

# Heathcote High School

## Assessment Booklet

Year 9 2019



Excellence, opportunity and success for all our students

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## Information for Students and Parents

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In an effort to make some of the homework requirements clearer for the students (and their parents), we have put together a calendar of the major projects and assignments, which Year 9 will complete this year. Information is provided about major assignments for all mandatory subjects and elective courses.

In preparing this for you, some points need to be made:

- It is very difficult to predict with accuracy the exact due dates for assignments. Students and parents need to allow for some variation in the timing. Class teachers will make the due dates clear at the time that the assignments are set.
- The schedule of assignments and projects is not exhaustive. Some classes may be required to complete other additional tasks and assignments. Grades will be based on both formal and informal assessments.
- The calendar does not include incidental and regular nightly homework, which may be set during the year. This type of homework is a feature of some subjects, including **Mathematics**.
- In 2019, Year 9 students will complete The Stage 5 **Geography** course. This includes the Record of School Achievement component (RoSA). Refer to the Year 10 Record of School Achievement Assessment Policy. Stage 5 History will be completed in Year 10 2020.
- **ICT** refers to Information and Communication Technologies – several subjects require use of internet and other technologies to complete assignment tasks.

# Guidelines

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This assessment information should be read in conjunction with the subject's **Major Assignments (2019)**, which all Year 9 will complete this year. Major project and assignment details are included in this booklet.

Assessment is an integral part of the learning process and in fact its main purpose is the improvement of learning. It is used to report the student's progress in a course of study and provides a fair and structured method of measuring student achievement.

Each subject has its own set of specific assessment requirements for the students that individual subject teachers will communicate with their classes. Topics and outcomes to be examined will be advised prior to the assessment period and class teachers will make the due dates clear at the time that the assignments are set. Most assessment tasks will have a **Literacy component**, recognising the importance of literacy skills such as vocabulary, spelling, punctuation, paragraphing and sentence structure.

Assessment for Year 9 will generally take the form of:

**Formal Examinations** in some subjects will occur during the year. The dates are determined by the school with Semester One Assessments in Term 2 and Semester Two Assessments in Term 4.

and/or

**Major Assignments** such as research assignments, major design projects etc.

and/or

**Class marks** as determined by the class teacher - can be comprised of formal and informal assessment.

For example:

- **Formal** – short class tests, topic tests, assignments, field work, research projects, talks, presentations, performance tasks, homework.
- **Informal** – bookwork, group work, class participation.

Students should use their **School Diary** to help organise their assessment requirements for each subject. They should record homework, assignments and projects on the day given, and the day due. The Term Planner should be used to organise their approach to assignments, projects and tests.

**Penalties for Lateness:** Every effort must be made to attempt all assessment activities for all subjects studied. Assignments must be handed in or completed on the due date. Assignments that are one school day late will incur a penalty of 20%, two school days late a penalty of 50% and three school days late will score zero but must be submitted to satisfy course requirements. Weekends count as one day.

**Extensions:** A student who fails to submit an assessment task or sit for a task at the designated time, must produce an acceptable excuse in writing ( a doctor's certificate, in general, for sickness) from the parent or guardian on the next day of school attendance. This should be given to the class teacher or the appropriate Head Teacher. In negotiation with the Head Teacher, an extension may be granted, an alternative task completed, or an estimate given, guided by the result achieved when the student attempts an equivalent task.

**Technology Failure:** If a student is presenting work produced via a computer, it is the responsibility of the student to ensure adequate backups have been made of the information. Technology failure, including Printers, is not an acceptable excuse for failing to submit tasks on the due date.

## **Additional information regarding Geography Students in Year 9 2019**

As Year 9 students will complete the Record of School Achievement (RoSA) in the subject of Geography this year, they will have their grade recorded as a RoSA grade. Therefore, students will be following the Year 10 Record of School Achievement (RoSA) guidelines, policy and requirements.

### **Year 10 Record of School Achievement (RoSA) Assessment Policy**

#### **What is assessment?**

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. Assessment tasks are designed to measure performance against course outcomes through a range of tasks and in a wider range of objectives than may be tested in an examination.

Assessment tasks may include:

- Tests which may take a written, practical and/or oral form
- Class essays, research tasks, assignments, portfolios, log books
- Practical tasks and major works
- Fieldwork and projects

#### **What is the purpose of assessment?**

Assessment results are used to report on a student's progress and achievements. In Year 10, it forms the basis of the award of a RoSA (Record of School Achievement). A RoSA is awarded when a student formally leaves school.

#### **What is the school's responsibility?**

The school is required to provide:

- An assessment task calendar – This outlines the components to be assessed in each course, when the assessment tasks are scheduled and the relative weighting (marks) attached to each assessment task
- Assessment task written notification – This notification will outline a more detailed explanation of the specific nature of each calendared assessment task. This notification will be issued at least TWO weeks before the due date of the task. In exceptional circumstances some tasks may be rescheduled or substituted and in such cases class teachers will inform students of the new arrangements in writing at least two weeks in advance. Assessment tasks will be of the same type and have the same weighting for all classes studying that course.
- A register will be maintained for all assessment tasks that acknowledge the receipt of the assessment written notification and submission of the completed assessment task.
- Assessment task feedback and record of progress - at the completion of each task, students will receive a mark and written feedback concerning areas for development.
- Information regarding student responsibilities in relation to 'Accident, Illness or Misadventure' and the appeals process.
- Official NESA non-completion of a course warning letter - Official letters will be posted home to parents/carers outlining the areas of unsatisfactory completion of the Year 10 course requirements.
- A one week assessment and excursion free period prior to the Yearly Examination period (with the exception of sport knockout teams)

#### **What are the students' responsibilities?**

- Students must attend classes regularly and ensure their attendance does not impact learning.
- Students must complete all set tasks in order to achieve course outcomes.
- Every student has the responsibility to be familiar with the school's assessment and procedures policy handbook. Every student must also be familiar with the course information contained in the handbook

- If a student is absent on the day an assessment task notification is issued then it is their responsibility to contact the class teacher and/or Head Teacher to obtain the task notification.
- It is important that the student speaks with their class teacher or Head Teacher of the faculty if there is any doubt about the requirements of the subject/course assessment.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified on the assessment calendar. Students must ensure any work completed using computer technology is backed up on a memory stick or emailed to their school account.

### **Unfair advantage**

Unfair advantage on the day of, or week prior, to an assessment task calendared due date.

NESA outlines that no student is to gain an unfair advantage over other students. Causes of unfair advantage include:

- To absent yourself from any lessons or normal school routine on a day that an assessment task is scheduled or a hand-in task is due.
- Arriving late on the day of a scheduled assessment task or hand-in task.

Breaches of this rule will mean the task will not be accepted from the student and a zero will be recorded as the mark.

### **Exclusion from extra-curricular activities**

A student will be excluded from attending all extra-curricular activities including knockout sporting teams if:

- they have an assessment task that has not been submitted or
- unresolved NESA warning letter or
- they have not responded to a Faculty Letter of Concern (ie, made the necessary improvements)

Once the task has been submitted, the NESA letter has been resolved or improvements have been made it will no longer prevent the student's attendance at extra-curricular activities.

A register will be maintained by the school and updated by the faculty Head Teacher when a NESA warning letter is sent or resolved.

The student will be ineligible to attend if their name is on the register on the last day nominated for payment of an excursion, activity or sporting event.

If the excursion/activity/sporting event does not have a specified payment date, the student will be excluded if the matter has not been resolved at least 2 days prior to the event.

### **Student absence**

The student must make a genuine attempt at all assessment tasks and exams. If a student knows in advance that they will be unable to complete an assessment task or exam on or by the due date, they **MUST**;

- firstly inform the Deputy Principal as soon as possible
- provide written explanation to the Deputy Principal

**Failure to follow these instructions will result in the awarding of zero marks for that task**

## **Non-completion of assessment tasks due to unapproved leave for vacation purposes**

From time to time parents request exemption from school for vacation purposes. Some of these occur during Exam and Assessment periods. This is of concern, particularly during Years 10 to 12.

Exemptions will not automatically be approved as per the following extracts from the DEC Attendance Policy:

**6.1. Principals can decline to accept an explanation for an absence and record the absence as ‘unjustified’. The parent should be advised that the explanation has not been accepted and a reason for the decision provided.**

**14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School - Procedures*. Travel outside of vacation period is now counted as an absence for statistical purposes**

Should parents still decide to take their children out of school for vacation purposes, the leave is not ‘approved’ and students will **NOT** be eligible for misadventure if an assessment task or examination is missed due to non-attendance at school and a zero mark will be recorded.

## **Accident, Illness or Misadventure**

If a student is unable to complete an assessment task or exam due to what is termed ‘accident, illness or misadventure’, on the due date they **MUST**;

- firstly inform the Deputy Principal within 24 hours of the assessment due date or exam date
- complete an ‘Accident, Illness or Misadventure Form’. (Appendix B) and return to the Deputy Principal within 3 days
- if ‘illness’ a doctor’s certificate must be provided to the Deputy Principal within 24 hours of the doctor’s certificate expiring
- if applicable, an alternative time for the assessment task or exam must be negotiated with the Deputy Principal within the relevant assessment period

The Deputy Principal will decide if the explanation is satisfactory, and will negotiate an assessment solution.

*Failure to follow these instructions will result in the awarding of zero marks for that task*

### **Please note:**

Should the Deputy Principal decide that absence or failure to complete the task reasons are unsatisfactory, no mark will be recorded for that task. If a student disagrees with the decision they may appeal. (Appendix C) The appeal must be:

- in writing
- on the official appeals form
- returned to the Deputy Principal with 3 days of the date of issue

An Appeals Committee will be comprised of both Deputy Principals and the Principal. The decision of this committee is final.

## **Examination dates and times**

If a student arrives after the commencement of an examination, they will be admitted to the examination room. Students will not be given any extra time to complete the exam.

However, students will not be admitted to an examination within one hour of the completion of the exam time.

If a student misses an examination simply because they have misread the timetable, the Deputy Principal is to be contacted immediately. Illness/misadventure applications on these grounds will not be accepted. Under these circumstances the student will be given a mark of zero. However, with the



exception of courses for which there is no assessment mark, the student may still be eligible to receive a result in that course.

### **Course completion criteria**

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

- a) **followed** the course developed or endorsed by the Board; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria a Board of Studies Warning Letter (Appendix A) will be issued. If the warning letters are not resolved the student will place themselves at risk of receiving an 'N' (non-completion of course) determination. Students who receive an 'N' determination in a mandatory course are not eligible for the award for that course. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

### **Malpractice**

Malpractice is any activity that allows a student to gain an unfair advantage over other students. It includes but is not limited to:

- Making a false claim, such as – copying, buying, stealing or borrowing someone else's work in part or in whole and presenting it as their own
- Plagiarism – using material directly from books, journals, CDs or the internet without reference to the source or building on ideas of another person without reference to the source
- Tasks/assessments submitted late, including – contriving false explanations to explain work not handed in by the due date
- Possession of unauthorised notes
- Use of an electronic device
- Collusion with other students
- Unacknowledged assistance –
  - submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially and/or
  - using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgment and/or
  - paying someone to write or prepare material
- Offensive behaviour
- Unauthorised access to an exam
- Unauthorised alteration to a task or marks
- Non-serious attempt – students are required to attempt a range of questions throughout an examination paper. Attempting multiple-choice questions is not sufficient. This includes the submission of frivolous or objectionable material which is also reported by supervisors of marking in the HSC examination
- Missing lessons to prepare for or to complete assessment tasks
- Other, including – disrupting an assessment task or breaching the school's code of conduct and examination conditions or procedures

## **Consequence of Malpractice**

Any suspected malpractice by students will be referred to the school's Assessment Review Panel (consisting of three members of the school's executive). Proven malpractice may result in the awarding of zero marks for the task. Students may appeal the decision of the Assessment Review Panel to the Appeals Committee.

## **Can you appeal an assessment mark?**

Students may request their teacher to review the marks awarded for any task. Work will be reviewed if a request is made at the time that the work was returned to the student. Work will not be reviewed after a student has taken it from the classroom. If a student is dissatisfied with the outcome of this review they may appeal to the Head Teacher. In cases where the Head Teacher is the classroom teacher then appeals should be directed to the Deputy Principal.

## **Disability Provisions**

If you have a medical condition which is an ongoing disability that will impact on normal examination situations, or you suffer personal or family situations that prevent you from a normal preparation for assessments, you must obtain a 'Disability Provision's form from the Head Teacher Wellbeing early in Term 1. All students applying for disability provisions must inform the Deputy Principal. If this condition occurs later in the year, it must be registered with the Deputy Principal immediately.

## Year 10 Record of School Achievement (RoSA) Grading System

At the conclusion of Year 10, each student will be awarded a Grade which will appear on their Record of School Achievement (RoSA), awarded when they complete high school, including Geography which has been completed in Year 9.

The RoSA will record the school's assessment of the students' achievements in each and every subject studied for the RoSA including English, Mathematics, Science, Australian History, Geography, Civics and Citizenship, and Computing Skills. Elective subject results will also appear on the RoSA. Each student's Record of School Achievement will contain a grade of A, B, C, D or E for each subject. A student's grades will be awarded by the school on the basis of sets of standards called "Performance Descriptors" for each subject.

The Performance Descriptors are a series of statements which summarise the observable and measurable features of student achievement and assist in the awarding of grades to students based on levels of achievement. The grades have the following meaning:

### Performance Descriptors - General

<b>Grade</b>	<b>General Performance Descriptors</b>
<b>A</b>	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 new situations.
<b>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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.
<b>N</b>	Where 'N' appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirements: a) followed the course developed by NESAs; b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school c) achieved some or all of the course outcomes

# English

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Task	To be held	Task Type	Weighting
1	Term 1 Week 9	Protest - Speech to be delivered in class	20
2	Term 2 Week 9	Shakespeare - Critical essay to be written in class	25
3	Term 3 Week 8	Close study of novel - Viewing and representing Film storyboard and self-reflection	20
4	Terms 1-4	Wide Reading Program – to be completed and submitted throughout the year. Final submission is at the end of Week 3 Term 4	10
5	Terms 1-4	Wordflyers – to be completed for homework throughout the year/ Final grade to be determined at the end of Week 3 Term 4	10
6	Term 4 Week 6	Yearly Examination Representation of Adolescence – creative writing	15
<b>TOTAL</b>			<b>100</b>

## Mathematics: 5.3, 5.2 & 5.1 Pathways

Task	To be held	Task Type/Details	Weighting
1	Term 2 Week 4	Half Yearly Examination	20
2	Term 4 Week 6	Yearly Examination	40
3	Terms 1-4	Class Mark - Includes at least 6 topic tests in class	40
<b>TOTAL</b>			<b>100</b>
<p>The Half Yearly Assessment will use tasks 1 and 3 with a 3:2 weighting The final grade will be determined using all tasks.</p>			
<p>There are four areas for assessing students' knowledge, skills and understanding. These are <i>Working Mathematically</i>, <i>Number and Algebra</i>, <i>Measurement and Geometry</i> and <i>Statistics and Probability</i>.</p> <p>The Class Mark listed as Task 3 will be assessed throughout the year. It involves both formal and informal assessment:</p> <ul style="list-style-type: none"> <li>• Formal: class based assessment of knowledge, skills and understanding - eg class tests, homework and assignments.</li> <li>• Informal: teacher's judgement and observation - eg, bookwork, participation</li> </ul> <p>All set tasks must be completed to the standard required by the class teacher.</p>			

## Science

### Examinations, Practical Task and Topic Tests

Students will be given two common tests to assist with grading during the year: the Half-Yearly Examination and the Yearly Examination. The tests will be set by the Year Coordinator and will include questions based on the Year 9 program of study along with science skills questions.

A practical skills test, common to all classes, will be given to test laboratory skills.

Class topic tests will be given at the end of each topic.

Task	To be held	Task Type/Details	Weighting
1	Term 1 Week 6	Practical Assessment Task - Test Laboratory Skills	25
2	Term 1 -4 at end of each topic	Topic Knowledge Tests - Five short tests—one related to each topic	25
3	Term 2 Week 4	Half Yearly Examination - Knowledge test	25
4	Term 4 Week 6	Yearly Examination - Knowledge test	25
<b>TOTAL</b>			<b>100</b>

# Geography

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<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Term1 Week 7	Skills test - Maps, Graphs, Tables	20
2	Term 2 Week 5	ALARM task	30
3	Term 3 Week 7	Research report - Extended response	20
4	Term 4 Week 6	Yearly Examination	30
<b>TOTAL</b>			<b>100</b>

## Personal Development & Physical Education

### Special Circumstances

Students who have special circumstances which affect their ability to complete a task should see Head Teacher PDHPE. For example, students unable through injury etc. to complete practical tasks will be given alternative written tasks relating to the unit of work.

Task	To be held	Task Type/Details	Weighting
1	Term 1 Week 6	Theory Assessment Task: Healthy Options	20
2	Term 1 Week 7	Modified Games	10
3	Term 2 Week 4	Athletics	10
4	Term 2 Week 4	Resuscitation Task	10
5	Term 3 Week 6	Theory Assessment Task: Planning for Safety	10
6	Term 3 Week 5	Gymnastics	10
7	Term 3 Week 10	Dance	10
8	Term 4 Week 6	Yearly Examination	20
<b>TOTAL</b>			<b>100</b>



## Child Studies

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Task	To be held	Task Type/Details	Weighting
1	Term 1 Week 8	Unit One: Understanding – Parenthood Journal Entries	25
2	Term 2 Week 8	Unit Two: Designing and Communicating The Newborn Designing a Baby's Room	25
3	Term 4	Cumulative Class Mark - includes bookwork, participation, in class activities, unit tests and homework.	20
4	Term 4 Week 6	Yearly Examination - Covers all course work	30
<b>TOTAL</b>			<b>100</b>

## Commerce

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<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Term 1 Week 9	Topic Test - Personal Finance, Consumer Choice	25
2	Term 2 Week 5	Travel assignment	25
3	Term 3 Week 7	Research assignment - Political Involvement	25
4	Term 4 Week 6	Yearly Examination	25
<b>TOTAL</b>			<b>100</b>

# Food Technology

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<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Term 2 Week 2	Research and Communication – Food in Australia Unit 1 – Aussie Bites	20
2	Term 2 Week 5	Knowledge and Understanding – Unit test	15
3	Term 3 Week 2	Designing and Planning Unit 2 – An apple a day	20
4	Term 4	Cumulative Practical Assessment - Accumulation of the years practical application results	20
5	Term 4 Week 6	Yearly Examination - Covers all course work	25
<b>TOTAL</b>			<b>100</b>

# Forensic Archaeology

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<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Term 1 Week 7	Skills test	25
2	Term 2 Week 5	Research task	25
3	Term 3 Week 10	Group presentation	25
4	Term 4 Week 6	Yearly Examination	25
<b>TOTAL</b>			<b>100</b>

## Graphics Technology

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<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Terms 1 - 4	Practical outcomes – Practical projects (majority of outcomes)	<b>60</b>
2	Term 2 Week 5	Unit Tests – Based on units of study	<b>10</b>
3	Terms 1 - 4	Communication Outcomes - Bases on design documentation, participation in class, evaluation	<b>10</b>
4	Term 4 Week 6	Yearly Examination - Knowledge outcomes: Involves theory assignments showing knowledge and understanding of technology	<b>20</b>
<b>TOTAL</b>			<b>100</b>

Note: Please refer to the milestones chart in workshop rooms for expected practical progress

## Industrial Arts – Metalwork, Timber

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<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Terms 1 - 4	Practical outcomes – Practical projects (majority of outcomes)	<b>60</b>
2	Term 2 Week 5	Unit Tests – Based on units of study	<b>10</b>
3	Terms 1 - 4	Communication Outcomes - Bases on design documentation, participation in class, evaluation	<b>10</b>
4	Term 4 Week 6	Yearly Examination - Knowledge outcomes: Involves theory assignments showing knowledge and understanding of technology	<b>20</b>
<b>TOTAL</b>			<b>100</b>

**Note:** Please refer to the milestones chart in workshop rooms for expected practical progress.

## Marine Science (Marine & Aquaculture Technology)

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<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Term 1 Week 5	Skills assessment task - Resuscitation practical	<b>20</b>
2	Term 2 Week 3	Written task – Fish biology	<b>20</b>
3	Term 2 Week 8	Digital presentation – Mammals	<b>20</b>
4	Term 3 Week 7	Digital presentation – Antarctica	<b>20</b>
5	Term 4 Week 6	Yearly Examination – Includes assessment of the Year 9 course	<b>20</b>
<b>TOTAL</b>			<b>100</b>

## Music

Student assessment will reflect the extent to which each student has achieved the outcomes of the syllabus in each of the learning experiences of Performing, Composing and Listening, Musicology.

<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Term 1 Week 2	Presentation - Stand and deliver: What inspires me about music?	<b>10</b>
2	Term 1 Week 9	Performance - Australian Music: Whole class	<b>10</b>
3	Term 2 Week 9	Individual choice performance (video submission) Aural concept analysis	<b>15</b>
4	Term 3 Week 7	Composition skills task Ensemble performance - POP	<b>35</b>
5	Term 4 Week 3	Analysis and musicology task - Art Music: Structure Analysis/Era Analysis	<b>30</b>
<b>TOTAL</b>			<b>100</b>



## Photographic and Digital Media

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**FORMS:** 2D Digital Photography and 4D Animation, Claymation, Film and Video

Students will develop knowledge, understanding and skills:

- to **make photographic and digital works** informed by their understanding of practice, the conceptual framework and the frames
- to **critically and historically interpret photographic and digital works** informed by their understanding of practice, the conceptual framework and the frames

A grading system is used for the criteria and assessment of outcomes.

**Making:** 60%

**Studying:** 40%

Task	To be held	Task Type/Details	Weighting
1	Term 1 Week 10	Practical making – Completed artworks, lead up work in VAPD and artist’s statement	<b>30</b>
2	Term 2 Week 5	Critical and Historical studies – Research task	<b>20</b>
3	Term 3 Week 8	Practical making – Completed artworks, VAPD and artist’s statement	<b>30</b>
4	Term 4 Week 6	Critical and Historical studies – Yearly examination	<b>20</b>
<b>TOTAL</b>			<b>100</b>

## Physical Activity and Sport Studies

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<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Term 1 Week 8	Human Body Systems – Assignment	10
2	Term 1 Week 9	Oz Tag Practical Assessment	10
3	Term 2-4	Football Practical Assessment	10
4	Term 2 Week 4	Unit Tests based on units of study	20
5	Term 3 Week 5	Drugs in Sport	20
6	Term 3 Week 8	Slider Hockey Practical Assessment	10
6	Term 4 Week 6	Yearly Examination	20
<b>TOTAL</b>			<b>100</b>

## STEM (Science Technology Engineering Mathematics)

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<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Terms 1 - 4	Practical outcomes – Practical projects (majority of outcomes)	<b>60</b>
2	Term 2 Week 5	Unit Tests – Based on units of study	<b>10</b>
3	Terms 1 - 4	Communication Outcomes - Bases on design documentation, participation in class, evaluation	<b>10</b>
4	Term 4 Week 6	Yearly Examination - Knowledge outcomes: Involves theory assignments showing knowledge and understanding of technology	<b>20</b>
<b>TOTAL</b>			<b>100</b>

## Visual Arts

In artmaking students are provided with opportunities to explore the conventions, strategies and procedures of making artworks in a range of 2D, 3D and 4D forms.

In critical and historical studies students are provided with opportunities to investigate how and why artists make artworks, and how and why art historians and critics write about artworks.

Students will develop knowledge, understanding and skills:

- to **make artworks** informed by their understanding of practice, the conceptual framework and the frames
- to **critically and historically interpret art** informed by their understanding of practice, the conceptual framework and the frames

A grading system is used for the criteria of assessment and outcomes.

**Making:** 60%

**Studying:** 40%

Task	To be held	Task Type/Details	Weighting
1	Term 2 Week 2	Artmaking - Completed artworks, VAPD and artist statement	<b>30</b>
2	Term 2 Week 5	Critical and Historical Studies – Research task	<b>20</b>
3	Term 4 Week 4	Artmaking - Completed artworks, VAPD and artist statement	<b>30</b>
4	Term 4 Week 6	Critical and Historical Studies - Yearly Examination	<b>20</b>
<b>TOTAL</b>			<b>100</b>

Appendix A, B, C and D refer to Geography only.

## Appendix A – NESAs Warning Letter



### HEATHCOTE HIGH SCHOOL

Wilson Parade, Heathcote  
Ph: 9520 9488 Fax: 9520 8609



Date \_\_\_\_\_

Dear [Parent/Guardian]

#### OFFICIAL WARNING

#### NON COMPLETION OF YEAR 10 COURSE

I am writing to advise that your son/daughter \_\_\_\_\_ student name \_\_\_\_\_ is in danger of not meeting the Course Completion Criteria for Year 10 in \_\_\_\_\_ course name \_\_\_\_\_.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the \_\_\_\_\_ (eg 1<sup>st</sup>, 4<sup>th</sup>) **official warning** we have issued concerning \_\_\_\_\_ course name \_\_\_\_\_.

A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made for a course.

#### Course Completion Criteria

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

- a) **followed** the course developed or endorsed by the Board; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination in a mandatory course are not eligible for the award of the Year 10 – Record of School Achievement.

\_\_\_\_\_  *Is a mandatory course*

\_\_\_\_\_  *Is not a mandatory course*

To date \_\_\_\_\_ student name \_\_\_\_\_ has not satisfactorily met the Course Completion Criteria.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for \_\_\_\_\_ student name \_\_\_\_\_ to satisfy Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed.

Task Name/Course Requirement	Date/s task/s course requirement/s initially due (if applicable)	Action required by student	Revised date to be completed by (if applicable)

Please discuss this matter with \_\_\_\_\_ student name \_\_\_\_\_ and contact the school if further information or clarification is needed.

Yours sincerely

\_\_\_\_\_  
Class Teacher/Head Teacher

\_\_\_\_\_  
Deputy Principal

✂.....

Please detach this section and return to the school.

Requirements for the satisfactory completion \_\_\_\_\_ course name \_\_\_\_\_ for the Year 10 – Record of School Achievement.

- I have received the letter dated \_\_\_\_\_ indicating that \_\_\_\_\_ student name \_\_\_\_\_ is in danger of not having satisfactorily completed \_\_\_\_\_ course name \_\_\_\_\_.
- I am aware that this course may appear on his/her Record of School Achievement Part A with 'Not Complete' indicated.
- I am also aware that the 'N' determination may make him/her ineligible for the award of the Year 10 – Record of School Achievement.

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix B – Accident, Illness or Misadventure Application



## HEATHCOTE HIGH SCHOOL

Wilson Parade, Heathcote

Ph: 9520 9488

Fax: 9520 8609



**Step 1: Read the relevant section of your assessment booklet and obtain a medical certificate or other documentation**

**Step 2: Complete the information below and attach documentation**

Name: \_\_\_\_\_ Year: \_\_\_\_\_

Subject: \_\_\_\_\_

Assessment Task: \_\_\_\_\_

Date Due: \_\_\_\_\_

State which one you are applying for: Illness, Accident or Misadventure \_\_\_\_\_

**Please Note:**

Rescheduled tasks will be used to guide the estimate given for missed tasks. The estimate will be determined at the conclusion of the RoSA/Preliminary/HSC Year. Raw scores for rescheduled tasks may not be used.

Reason for your application: \_\_\_\_\_

Medical Certificate from:

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

**or** other verification \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Position: \_\_\_\_\_

Signed Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signed Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 3: See the Deputy Principal to discuss your application**

Deputy Principal approval: YES / NO (circle one)

Reason: \_\_\_\_\_

Deputy Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 4: See the relevant Head Teacher and your class teacher**

Action: \_\_\_\_\_

Head Teacher Signature: : \_\_\_\_\_ Date: \_\_\_\_\_

Class Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 5: Return completed form to Deputy Principal within 3 days of date of issue**

# Appendix C – Student Appeal Form



## HEATHCOTE HIGH SCHOOL

Wilson Parade, Heathcote

Ph: 9520 9488

Fax: 9520 8609



### STUDENT APPEAL FORM

*Place a tick alongside the appropriate appeal:*

\_\_\_ Appeal against declined accident, illness or misadventure application

\_\_\_ Appeal against a zero mark

Complete the information below and return to the Deputy Principal within 3 days of receiving this form.

Name: \_\_\_\_\_ Year: \_\_\_\_\_

Subject: \_\_\_\_\_

Assessment Task Description: \_\_\_\_\_

Date Due: \_\_\_\_\_

In the space provided below, state the grounds on which you are appealing against a zero mark/declined illness, accident or misadventure application.

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Date of issue: \_\_\_\_\_

Deputy Principal Signature: \_\_\_\_\_



# Appendix D – Panel Decision Re: Student Appeal



## HEATHCOTE HIGH SCHOOL

Wilson Parade, Heathcote

Ph: 9520 9488

Fax: 9520 8609



### PANEL DECISION RE: STUDENT APPEAL

Name: \_\_\_\_\_ Year: \_\_\_\_\_

Subject: \_\_\_\_\_

Assessment Task Description: \_\_\_\_\_

Date Due: \_\_\_\_\_

Panel's decision (tick one outcome):

Apply a zero mark

No penalty applied

Other penalty applied (eg reduction in marks/percentage). Please state:

\_\_\_\_\_  
\_\_\_\_\_

Reasons for the panel's decision:

\_\_\_\_\_  
\_\_\_\_\_

Panel Members:

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix E – Assessment Planner

2019							
Week	Term 1	Week	Term 2	Week	Term 3	Week	Term 4
1		1		1		1	
2		2		2		2	
3		3		3		3	
4		4		4		4	
5		5		5		5	
6		6		6		6	
7		7		7		7	
8		8		8		8	
9		9		9		9	
10		10		10		10	
11							