

Bulli High School

Address:
Ursula Road, Bulli NSW 2516

Phone Number:
(02) 4284 8266

Website:
www.bulli-h.schools.nsw.gov.au

Email:
bulli-h.school@det.nsw.edu.au



YEAR 9 ASSESSMENT GUIDE 2021

Respect - Responsibility - Integrity

This booklet was published in March 2021 and is subject to change. Students and parents are advised to refer to the school's website for the latest version:

<https://bulli-h.schools.nsw.gov.au/>

Bulli HS website



Learning at our school



Assessment and Reporting



**YEAR 9 Assessment Guide
2021**

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Learning Expectations for Success

If you wish to exceed your own expectations in learning, the following non-negotiable rules of engagement apply:

1. Display a **positive attitude** and **strong work ethic** in every lesson.
2. Come fully prepared to learn and **take risks with your learning**.
3. **READ, READ, READ** – in class and beyond.
4. Work **collaboratively** with your peers and your teacher.
5. Develop a **habit of drafting, editing, refining** final versions of your work.
6. Complete all classwork and homework to a **high standard**.
7. **Reflect** on your progress and assess your work.
8. Show how you **incorporate feedback** into your work.
9. Use '**Checklist for Success**' table when you self-assess.
10. Understand that **ALL your work will contribute to your learning** and school reports. Every component counts – your class notes will be checked; your evidence of learning will be checked; your attitude and behaviours will be noted. See the pie chart below:



This booklet provides you with the GUIDELINES and PROCESSES to be a successful Year 9 student at Bulli High School.

It also outlines Bulli High School's and the NSW Education Standards Authority (NESA) policies to ensure equity for all students undertaking their education at Bulli High School.

**Use this booklet as a guide.
Meeting all requirements and expectations
is now**

YOUR RESPONSIBILITY

Your teachers are here to help...

Key Points to Remember:

- You must **hand in the task ON OR BEFORE THE DUE DATE** to avoid a penalty. You should submit all tasks at the beginning of the due date, due period or time, as per scheduled on your Assessment Notification.
- Submitted tasks must be **A SERIOUS ATTEMPT** and be a reasonable standard according to your stage and ability.
- All submitted tasks must be **YOUR OWN WORK.**
- If you are **unexpectedly sick or away on the day of a task** **YOU STILL HAVE TO HAND IN YOUR TASK or attempt it on the next available day.**
- If you know you are going to be away because of a school event or another reason – **TALK TO YOUR TEACHER before you go – you may hand in your task before the due date.**
- Reading the **correct due date and time/period** for tasks is **YOUR RESPONSIBILITY.**
- **TECHNOLOGY MALFUNCTION** is NOT A VALID REASON to hand work in late. Read the notes on Policy on **'Technology Use for Assessment Tasks' on Page 15**

INTRODUCTION

The purpose of this handbook is to inform students and their parents of the Schedule of Assessments for each subject in Year 9. The Assessment Schedule is a formal set of procedures, which is supervised by the respective Head of Faculty. Bulli High School's Assessment Schedule is designed to measure the achievement of all students undertaking a course in a consistent and comparable manner. Students will be asked to undertake many other tasks which do not form part of the Assessment Schedule, e.g. homework, class work, etc. Students will be assessed on all work attempted in class as well as in formal tasks as part of their final assessment and reporting for each stage in learning.

A careful examination of the Schedule of Assessments for each subject allows students to plan their time to ensure that work is not left to the last minute. Successful planning is an important key to students achieving their highest potential. Students are encouraged to write the dates into the school diary or a yearly planner or calendar (as provided in Appendixes B and C on the last two pages of this booklet).

Students are allocated a **grade** based on their demonstration of skills and achievement of outcomes.

All students and their parents are recommended to read through the handbook thoroughly.

Students are expected to be aware of assessment procedures and rules and follow them.

Reporting of student progress is also addressed in the handbook with the dates set out for completion for the whole year.

If you have any further questions or require clarification on the Assessment Policy or Guides, please do not hesitate to contact the **Head Teacher Teaching & Learning**.

ASSESSMENT AND REPORTING GUIDE

Preamble

The central purpose of assessment is to provide information on student achievement and progress and to set the direction for ongoing teaching and learning.

What is an 'Assessment'?

Assessment of student learning in an outcomes-focused approach centres on describing student performance in relation to stated learning outcomes for each subject area. Provision of appropriate learning programs for all Bulli High School students is our core business. We are committed to implementing the most appropriate teaching, learning and assessment strategies that can be applied to address the stated outcomes.

What is the Purpose of an Assessment?

Assessment provides information for participants in the teaching and learning process to compare what is known and can be demonstrated against standards.

Assessment takes many forms in the classrooms:

- Formal and informal observation and discussion with students
- Formal assessment tasks
- Formative monitoring and adjustment of teaching
- Summative assessment at key stages
- Comparing evidence of achievement with other students
- Comparing evidence of achievement against syllabus standards.

Assessment provides vital information at the point of planning, along the way and at the end of a cycle in preparation for the next teaching and learning cycle.

What is the K - 10 Curriculum Framework?

The K-10 Curriculum Framework establishes parameters for the NSW Education Standards Authority curriculum for the compulsory years of schooling. The framework draws on an understanding of effective pedagogy that emphasizes outcomes and standards. The syllabuses clearly articulate standards that show what students are expected to know and be able to do at each stage from Year 7 to Year 9. This provides the context for realistic assessment and meaningful reporting of student achievement.

What is the Standards Framework?

Standards-referenced assessment refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

Standards-referenced assessment:	Standards describe:
<ul style="list-style-type: none"> Links the achievement of students to specified standards, through evidence collected from a number and variety of activities and from observations over time Involves teachers gathering evidence of student achievement formally and informally, to make judgements and to facilitate and monitor students' progress using syllabus outcomes. 	<ul style="list-style-type: none"> What students are expected to know, understand and do at each stage, described in NSW syllabuses through outcomes, content and stage statements How well students have achieved.

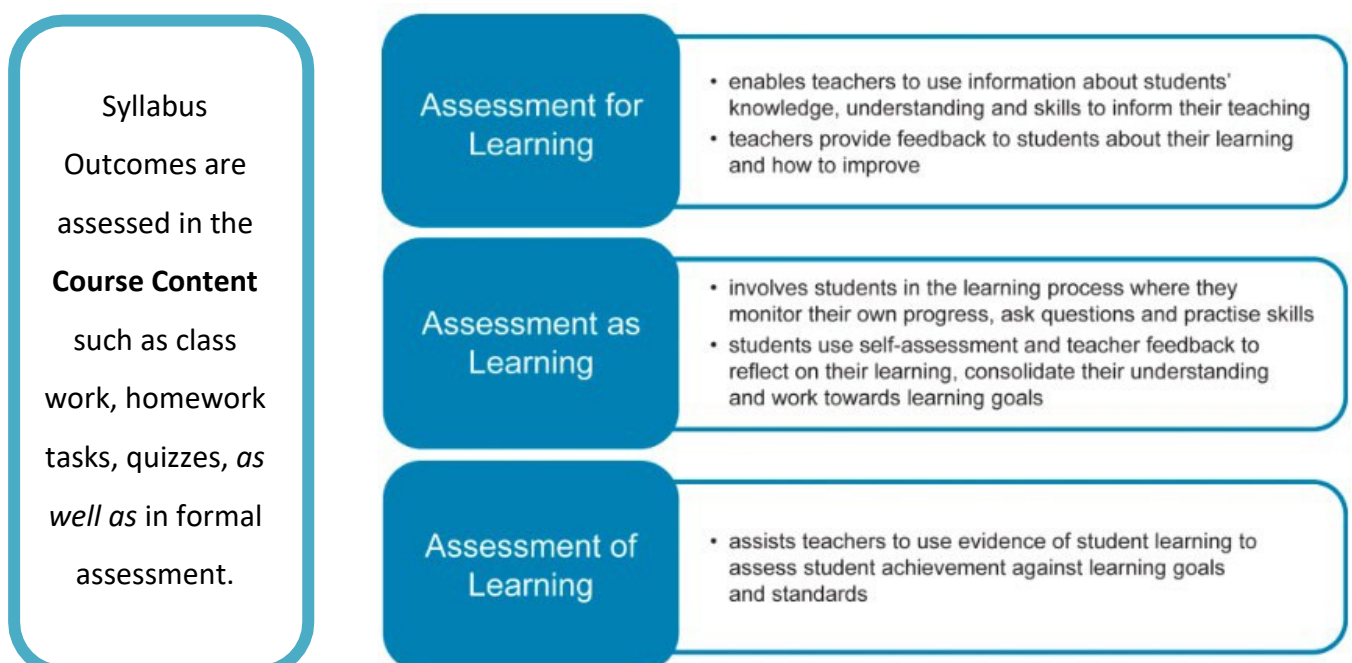
What is an Outcomes-Focused Approach to Teaching and Learning and Assessment?

Syllabus outcomes:

- indicate the knowledge, understanding and skills expected to be acquired by most students by the end of a stage
- are derived from the syllabus objectives
- present a sequence of learning for each stage and take into account prior and subsequent learning of students.

Syllabus outcomes are used by teachers to:

- plan and develop learning and assessment opportunities
- monitor student progress throughout each stage
- assess and measure student achievement against intended learning at each stage
- report student progress and achievement during and at the end of a stage.



ASSESSMENT POLICIES

Year 9 Assessment Schedules

Each subject has an assessment schedule for the year.

The schedule is a guide to enable students and teachers to plan their time in an efficient and effective manner. The assessment schedule is not fixed, as there are many reasons for a change to occur. If tasks are to change, students will be notified.

Notification

This booklet serves as a **preliminary notification of all assessment tasks**. Assessment Task notifications will be issued in writing, at least two weeks before the due date.

Penalties for Late Submissions

Students are required to **submit their assessment task on or before the due date**.

STAGE 5: Year 9 – Working towards a ‘RoSA’

The penalty for late submission of a task, failure to submit a task or a ‘non-diligent attempt of a task is:

- **a mark of ‘zero’ is awarded**
- **an N-Warning notification is recorded**
- **the student may be at-risk of not qualifying for the RoSA Certificate.**

In the case of a student being awarded a mark of zero ‘0’, parents will be notified in writing. To satisfactorily complete the course, the assessment task must be submitted.

Standard Requirements

Students are required to make a serious attempt of all the tasks, which are set out in the assessment program of each course as well as in their course work. Students who do not meet this requirement will be deemed unsatisfactory in the course. The school will inform students and their parents in writing concerning unsatisfactory progress or the risk of not completing courses.

Illness / Misadventure Appeal Process

Planned Absence	Unexpected Absence
<p>The student MUST:</p> <ul style="list-style-type: none"> ▪ inform the teacher <u>at least one week in advance to discuss an alternative arrangement.</u> ▪ seek Principal's Leave for extended planned absences (see Principal or Deputy Principal) ▪ submit an Illness/Misadventure appeal form with supporting evidence to explain the nature of the student's absence from the task or failure to submit the task on the due date. The supporting evidence must be independently verified by a medical practitioner or Justice of the Peace, or supervising/organising teacher for school events and commitments. ▪ attempt or resolve the assessment task on their return to school or within the timeframe specified, in accordance with the assessment policy or extension of time if granted. 	<p>The student MUST:</p> <ul style="list-style-type: none"> ▪ inform the teacher as soon as possible, <u>on the day of the assessment task.</u> ▪ submit an Illness/Misadventure appeal form with supporting evidence to explain the nature of the student's absence from the task or failure to submit the task on the due date. The supporting evidence must be independently verified by a medical practitioner or Justice of the Peace, or supervising/organising teacher for school events and commitments. ▪ attempt or resolve the assessment task on their return to school or within the timeframe specified, in accordance with the assessment policy or extension of time if granted.

A student who misses an assessment task through illness or misadventure **MUST comply with the process outlined above. An Illness/Misadventure Appeal approved may result in the student:**

- a) submitting the task at the earliest possible opportunity and being awarded the mark received;
- b) be given a substitute task on return to school;
- c) be given an estimate for the task (only where (a) and (b) are not possible)

Evidence of Dishonesty

Students who are proven to have been dishonest in completion of an assessment task will be **awarded zero for that task**. The task is to be attempted again and submitted.

Plagiarism

All submitted work must be the work of the student. Work copied from other students, books, pamphlets, electronic or digital devices, from the internet, etc. and submitted as 'original' pieces or the student's own work, will be given **zero due to malpractice**. Students should ensure that they reference their work appropriately to acknowledge the original source. The student may be required to attempt the task again. Please read the **Academic Integrity Policy** at the back of this handbook for more information (Appendix A).

Student Appeal

Any student who feels that they have been treated differently to other students, or that a mistake has been made must bring this to the attention of their **classroom teacher as soon as possible**. Any student who feels that assessment procedures were not followed may make a **formal appeal in writing to the Head Teacher Teaching and Learning**.

Satisfactory Completion of Course Requirements

During the courses of study, students will be given many tasks that are designed to increase knowledge and skills of the course material. It is important that all of these tasks are completed to the best of the student's ability in order to obtain maximum benefit from the courses. Only some of the tasks that students complete will be assessable but it is a requirement to complete all set work including homework; and submit it to the teacher on the due date.

Students must demonstrate their satisfactory effort and achievement.

Satisfactory Attendance Record

Students who have an unsatisfactory attendance record run the risk of not meeting course requirements. Students who are likely to be absent from school for a significant period of time because of illness, injury, etc. must notify their Year Adviser. Where possible, 'catch-up work' will be set in order for students to satisfactorily complete all course requirements.

REPORTING

What is Reporting?

Reporting is the process of identifying, gathering and interpreting information about student achievement and progress gained from the assessment process.

What is the Purpose of Reporting?

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 and to employers.

At Bulli High School students will receive a level of achievement as outlined below:

Level	General Performance Descriptors
Outstanding	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to the new situations.
High	The student has a thorough knowledge and understanding of the content and a high level of competence in the process and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Sound	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
Not demonstrated	The student has not demonstrated the knowledge and understanding necessary to make an assessment of the competence in this course.

It should be noted that a student working at their expected level for their age will be expected to gain outcome of "sound".

Reporting Dates

Bulli High School reports on 7-10 students three times during a school year:

- Interim Reports – End Term 1
- Semester 1 Reports – End Term 2
- Semester 2 Reports - End Term 4

These are anticipated dates and may vary due to unforeseen circumstances. Actual dates will be published in the school newsletter at the time of issue.

Years 9 – 10 RECORD OF SCHOOL ACHIEVEMENT (RoSA)

Students enrolled into Stage 5 (which begins in Year 9) will be undertaking courses that allow them to work towards attaining a Record of School Achievement (RoSA). The RoSA is awarded when students leave school permanently. Students may leave school any time after they turn 17. If students wish to leave school before they are 17 they must have completed Year 9 and either have full time employment or be engaged in some other full time training or education program.

- The RoSA will contain the grades they have achieved in Year 9 and Year 11, as well as HSC results (if applicable).
- Students who fail to complete the course requirements of Year 9, 11 or 12 will not receive a RoSA.
- Students who receive an N-Determination (see below) in any subject in Years 10, 11 or 12 will also not receive a RoSA.
- In both these cases, students will be entitled to a document called a “Transcript of Study” which will list the subjects they have completed and grades for the subjects completed. Subjects which have not been successfully completed because of an N-Determination will be included but marked as “N”.

Completion of Stage 5 Courses for the RoSA

The RoSA can be awarded by NESA to eligible students at the end of Year 10 based on work completed in Years 7-10. Students will receive.

- Grades (A-E) determined by the school and sent to NESA for all subjects completed at the end of Year 10.
- A list of courses satisfactorily completed in Years 7 - 8 in Creative Arts (Music and Art), Technology and Applied Studies and Languages Other Than English (LOTE) is also given.

In order to be eligible for the RoSA, students must have;

1. Studied a set pattern of courses
2. Satisfactorily completed course requirements including class work and assessment tasks

*Additional Requirements in Year 10 – The HSC Minimum Standards Tests

Students who will complete the HSC in 2021 or later will need to meet the HSC minimum standard to receive the HSC. Students undertake the following tests in Year 10 and have multiple opportunities to meet the standards.

To show they meet the standard the student needs to:

- ✓ pass the online reading test and
- ✓ pass the online writing test and
- ✓ pass the online numeracy test.

Disability Provisions and Exemptions for the HSC Minimum Standards Tests

Some students with learning disabilities will be eligible for extra provisions for the online tests, or be exempt from meeting the HSC Minimum Standard in order to receive their HSC.

Students will have up to four chances a year to pass each of the tests from Year 10 until a few years after the HSC. The school will help determine students' readiness to take each test, in consultation with parents/carers.

Studied a Set Pattern of Courses

English	<ul style="list-style-type: none"> • All students must have studied English in each Years 7-10 • All students must have completed a minimum of 400 hours of English by the end of Year 9.
Mathematics	<ul style="list-style-type: none"> • Students must have studied Mathematics in each Years 7-10 • All students must have completed a minimum of 400 hours of Mathematics by the end of Year 9.
Science	<ul style="list-style-type: none"> • All students must have studied Science in each Years 7-10 • All students must have completed a minimum of 400 hours of Science by the end of Year 9.
Human, Society & Its Environment	<ul style="list-style-type: none"> • All Students must have studied either History, Geography or Commerce in each of Years 7-10. • All students must have completed a minimum of 400 hours in one or more of these courses by the end of Year 9. • Note: At some stage during Years 7-10 students must have completed a minimum of 100 hours of Australian History and 100 hours of Australian Geography.
Creative Arts	<ul style="list-style-type: none"> • All students must have completed at least 100 hours of music before the end of Year 9. • All students must have completed at least 100 hours of Visual Arts before the end of Year 9.
Technological & Applied Studies	All students must have completed at least 200 hours in these subjects from Years 7-10. This includes at least 50 hours of computer studies.
PD/H/PE	<ul style="list-style-type: none"> • All students must have studied PD/Health/PE in each of the Years 7-10. • All students must have completed a minimum of 300 hours of PD/H/PE by the end of Year 9.
LOTE	All students must have completed at least 100 hours in one language other than English in one year before the end of Year 9.

Satisfactorily Completed Course Requirements

You will be considered to have satisfactorily completed a course if, in your Principal's view, there is sufficient evidence that you have met the following course completion criteria:

1. Followed the course developed or endorsed by the Board
2. Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
3. Achieved some or all of the course outcomes.

***It is unlikely that you will be able to satisfactorily complete the course if you do not attend all classes regularly because you will not have followed the course or applied yourself with diligence.**

ASSESSMENT POLICY FOR YEARS 9 & 10 (RoSA)

The RoSA is an externally awarded credential and is therefore governed by strict rules to ensure that all students are treated fairly. The information below sets out these rules as applied at Bulli High School.

STUDENT RESPONSIBILITIES

1. It is a requirement that each student satisfactorily complete each course in which they are enrolled. In order to do this, students are required to demonstrate that they have:
 - Followed the course which has been developed by NESA
 - Applied themselves with diligence and sustained effort to set tasks and experiences provided in the course and,
 - Achieved some or all of the course outcomes.
2. Each student is required to make a serious attempt of all tasks which are set out in the assessment program of each course. This includes all oral assessment tasks.
3. Students must present their own work at all times and submit all tasks by the due date. See Appendix A for the School's Academic Integrity Policy.
4. In courses where students are required to submit a major project for assessment they must:
 - Show consistent progress over a period of time.
 - Provide all supporting evidence of where they obtained their information or carried out their work
 - Maintain a log or process diary detailing the progress of the project.
5. In the event of a student failing to complete a set task on the due date, they must complete an application for Accident/Misadventure/Illness/Special Circumstances following the procedures. Appendix B sets out a summary of the procedure to be followed. The School Review Panel will consider the request and determine whether:
 - An estimate based on all other assessment tasks be given
 - A substitute task be set and completed
 - An extension of time be granted
 - A mark of zero be given
 - A non-attempt be awarded and an N-Determination Warning be issued.
6. Students will receive a ZERO mark for tasks which:
 - are not their 'own work'
 - have not been submitted on the due date
 - have not been exempted by the process above.
7. Students must make a genuine attempt at completing assessment tasks which contribute in excess of 50 of the available marks. Students who do not meet this requirement will be deemed to have not completed the course.

8. If a student decides to question the grading or mark awarded on a RoSA assessment task, a request must be made to the course teacher, in **writing**, within **two days** of the task being returned.
9. Students are required to complete non-assessable tasks as determined by their teachers. Non-compliance with this requirement may result in the student not having satisfactorily completed the relevant course.
10. Bulli High School will inform students and their Parents/Carers in writing concerning non-completion of courses. Students who have been given an 'N' determination for the non-completion of any course will have the right to appeal to NESAC.
11. Students must follow the procedures set out in the "Examination Rules" (Appendix A) in relation to their conduct during examinations. Failure to follow these rules will, in the case of a serious or repeated breaches, lead to students being removed from the examination and awarded zero.

TECHNOLOGY USE FOR ASSESSMENT TASKS

1. Assessment tasks should be presented in 'hard copy' (printed copy or hand-written) **unless specifically requested by the teacher.**
2. Submission of assessment tasks by email will only be allowed with express **permission of the teacher setting the task and/or students will be notified on the Task Notification Sheet.**
3. If the task requires electronic submission or by its nature must be submitted in digital format (e.g. a PowerPoint presentation, webpage etc.), **students are responsible for keeping a backup copy of the entire task.**
4. Students who hand in their task on an electronic storage device **must demonstrate to the teacher prior to the task due date, that the file can be opened and read** by the computer to be used by the teacher.
5. **Students are responsible for any printing required for tasks prior to the date and/or period the task is due.**
6. **Technology malfunction on the due date of a task will not be considered for an appeal.** Students are responsible for ensuring they have a copy of their work or draft work. Students are able to access a range of products and services available before school, during class and break times, such as desktops, email or cloud-based programs, and printer. **Students are advised to access these products and services at school if there are issues with technology at home.**

STUDENT APPEAL PROCESS

1. Accident, Illness and Misadventure

- a) If a student believes that their performance in an assessment task has been affected by illness or an unforeseen accident or misadventure they may appeal to the Senior School Review Panel.
- b) Students may also appeal if an accident/illness and/or misadventure prevents them from attending an examination. Failure to attend an examination is serious. The School must be informed at once if a student is unable to sit for an examination. (Parents/carers should ring the front office and ask for the message to be passed on to their teacher.)
- c) Misadventure appeals include incidents which are outside the students' control but which allegedly affect performance in an examination or the ability to submit an assessment task.

2. Special Circumstances

If a student knows that an assessment task is due when they will be absent from school due to "Special Circumstances", (e.g. representative sporting commitments/performing arts festivals, work experience etc.), then the student must lodge an appeal at least **two days prior** to their departure, via their teacher or Faculty Head Teacher to the Senior School Review Panel for deliberation.

It is a school expectation and policy that students can and will submit hand-in tasks the day before or prior to departure time for excursions, other school commitments or appointments, scheduled on the due date of such assessment tasks.

3. The Appeals Process Does Not Cover

- a) Matters relating to long term loss of preparation time.
- b) Matters that could have been avoided e.g. misreading a timetable, missing a bus, misreading the due date etc.
- c) Long-term illnesses such as glandular fever, anxiety attacks or similar unless there is a "flare up" during the time.
- d) Technology failure such as printer malfunction, internet failure, etc. (See previous page - 15)

4. Evidence

Students must be able to provide evidence that clearly identifies the disadvantage experienced.

Supporting evidence must include:

- a) A detailed statement by the student explaining how they have been affected.
- b) A detailed medical certificate with dates as well as a statement of how their performance had been affected. In the case of misadventure a statutory declaration should be provided with dates and times.
- c) Any other evidence the student believes to be appropriate.

Note: Submission of a Medical Certificate does NOT mean that an Appeal will be automatically upheld.

5. Time Frame for Lodging an Appeal:

Appeals relating to:

Assessment Tasks	Your teacher must be notified on or before the due date. Written evidence must be supplied within one week of the due date.
Written Examinations	Your teacher must be notified on the day of the examination. Written evidence must be supplied within one week of the last examination.

Note: Appeals lodged outside these times will only be considered by the Senior School Review Panel in EXCEPTIONAL cases. Appeals lodged AFTER the marks or grades are issued will NOT be considered in ANY CIRCUMSTANCES.

NON-COMPLETION OF YEAR 9 COURSE

The Principal can determine, as a result of absence from class and/or lack of sustained effort, that a student be awarded a Non-Completion of Course or “N-Determination”, for a particular course.

Should a student be awarded an N-Determination, they will be ineligible for the RoSA. They will instead receive a “Transcript of Study”.

This may also result in the students not progressing to Year 10.

The school is required to warn students and their Parents/Carers in writing, and allow sufficient time for the student to correct the problem which has placed them at risk. In general, a student will receive three warnings before the Principal will recommend to NESA that an N- Determination be awarded.

What are N-Warning notifications?

Students must be ‘satisfactory’ in their course in order to receive a Year 9 Grade. Students who do not comply by completing course work (class tasks) or (assessment tasks) may be at risk of being ‘unsatisfactory’ in their course.

Teachers are responsible for reminding or alerting students to their unsatisfactory status, but it is the student’s responsibility to ensure they resolve tasks to rectify the situation and become satisfactory by following the teacher’s instructions on N-warning notifications.

N-Warnings may be issued by for Malpractice, Integrity concerns, Plagiarism, Non-diligent Attempt of coursework and assessments.

FIRST WARNING LETTER:

This N-Award Warning will be recommended by the class teacher and issued by the Head Teacher and Principal. The class teacher and /or Faculty Head Teacher who will explain the reasons for the warning and indicate what has to be done to correct the situation will interview the student. Parents/Carers will be informed in writing.

SECOND WARNING LETTER:

This N-Award Warning indicates that the student must speak immediately with his /her class teacher and make every effort to correct the problem. The Head Teacher and/or Head Teacher (Teaching and Learning) or Principal or Deputy Principal will interview the student. Parents/Carers will be contacted and/or may be asked to attend the interview.

CONTINUED OR FURTHER CONCERN:

If the N-Award Warnings have not been resolved, the student may receive a formal N-Award Determination for that subject. Students will be notified and/or interviewed by the Principal who will explain what actions, if any, the student can take to meet requirements. The Principal will notify Parents/Carers.

MANDATORY COURSE: YEAR 9 ENGLISH					KLA: ENGLISH	
ASSESSMENT SCHEDULE: 2021						
Name of Task	Task 1: Writing Task	Task 2: Reading Comprehension Task	Task 3: Speaking and Listening Task	Task 4: Viewing and Representing Task	Task 5: Classwork	Weighting
Task Description	Students will write an extended response based on their study of Overcoming Adversity.	Students will be given unseen texts to read. They are required to answer a series of multiple choice questions based on their reading and understanding of these texts.	There are two components to this task: <u>Speaking</u> : Students will present a multi-modal presentation of 4-5 minutes. <u>Listening</u> : Students will listen to an audio extract and answer a series of questions based on the excerpt.	Students will write an extended response making links between a visual provided and the prescribed unit of work.	Ongoing classwork including assignments, multi-modal presentations, homework, class activities, quizzes, tests, book work, participation and communication	
Proposed Date	Term 1 Week 7	Term 2 Week 3	Term 3 Weeks 7	Term 4 Week 4	Ongoing throughout the year	
Syllabus Outcomes	EN5-1A, EN5-3B, EN5-4B, EN5-6C	EN5-1A, EN5-4B, EN5-5C, EN5-6C	EN5-1A, EN5-2A, EN5-3B, EN5-7D	EN5-1A, EN5-2A, EN5-3B, EN5- 4B	EN5-1A, EN5-2A, EN5-3B, EN5- 4B, EN5-5C, EN5-6C, EN5-7D, EN5-8D, EN5-9E	
Components						
Reading	-	10	-	-	20	30
Writing	10	-	-	-	20	30
Viewing and Representing	-	-	-	10	5	15
Speaking	-	-	5	-	10	15
Listening	-	-	5	-	5	10
Marks	10	10	10	10	60	100

MANDATORY COURSE : YEAR 9 GEOGRAPHY				KLA: HSIE
ASSESSMENT SCHEDULE: 2021				
Name of Task	Task 1: Skill Test	Task 2: Assignment / ICT Skills	Task 3: End of Semester Examination	Weighting
Task Description	Test examines Year 9 Geography skills such as latitude and longitude.	Sustainable Biomes Assignment. Mandatory ICT task connected to assignment.	Formal end of course examination that assesses skills and content.	
Proposed Date	Term 1 Weeks 9 - 10	Term 2 Week 9	Term 4 Week 2	
Syllabus Outcomes	GE5.1, 5.7-5.8	GE5.3-5.3,5.5,5.7-5.8	GE5.1-5.4,5.7-5.8	
Components				
Knowledge and understanding of course content	-	10	20	45
Skills	30	-	5	30
Research	10	20	5	25
Marks	40	30	30	100

MANDATORY COURSE : YEAR 9 HISTORY				KLA: HSIE
ASSESSMENT SCHEDULE: 2021				
Name of Task	Task 1: Making of the Modern World Test	Task 2: Research Task Australia and WWI	Task 3: End of Course Examination	Weighting
Task Description	Source and knowledge based test.	Students research and give a presentation on WWI. Mandatory ICT task connected to assignment.	Test examines source analysis and understanding of key concepts and knowledge. Focus on progressive ideas and movements and the wars.	
Proposed Date	Term 2 Week 3/4	Term 3 Week 4	Term 4 Week 3/4	
Syllabus Outcomes	HT 5.1 – 5.2, 5.5 – 5.7	HT 5.3 – 5.4, 5.6 – 5.8	HT 5.1 – 5.7	
Components				
Knowledge and understanding of course content	20	5	25	50
Source Skills	10	10	10	30
Research	-	20	-	20
Marks	30	35	35	100

ELECTIVE COURSE : YEAR 9 COMMERCE				KLA: HSIE	
ASSESSMENT SCHEDULE: 2021					
Name of Task	Task 1: Take home Research Task	Task 2: Topic 2 – Research/Design Assignment	Task 3: End of Semester Examination	Task 4: Literacy and Engagement	Weighting
Task Description	Revised research task	Creative task assessing knowledge of second topic and ability to apply concepts.	Final examination covering content from Law in Society, Travel, Towards Independence and Employment issues.	Ongoing engagement and participation within lessons. Including a self-reflection report on Commerce outcomes.	
Proposed Date	Term 2 Week 6	Term 3 Week 5	Term 4 Week 3	Ongoing Term 1 – Term 4	
Syllabus Outcomes	5.3, 5.4,5.5, 5.6, 5.7, 5.8	5.8	5.1, 5.2, 5.4, 5.6, 5.7, 5.8	5.9	
Components					
Knowledge and understanding	15	10	15	5	45
Skills	5	10	10	-	25
Research/Fieldwork	10	5	-	-	15
Literacy	5	5	5	5	20
Marks	30	30	30	10	100

MANDATORY COURSE : YEAR 9 MATHEMATICS				KLA: MATHEMATICS	
ASSESSMENT SCHEDULE 2021					
Name of Task	Task 1: Semester 1 Class Tests	Task 2: Semester 1 Examination	Task 3: Semester 2 Class Tests	Task 4: Semester 2 Examination	Weighting
Task Description	Topic tests completed at end of each topic	Formal examination completed simultaneously by all classes in the year	Topic tests completed at end of each topic	Formal examination completed simultaneously by all classes in the year.	
Proposed Date	Progressive	Term 2 Week 5	Progressive	Term 4 Week 3	
Subject Outcomes	All outcomes will be assessed for 5.1 and 5.2 Mathematics Courses.	Semester 1 Topics inclusive. <i>(Note: students doing 5.3 course will be notified of omitted content in examination)</i>	All outcomes will be assessed for 5.1 and 5.2 Mathematics Courses.	Semester 2 Topics inclusive. <i>(Note: students doing 5.3 course will be notified of omitted content in examination)</i>	
Components					
Knowledge	10	10	10	10	40
Application	10	10	10	10	40
Problem Solving	5	5	5	5	20
Marks	25	25	25	25	100

ELECTIVE COURSE: YEAR 9 INFORMATION AND SOFTWARE TECHNOLOGY				KLA: MATHEMATICS	
ASSESSMENT SCHEDULE: 2021					
Name of Task	Task 1: Practical Projects	Task 2: Practical Test	Task 3: Theory Test	Task 4: Assignment	Weighting
Task Description	Design Planning Mastery of skills and quality of application to project	Mastery of skills and quality of application to project	Assesses theoretical content studied so far.	Major Project Folio (Semester 2) & Theoretical research assignment (Semester 1)	
Proposed Date	As per program	One per semester	One per semester	One per semester	
Syllabus Outcomes	5.1.1,5.2.3,5.2.3, 5.3.1,5.4.1,5.4.2,5.6.1	5.3.1,5.3.2	5.7.1, 5.7.2	5.5.1,5.6.1	
Components					
Knowledge and understanding of course content	60	10	10	-	80
Research	-	-	-	5	5
Communication	10	-	-	5	15
Marks	70	10	10	10	100

MANDATORY COURSE: YEAR 9 PDHPE				KLA: PDHPE
ASSESSMENT SCHEDULE: SEMESTER 1 - 2021				
Name of Task	Task 1: Practical Assessment	Task 2: In-class Assessment	Task 3: Practical Assessment	Weighting
Task Description	Aquatics	Task based on content from the 'Diversity' unit. Research stimulus material and answer questions in class.	Carnivals / Court Games	
Proposed Date	Term 1 Weeks 4 - 8	Term 1 Week 10	Term 2 Weeks 1 - 7	
Syllabus Outcomes	PD5-4, PD5-10	PD5-1, PD5-3, PD5-9	PD5-5, PD5-10, PD5-11	
Weighting	25	50	25	100
ASSESSMENT SCHEDULE: SEMESTER 2 - 2021				
Name of Task	Task 1: Practical Assessment	Task 2: Research Task	Task 3: Practical Assessment	Weighting
Task Description	Football / Rec Games	Task based on information taught in the 'Resilience' unit.	Gymnastics / Net Court Games	
Proposed Date	Term 3 Weeks 1 - 10	Term 3 Week 10	Term 4 Weeks 1 - 7	
Syllabus Outcomes	PD5-4, PD5-5, PD5-10, PD5-11	PD5-1, PD5-2, PD5-7	PD5-4, PD5-5, PD5-10, PD5-11	
Weighting	25	50	25	100

ELECTIVE COURSE: YEAR 9 P.A.S.S						KLA: PDHPE
ASSESSMENT SCHEDULE: 2021						
Name of Task	Task 1: Still Water Bronze Skills	Task 2: Body Systems	Task 3: Performance Strategies and Techniques	Task 4: Research Task	Task 5: Practice, Precision, Participation	Weighting
Task Description	Practical and theory exams (as per award conditions). NB: Students do not do the official Bronze Award.	Class test. Multiple choice and short answer style questions.	Students will be practically assessed performing game skills in a variety of contexts.	Students will research, prepare and submit a written report based on Australia's Sporting Identity Unit	Students will be assessed on their performance based on skill progression, teamwork and participation in varying game situations.	
Proposed Date	Term 1 Weeks 6 - 10	Term 2 Week 5	Term 2 Weeks 1 - 5	Term 3 Week 5	Terms 3 & 4 Weeks 1 - 6	
Syllabus Outcomes	PASS5-5, PASS5-9, PASS5-10	PASS5-1, PASS5-2	PASS5-5, PASS5-6, PASS5-7, PASS5-9	PASS5-3, PASS5-4	PASS5-5, PASS5-7, PASS5-9	
Weighting	20	20	15	20	25	100

MANDATORY COURSE: YEAR 9SCIENCE				KLA: SCIENCE	
ASSESSMENT SCHEDULE: 2021 – SEMESTER 1					
Name of Task	Task 1: Skills Test	Task 2: Research Task	Task 3: End of Semester Examination	Task 4: Homework Tasks	Weighting
Task Description	Including interpreting secondary data and graphing.	Research answers to questions on the Physical World strand. Answers given later under examination conditions.	Knowledge and Understanding of course content.	7 tasks to be completed.	
Proposed date	Term 1 Week 8	Term 2 Week 4	Term 2 Week 5	Ongoing	
Syllabus Outcomes	Working Scientifically: SC5 – 4WS, 5WS, 6WS, 7WS, 8WS, 9WS • Applies models, theories and laws to explain situations involving energy, force and motion (SC5 – 10PW) • Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems (SC5 –11PW)				
Components					
Knowledge and Understanding	-	10	40	5	55
Working Scientifically	15	5	5	5	30
Communication	5	5	5	-	15
Marks	20	20	50	10	100

MANDATORY COURSE: YEAR 9SCIENCE				KLA: SCIENCE	
ASSESSMENT SCHEDULE: 2021 – SEMESTER 2					
Name of Task	Task 1: Skills Test	Task 2: Research Task	Task 3: End of Semester Examination	Task 4: Homework Tasks	Weighting
Task Description	Including interpreting secondary data and graphing.	Research answers to questions on biotechnology. Answers given later under examination	Knowledge and Understanding of course content.	7 tasks to be completed.	
Proposed date	Term 3 Week 8	Term 4 TBC	Term 4 Week 4	Ongoing	
Syllabus Outcomes	Working Scientifically: SC5 – 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <ul style="list-style-type: none">Analyses interactions between components and processes within biological systems (SC5-14LW)Explains how biological understanding has advanced through scientific discoveries, technological development and the needs of society (Sc5-15LW)				
Components					
Knowledge and Understanding	-	10	40	5	55
Working Scientifically	15	5	5	5	35
Communication	5	5	5	-	15
Marks	20	20	50	10	100

ELECTIVE COURSE: YEAR 9 MARINE STUDIES				KLA: SCIENCE	
ASSESSMENTSCHEDULE: 2021					
Name of Task	Task 1: Skills Test	Task 2: Dangerous Animals Poster	Task 3: Yearly Examination	Task 4: Practical Assessment	Weighting
Task Description	Interpreting secondary data and graphing	Research a dangerous marine animal and construct a poster	Knowledge and understanding of course content and skills	Participation and engagement in the practical components of the course	
Proposed date	Week 3 Term 2	Week 4 Term 3	Week 2 Term 4	Ongoing Terms 1 - 4	
Syllabus Outcomes	5.5.2, 5.7.1	5.1.2, 5.2.1, 5.4.1	5.1.1, 5.3.2, 5.6.1	5.5.2, 5.7.1	
Components					
Knowledge and Understanding	-	25	20	-	45
Working Scientifically	15	-	5	20	40
Communication	5	5	5	-	15
Marks	20	30	30	20	100

ELECTIVE COURSE: YEAR 9 MUSIC					KLA: CAPA
ASSESSMENT SCHEDULE: 2021					
Name of Task	Task 1: Performance	Task 2: Listening 1	Task 3: Composition	Task 4: Performance 2	Weighting
Task Description	Ensemble performance of a piece studied in class.	Written examination incorporating aural, musicology and score reading questions.	One original composition representative of a topic studied in class.	Presentation of one piece (Solo or ensemble)	
Proposed Date	Term 1 Week 9	Term 2 Week 8	Term 3 Week 10	Term 4 Week 3	
Syllabus Outcomes	5.1, 5.11, 5.12	5.2, 5.4, 5.6, 5.12	5.4, 5.5, 5.12	5.3, 5.8, 5.9, 5.11, 5.12	
Components					
Performance	20	-	-	20	40
Composition	-	-	30	-	30
Listening	-	30	-	-	30
Marks	20	30	30	20	100

ELECTIVE COURSE: YEAR 9 PHOTOGRAPHY & DIGITAL MEDIA						KLA: CAPA
ASSESSMENT SCHEDULE: 2021						
Name of Task	Task 1: Critical Analysis	Task 2: Journal Log	Task 3: B/W Photographic Series	Task 4: Journal Log	Task 5: Digital Photographic Series	Weighting
Task Description	Write a critical analysis of a photographic image.	Documentation and presentation of class tasks in photographic journal.	Series of B/W photographic images based on compositional techniques.	Documentation and presentation of class tasks in photographic journal.	Series of Digital photographic images based on a Theme.	
Proposed Date	Term 1 Week 9	Term 2 Week 4	Term 2 Week 10	Term 4 Week 2	Term 4 Week 4	
Syllabus Outcomes	5.7, 5.9, 5.10	5.1, 5.5, 5.6, 5.7	5.1, 5.5, 5.6	5.1, 5.5, 5.6, 5.7	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	
Components						
Artmaking Practice	-	10	25	10	25	70
Art History and Criticism	20	10	-	-	-	30
Marks	20	20	25	10	25	100

ELECTIVE COURSE: YEAR 9 VISUAL ARTS						KLA: CAPA
ASSESSMENT SCHEDULE: 2021						
Name of Task	Task 1: 2D Portraits	Task 2: Research	Task 3: 2D Landscape	Task 4: Process Diary	Task 5: Sculpture	Weighting
Task Description	Large 2D self-portrait on paper using choice of variety of media.	Research Task	2D Landscape artwork or series on paper or canvas.	A record of classwork, written responses, experiments & planning experiences. Completed in class and at home.	Ceramic artwork or series produced using clay hand-building techniques.	
Proposed Date	Term 1 Week 10	Term 1 Week 10	Term 2 Week 4	Term 4 Week 3	Term 4 Week 4	
Syllabus Outcomes	5.1, 5.4, 5.5, 5.6	5.7, 5.10	5.1, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.4, 5.5, 5.6	
Components						
Marks	20	20	20	10	30	100

ELECTIVE COURSE: YEAR 9 VISUAL DESIGN						KLA: CAPA	
ASSESSMENT SCHEDULE: 2021							
Name of Task	Task 1: Design Journal	Task 2: Design Project 1	Task 3: Design Project 2	Task 4: Research	Task 5: Design Journal	Task 6: Design Project 3	Weighting
Task Description	A record of classwork, experiments & planning experiences completed in class and at home.	Individual design project based on Elements and Principles of Design.	Individual Design Project.	Individual Research Task based on a Designer or Design period.	A record of classwork, experiments & planning experiences, completed in class and at home.	Major Design Project.	
Proposed Date	Term 1 Week 10	Term 2 Week 4	Term 2 Week 9	Term 3 Week 5	Term 4 Week 2	Term 4 Week 4	
Syllabus Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.4, 5.5, 5.6, 5.7	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, 5.6	5.1, 5.4, 5.5, 5.6, 5.9	
Components							
Marks	10	20	20	20	20	10	100

ELECTIVE COURSE: YEAR 9 FRENCH				KLA: LANGUAGES	
ASSESSMENT SCHEDULE 2021					
Name of Task	Task 1: Accessing and Responding	Task 2: Composing	Task 3: Interacting	Task 4: Yearly Examination	Weighting
Task Description	Students will respond to written and oral French passages about school and daily routine.	Students will create an advertisement for their home as Airbnb	Students make plans about the weekend, taking into consideration the weather and the sites they want to visit	Students will create a video that of an interesting scenario they have captured at a local shop that they will post on social media.	
Proposed Date	Term 1 Week 9	Term 2 Week 5	Term 3 Week 8	Term 4 Week 5	
Syllabus Outcomes	LFR5-2C, LFR5-3C, LFR5-8U	LFR5-4C, LFR6-6U	FR5-1C, LFR5-5U LFR5-8U	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR55U, LFR5-6U, LFR5-7U, LFR5-8U	
Components					
Interacting	-	20	-	15	35
Accessing and Responding	30	-	-	-	30
Composing	-	-	20	15	35
Marks	30	20	20	30	100

COURSE: YEAR 9 DESIGN & STEM					KLA: TECHNOLOGIES		
ASSESSMENT SCHEDULE: 2021							
Name of Task	Task 1: Game Time	Task 2: Sun Saving	Task 3: Crash Test Dummies	Task 4: Life’s a Beach	Task 5: Special Interest Project	Task 6: Yearly Examination	Weighting
Task Description	This is a practical focused unit of work where students collaborate as a team to develop a diverse range of skills in the associated Industry’s working environment to produce a prototype pinball machine or board game.	This is a practical focused unit of work where students develop explore environmental impacts to design and produce a product to protect consumers from the sun. The most common project being sunglasses.	This is a practical focused unit of work where students collaborate as a team to design and develop scaled vehicles to be tested for functional features in a simulated transportation environment.	This is a multimedia focused unit of work where students survey the local environment to produce a video animation promoting the school and/or environmental and ecological considerations appropriate to our locality. This unit involves the use of drone piloting and videography.	This is a practical focused unit of work where students develop a diverse range of skills in their chosen Industry’s working environment. Students also complete an associated design, research & presentation folio/ assignment.	This is a traditional test type task focusing on ALL of the units the students have undertaken throughout the year. This includes a range of tasks including; multiple choice, true or false, short answer, drawing & extended response	
Proposed Date	Term 1 Week 7	Term 2 Week 4	Term 3 Week 1	Term 3 Week 8	Term 4 Week 5	Term 4 Week 6	
Syllabus	DT 5-1, DT 5-2, DT 5-3, DT 5-4, DT 5-5. DT 5-6, DT 5-7, DT 5-8, DT 5-9, DT 5-10	DT 5-1, DT 5-2, DT 5-3, DT 5-4, DT 5-5. DT 5-6, DT 5-7, DT 5-8, DT 5-9, DT 5-10	DT 5-1, DT 5-2, DT 5-3, DT 5-4, DT 5-5. DT 5-6, DT 5-7, DT 5-8, DT 5-9, DT 5-10	DT 5-1, DT 5-2, DT 5-3, DT 5-4, DT 5-5. DT 5-6, DT 5-7, DT 5-8, DT 5-9, DT 5-10	DT 5-1, DT 5-2, DT 5-3, DT 5-4, DT 5-5. DT 5-6, DT 5-7, DT 5-8, DT 5-9, DT 5-10	DT 5-1, DT 5-2,DT 5-3, DT 5-4, DT5-5.	
Components							
Marks	15	15	15	15	30	10	100

ELECTIVE COURSE: YEAR 9 FOOD TECHNOLOGY					KLA: TECHNOLOGIES	
ASSESSMENT SCHEDULE: 2021						
Name of Task	Task 1: Mandatory WHS Training	Task 2: Food in Australia & Practical Tasks	Task 3: Food Equity & Practical tasks	Task 4: Food Product Development & Practical Tasks	Task 5: Food Selection and Health	Weighting
Task Description	Completion of kitchen induction and completion of <i>OnGuard</i> online kitchen safety tests.	Students will create an advertisement that will appeal to the ‘foodie audience’. Choose ONE of the following options: <ul style="list-style-type: none">A brochure that could be distributed at travel agencies and world travel trade shows. OR <ul style="list-style-type: none">A video or animation which could be played in travel agencies- and used at world travel trade shows. Ongoing Unit Practical Lessons	Food Equity Detective: Hunger Investigation Department Students will investigate an aid agency to better understand inadequate access to food. Students will compile a report using the scaffold provided to present findings. Ongoing Unit Practical lessons	Every month new movies are released at the cinemas and although new movies come out, the snack bar generally stays the same. Students need to develop a new ‘movie long’ snack to entice movie guests and promote the movie. Ongoing Unit Practical Lessons	Students will create awareness around the food consumption patterns in Australia and the contributing factors that impact what we eat. Choose ONE of the following options to create your content: <ul style="list-style-type: none">A four-page newspaper/ magazine/or blog article OR <ul style="list-style-type: none">An interview style podcast OR <ul style="list-style-type: none">A videotaped news-style report, like ‘The Project’ or ‘A Current Affair’.	
Proposed Date	Term 1 Week 4	Term 1 Week 8	Term 2 Week 4	Term 3 Week 9	Term 4 Week 7	
Syllabus Outcomes	5.1.2	5.1.1, 5.5.1, 5.5.2, 5.3.1, 5.4.2.	5.1.1, 5.2.2, 5.3.2, 5.5.1, 5.5.2	5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2	5.3.2, 5.5.1, 5.5.2, 5.6.1	
Components						
Theory	-	12.5	12.5	12.5	12.5	50
Practical	-	12.5	12.5	12.5	12.5	50
Marks	n/a	25	25	25	25	100

ELECTIVE COURSE: YEAR 9 INDUSTRIAL TECHNOLOGY - METALS & AUTOMOTIVE, TIMBER					KLA: TECHNOLOGIES	
ASSESSMENT SCHEDULE: 2021						
Name of Task	Task 1: Project 1	Task 2: Semester 1 Examination	Task 3: Research Task	Task 3: Project 2	Task 5: Yearly Examination	Weighting
Task Description	This is a practical focused unit of work where students develop a basic range of skills in the associated industry’s working environment. Students also complete an associated design, research & presentation folio/assignment.	This is a traditional test type task focusing on all of the units the students have undertaken. This includes a range of tasks including; multiple choice, true or false, short answer, drawing & extended response questions.	Students complete and submit a research task based on their relevant specialist area.	This is a practical focused unit of work where students develop a diverse range of skills in the associated industry’s working environment. Students also complete an associated design, research & folio/presentation. Folio/ assignment.	This is a traditional test type task focusing on all of the units the students have undertaken throughout the year. This includes a range of tasks including; multiple choice, true or false, short answer, drawing & extended response questions.	
Proposed Date	Term 2 Week 10	Term 2 Examination Period	Term 3 Week 6	Term 4 Week 9	Term 4 Week 5	
Syllabus Outcomes	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-10	5-1, 5-3, 5-4, 5-5, 5-7, 5-10	5-4, 5-5, 5-7	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-10	5-1, 5-3, 5-4, 5-5, 5-7, 5-10	
Marks	30	10	10	40	10	
100						

Appendix A: BHS Academic Integrity Policy

School Responsibilities

- Provide students with assessment guidelines
- Provide advice for students on avoiding plagiarism, collusion and collaboration
- Provide guidance on referencing required
- Ensure that students are instructed on the academic skills required in all courses
- Ensure that all students have an understanding of the Academic Integrity Policy
- Ensure that pertinent school publications (printed and electronic) have statements that:
 - State clearly that plagiarism and collusion are not acceptable;
 - Provide comprehensive rules on what constitutes collaboration;
 - Provide rules and guidelines on group work and assessment
- Implement suitable procedures on penalties
- Provide an appeals process
- Maintain records of academic misconduct
- Malpractice, Invalid or Unreliable Tasks are referred to The Senior Review Panel. The Panel will determine the procedure to be implemented that may include an alternative task. Malpractice is recorded on the NESAs Administration site.

Student Responsibilities

- Must read, understand and respect the Academic Integrity Policy and rules concerning academic integrity
- Ensure understanding of the referencing requirements for courses
- Ensure that original work is submitted, without plagiarising or cheating
- Understand all aspects of Assessment guidelines
- Avoid all undertakings that could be considered instances of academic dishonesty

Procedures and Penalties for Suspected Plagiarism and/or Collusion

‘Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardize your exam results.

(NESA, HSC Assessments and Submitted Works, Advice to Students, 2006)

‘Collusion occurs when two or more people work secretly for the purpose of deliberately misleading others’

(NESA, All My Own Work, 2006)

- When a staff member detects alleged plagiarism by a student, it must be reported to the Head Teacher
- The Head Teacher and member of staff must make an assessment of whether the alleged plagiarism is either;
Intended or Unintended plagiarism

Actions to be followed when:

1 Intended Plagiarism is detected:

- Review whether the student has received a previous written warning
- Compare the extent of the plagiarism with the student's original work
- Review how it will adversely affect other students
- Counsel the student by explaining the appropriate referencing guidelines and going through this policy with them.

2 Where the nature of the plagiarism is *not* considered very serious:

- Issue a written warning which refers to the consequences of any further actions of this nature
- The Head Teacher may also take the following action:
 - ✓ Student must re-submit the work
 - ✓ Student must re-submit another form of assessment
 - ✓ Give the student a fail mark

3 Where the nature of the Plagiarism *is* considered very serious:

- Refer the matter to the Principal, who may:
 - ✓ Issue a written warning which refers to the consequences of any further actions of this nature
 - ✓ Ask the student to re-submit the work
 - ✓ Ask the student to re-submit another form of assessment
 - ✓ Give the student zero marks for the work
 - ✓ The student may lose that course from their ROSA award (see NESA, HSC Assessments and Submitted Works, Advice to Students, 2006)

Appeals Process

- A student may appeal against the Assessment and/or actions taken in cases of Plagiarism or Collusion
- The Appeals Committee will consist of: at least two of the Principal, Deputy Principal, Head Teacher (Teaching & Learning) and Year 9 Adviser
- The student must apply in writing to the Principal
- The Appeals Committee will confirm or vary any recommendations that were originally made
- The student will be notified in writing of the Committee's decision and their reasons for their decision

References

- Rules and Procedures Guide: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>
- Disabilities Provisions Policy: <http://ace.nesa.nsw.edu.au/ace-10001>
- Academic Honesty & Plagiarism: <http://www.anu.edu.au/students/program-administration/assessments-exams/academic-honesty-plagiarism>
- UWS Code of Conduct: <https://policies.westernsydney.edu.au/view.current.php?id=00072>

Appendix B: BHS Examination Procedures

Formal examinations held in the school hall or other locations are an important part of the school's assessment policy.

Students are expected to conduct themselves in an appropriate manner. It is assumed that students will not cheat or disrupt others during the progress of an examination.

Students who breach the code of conduct by displaying disruptive, unco-operative or inappropriate behaviour will be warned. If the behaviour continues, they will be issued with a red card and will be isolated from the examination. The student may receive zero for the examination.

Students found to be cheating will receive zero for their examination.

Before the Examination:

- Check your timetable carefully. Misreading the timetable is not a reason for a misadventure appeal.
- Ensure that you allow sufficient time for travelling to the examination centre. Late arrival due to travel difficulties is not a reason for a misadventure appeal except under extremecircumstances.
- Ensure you have the appropriate equipment before your examination. You will not be permitted to borrow equipment during the examination.
- Carry your equipment in a clear plastic bag. You will not be permitted to use a pencil case.
- Do not bring mobile phones into the examination room. Using mobile phones during an examination (even if you have finished and even if you are just playing games) will result in a zero mark being awarded for the examination.
- Do not take paper or other written material into the examination.
- Bags for personal items must be left at the back of the room.

During the Examination:

- Enter the examination hall only after instructions from the supervisor.
- Sit in your allocated seat quickly.
- Do not touch/open the examination paper until instructed.
- Complete the attendance slip and place in the top right hand corner of your desk.
- Reading time is provided for all examinations. You must not write in thistime.
- Write your name or student number on all examination papers.
- Once the examination has commenced, you will not talk or communicate with other students in the room/hall.
- If you need to go to the toilet, raise your hand and wait for the permission of thesupervisor.
- You will not be allowed to leave any examination before the end of the allocated time for that examination. If you finish early, sit quietly, check your paper and wait.
- At the end of the examination, check you have written your student number at the top of each page used; bundle your papers together neatly.
- Wait quietly until you are instructed to leave.
- Do not remove any papers from the examination room.

Appendix C: Honesty in Assessment

NESA have issued a statement in relation to Honesty in the HSC, that includes the 'All My Own Work' program and special rules relating to submitted works such as major works, and guides the principles of academic integrity at all levels of education here at Bulli High School:

The statement is reproduced below but you should also go to the website and read the attached documents. NESA and the School treat honesty very seriously – don't ignore their warnings!

The honesty of students in completing assessment tasks, examination and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The NESA NSW treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the NESA NSW will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

IMPORTANT LINKS TO NESA WEBSITE for more information on the following:

- **Students Online:** To access HSC Minimum Standards test results:
<https://studentsonline.nesa.nsw.edu.au>
- [ACE 9023 Honesty in HSC assessment: what constitutes malpractice](#)
- **Literacy & Numeracy Tests for Students in Year 9 and onwards:**
- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/leaving-school/literacy-and-numeracy-tests>
- **Record of School Achievement (RoSA)**
<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/leaving-school/record-of-school-achievement>

Appendix D: Assessment Planner

Week	TERM 1 – 2021	TERM 2 – 2021	TERM 3 – 2021	TERM 4 – 2021
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

Appendix E: Mark Record Sheet

Subject/Course	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Total Marks
English							
Mathematics							
Science							
Geography							
History							
PDHPE							
Elective 1:							
Elective 2:							
Elective 3:							

More Useful Links for 7 - 10 Students

7 - 10 Course Syllabuses – read and be familiar with your course outline, rubric and outcomes:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/curriculum-syllabuses-NSW>

Awarding Grades (detailed outline):

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades>

HSC Minimum Standards in Literacy & Numeracy:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/literacy-and-numeracy>

NAPLAN 7 & 9: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/naplan>