deputy Principal on the appropriate form (Appendix A) at least THREE days ahead of the date proposed for the task. A student will be awarded a zero final mark for the task if they fail to meet the above conditions. Holidays or trips away are not a valid reason for an alteration to the assessment task or policy.

In class tasks: On their first day back at school students must see the Head Teacher of the subject before 8:40am to make arrangements to sit the in class task that day. Students must also complete an Appendix A form, supply appropriate documentation, return it to the Deputy Principal on their first day back

Hand in Assessments: On their first day back at school students must submit the assessment task to the Head Teacher before 8:40am. Students must also complete an Appendix A form, supply appropriate documentation, return it to the Deputy Principal in their first day back

Electronic Submissions: On their first day back at school students must submit the task electronically by 8:40am. Students must also complete an Appendix A form, supply appropriate documentation, return it to the Deputy Principal on their first day back

**If a student does not have a valid reason (through relevant documentation) for missing an assessment task, they will be penalised 20% of the available marks of the task per day for the first three days before a mark of zero is awarded. They will then be issued with an N warning.**

### *3.7 Parent notification of incomplete tasks or failure to submit tasks*

Teachers are to notify parents of incomplete tasks or failure to submit tasks, within 10 school days of the official task submission date. Teachers are required to maintain records of this notification on SENTRAL. Teachers are to issue an 'N' warning notification for all assessment tasks that are incomplete or not submitted and appropriate documentation is not received. Head Teachers are responsible for the monitoring of parent notification and documentation.

### *3.8 Prolonged absence and extenuating circumstances*

Students with prolonged absence and/or extenuating circumstances will be judged on a case-by-case basis, through collaborative consultation between the Learning Support Team, Executive and Senior Executive, to design an equitable individualised assessment plan. Holidays or trips away are not a valid reason for an alteration to the assessment task or policy.

### *3.9 Occasions where estimates are given or substitute tasks are administered*

Estimates or substitute tasks will be deployed at the discretion of the Review Panel. Estimates and substitute tasks will also be deployed at the discretion of the Senior Executive for individualised assessment plans.

In the event that:

- a compromised task is administered
- a non-discrimination task is administered

Head Teachers will determine the estimate based on the rank of the student at the time of the task taking place.



### *3.10 Occasions when zero marks are awarded*

Zero marks will be awarded at the discretion of the Review Panel. Zero marks may also be awarded to students who fail to submit or sit a task and do not submit an appeals form. Zero marks may also be awarded in the event of malpractice.

### *3.11 Special / Disability provision in examinations*

Regardless of the nature of the special need, the provisions granted will be solely determined by the implication of the students functioning in an examination situation. Provisions may include some of the following but not limited to; Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a personal computer, establishment of a special test centre, examination supervision, permission to take medication, or other provisions as judged appropriate. Special / Disability provisions are overseen by the Deputy Principal in consultation with the school's Learning Support Team, Senior Executive and NESAs.

### *3.12 More than one class following the same course*

Common tasks, conditions and marking procedures will be followed in the instance of more than one class following the same course. Assessment tasks need to be issued at the same time for courses with more than one class. Blind marking, cross class section marking, and cross class blanket marking are to be engaged for all year groups where more than one class undertakes a course. Faculties are required to have established processes to accommodate shared marking practices and be able to present faculty processes to Senior Executive, if required.

### *3.13 Tasks due across more than one date*

In cases where task completion is to occur across multiple days, such as English Speech across the entire year group, every student is required to be prepared for the task completion on the first day of the task and is required to submit a copy of the task on the first day it is due.

### *3.14 Students undertaking VET work placement*

Mandatory VET work placement is not an unforeseen period away from school. Absence due to VET work placement will not be upheld through the appeals process. Executive responsible for VET, and communications with partnership brokers, will endeavour to ensure VET work placement does not clash with key assessment periods. In cases where clashes with assessment tasks are unavoidable, students are required to plan alternate assessment scheduling with the Deputy Principal. Students need to be reminded of their responsibilities in checking the time of tasks. If an assessment task is issued prior to work placement, students are required to submit the task by the due date. If the task is a test or examination, students are required to make arrangements to sit the task prior to leaving on placement. The student must also complete APPENDIX A giving the Classroom Teacher at least one week notice in order to prepare the task.

### *3.15 Technical failure*

Technology is not an excuse for inability to complete tasks on the due date. It is the student's responsibility to back up any work in progress and keep hard copies of text. Extensions will be given only with the ROSA Review Panel Agreement, and if the student can provide proof of work completed. The draft work must be submitted on the due date, accompanied by a Request for Alteration to Assessment Task form (APPENDIX A) if any consideration is to be given by the committee. All such cases will be considered individually.



## 4. Procedures relating to malpractice

### 4.1 *Malpractice*

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. It includes:

- Copying, buying, stealing or borrowing part or all of someone else's work and presenting it as their own.
- Using material directly from books, journals, CDs, the internet or other electronic material without acknowledging the source.
- Submitting work that contains a large and unacknowledged contribution from another person such as a parent, tutor, coach or author.
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs or journals.
- Providing another student with your assessment task or parts of it.



## *4.2 Malpractice and the ROSA*

The ROSA is a well-respected and widely recognised educational credential. Cheating undermines the integrity of the qualification. For many NSW students, the ROSA provides a gateway to tertiary studies. This is a pivotal point for many students. Sometimes, due to the pressure students place upon themselves to succeed, some may feel tempted to engage in activities they would not normally consider, such as cheating. Cheating in the ROSA is a serious offence. It distorts legitimate measures of a student's achievements. While cheating advantages the individual, it disadvantages other students. In the case of school-based assessment, cheating may affect the order in which students are ranked and distort the moderation process applied to the internal assessment marks.

## *4.3 Procedures for dealing with malpractice in tasks*

Suspected malpractice is to be reported to respective Head Teachers for review. If, following consideration by the Class Teacher and Head Teacher, malpractice is suspected, the matter is to be reported to the Deputy Principal - Curriculum for investigation. In straight forward matters, where the malpractice is obvious, or the student/s admit to malpractice, the investigation process will be completed by the Deputy Principal. In more complex cases the Deputy Principal will inform the Review Panel to investigate the matter and provide a recommendation to the Principal. In all cases the final determination and penalty remains the decision of the Principal. Students found to have engaged in malpractice may be awarded a **zero mark** and be required to complete the task again or complete an alternate task at the discretion of the Head Teacher and Senior Executive. These students will also be reported to NESA and placed on the malpractice register.

Missing classes to complete tasks: Students who truant classes or use other subject time to complete assessment tasks or prepare for in-class tasks will be awarded **zero** for the task being completed.

## *4.4 Procedures for dealing with malpractice in examinations*

Students are to only have materials which are necessary and permitted for the task. Students must not speak to other students from the time they enter the examination room until the time they leave. Students must not behave in a way likely to disturb other students. All electronic devices must be turned off and placed away from their desk. Students not making a serious attempt with the task, or attempting to plagiarise or cheat, will be subjected to penalty. Students found to breach any examination requirements may be removed from the examination and awarded a **mark of zero**.

## *4.5 Strategies for preventing malpractice*

Prevention of malpractice is always preferable to dealing with its consequences. There are a number of actions school can take to help students avoid cheating.

- Asquith Boys High School aims to design tasks that minimise opportunities for malpractice and include a level of supervision.
- Each course Teacher has an obligation to help students with learning how to document and record legitimate assistance. This includes correct referencing, correct acknowledgement of sources and assistance with projects and practical works in accordance with NESA documentation.
- The Asquith Boys High School Professional Learning Program incorporates in-servicing that ensures Teachers understand the kind of feedback they can legitimately give for school assessment work, and during the development of projects and practical works, so that they can confidently help students without inadvertently contributing to malpractice.



## *4.6 Strategies for preventing malpractice in work completed out of class time*

Strategies to prevent malpractice in work completed outside class time are based on a consistent approach applied across the whole school. Ensuring students are adequately briefed and feel prepared for the challenge presented by an assessment task should reduce the risk of cheating and malpractice. Teachers are to apply one or more of the following strategies:

- If possible, Teachers should allocate class time to planning and drafting an initial response to the task
- All students are required to prepare annotated references, and/or maintain a process diary/journal, and/or submit original drafts, annotated by the Class Teacher, with the final copy. All students are required to present work either orally, visually or in writing at key stages of the development process. This work is to be sighted by the Teacher and records maintained
- Where appropriate, Teachers should consider requiring students to develop an action plan with a specific time frame to be signed off as each task is completed. They may need to keep logbooks, journals or reflection statements throughout the development of their projects or practical works. They may be asked to present a viva voce, or to deliver a brief presentation on their progress, which would include submitting their logbooks and discussing entries.
- Students must understand that components of their projects or practical works that have been written, created or developed by others must be acknowledged in accordance with NESAs documentation for that course.
- When preparing a brief for any assessment task being undertaken by parallel classes, Teachers must develop a shared understanding of the nature and extent of the support they are prepared to provide. At the outset, clearly advise students of the degree of Teacher involvement in the development, rehearsal or execution of a task.
- Courses with a submitted project or practical work, such as Design and Technology, Industrial Technology, and Visual Arts have special requirements. For example, the Teacher and the Principal must state whether they believe the work is authentically the student's own work.

## 5. Guidelines for maintaining secure records of all marks awarded for assessment tasks and ensuring the security of major works

### *5.1 Procedures used for recording assessment marks by the Teacher*

Teachers are to record grades in an electronic marks database on SENTRAL and have a printed copy of grades in a central monitoring folder. Teachers are to also have a copy of printed grades kept in their personal files / rolls in the event of faculty files being misplaced or destroyed.

### *5.2 Procedures used for recording assessment marks for school records*

Assessment marks are to be entered on an electronic marks database on SENTRAL on a regular basis. Management of data entry is at the discretion of the faculty Head Teacher. Printed faculty and individual assessment records are to be available for the Senior Executive as required.

### *5.3 Procedures for ensuring security of major works*

Assessment tasks in the form of practical major works (structures, artworks, furniture etc.) are to be placed in a secure environment when the student is not working on that major work. A secure environment is one that prevents ready access to the major work by other students and prevents, as best possible, the event of breakage or destruction. The security of the major works during transportation to and from school is the responsibility of the student. Procedures for ensuring security of major works are a faculty responsibility and must be available for Senior Executive as required.





## 6. Procedures for providing assessment marks for students who:

- Transfer into the school after the commencement of the course
- Transfer into a lower level of an existing course i.e. Mathematics

### *6.1 Procedures for students who enter the Stage 5 course after the commencement of the program*

Students enrolling into a course either through school transfer or movement of level within the course, after the commencement of the course, will be assessed and managed on a case-by-case basis. Final decision regarding marks awarded for tasks conducted prior to course entry is at the discretion of the Principal. In all instances the following processes are to be applied in determining assessment marks for tasks completed prior to transfer:

- All students must sit for tasks that accumulate greater than 50% of the overall marks
- Transference into the course must not occur after the NESA determined cut-off date
- Students transferring into a course must sit alternate task/s for those they missed prior to course entry. The alternate task/s are to be conducted following an appropriate period of catch up of course content. The alternate task/s are to assess the same outcomes and are to be of the same style/format as the original task. The results of the alternate task/s, as well as marks and ranks in tasks following course transfer, will be used to determine an appropriate estimated mark for the task/s due prior to course transfer.

## 7. Procedures for dealing with the assessment of accelerants and accumulants

### *7.1 Procedures for accommodation of accelerants*

Students may undertake Year 11 and/or HSC courses in advance of the usual cohort or in less than NESA's stated indicative times. Decisions about the acceleration of Higher School Certificate students will be made by the Principal in accordance with the principles contained in the NESA Guidelines for Accelerated Progression. Students may accelerate in all courses (grade advancement) or in one or more courses. Acceleration must be based on the principle of compression of work, not omission of work. Students who accelerate in one or more courses must achieve the required outcomes of the courses, but in a shorter time frame (i.e. one or more years in advance of their cohort).

For students accelerating by less than two years, students are entered for their accelerated course/s for the ROSA, Year 11 or HSC study pattern/s via Schools Online. Where the proposed advancement is for two years or more and is likely to lead to early entry for the secondary credential, the Principal must inform NESA prior to the acceleration of the student.

## 8. Recognition of Prior Learning

### *8.1 VET Recognition of Prior Learning*

Students who have VET as part of their study pattern can apply for Recognition of Prior Learning, to assist in completion of competencies and work placement.



## 9. Awarding marks for an assessment task and providing feedback to students on their performance in tasks and their progress

### *9.1 Awarding marks for an assessment task*

Marks must be awarded against explicit marking guidelines. Marks must accurately correlate and reflect outcomes that are being assessed. Marks must be distributed throughout tasks in an equitable manner commensurate with task complexity.

### *9.2 Explicit marks and feedback included in written assessment task notification*

Assessment tasks must include the following information; academic year group, faculty delivering the assessment task, task number, weighting, due date, detailed task description, outcomes, marking criteria, and explicit marking guidelines, except in the case of tasks involving tests or examinations— thus all assessment tasks must be issued using the ABHS Assessment Task pro forma.

Marking guidelines on this pro forma need to be detailed, explicit and show clearly where the marks will be allocated. This information is to be provided for students with the understanding that students can use the assessment criteria to grade their own work to gauge assessment progress and self-assess.

### *9.3 Feedback given to student on assessment tasks*

All tasks are to be marked and returned to students with feedback within 2 weeks from submission. Teachers are to provide clear and valid feedback in line with the explicit marking guidelines that accompanies the student assessment notification, to clearly identify where marks have been awarded. Additional and explicit feedback of a meaningful nature, articulating assessment task strengths and areas for improvement in written form is also required for every assessment task, so students are aware of what needs to be done to improve at the next assessment opportunity. Additional verbal feedback is also highly recommended for all assessment tasks.

### *9.4 Reporting progress*

Students are to receive written and verbal feedback regarding progress. It is the Teacher's responsibility to share constructive feedback with students so productive improvements can be made. Students will receive an overall detailed report on course progress twice per year in a formal report.

### *9.5 Procedures for distributing Assessment Rank Order Advice*

Assessment task rank is to be provided for each assessment task. Cumulative assessment rank should be provided throughout the year or as a result of student request. Cumulative ranks may be provided after each assessment task with dated records of this maintained in the Teacher's monitoring folder.

### *9.6 Procedures for adjusting marks for final grades*

Assessment weighting marks for all valid assessment tasks are to be totalled to articulate final course achievement. Any adjustment of marks for final grades must be approved by the Senior Executive. The adjustment of marks must not alter student ranking or affect distribution of marks.

### *9.7 Vocational (VET) courses studied at school in the ROSA*

In the case of VET courses studied at school, there is no assessment mark. A student competency schedule forms a record of student achievement in the units of competency for each course. The school submits to NESA a list of the units of competency successfully achieved. This information is used to produce the Certificate of Attainment.

## 10. Procedures for advising students in writing they are in danger of not meeting assessment requirements in a course

### 10.1 'N' Determinations

An N Determination is a NESAs process recognising the non-completion of NESAs credential, or a required stage of schooling. Although a NESAs process, N Determinations are managed and applied at the school level. N Determinations can be issued Years 7–12.

'N' Warnings serve three main purposes:

- a) To notify students and parents that course requirements are not being met, individual pieces of work have not been submitted, etc.
- b) To notify students and parents that the student's eligibility for the Year 11 ROSA or Higher School Certificate is at risk due to a failure to meet course requirements
- c) Form the basis for a Program of Improvement for students of Post Compulsory Age who are not meeting requirements.

'N' Warnings can be issued for anything that relates to the failure to meet course requirements including:

- a) Failure to submit or sit for assessment tasks
- b) Failure to submit homework on three occasions
- c) Consistent failure to complete classwork
- d) Consistent failure to participate in practical coursework e.g. PDHPE, TAS. CAPA
- e) Consistent frequent absences
- f) Truancy

### 10.2 Application

An 'N' Warning is not an end to itself. Once an 'N' Warning is issued, the student is required to rectify the situation as per the requirements outlined on the letter, and the staff member is required to document discussions regarding the 'N' Warning, and contact the parents as appropriate.

The 'N' Warning Process:

- 1) Class Teacher assesses the need for the issuing of the 'N' Warning, in consultation with the Head Teacher if appropriate.
- 2) Class Teacher types the 'N' Warning, and attaches a copy of the task/task notification/specific incomplete work. The Teacher then gives it to the Head Teacher for checking and signing.
- 3) Head Teacher assesses the reasons for the issuing of the 'N' Warning, checks that appropriate and reasonable means and timeframe for rectifying the situation have been provided to the student, and if happy that these requirements have been met will issue the 'N' Warning. If concerned about any aspect of the 'N' Warning, the Head Teacher will discuss the issue with the staff member.
- 4) The Class Teacher will then interview the student to:
  - notify them that the 'N' Warning is to be issued and the reasons for the warning.
  - discuss the rectification requirements,
- 5) Wherever possible, the Class Teacher will contact parents to discuss this situation and the possible impact on the student's eligibility for whichever certificate they are studying.
- 6) Once the requirements of the 'N' Warning have been met, the situation is rectified and the student's eligibility for the relevant course is established. Although students can have 'N' Warnings resolved by completing the course requirements, they are not awarded marks for the work pertaining to the 'N' Warning.



In any instance that the 'N' Warning may result in a student being recommended for an 'N' award to NESA, parent contact by Class Teacher must have occurred and be documented. NESA will not uphold any 'N' Award status unless a documented pattern of failure to meet requirements has been established, documented interviews with the student have been conducted, opportunities to rectify the situation have been provided, and documented parent contact has been made, preferably on more than one occasion. This aspect of the process is the Class Teacher's responsibility. In cases where there is concern about rude or verbally aggressive parents, the Class Teacher should seek the assistance of the Head Teacher in making this contact.

If, towards the end of the course, a student has two or more 'N' warnings (for two or more different course requirements) that have not been rectified, failed to complete work placement or VET courses, the Class Teacher needs to consider as to whether to recommend to the Principal that the student is given an 'N' award for the course. In doing so, the Class Teacher needs to consider:

- a) The nature of the task the 'N' warning was issued for
- b) That clear requirements and appropriate time has been given to the student to clear the warning/s
- c) That school obligations have been met, particularly in reference to parent contact
- d) The 'N' Warning documentation is then submitted to the Deputy Principal - Curriculum who will complete 'N' award processes with NESA
- e) Has the student completed (by the due date) assessment tasks that contribute in excess of 50% of available marks for the course.

'N' Warnings are sometimes used by the Senior Executive as the basis for establishing Programs of Improvement for post compulsory age students who are not meeting requirements in a number of courses. In this instance 'N' Warnings are vital in allowing us to identify students at risk, and where appropriate, in expelling students. 'N' Warnings can also be issued for students not meeting course outcomes due to sustained absences – 'diligence and sustained effort'.

## 11. Procedures for conducting school reviews of final assessment marks and appeals to NESA

### *11.1 Procedures when disputes arise over assessment tasks*

Students have the right to appeal the mark awarded for an assessment task within **7 Days** of the marking feedback being given. Students are to complete the Student Appeal Form and return to Deputy Principal.

Disputes are to be put before the Review Panel. Investigation into claims and recommendations will be made by this team. Findings will be communicated to the person making the complaint by a designated member from the Review Panel.

#### **The Review Panel will consist of:**

- Deputy Principal
- Head Teacher (from an alternative faculty)
- Faculty Head Teacher

If the complainant wishes to appeal the decision of the ROSA Panel, the appeal will be heard by the Principal.



## *11.2 Procedures for conducting school reviews of assessment*

The Teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account the possible effects of illness or domestic situations except as the determined outcome of *Misadventure Proceedings*. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task.

NESA requires all students to follow an assessment program and have an assessment mark submitted. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course. A student who does not comply with the assessment requirements and receives an 'N' determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

Assessment reviews will be conducted through ongoing monitoring at faculty level by respective Head Teachers. Assessment reviews will also be conducted by Senior Executive during faculty audits. Assessment reviews may also be carried out immediately after senior student interviews.

## *11.3 Procedures for handling appeals to NESA*

Students wishing to appeal against the grade(s) in any course awarded to them by the school must submit a written appeal, together with evidence, to their Principal. If the appeal is upheld, the Principal will send notification of the new grade(s) to NESA. In order to be successful in such appeals, students need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the school.

Since the appeal is directed to progressive reporting by the school, NESA will not revise individual tasks or test marks. Appeals management will reflect processes set out in the ACE manual regarding 'Student appeals against Assessment Rankings in HSC Courses'.





APPENDIX A – SPARE COPIES  
REQUEST FOR ALTERATION TO ASSESSMENT TASK

Date of Assessment Task: ..... Course: ..... Teacher: .....

Task Number: ..... Date Submitted to Head Teacher: .....

Task Name: .....

Student Name: ..... Year 10  Year 11  Year 12

**REASON FOR EXTENSION**

Documentary evidence must be provided.

Illness  Misadventure  Work Placement  Work Placement  Absent the day before a task is due  
Other.....

*Students are to write an explanation of their reasons*

.....  
.....  
.....

**SUPPORTING DOCUMENTS**

Please attach.

Medical Certificate  Statutory Declaration  Other .....

In applying for this extension, I assure that I am not seeking unfair advantage over other students in the course.

Student signature: ..... Date: .....

Parent/Caregiver signature: ..... Date: .....

**HEAD TEACHER RECOMMENDATION**

Variation  Exemption  No variation  Request declined  
 Early submission  Extension *Panel to decide on outcome of marks allocated*

.....  
.....

Fully completed form to be handed to Deputy Principal for FINAL DECISION Date: .....

**DEPUTY PRINCIPAL DECISION**

Date Received by Deputy: .....

.....  
.....

1. I have noted the above request and **HAVE / HAVE NOT** granted an extension of time

**EXTENSION TIME:** ..... **DAYS. TASK TO BE SUBMITTED ON OR BEFORE:** .....  
- OR -

2. **MISSED TASK – NO VALID REASON. TASK TO BE SUBMITTED ON OR BEFORE:** .....  
- OR -

3. **EXEMPTION:** .....

Deputy Principal Signature: ..... Date student notified: .....



**APPENDIX B**

**REQUEST FOR ASSESSMENT PROCESS REVIEW**

Date of Assessment Task: ..... Course: ..... Teacher: .....

Task Number: ..... Date Submitted to Head Teacher: .....

Task Name: .....

Student name: ..... Year 9  Year 10  Year 11  Year 12

I hereby apply for a review of the above Assessment. My reasons for requesting a review are:

*Students are to write an explanation of their reasons.*

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Student signature: ..... Date: .....

Fully completed form to be handed to Deputy Principal for FINAL DECISION

**RECORD OF DECISION**

*Office use only*

.....  
.....

*I have noted the above request and **HAVE / HAVE NOT** granted the review as per above.*

**Date student notified:**

Deputy Principal signature: .....  
.....



## Commerce

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Task 6</b>	<b>Totals</b>
<b>Timing of task</b>	<b>Term 2 Week 5</b>	<b>Term 2 Week 5</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 10</b>	<b>Term 4 Week 4</b>	<b>Term 4 Week 4</b>	
<b>Type of task</b>	<b>Matrix Task</b>	<b>Content Test</b>	<b>Skills Test</b>	<b>Research Task</b>	<b>Content Test</b>	<b>Skills Test</b>	
<b>Related Outcomes</b>	5-6,5-7,5-9	5-1,5-3,5-3	5-4,5-5,5-8	5-6,5-7,5-9	5-1,5-3,5-3	5-4,5-5,5-8	
<b>Course Components</b>	%	%	%	%	%	%	%
Knowledge and Understanding	10	15		10	15		50
Skills	10		15	10		15	50
<b>Task weighting %</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>100%</b>

## Drama

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 1, Week 11	Term 2 Week 9	Term 3 Week 9	Term 4 Week 6	
<b>Type of task</b>	<b>Drama Style</b> Performance	<b>MAD Night Performance and Reflection</b> Performance and written reflection	<b>Drama Style</b> Performance and booklet	<b>Drama Style</b> Performance and booklet	
<b>Related Outcomes</b>	5.1.1, 5.1.2	5.1.3, 5.3.3, 5.1.4	5.2.1, 5.3.1, 5.3.3	5.2.3, 5.3.2, 5.2.2	
<b>Course Components</b>	%	%	%	%	<b>%</b>
Making	15	10	10	5	<b>40</b>
Performing		15	15	10	<b>40</b>
Appreciating		10	5	5	<b>20</b>
<b>Task weighting %</b>	<b>15</b>	<b>35</b>	<b>30</b>	<b>20</b>	<b>100%</b>



## Elective History

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Task 6</b>	<b>Totals</b>
<b>Timing of task</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 5</b>	<b>Term 3 Week 10</b>	<b>Term 4 Week 4</b>	<b>Term 4 Week 5</b>	
<b>Type of task</b>	Research Task	Content Test	Skills Test	Research Task	Content Test	Skills Test	
<b>Related Outcomes</b>	HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	HTE5-2 HTE5-4 HTE5-8 HTE5-9 HTE5-10	HT-5-1, HT5-6, HT5-7, HT5-8	HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	HTE5-4 HTE5-5 HTE5-1	HTE5-2 HTE5-4 HTE5-8 HTE5-9 HTE5-10	
<b>Course Components</b>	%	%	%	%	%	%	%
Knowledge and Understanding	5	5	5	5	5	5	<b>30</b>
Historical skills	5	5	5	5	5	5	<b>30</b>
Communication of information, ideas and issues in appropriate form	10	5	5	10	5	5	<b>40</b>
<b>Task weighting %</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>100</b>





## Elective Geography

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Task 6</b>	<b>Totals</b>
<b>Timing of task</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 5</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 10</b>	<b>Term 4 Week 5</b>	<b>Term 4 Week 5</b>	
<b>Type of task</b>	Research Task	Skills Test	Content Test	Research Task	Skills Test	Content Test	
<b>Related Outcomes</b>	GEE-5-1,2,3,5,8,9	GEE5-8,9	GEE5-1,2,3,4,5,6,7	GEE-5-1,2,3,5,8,9	GEE5-8,9	GEE5-1,2,3,4,5,6,7	
<b>Course Components</b>	%	%	%	%	%	%	
Acquiring Geographical Information	5	5		5	5		
Processing Geographical Information	5	5	10	5	5	10	
Communicating Geographical Information	5	5	10	5	5	10	
<b>Task weighting %</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>100%</b>



English

	Task 1	Task 2	Task 3	Task 4	Totals
<b>Timing of task</b>	Term 1, Week 8	Term 2, Week 7	Term 3, Week 6	Term 4, Week 5	
<b>Type of task</b>	Examination	Analytical Essay	Portfolio of Writing and Reflection	Examination	
<b>Related Outcomes</b>	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	
<b>Task weighting %</b>	25	25	25	25	100%



## Food Technology

	Task 1	Task 2	Task 3	Task 4	Task5	Totals
<b>Timing of task</b>	Ongoing	T1, W8	T2, W8	T3, W8	T4, W6	
<b>Type of task</b>	Practical Skills Tasks	Design assignment	Design assignment	Exam	Design assignment	
<b>Related Outcomes</b>	FT: 5-1, 5-2, 5-5, 5-6, 5-10, 5-11	FT: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10, 5-11, 5-12, 5-13	FT: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10, 5-11, 5-12, 5-13	FT 5-6, 5-7, 5-8, 5-9, 5-10, 5-11, 5-12, 5-13	FT: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10, 5-11, 5-12, 5-13	
<b>Focus Areas</b>						
Food selection and health	12.5	12.5				25
Food Equity	12.5		12.5			25
Food in Australia	12.5			12.5		25
Food for special occasions	12.5				12.5	25
<b>Task weighting %</b>	<b>50</b>	<b>12.5</b>	<b>12.5</b>	<b>12.5</b>	<b>12.5</b>	<b>100%</b>

### Industrial Technology - Building and Construction

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Totals</b>
<b>Timing of task</b>	Ongoing throughout the Year	Ongoing throughout the Year	T4, W5	
<b>Type of task</b>	Practical Tasks	Content Related Theory	Examination	
<b>Related Outcomes</b>	IND: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9,	IND: 5-1, 5-2, 5-3, 5-5, 5-8, 5-9, 5-10	IND: 5-3, 5-4, 5-8, 5-9, 5-10	
<b>Task weighting %</b>	<b>70</b>	<b>20</b>	<b>10</b>	<b>100%</b>

### Industrial Technology - Art Metal

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Totals</b>
<b>Timing of task</b>	Ongoing throughout the Year	T1, W6	T4, W5	
<b>Type of task</b>	Practical Tasks	Jewellery Metals assignment	Examination	
<b>Related Outcomes</b>	IND: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9,	IND: 5-1, 5-2, 5-3, 5-5, 5-8, 5-9, 5-10	IND: 5-3, 5-4, 5-8, 5-9, 5-10	
<b>Task weighting %</b>	<b>70</b>	<b>15</b>	<b>15</b>	<b>100%</b>



### Industrial Technology – Metal

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Totals</b>
<b>Timing of task</b>	Ongoing throughout the Year	Ongoing throughout the Year	T4, W5	
<b>Type of task</b>	Practical Tasks	Content Related Theory	Examination	
<b>Related Outcomes</b>	IND: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9,	IND: 5-1, 5-2, 5-3, 5-5, 5-8, 5-9, 5-10	IND: 5-3, 5-4, 5-8, 5-9, 5-10	
<b>Task weighting %</b>	<b>70</b>	<b>15</b>	<b>15</b>	<b>100%</b>



### Industrial Technology – Timber

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Totals</b>
<b>Timing of task</b>	Ongoing throughout the Year	Ongoing throughout the Year	T4, W5	
<b>Type of task</b>	Practical Tasks	Content Related Theory	Examination	
<b>Related Outcomes</b>	IND: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9,	IND: 5-1, 5-2, 5-3, 5-5, 5-8, 5-9, 5-10	IND: 5-3, 5-4, 5-8, 5-9, 5-10	
<b>Task weighting %</b>	<b>70</b>	<b>20</b>	<b>10</b>	<b>100%</b>



### Information and Software Design

	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	<b>Term 1, 2024 Week 11</b>	<b>Term 2, 2024 Week 8</b>	<b>Term 3, 2024 Week 10</b>	<b>Term 4, 2024 Week 4</b>	
<b>Type of task</b>	<b>Multimedia Project</b>	<b>Game Development Project</b>	<b>New and Emerging Technologies Project</b>	<b>Yearly Examination</b>	
<b>Related Outcomes</b>	<b>5.2.1, 5.2.2</b>	<b>5.1.1, 5.5.2, 5.5.3</b>	<b>5.5.1, 5.5.2</b>	<b>5.1.1, 5.2.1, 5.2.2, 5.5.1, 5.5.2, 5.5.3</b>	
<b>Course Components</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Knowledge and understanding of course content	<b>10</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	<b>10</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>50</b>
<b>Task weighting %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100%</b>

## Mandatory Geography

	<b>Task 1</b>	<b>Task 2</b>	<b>Task3</b>	<b>Totals</b>
<b>Timing of task</b>	<b>Term 3 Week 4</b>	<b>Term 3 Week 10</b>	<b>Term 4 Week 4</b>	
<b>Type of task</b>	<b>Skills Test</b>	<b>Research Task</b>	<b>Content Examination</b>	
<b>Related Outcomes</b>	GE5-1, GE5-2, GE5-3	GE5-5, GE5-8	GE5-1, GE5-2, GE5-3	
<b>Course Components</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Knowledge and Understanding	10	20	20%	<b>50</b>
Skills in geography and communication	20	20	10%	<b>50</b>
<b>Task weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

## Mandatory History

	<b>Task 1</b>	<b>Task 2</b>	<b>Task3</b>	<b>Totals</b>
<b>Timing of task</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 4</b>	<b>Term 2 Week 5</b>	
<b>Type of task</b>	<b>Source Based Short Answer</b>	<b>Content Exam</b>	<b>Skills Test</b>	
<b>Related Outcomes</b>	HT5-1, HT5-4,	HT5-4, HT5-5 HT5-10	HT5-1, HT5-4, HT5-5, HT5-10	
<b>Course Components</b>	%	%	%	%
Knowledge and Understanding	10	15	10	<b>35</b>
Historical Inquiry	10	10	10	<b>30</b>
Communication Skills	10	10	15	<b>35</b>
<b>Task weighting %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100%</b>

## Mathematics

	Task 1	Task 2	Task 3	Task 4	Task 5	Totals
<b>Timing of task</b>	Term 1 Week 6-8	Term 1 Weeks 10	Term 2 Week 6	Term 3 Week 9	Term 4 Week 6	
<b>Type of task</b>	Investigation Task	Class Assessment	Class Assessment	Class Assessment	Class Assessment	
<b>Related Outcomes</b>	MA5-FIN-C-01 MAO-WM-01	MAO-WM-01 MA5-ALG-C-01 MA5-TRG-C-01 MA5-FIN-C-01	MAO-WM-01 MA5-ARE-C-01 MA5-EQU-C-01 MA5-VOL-C-01	MAO-WM-01 MA5-IND-C-01 MA5-LIN-C-01 MA5-ALG-C-01	MAO-WM-01 MA5-PRO-C-01 MA5-GEO-C-01 MA5-DAT-C-01	
<b>Course Components</b>	%	%	%	%	%	%
Knowledge, skills and understanding	5	10	10	10	15	50
Values and attitudes	5	10	10	10	15	50
<b>Task weighting %</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100%</b>

## Music

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1 Week 9	Term 2 Week 6	Term 3 Week 8	Term 4 Week 6	
Type of task	Topic-based Performance	Topic-based Performance	Topic-based Composition	Listening and Theory Examination	
Related Outcomes	5.1, 5.2, 5.3, 5.12	5.1, 5.2, 5.3, 5.12	5.4, 5.5, 5.6, 5.1	5.7, 5.8, 5.9, 5.10, 5.11	
Course Components	%	%	%	%	
Performing	20%	15%			35%
Composing			30%		30%
Listening				35%	35%
<b>Task weighting %</b>	<b>20%</b>	<b>15%</b>	<b>30%</b>	<b>35%</b>	<b>100%</b>

## Personal Development, Health and Physical Education

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Totals</b>
<b>Timing of task</b>	Week 10-11, Term 1	Week 10, Term 2	Week 4-5, Term 3	Week 3, Term 4	
<b>Type of task</b>	<b>Skill performance evaluation</b>	<b>Case Study - Nutrition</b>	<b>Skill performance evaluation</b>	<b>Yearly Examination</b>	
<b>Related Outcomes</b>	5-4, 5-5, 5-10, 5-11	5-4, 5-5, 5-9, 5-10	5-4, 5-5, 5-10, 5-11	5-1, 5-2, 5-3, 5-6, 5-7, 5-8, 5-9, 5-10	
<b>Course Components</b>	%	%	%	%	<b>%</b>
Knowledge and understanding	5	20	5	20	<b>50</b>
Skills	20	5	20	5	<b>50</b>
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100%</b>

## Physical Activities and Sport Studies

	<b>Task 1</b>	<b>Task 2</b>	<b>Task3</b>	<b>Task 4</b>	<b>Totals</b>
<b>Timing of task</b>	Week 2, Term 2	Week 3-4, Term 2	Week 8-9, Term 3	Week 3, Term 4	
<b>Type of task</b>	In class examination	Skill performance evaluation	Skill Performance – individual and peer assessment	Yearly Examination	
<b>Related Outcomes</b>	PASS 5-5, 5-6, 5-7, 5-8	PASS 5-5, 5-7, 5-9	PASS 5-1, 5-5, 5-6, 5-10	PASS 5-1, 5-3, 5-4, 5-6, 5-8	
<b>Course Components</b>	%	%	%	%	%
Knowledge and understanding	5	5	15	25	<b>50</b>
Skills	20	20	10	-	<b>50</b>
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100%</b>





## Science

	<b>Task 1</b>	<b>Task 2</b>	<b>Task3</b>	<b>Task 4</b>	<b>Totals</b>
<b>Timing of task</b>	Term 1 W9 Or Term 2 W5	Term 1 W4 Or Term 2 W4	Term 3 Week 8	Term 4 Week 5	
<b>Type of task</b>	In-Class Chemistry Practical Task	Electricity Skills Assessment	Natural Disasters Research Task	Yearly Exam	
<b>Related Outcomes</b>	SC5-5WS SC5-8WS SC5-11PW	SC5-17CW SC5-6WS SC5-4WS	SC5-9WS SC5-3VA	SC5-16CW SC5-6WS SC5-10PW	
<b>Course Components</b>	%	%	%	%	%
Knowledge and Understanding	10	5	5	30	<b>50</b>
Skills	10	20	20		<b>50</b>
<b>Task weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>



## Visual Arts

	<b>Task 1</b>	<b>Task 2</b>	<b>Task3</b>	<b>Task 4</b>	<b>Totals</b>
<b>Timing of task</b>	Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	Term 4, Week 5	
<b>Type of task</b>	<b>Critical and Historical</b> Conceptual Frame theory task Quickwrite	<b>Portfolio 1 + VAD</b> Artworks based on the unit studied Ready for Exhibition	<b>Critical and Historical</b> Theory Task based on key artist/artists	<b>Portfolio 2 + VAD</b> Artworks based on the unit studied	
<b>Related Outcomes</b>	5.6, 5,7. 5.8, 5.9, 5.10	5.1, 5,2. 5.3, 5.4, 5.5	5.6, 5,7. 5.8, 5.9, 5.10	5.1, 5,2. 5.3, 5.4, 5.5	
<b>Course Components</b>	%	%	%	%	%
Artmaking		35		35	<b>70</b>
Critical and Historical Study	15		15		<b>30</b>
<b>Task weighting %</b>	<b>15</b>	<b>35</b>	<b>15</b>	<b>35</b>	<b>100%</b>

## YEAR 9 ASSESSMENT CALENDAR – Term 1 2024

Term / Week	1	2	3	4	5	6	7	8	9	10	11
<b>Term 1 2024</b>								Elective Geography Task 1  Mandatory History Task 1  Food Technology – Design Assignment  Mathematics Investigation Weeks 8 - 10  English Assessment Task 1	Music Topic-based Performance    Visual Arts Critical/Historical Task 1  Science In-class Practical	Music Topic Based Performance Task 2  PDHPE Task 1  Mathematics Task 2	Drama Drama Style Performance Task 1  PDHPE Task 1  Information and Software Design Project 1  Elective History Task 1

## YEAR 9 ASSESSMENT CALENDAR - Term 2 2024

Term / Week	1	2	3	4	5	6	7	8	9	10
<b>Term 2 2024</b>		PASS Task 1	PASS Task 2	Science Practical Research Project  Commerce Task 2 and Task 3  Elective History Task 2  PASS Task 2  Mandatory History Task 2	Visual Arts Artworks Task 2  Mandatory History Task 3  Elective Geography Task 2 and Task 3  Commerce Task 1, Task 2 and Task 3	Mathematics Task 2	Music Topic-based Performance Task 2  English Assessment Task 2	Food Technology – Design Assignment  Information and Software Design Project 2	Drama MAD Performance and Reflection Task 2	PDHPE Task 2

## YEAR 9 ASSESSMENT CALENDAR – Term 3 2024

Term/ Week	1	2	3	4	5	6	7	8	9	10
<b>Term 3 2024</b>				Mandatory Geography Task1  PDHPE Task 3	Elective History Task 3  PDHPE Task 3	English Assessment Task 3		Music Topic Based Composition Task 3  Science Research Task  PASS Task 3  Food Technology – Exam	Drama Drama Style Performance Booklet Task 3  Music Topic Based Performance Task 5  Visual Arts Critical /Historical Task 3  PASS Task 3  Mathematics Task 3	Mandatory Geography Task 2  Commerce Task4  Elective History Task 4  Information and Software Design Project 3  Elective Geography Task4

## YEAR 9 ASSESSMENT CALENDAR – Term 4 2024

Term/ Week	1	2	3	4	5	6	7	8	9	10
<b>Term 4 2024</b>			PASS Task 4  PDHPE Task 4	Elective History Task 5  Mandatory Geography Task 3  Information and Software Design Yearly Examination	English Assessment Task 4  Visual Arts Artworks Task 4  Science Year Exam  All Industrial Technology subjects – Examination  Elective History Task 6  Elective Geography Task 5 and Task 6  Commerce Task 5 and Task 6	Drama Drama Style Performance and Booklet Task 4  Music Listening and Theory Task Task 4  Mathematics Task 4  Food Technology- Design Assignment				



## A GLOSSARY OF KEY WORDS

**Account**

Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

**Analyse**

Identify components and the relationship between them; draw out and relate implications

**Apply**

Use, utilise, employ in a particular situation

**Appreciate**

Make a judgement about the value of

**Assess**

Make a judgement of value, quality, outcomes, results or size

**Calculate**

Ascertain/determine from given facts, figures or information

**Clarify**

Make clear or plain

**Classify**

Arrange or include in classes/categories

**Compare**

Show how things are similar or different

**Construct**

Make; build; put together items or arguments

**Contrast**

Show how things are different or opposite

**Critically (analyse/evaluate)**

Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

**Deduce**

Draw conclusions

**Define**

State meaning and identify essential qualities

**Demonstrate**

Show by example

**Describe**

Provide characteristics and features

**Discuss**

Identify issues and provide points for and/or against

**Distinguish**

Recognise or note/indicate as being distinct or different from; to note differences between



**Evaluate**

Make a judgement based on criteria; determine the value of

**Examine**

Inquire into

**Explain**

Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract**

Choose relevant and/or appropriate details

**Extrapolate**

Infer from what is known

**Identify**

Recognise and name

**Interpret**

Draw meaning from

**Investigate**

Plan, inquire into and draw conclusions about

**Justify**

Support an argument or conclusion

**Outline**

Sketch in general terms; indicate the main features of

**Predict**

Suggest what may happen based on available information

**Propose**

Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

**Recall**

Present remembered ideas, facts or experiences

**Recommend**

Provide reasons in favour

**Recount**

Retell a series of events

**Summarise**

Express, concisely, the relevant details

**Synthesise**

Putting together various elements to make a whole



APPENDIX A – SPARE COPIES

REQUEST FOR ALTERATION TO ASSESSMENT TASK

Date of Assessment Task: ..... Course: ..... Teacher: .....

Task Number: ..... Date Submitted to Head Teacher: .....

Task Name: .....

Student Name: ..... Year 10  Year 11  Year 12

**REASON FOR EXTENSION**

Documentary evidence must be provided.

Illness  Misadventure  Work Placement  Work Placement  Absent the day before a task is due  Other.....

*Students are to write an explanation of their reasons*

.....  
.....  
.....

**SUPPORTING DOCUMENTS**

Please attach.

Medical Certificate  Statutory Declaration  Other .....

In applying for this extension, I assure that I am not seeking unfair advantage over other students in the course.

Student signature: ..... Date: .....

Parent/Caregiver signature: ..... Date: .....

**HEAD TEACHER RECOMMENDATION**

Variation  Exemption  No variation  Request declined

Early submission  Extension *Panel to decide on outcome of marks allocated*

.....  
.....

Fully completed form to be handed to Deputy Principal for FINAL DECISION Date: .....

**DEPUTY PRINCIPAL DECISION**

Date Received by Deputy: .....

.....  
.....

4. I have noted the above request and **HAVE / HAVE NOT** granted an extension of time

**EXTENSION TIME:** ..... **DAYS. TASK TO BE SUBMITTED ON OR BEFORE:** .....  
- OR -

5. **MISSED TASK – NO VALID REASON. TASK TO BE SUBMITTED ON OR BEFORE:** .....  
- OR -

6. **EXEMPTION:** .....

Deputy Principal Signature: ..... Date student notified: .....



APPENDIX A – SPARE COPIES  
REQUEST FOR ALTERATION TO ASSESSMENT TASK

Date of Assessment Task: ..... Course: ..... Teacher: .....

Task Number: ..... Date Submitted to Head Teacher: .....

Task Name: .....

Student Name: ..... Year 10  Year 11  Year 12

**REASON FOR EXTENSION**

Documentary evidence must be provided.

Illness  Misadventure  Work Placement  Work Placement  Absent the day before a task is due Other.....

*Students are to write an explanation of their reasons*

.....  
.....  
.....

**SUPPORTING DOCUMENTS**

Please attach.

Medical Certificate  Statutory Declaration  Other .....

In applying for this extension, I assure that I am not seeking unfair advantage over other students in the course.

Student signature: ..... Date: .....

Parent/Caregiver signature: ..... Date: .....

**HEAD TEACHER RECOMMENDATION**

Variation  Exemption  No variation  Request declined

Early submission  Extension *Panel to decide on outcome of marks allocated*

.....  
.....

Fully completed form to be handed to Deputy Principal for FINAL DECISION Date: .....

**DEPUTY PRINCIPAL DECISION**

Date Received by Deputy: .....

.....  
.....

7. I have noted the above request and **HAVE / HAVE NOT** granted an extension of time

**EXTENSION TIME:** ..... **DAYS. TASK TO BE SUBMITTED ON OR BEFORE:** .....  
- OR -

8. **MISSED TASK – NO VALID REASON. TASK TO BE SUBMITTED ON OR BEFORE:** .....  
- OR -

9. **EXEMPTION:** .....

Deputy Principal Signature: ..... Date student notified: .....



APPENDIX A – SPARE COPIES  
REQUEST FOR ALTERATION TO ASSESSMENT TASK

Date of Assessment Task: ..... Course: ..... Teacher: .....

Task Number: ..... Date Submitted to Head Teacher: .....

Task Name: .....

Student Name: ..... Year 10  Year 11  Year 12

**REASON FOR EXTENSION**

Documentary evidence must be provided.

Illness  Misadventure  Work Placement  Work Placement  Absent the day before a task is due  Other.....

*Students are to write an explanation of their reasons*

.....  
.....  
.....

**SUPPORTING DOCUMENTS**

Please attach.

Medical Certificate  Statutory Declaration  Other .....

In applying for this extension, I assure that I am not seeking unfair advantage over other students in the course.

Student signature: ..... Date: .....

Parent/Caregiver signature: ..... Date: .....

**HEAD TEACHER RECOMMENDATION**

Variation  Exemption  No variation  Request declined

Early submission  Extension *Panel to decide on outcome of marks allocated*

.....  
.....

Fully completed form to be handed to Deputy Principal for FINAL DECISION Date: .....

**DEPUTY PRINCIPAL DECISION**

Date Received by Deputy: .....

.....  
.....

10. I have noted the above request and **HAVE / HAVE NOT** granted an extension of time

**EXTENSION TIME:** ..... **DAYS. TASK TO BE SUBMITTED ON OR BEFORE:** .....  
- OR -

11. **MISSED TASK – NO VALID REASON. TASK TO BE SUBMITTED ON OR BEFORE:** .....  
- OR -

12. **EXEMPTION:** .....

Deputy Principal Signature: ..... Date student notified: .....



APPENDIX A – SPARE COPIES
REQUEST FOR ALTERATION TO ASSESSMENT TASK

Date of Assessment Task: ..... Course: ..... Teacher: .....

Task Number: ..... Date Submitted to Head Teacher: .....

Task Name: .....

Student Name: ..... Year 10 [ ] Year 11 [ ] Year 12 [ ]

REASON FOR EXTENSION

Documentary evidence must be provided.

[ ] Illness [ ] Misadventure [ ] Work Placement [ ] Work Placement [ ] Absent the day before a task is due Other.....

Students are to write an explanation of their reasons

SUPPORTING DOCUMENTS

Please attach.

[ ] Medical Certificate [ ] Statutory Declaration [ ] Other .....

In applying for this extension, I assure that I am not seeking unfair advantage over other students in the course.

Student signature: ..... Date: .....

Parent/Caregiver signature: ..... Date: .....

HEAD TEACHER RECOMMENDATION

[ ] Variation [ ] Exemption [ ] No variation [ ] Request declined

[ ] Early submission [ ] Extension Panel to decide on outcome of marks allocated

Fully completed form to be handed to Deputy Principal for FINAL DECISION Date: .....

DEPUTY PRINCIPAL DECISION

Date Received by Deputy: .....

13. I have noted the above request and HAVE / HAVE NOT granted an extension of time

EXTENSION TIME: ..... DAYS. TASK TO BE SUBMITTED ON OR BEFORE: ..... - OR -

14. MISSED TASK – NO VALID REASON. TASK TO BE SUBMITTED ON OR BEFORE: ..... - OR -

15. EXEMPTION: .....

Deputy Principal Signature: ..... Date student notified: .....