

Gosford High School



Integrity - Excellence - Spirit

Diversity - Opportunity

Year 9 Stage 5

Assessment Policy & Schedules

2021

This booklet contains essential information for students attempting courses in Year 9 2021. This booklet:

- specifies the assessment tasks and the weighting for each task
- provides a schedule of the tasks for each course
- outlines the school's assessment policies and procedures

Please become familiar with this document and retain it for future reference.

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A Message from the Principal

Gosford High School is committed to enhancing and encouraging students' learning outcomes. The School Assessment Policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and to encourage students to meet their assessment deadlines.

Year 9 marks the beginning of Stage 5 studies and your journey towards the RoSA (Record of School Achievement). Students are required to complete mandatory hours and subject specific assessment requirements in order to achieve a RoSA at the satisfactory completion of Year 10.

At Gosford High School, ongoing assessment is used to determine the level of achievement for each student in each course. The term 'assessment' means the process of identifying, gathering and interpreting information about student learning. Completion of all assessment tasks is mandatory. These tasks form part of the assessment program of each and may include tests, written or oral assignments, practical activities, fieldwork and projects. Tasks are required to be completed on or by the scheduled dates and times which are announced at least two weeks in advance.

Student performance is measured against course performance descriptors designed by the NESA to indicate to teachers how to grade student work. Teachers use these course performance descriptors to describe student work against a set standard. At the end of each semester, student learning achievement will be conveyed to parents through a school report.

This Assessment Policy booklet aims to provide helpful information and explanations to students and their parents / caregivers and not only provides details about the procedures, but will also support students in their planning throughout year. I encourage all students and their parents / care givers to read this booklet carefully. Students who are unclear about procedures or their responsibilities should immediately arrange an interview with the Deputy Principal.

Michael Smith
Principal

ASSESSMENT POLICY AND PROCEDURES

The Gosford High School Assessment Policy has been designed to ensure:

- open and accountable procedures for all students consistent with the NESA requirements
- a fair and equitable environment in which each student can achieve individual excellence

ASSESSMENT PROGRAMS

Assessment Programs are designed for each course. These:

- identify the student tasks which best measure each component.
- specify values to be applied to each of the tasks to maintain the relative importance of each of the components.
- schedule the various tasks throughout the course.
- prepare an assessment schedule for students showing the requirements in each course, before the commencement of the assessment program.

The assessment schedule includes the components and weightings for each course, and the week the tasks are due. Any changes to assessment dates must be given in writing and with two weeks' notice approved by the Deputy Principal except where an extension of time is notified.

PRINCIPLES OF EFFECTIVE ASSESSMENT

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills

- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

Assessment for, assessment as, assessment of learning

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment for learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better rather than just receive a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment of learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

Using these principles

The approach or approaches used will be informed by:

- the evidence of student learning to be gathered
- the processes for gathering the evidence
- the feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).

REQUIREMENTS FOR THE AWARD OF A NSW RECORD OF SCHOOL ACHIEVEMENT (RoSA) CREDENTIAL.

Eligibility for the Record of School Achievement (RoSA)

To qualify for the RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- completed courses of study that satisfy the Board's curriculum and assessment requirements for the RoSA;
- complied with all requirements imposed by the Minister or the Board; and
- completed Year 10.

A credential for school leavers

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school but are not eligible for a RoSA will receive a Transcript of Study at their departure.

- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

It is a requirement that Year 10 students attend school until the final day of Year 10 as determined by the school system, **unless an exemption has been granted by the Principal.**

The RoSA credential will:

- be a record of achievement for students who leave school prior to receiving their HSC
- Report results of moderated, school based assessment, not external tests
- Be available when a student leaves school any time after they complete Year 10
- Show a result for all courses completed in Year 10 and Year 11
- Be able to be reliably compared between students across NSW
- Give students the option to take online literacy and numeracy tests
- Be comprehensive and offer the ability to record a student's extracurricular achievements

Satisfactory course completion requirements:

Students will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that they have:

- a) followed the course developed or endorsed by NESA
- 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.

Satisfactory completion of courses is judged, among other things, by your attendance and level of involvement in class, the assignments, homework completed, and your level of achievement. If the Principal determines that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course. If you are deemed not to have completed a course, you will receive an 'N' determination. The course will be listed as 'Not Completed'

You have the right to request for variation of determination against an 'N' determination. The appropriate form can be obtained from your Principal. Request for variation of determinations against 'N' determinations should be lodged with your Principal, who will advise you of the date by which your request for variation of determination must be submitted. If you are dissatisfied with the result of the school review of your request for variation of determination, you should advise the Principal that you wish the request for variation of determination to be referred to the NESA.

Indicators of possible failure for students to apply themselves and fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism or cheating.

If the Principal determines that a student has not fulfilled the above criteria, the student will be given a written warning in sufficient time to correct any problems regarding their application or completion of the course(s). If the problem is not corrected, then the student will be deemed UNSATISFACTORY in the course and an 'N' determination will be made (see pages 56 and 57 for a sample copy of a Stage 5 Official Warning Letter). In particular, student absence will be regarded seriously, since non-attendance will make it very difficult for students to fulfil course requirements. Homework and class based experiences are considered essential elements in meeting these requirements. There is a formal appeals process available to all students and this can be explained by the Year Adviser, Deputy Principal or Principal.

NSW Record of School Achievement Grading

The grading system describes the student's achievement at the end of each course in Stage 5. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors. At the completion of the Preliminary course teachers will make final judgements of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors. For subjects other than Mathematics, NESA has developed Course Performance Descriptors which describe five levels of achievement from A to E. In Mathematics grades are awarded from A10 to E2 according to the NESA Course Performance Descriptors. From the submitted grade NESA will produce the NSW Record of School Achievement showing a Grade, from A to E, in each course studied.

'N' DETERMINATIONS

WARNING OF 'N' DETERMINATION

Students undertaking Stage 5 (Year 9 and 10) courses must make a genuine/serious attempt to complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, **regardless of whether or not these tasks contribute to the final assessment mark.** It is a matter for the class teacher's professional judgement to determine whether or not a student has made a genuine attempt to complete these requirements.

Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course. Students and parents/guardians will be informed of the problem, in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.

Further information

A copy of the **Assessment, Certification and Examination (ACE) Manual** is available on the NESA website (in the Manuals section). The URL is: <https://ace.nesa.nsw.edu.au>

'N' DETERMINATIONS AND APPEALS

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. (See pages 56 and 57 for a sample copy of Official Warning Letter). The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student fails to meet course and assessment requirements in a Stage 5 course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement, and in the future it may also mean the possible withholding of the whole Higher School Certificate

The final decision regarding an 'N' determination recommendation will be made by the Principal. Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the Principal and the two Deputy Principals. The outcome of the appeal will be notified to the student, the parents/caregivers and NESAs.

SCHOOL ASSESSMENT PROCEDURES

Students will complete school-based assessments, tasks such as tests, written assignments, practical activities, fieldwork and projects.

The school's responsibilities

The NSW Education Standard Authority (NESA's) syllabus packages, including assessment and reporting documents, indicate the mandatory content for study and provide guidance for assessment in each course.

Each school will determine:

- a. the practical and written tasks, such as tests, assignments or projects, on which their assessments are to be based
- b. the weightings to be allocated to each task.

Schools are required to develop an assessment program for each of their courses.

This involves the following **responsibilities**:

- a. number of tasks that will be used to measure students' achievement in each syllabus component
- b. allocating weightings to each of the tasks
- c. scheduling tasks
- d. informing students at least two weeks in advance, in writing of:
 - the components and their weightings for each task
 - the general nature of each assessment task
 - a schedule of when assessment tasks are planned to take place, including adequate notice of the precise timing of each assessment task
 - the weight value of each task in relation to the total weighted mark for the course.

- e. appropriate procedures for marking, recording and reporting students' performance on all assessment tasks
- f. notifying parents/caregivers in writing of any missed assessment task or non-serious attempt
- g. issuing standard Stage 5 Official Warning Letters when performance in a course is in question.

School Principals have the authority to grant disability provisions for assessment tasks.

<http://ace.nesa.nsw.edu.au/ace-8072>

Student's responsibilities

This involves the following **responsibilities**:

- meeting all course and school requirements including attendance at classes
- applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- being aware of and following assessment requirements and procedures
- making a serious attempt in all assessment tasks.

For all assessment tasks and examinations, the following will be treated as a non-serious attempt and a zero mark awarded:

- answering only the multiple choice questions and/or true/false and or matching etc
- presenting some or all of the responses so that they appear not to be genuine attempts to really answer the questions/s asked. This may include copying or modifying some or all of the question/s or leaving a number of blanks
- including frivolous or objectionable material
- using erasable pens. **Only** non-erasable pens are to be used in assessment tasks including examinations. Queries regarding marked tasks will not be addressed if any part of the task has been completed with an erasable pen
- tasks will have to **be redone** in order to meet course outcome requirements but the **zero mark will remain**
- **personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged**
- submitting all tasks on or before the due date
- being present for all 'in-class' tasks and examinations

REPORTING TO PARENTS

Each year you will receive two written reports during the year on your child's achievements at school. The information contained in this report is a summary of achievement for that semester and is one of several ways the school communicates with you about your child's progress. Parent-teacher meetings are held early in Term 3, and teachers can be contacted via the school email or phone number at other times in the year.

We report your child's progress to you using the following five point scale:

A – Outstanding Achievement:

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 – High Achievement:

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.

C – Sound Achievement:

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.

D – Basic Achievement:

The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills

E – Limited Achievement:

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

ASSESSMENT SCHEDULE BOOKLET AND TIME-FRAME

This assessment booklet provides you with an assessment schedule for each of your courses (see pages 24-46). Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting.

NOTIFICATION OF ASSESSMENT TASKS

Students will be notified of the **due date** and **details** of an assessment task in writing at least two weeks before the task.

The written notification details of each task must include:

- the date and time of when the task will take place or when the task is due
- components and their weighting as specified in the course assessment schedule
- the general nature (mode) of the assessment task
- the weight value of the task in relation to the total weighted mark for the course as specified in this policy
- where appropriate, marking criteria/rubric/information about how the task will be assessed.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for two weeks' notice provided the task is not being brought forward. If there are **any changes of date, students will receive an amended written notification.**

NOTE: The written notification has precedence over any information listed in the assessment schedules contained in this assessment booklet – that is, details of assessment tasks listed in the assessment booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task. In some circumstances, it may be necessary to alter the date of the task (that is, term and week) from that listed in the assessment schedule in this assessment booklet. When this occurs, students will be informed of any changes to the date – in writing, and two weeks in advance. The Principal is to be consulted if it is not possible to give 2 weeks' notice for changed tasks.

Dates for assessment tasks will be submitted to the Deputy Principal responsible for the school calendar who will monitor the schedule of tasks to ensure that tasks are evenly spread and clashes avoided where ever possible. Students are expected to perform/complete all tasks on the set date and sit for all tests scheduled as part of this assessment program in an ethical and moral manner. In each case when submitting an assessment task, students are required to use the 'Assignment/Assessment Task Cover Sheet' included in this document (see page 52).

Students and parents/caregivers should familiarise themselves with the procedures required for applying for Illness or Misadventure as no application will be upheld based on lack of knowledge or understanding of the assessment policy.

ABSENCE WHEN A TASK IS NOTIFIED

Whenever a student is absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit an **Assessment Task Appeal Application** to the Deputy Principal (or if absent to the Principal) (see page 50 for a sample copy of form).

EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION

An extension of time for completion of tasks may only be granted by the Deputy Principal after consultation with the appropriate Head Teacher. Students must apply to the Deputy Principal using the school's **Assessment Task Appeal Application** (see page 50) **as soon as they are aware** of the task. Extensions will only be granted in cases of severe illness on the day of the task or other exceptional circumstances. A medical certificate will be required in cases of illness.

If an extension is not granted, you must submit the task on the due date. Unless prior application for an extension has been approved by the Deputy Principal, the late submission of a task will result in **ZERO** marks being awarded for that task.

PRIOR KNOWLEDGE OF ABSENCE

Where a student has a clash between an assessment task and a Principal approved school activity or leave, the student **MUST** notify the Deputy Principal. Students must complete an **Assessment Task Appeal Application before the end of the next school day.**

Where a student knows in advance that they will be absent on the day of an assessment task, the student must notify the Deputy Principal, submit an **Assessment Task Appeal Application** and complete the work at a time specified by the Deputy Principal. Students who fail to complete the task before the due date and do not make arrangements for its completion on the specified date **MUST** complete an **Assessment Task Appeal Application.**

The school will always endeavour to minimise clashes with assessment task and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

ABSENCE DUE TO ILLNESS OR MISADVENTURE

Please note the following:

Illness or injury – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);

Misadventure – refers to any other event beyond the student's control which allegedly has affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

For all illness or injury or misadventure, the Deputy Principal will verify the circumstances. It is the student's responsibility to perform/submit all tasks which are part of the assessment program. Assessment tasks must be submitted by the due date or performed at the specified time. Should a task be submitted or performed late, without first gaining an extension from the Deputy Principal, then a mark of **ZERO** will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the Deputy Principal).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the Deputy Principal **IMMEDIATELY** if circumstances will prevent them from doing so. Students who are absent on the due date for the submission of an assessment task, or who are absent on the day of an assessment task, must submit an **Assessment Task Appeal Application** to the Deputy Principal. A student may also submit an **Assessment Task Appeal Application** to the Deputy Principal if they believe that

exceptional circumstances leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance in that task.

Absence on the day an assessment task is to be submitted

A student who is absent from school for a valid reason on the day an assessment task is due to be handed in, has the responsibility to ensure that the completed task is submitted to the Deputy Principal before the **commencement of period 1** on the due date, or carry out the following procedures:

- a. **notify the Deputy Principal by telephone before the commencement of period 1** on the day that the assessment task is due. Speak to the Deputy Principal to make arrangements for the task to be submitted **AND**
- b. **before the commencement of period 1 on the day of their return to school** (the first school day the student is not covered by the medical certificate), see the Deputy Principal to submit an **Assessment Task Appeal Application and submit the task**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide an original medical certificate **for the relevant time period. MEDICAL CERTIFICATES OBTAINED AFTER THE EVENT WILL NOT BE ACCEPTED. BACK DATED MEDICAL CERTIFICATES WILL NOT BE ACCEPTED.** It is highly recommended that students request their doctor use the proforma provided on page 55 of this policy for this purpose. This is to be attached to the Application and given to the Deputy Principal before the commencement of period 1 on the day of their return to school (the first school day the student is not covered by the medical certificate).

NOTE: in the case of a student being absent from school on the day an assessment task is due and the student did not make arrangements for the task to be submitted on that day, a **ZERO** will be recorded for that task if an **Assessment Task Appeal Application:**

- a. has not been submitted to explain their absence
- b. has been submitted by the student but is not approved.

Absence on the day of an assessment task is to be conducted (exam, practical task, oral, test)

Students who are absent from school for a valid reason on the day of an assessment task **MUST:**

- a. **notify the Deputy Principal by telephone before the commencement of period 1** on the day of the assessment task and give an anticipated date for their return to school
- b. **before the commencement of period 1 on the day of their return to school** (the first day the student is not covered by the medical certificate), see the Deputy Principal to submit an **Assessment Task Appeal Application**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide an original medical certificate certifying the illness **occurred on the day of the assessment task. Medical certificates obtained after the event will not be accepted. Back dated medical certificates will not be accepted.**

- c. be prepared to sit for the task, or if deemed appropriate, a substitute task, **on the day of their return to school** (the first school day the student is not covered by the medical certificate).

Where appropriate, the Deputy Principal may authorise the task, or a substitute task, to be given as soon as practicable after the student's return. Where appropriate, the Principal may authorise an estimate to be given.

Note: in the case of a student being absent from school on the day of an assessment task, a **ZERO** will be recorded for that task if an **Assessment Task Appeal Application**:

- a. has not been submitted to explain their absence on the day of their return (the first school day the student is not covered by the medical certificate) or
- b. has been submitted by the student but is not approved.

MISADVENTURE

The school recognises that students may have to prepare for assessment tasks in difficult circumstances, but it is not feasible to compensate students for difficulties in preparation. Since students frequently perform better in stressful circumstances than they expect, it is important to complete assessment tasks if possible rather than rely on estimations or predictions. However, if a student completes an assessment task but believes that short term **exceptional circumstances** leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance, the student **MUST**:

- a. **on the day of the task**, see the Deputy Principal to obtain an **Assessment Task Appeal Application** and to provide an explanation as to why they feel their performance in the assessment task has been adversely affected. The student must outline to the Deputy Principal an appropriate time-frame to complete the **Assessment Task Appeal Application**, with the necessary independent evidence of the facts, detailing why the circumstances adversely affected their performance. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** obtain a medical certificate **for the relevant time period**.
- b. return the completed **Assessment Task Appeal Application** to the Deputy Principal, with the independent evidence, as per the time-frame agreed upon.

In the case of a student who has completed an assessment task and has submitted an **Assessment Task Appeal Application** but believes that short term exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance, the following will apply:

- a. if the assessment task appeal is not approved, then the student will receive the mark they actually gained on the task
- b. if the assessment task appeal is approved, then the student will receive either the mark actually gained on the task or an estimated mark (based on like assessment tasks), whichever is the higher. Before the final assessment marks are calculated (that is, before the final school report and before the assessment marks are submitted to NESAs), the estimated mark for this task will again be calculated (based on similar assessment tasks) and the student will receive either the estimated mark or the mark actually gained on the task, whichever is the higher.

Note: appeals initiated after assessment task results have been issued will NOT be considered in any circumstances.

LATE SUBMISSION OF TASKS

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be **LATE** unless there are exceptional circumstances. Tasks must be submitted in accordance with the instructions from the relevant faculty. All faculties must maintain a record of tasks submitted. Unless the Deputy Principal receives a completed **Assessment Task Appeal Application** that provides an acceptable explanation for the late submission of a task (see page 50), the student will receive a **ZERO** mark for that task (see page 19).

GRANTING OF AN ASSESSMENT TASK APPEAL

If an **Assessment Task Appeal Application** has been approved, then the Deputy Principal may:

- authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return
- authorise for an estimate to be given
- grant an extension of time
- determine an alternative procedure (in consultation with the Principal and the relevant Head Teacher).

Note: an application for an Assessment Task Appeal is no guarantee that it will be approved.

Students involved in a school organised excursion, or school organised commitment, that is on the week before or the day of an Assessment Task in another subject, do NOT have to complete an Assessment Task Appeal. In this case, the teacher organising the excursion/school commitment will have student attendance recorded with the relevant Head Teacher and the Deputy Principal.

TECHNOLOGY AND ASSESSMENT TASKS

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for an extension will only be considered in **extreme circumstances**.

To minimise problems in relation to technology, students should adhere to the following protocols:

- when working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
- when working at school, save the latest version of your work to your personal files on the school server
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
 - check the compatibility of your home software with the school's technology
 - sound files should be saved as an MP3, Video/DVD and Digital Media should be saved as MP4, AVI or MOV files
 - save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers/printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. (Note: printing at school should only be a last resort and must be completed before the due hand in time).

ORAL/PERFORMANCE/PRACTICAL TASKS

Students must present oral/performance assessment tasks on the specified due date and at the allocated time. If required, students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally during the allocated time). On the specified day that the task is due, teachers will normally indicate the order in which they will make their presentations. Students must complete the task during the allocated time.

ZERO MARKS

A **ZERO** will be awarded when a student:

- submits a task late (without a valid reason)
- does not attempt the assessment task (non-attempt)
- does not make a serious attempt at a task (non-serious attempt). A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which contains frivolous or objectionable material. Where the Deputy Principal deems a student to have made a non-serious attempt, a mark of zero will be awarded
- is found to be involved in substantial malpractice

In such cases:

- an N award warning letter will be issued (see pages 56/57 for a sample copy of Stage 5 Official Warning Letter).
- copies of the parental notification will be distributed to the Head Teacher, Year Adviser, Deputy Principal and Principal.

MALPRACTICE IN ASSESSMENT TASKS

Any student found involved in malpractice in completing an assessment task may be awarded a mark of **ZERO** for that task. They will be recorded on the Gosford High School Register of Malpractice for assessment tasks. Malpractice includes, but is not limited to:

- cheating
- attempting to cheat
- assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting the assessment task in any way
- breaching school examination rules
- using non-approval aides during an assessment task
- contriving false explanations to explain work not submitted by the due date
- altering of an assessment task that has already been marked
- attempting to alter an assessment task that has already been marked

The decision with regard to malpractice having occurred will be made by the class teacher or the marker of the assessment task, in consultation with the Head Teacher of the course involved. In all situations the decision regarding malpractice must be communicated to the Principal immediately.

The Principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

If malpractice is proven, a mark of **ZERO** may be awarded.

QUERYING THE RESULT OF AN ASSESSMENT TASK

If on the return of an assessment task, a student considers that there is an irregularity in the marking of the assessment task, it is their responsibility to immediately discuss their concern with the course teacher. If the issue is not resolved, the task will be retained by the teacher of the course and the students should approach the Head Teacher to request a review. The Head Teachers (or their delegate's) decision in relation to the determination of a grade or mark that is based upon the marking guidelines used in the marking of the task is **FINAL**. The review may result in the final mark remaining the same or higher or being lower than the original mark.

Disputes over an individual task must be raised with the Head Teacher on the day the task is returned and the task will be retained by the Head Teacher. The Head Teacher's decision is final. If the matter cannot be resolved, the appeals process can be followed and the matter referred to the assessment appeals panel. **It should be noted, however, that a teacher's professional judgement cannot be the basis of an appeal.**

Note: The Principal is the final arbiter in all procedural matters.

ASSESSMENT TASK APPEAL APPLICATIONS BASED ON SPECIAL CONSIDERATION

The **Assessment Task Appeal Application** must be submitted to the Deputy Principal no later than **2 days AFTER** the assessment task is submitted or completed. Only information provided with the application will be considered as part of the appeal process. If a student has applied for special consideration using the **Assessment Task Appeal Application**, this process will be determined by the Assessment Review Panel after completion of all assessment tasks.

If the school's review panel upholds the application adjustments may be made. The **'upheld'** determination is made by the panel after it deems that the student has followed the appropriate process to apply for consideration and sufficient evidence has been provided to justify no penalty being applied to the student's mark for the task. In instances where an appeal relates to student lateness or absence, in the two days prior to or on the date of an assessment, the 'upheld' determination notifies the student that no penalty will be applied to the task mark for the associated lateness or absence. The panel has deemed that the student has followed the appropriate process and/or that there has been no unfair advantage gained by the student in relation to the task in question.

If the school's review panel makes a **'to be reviewed'** determination, then adjustments will be made. The **'to be reviewed'** determination is made by the panel after it deems that the student has followed the appropriate process to apply for consideration and sufficient evidence has been provided to justify the provision of special consideration in the mark allocation process. The final mark for this task will be adjusted to reflect the student's performance in other tasks that test the same/similar outcomes, skills or competencies. At the end of the course, the student will receive either the estimated mark or the mark actually gained on the task, whichever is the higher. It must be noted that the adjustment can only be made to reflect observed student achievement levels.

If the school's review panel declines the application no adjustments will be made of the penalty of **ZERO** will remain. The **'declined'** determination is made by the panel after it deems that the student has either not followed the appropriate process to apply for consideration in the mark allocation process. In this case, the mark will remain as the mark actually gained on the task. The committee makes its decision based on the advice in the Assessment Certification (ACE 11004) Manual. In instances where an appeal relates to student lateness or absence, in the two days prior to or on the date of an assessment, the 'declined' determination notifies the students that a penalty will be applied to the task mark for the associated lateness or absence. The panel has deemed that the student has not

followed the appropriate process and / or that they has potentially been an unfair advantage gained by the student in relation to the task in questions.

A students' rank or mark cannot be provided on their school report until the review panels decision has been finalised.

A further appeal may be lodged through the Principal to NESA if the student is dissatisfied with the school review procedures.

ASSESSMENT CONCERNS

Where circumstances arise in the administration of the assessment of courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Deputy Principal for resolution.

DISABILITY PROVISIONS

If a student is entitled to disability provisions for examination periods, it is the responsibility of the student to request these provisions for any assessment tasks. This can be negotiated with the Head Teacher Welfare and Deputy Principal.

Note the following unacceptable grounds for appeal: The provisions of the appeals process do not cover disabilities for which NESA/School has already granted disability provisions, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is support by the supervising staff member.

CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS

Students must:

- Wear full school uniform to all examinations
- Cease speaking or communicating in any way as they enter the examination venue and remain **silent** while in the examination room except if talking to a supervisor
- **Follow** the examination supervisor's **instructions** at all times
- Behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination
- Make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material. Furthermore:
 - ✓ **NESA awards zero** to any script in which only the multiple choice questions have been answered or where the student has just copied or modified the question or part of it. These are treated as **a non-attempt of the examination in that course.**
 - ✓ In Year 12 this will result in a **non-award of the HSC** in that course so that course will not appear on your HSC.
 - ✓ In Year 12 this will also result in the student **not being awarded an ATAR** if this course counts towards his/her 10 units.
- Not take food into the examination room

- Only take permitted equipment into the assessment/examination room. **Books, notes, paper, mobile phones and electronic equipment of any kind are not to be taken into the assessment/examination room.** The area where bags are placed is not considered to be part of the examination room, but **a mobile phone left in a bag in this area must be switched off.**
- Remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor
- **Behave ethically** – no attempt should be made to engage in malpractice, to cheat or to attempt to cheat.

A penalty, including a zero mark may be applied if a student breaks any of the examination rules, with no opportunity to redo the task.

Creative and Performing Arts

DRAMA

Task Number:	Task 1	Task 2	Task 3	Task 4
Nature of Tasks:	Playbuild Performance	Playbuild Performance	Scripted Performance Lighting Design	Script Submission Promotion Design
Timing:	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 4
Outcomes Assessed:	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.2, 5.2.3, 5.3.1	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.2, 5.3.3	5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.1
Components:				
Making	40	10	10	20
Performing	40	10	10	20
Appreciating	20	5	5	5
Total	100	25	25	25

MUSIC

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Performance	Composition + Listening Exam	Composition + Listening Exam	Performance	
Timing	Term 1 Week 10	Term 2 Week 2	Term 3 Week 10	Term 4 Week 2	
Outcomes assessed	5.3	5.4, 5.5, 5.8	5.5, 5.6, 5.7, 5.9	5.1, 5.3, 5.12	
Component	Weighting %				
Performance	15			20	35
Composition		15	20		35
Listening		10	20		30
Total	15	25	40	20	100

PHOTOGRAPHIC AND DIGITAL MEDIA

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Historical and Critical Hand In	Artmaking BOW Hand in	Historical and Critical Class test	Artmaking BOW Hand in	
Timing	Term 1 Week 10	Term 2 Week 4	Term 3 Week 9	Term 4 Week 3	
Outcomes Assessed	5.1, 5.2, 5.4, 5.5, 5.7, 5.8, 5.10	5.1, 5.2, 5.4, 5.5, 5.6, 5.7	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.6	
Component	Weighting %				
Artmaking		30		30	60
Historical and Critical	10		30		40
Total %	10	30	30	30	100

FILM AND MEDIA STUDIES

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Historical and Critical Hand in	Artmaking BOW Hand in	Historical and Critical Class test	Artmaking BOW Hand in	
Timing	Term 1 Week 10	Term 2 Week 4	Term 3 Week 9	Term 4 Week 3	
Outcomes Assessed	5.1, 5.2, 5.4, 5.5, 5.7, 5.8, 5.10	5.1, 5.2, 5.4, 5.5, 5.6, 5.7	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.6	
Component	Weighting %				
Artmaking		30		30	60
Historical and Critical	20		20		40
Total %	20	30	20	30	100

VISUAL ARTS

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Critical and Historical Test	Artmaking BOW Hand in	Critical and Historical Hand in	Artmaking BOW Hand in	
Timing	Term 1 Week 10	Term 2 Week 4	Term 3 Week 9	Term 4 Week 3	
Outcomes assessed	5.7, 5.8, 5.9,5.10	5.1,5.2,5.3,5.4,5.5,5.6	5.1,5.2,5.3,5.4,5.5,5.6	5.7, 5.8, 5.9,5.10	
Component	Weighting %				
Art making		20		40	60
Critical and Historical	20		20		40
Total %	20	20	20	40	100

ENGLISH

Task	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Poetry Study Short answers and extended response (in class)	Novel Study Part A –Visual Representation 20% Part B – Reflection 5%	Text Transformations Comparative Essay (hand in)	Documentaries Part A –Documentary planning 15% Part B – Oral Pitch 10%	
Week	Term One Week 9	Term Two Week 8	Term Three Week 7	Term Four Week 2	
Outcomes assessed	EN5-1A EN5-3B EN5- 7D	EN5-1A EN5-2A EN5-4B EN5-9E	EN5-5C EN5-6C EN5-7D EN5-8D	EN5-2A EN5-3B EN5-7D EN5-8D	
Total %	25	25	25	25	100

Human Society and Its Environment

COMMERCE

Task number	Task 1	Task 2	Task 3	
Nature of tasks	<i>Consumer and Financial product: Research</i>	<i>Promoting and Selling: Running a business and report</i>	<i>Employment and Work Futures: Research Task</i>	
Timing	Week 6, Term 1	Week 5, Term 2	Week 7, Term 3	
Outcomes assessed	COM 5-1, COM 5-7	COM 5-6, COM 5-8	COM 5-4, COM 5-7	
				Weighting %
Total %	30	35	35	100

GEOGRAPHY

Task number	Task 1	Task 2	
Nature of tasks	<i>Sustainable Biomes: Article</i>	<i>Changing Places: Research and product</i>	
Timing			
Semester 1	Week 7, Term 1	Week 2, Term 2	
Semester 2	Week 7, Term 3	Week 2, Term 4	
Outcomes assessed	GE5-1, GE5-3	GE5-5, GE5-7	
Weighting %			
Total %	50	50	100

HISTORY MANDATORY

Task number	Task 1	Task 2	
Nature of tasks	<i>Progressive Ideas and Movements: Essay</i>	<i>Australians at War: PBL</i>	
Timing: Semester 1	Week 6, Term 1	Week 7, Term 2	
Semester 2	Week 6, Term 3	Week 3, Term 4	
Outcomes assessed	HT5-2, HT5-4	HT5-1, HT5-3	
Weighting %			
Total %	40	60	100

INTERNATIONAL STUDIES

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Feature Article	Travel Portfolio	Presentation: Website Creation	
Timing	Term 1, Week 7	Term 2, Week 4	Term 3, Week 9	
Outcomes assessed	IS-2, IS-4	IS-8, IS-10	IS-23, IS-12	
				Weighting %
Total %	25	30	45	100

PHILOSOPHY

Task number	Task 1	Task 2	Task 3	
Nature of tasks	<i>Introduction to Philosophy: The Moral Dilemma</i>	<i>Ethics and Politics: Create a Society</i>	<i>Critical reasoning: Symposiums</i>	
Timing	Week 9, Term 1	Week 8, Term 2	Week 8, Term 3	
Outcomes assessed	PHL-4, PHL-5, PHL-9	PHL-3, PHL-7, PHL-8	PHL-1, PHL-2, PHL-6	
				Weighting %
Total %	30	30	40	100

Languages

FRENCH

		TASK 1	TASK 2	TASK 3	TASK 4
Due Date		Term 1 Week 8	Term 2 Week 2	Term 3 Week 3	Term 4 Week 3
Topic		All about me	Leisure & Celebrations	Travel	Rules & Responsibilities
Format		Writing Portfolio	Interview	Role Play / Topic Test	Topic Test
Outcomes	Weightings				
Interacting	30		20	10	
Accessing & Responding	40			20	20
Composing	30	15			15
TOTAL	100	15	20	30	35
Outcomes		LFR5-4C, LFR5-6U	LFR5-1C, LFR5-5U, LFR5-8U	LFR5-1C, LFR5-2C, LFR5-5U	LFR5-2C, LFR5-3C, LFR5-4C, LFR5-6U, LFR5-7U

JAPANESE

		TASK 1	TASK 2	TASK 3	TASK 4
Due Date		Term 1 Week 7	Term 2 Week 4	Term 3 Week 3	Term 4 Week 3
Topic		Daily Routine & School Life	Leisure & Celebrations	Memory, Milestones & Identity	Making Plans
Format		Multi-modal Task (comprehension task + video)	Multi-modal Task (conversation, diary)	Digital Scrapbook	Multi-modal Task (role play, topic test)
Outcomes	Weightings				
Interacting	30		15		15
Accessing and Responding	35	15			20
Composing	35	10	10	15	
TOTAL	100	25	25	15	35
Outcomes		LJA5-2C, LJA5-4C, LJA5-5U, LJA56U, LJA5-7U	LJA5-1C, LJA5-4C, LJA5-5U, LJA5-6U	LJA5-4C, LJA5-6U, LJA5-7U, LJA5-9U	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U

MATHEMATICS 5.3

Task	Task 1	Task 2	Task 3	
Timing	Term 2 Week 2	Term 3 Week 5	Term 4	
			Paper 1 Week 1 Semester 1	Paper 2 Week 2 Semester 2
Nature of Task	Topic Test Indices, Algebraic Techniques, Surds	Assignment Trigonometry	Yearly Examination Paper 1: Semester 1 review Paper 2: Semester 2	
Total %	30	25	45	
Outcomes	MA5.1-5NA, MA5.2-7NA, MA5.3-6NA, MA5.1-9MG, MA5.2-6NA, MA5.3-5NA	MA5.1-10MG, 5.2-13MG	All outcomes to date	

PD/HEALTH/PE

PASS

TASK	TASK 1	TASK 2	TASK 3	TASK 4
NATURE OF TASK	The Body in Action Topic test	Games and Fitness Practical	Coaching Coaching and planning	Flag Football Coaching and planning
TIMING	Term 1	Throughout Terms 1+2	Term 3	Term 3
OUTCOMES ASSESSED	PASS 5-1, 5-2, 5-10	PASS 5-9, 5-5, 5-7, 5-10	PASS 5-5, 5-6, 5-7, 5-8	PASS 5-5, 5-7, 5-8, 5-9
TOTAL %	25%	25%	25%	25%

PDHPE

TASK	TASK 1	TASK 2	TASK 3	TASK 4
NATURE OF TASK	Body Image Research Task	Movement Skills (Athletics, Dance)	Game Sense (Kicking, Hitting and Striking)	Diversity Multimedia Presentation
TIMING	Term 1	Throughout Terms 1+2	Throughout Term 3+4	Term 4
OUTCOMES ASSESSED	PD5-6, PD5-7	PD5-4, PD5-5	PD5-5, PD5-10	PD5-1, PD5-3
TOTAL %	25%	25%	25%	25%

OUTDOOR EDUCATION

TASK	TASK 1	TASK 2	TASK 3	TASK 4
NATURE OF TASK	Outdoor Activities and Leadership	Outdoor Survival	Bush Safety and Survival	Campcraft
TIMING	Term 1	Term 2	Term 3	Term 4
OUTCOMES ASSESSED	3.1, 4.3	2.2, 2.3, 3.3, 5.2	2.1, 3.3, 5.2, 5.3	2.2, 4.1, 4.2, 5.3
TOTAL %	25%	25%	25%	25%

SCIENCE

Task	Task 1	Task 2	Task 3	Task 4
Nature of tasks	Student research project "Putting on a Show"	"Sensing and Responding" Secondary sourced task	Data processing "Chemical trends and Patterns"	Yearly exam Putting on a Show Sensing and Responding Chemical trends and Patterns
Weeks	Term One - Week 9	Term Two - Week 10	Term Three - Week 7	Term 4 as per timetable
Outcomes assessed	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-11PW	SC5-7WS SC5-8WS SC5-9WS SC5-14LW SC5-15LW	SC5-7WS SC5-8WS SC5-9WS SC5-16CW SC5-17CW	SC5-7WS SC5-8WS SC5-9WS SC5-10PW SC5-11PW SC5-14LW SC5-15LW SC5-16CW SC5-17CW
Total %	25	25	25	25

MARINE AND AQUACULTURE TECHNOLOGY

Task number	Task 1	Task 2	Task 3	
Nature of tasks	<i>Basic skills</i>	<i>Secondary sourced task Marine mammals</i>	<i>Student research project</i>	
Timing	Week 7, Term 1	Week 6, Term 2	Week 7, Term 3	
Outcomes assessed	MARS5-9 MARS5-14 MARS5-10	MARS5-2 MARS5-3 MARS5-7	MARS5-1 MARS5-8 MARS5-13	
				Weighting %
Total %	30	35	35	100

TAS

DESIGN AND TECHNOLOGY

Task	PROJECT 1 Storage	PROJECT 2 Term 3 week 2 Reuse – Repurpose	PROJECT 3 Term 4 week 4 The marketplace	
Nature of Tasks	Presentation of research and design solution	Presentation of research and design solution	Presentation of research and design solution	
Week	Term 2 week 2	Term 3 week 3	Term 4 Week 4	
Outcomes assessed	DT5-1; DT5-2; DT5-3; DT5-4; DT5-6; DT5-7; DT5-8; DT5-9;	DT5-1; DT5-2; DT5-4; DT5-5; DT5-6; DT5-7; DT5-8; DT5-9; DT5-10	DT5-1; DT5-2; DT5-7; DT5-8; DT5-9; DT5-10	
Components				Weighting %
Supporting documentation	10	15	15	40
Practical project	20	20	20	60
Total%	30	35	35	100

FOOD TECHNOLOGY

Task	Task 1	Task 2	Task 3	
Nature of tasks	Working as a Microbiologist	Primarily Processed & Emerging Technologies	The changing shape of Australian Cuisine	
Week	Term1 - Week 8	Term 2 - Week 7	Term 3 - Week 6	
Outcomes assessed	FT 5-1, FT 5-2, FT 5-4, FT 5-4, FT 5-5, FT 5-8, FT 5-9, FT 5-10. FT 5-11	FT 5-1, FT 5-2. FT 5-3, FT 5-6, FT 5-8, FT 5-9, FT 5-10, FT 5- 11	FT5-1, FT 5-2, FT 5-5, FT 5-6, FT 5-7, FT 5-8, FT 5-9, FT 5-10, FT 5-11, FT 5-12, FT 5-13	
Components				
Research	15	15	10	50
Practical work; practical analysis; sensory evaluation	15	25	10	50
Total %	40	40	20	100

INFORMATION & SOFTWARE TECHNOLOGY

Task	Task 1	Task 2	Task 3	
Nature of tasks	Project 1: Robotics	Project 2: Software Development and Programming	Project 3: Robotics and Automated Systems	
Week	T2 Week 2	T3 Week 4	T4 Week 3	
Outcomes assessed	5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.5.1, 5.5.2	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.5.2, 5.5.3	5.1.1, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.3	
Components	Weighting %			
Project Showcase	15	10	25	50
Practical Design Solution	15	25	10	50
Total %	30	35	35	100

INDUSTRIAL TECHNOLOGY ENGINEERING

Task	Task 1	Task 2	Task 3	
Nature of Tasks	Control systems And automation (Catapult)	Communicating as an Engineer (Drawing unit)	Alternative energies (Solar prototype)	
Week	Term 2 Week 2	Term 3 Week 3	Term 4 Week 4	
Outcomes Assessed	IND5-1, IND5-2, IND5-4, IND5-8	IND5-3, IND5-5, IND5-8	IND5-3, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	
Component				Totals
Design Documentation and Design Solution	35	30	35	100
Total %	35	30	35	100

ISTEM

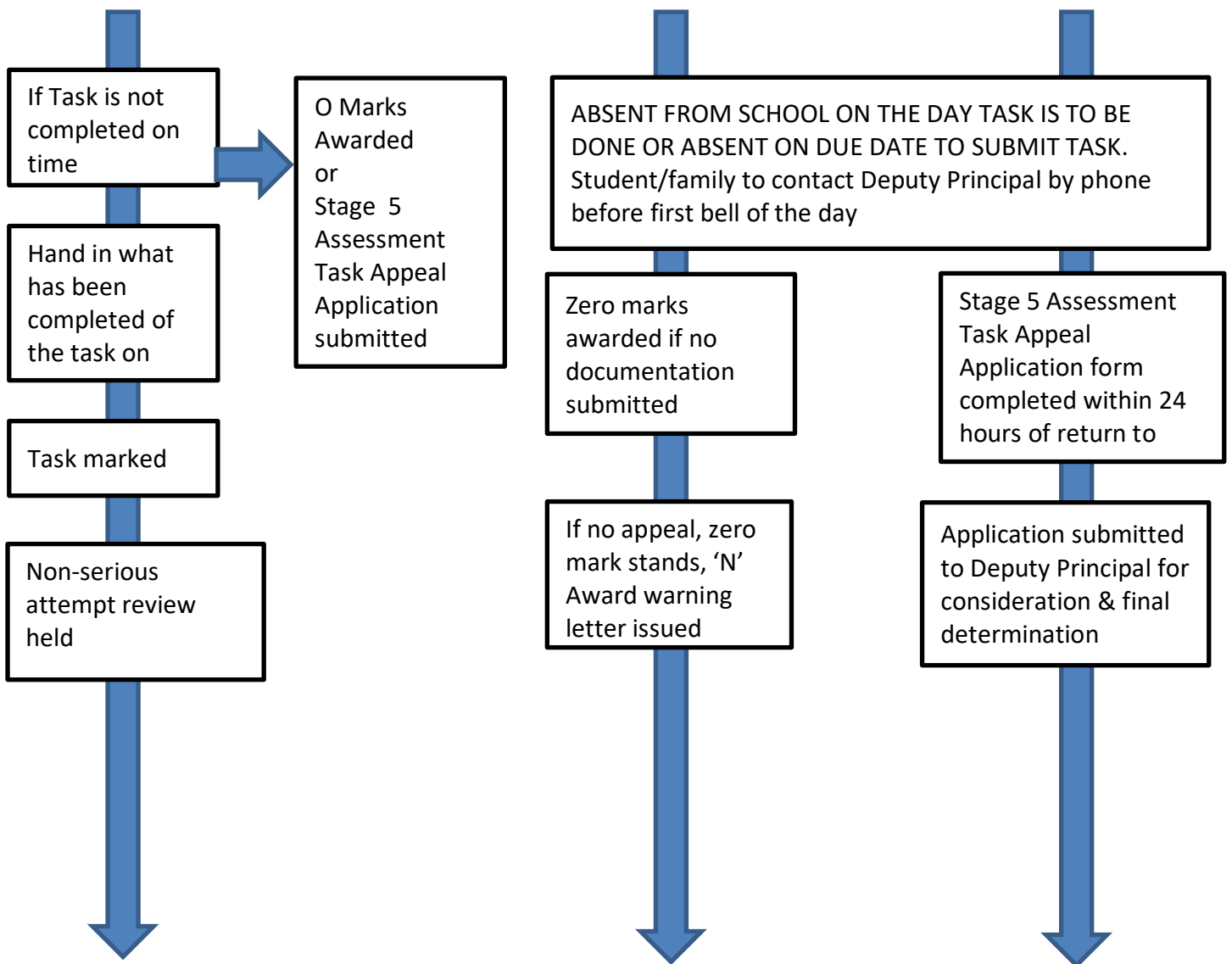
Task	PROJECT 1	PROJECT 2	PROJECT 3	
	Dueling Robots	CAD CAM	Aerodynamics	
Nature of Tasks	Devices in STEM	Communications and Coding	Design challenges	
Week	Term 2 week 2	Term 3 week 4	Term 4 week 4	
Outcomes assessed	5.2.1; 5.2.2; 5.3.1; 5.3.2; 5.5.1; 5.6.1; 5.7.1	5.1.1; 5.1.2; 5.4.1; 5.4.2; 5.6.2; 5.8.1	5.1.1; 5.1.2; 5.4.1; 5.4.2; 5.6.2; 5.8.1; 5.5.2	
Components				Weighting
Research and Design documentation	10	10	20	40
Design solutions	20	20	20	60
Total%	30	30	40	100

TEXTILES TECHNOLOGY

Task	Task 1	Task 2		
Nature of Tasks	Working as a designer	Working as a Fashion designer PBL		
Week	Term 2 week 3	Term 3 week 6	Term 4 week 4	
Outcomes assessed	TX5-3; TX5-4; TX5-5; TX5-8; TX5-9; TX5-10; TX5-11; TX5-12	TX5-1; TX5-2; TX5-6; TX5-7, TX5-8; TX5-9; TX5-10; TX5-11; TX5-12		
Components				Weighting%
Practical project	20		30	50
Supporting documentation	20	10	20	50
Total%	40	10	50	100

ASSESSMENT FLOW CHART

ASSESSMENT TASK DUE



MARK RECORDED

NOTE:

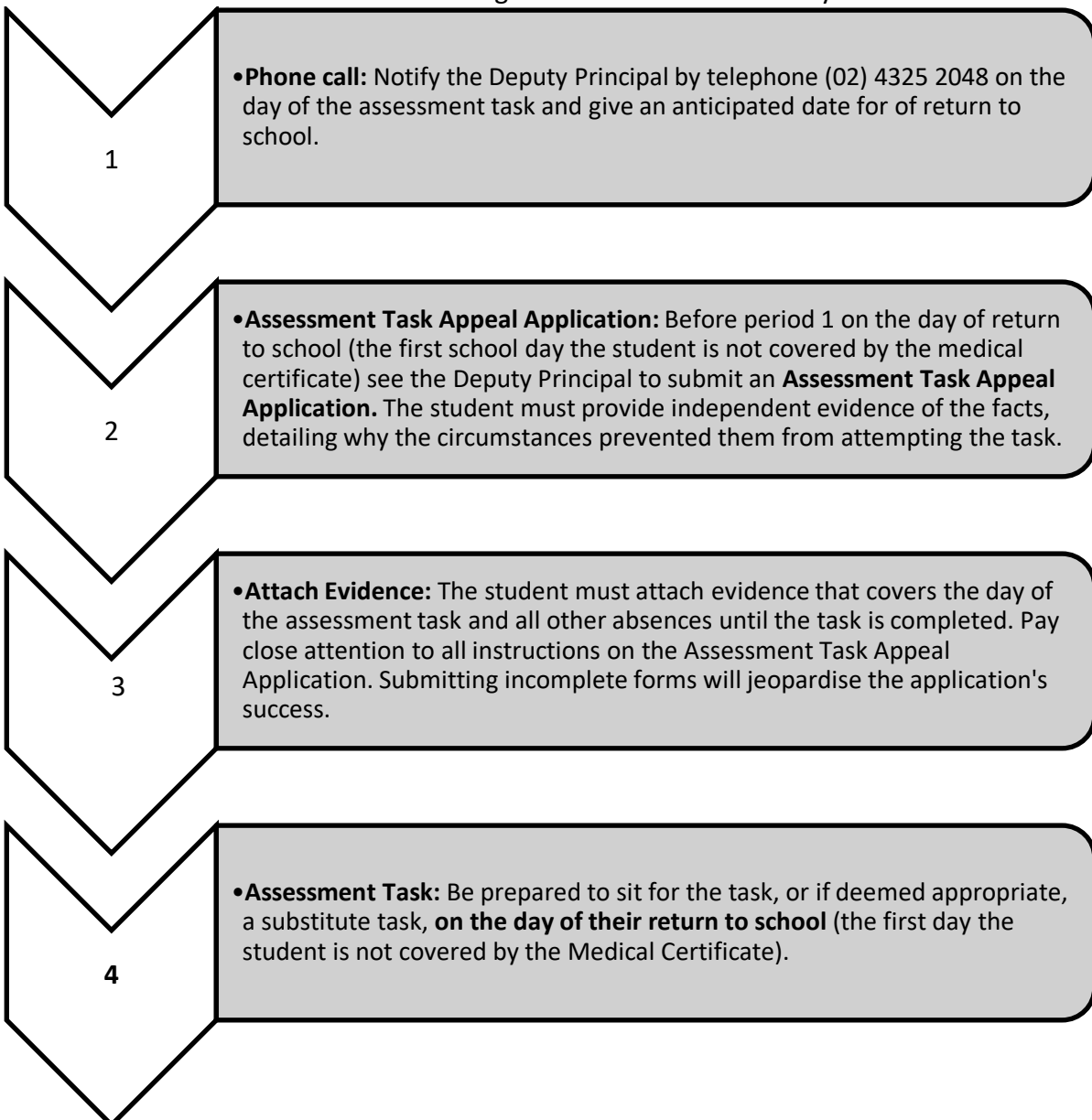
There are no grounds for an appeal in regards to the mark awarded to a completed assessment task.

APPENDICES



ABSENCE DUE TO ILLNESS OR MISADVENTURE

Gosford High School has a process in place to support all students who experience illness or misadventure in relation to assessment tasks. It is important that all students and families familiarise themselves with the illness/misadventure process. See the flow chart below. For more information refer to the Gosford High School Assessment Policy.





Appendix 1 - STAGE 5 YEAR 9 ASSESSMENT TASK APPEAL APPLICATION

Name: _____ Course: _____

Assessment Task: _____ Date of task: _____

Reason for application (please tick):

- Other School Commitment on the day of an Assessment Task
- Extension (due to illness or exceptional circumstances)
- Absent from Assessment Task, or absent when an Assessment Task is due (due to illness or exceptional circumstances)
- Special Consideration (due to Illness/Misadventure/Exceptional Circumstances leading up to an Assessment Task, or on the day of an Assessment Task)

Were you provided with Disability Provisions for this assessment task?

- No
- Yes If yes, please provide details

Reasons supporting your application (to be completed by the student):

I have attached (please tick and complete relevant information):

- Medical Certificate from Doctor: _____ Date: _____
- Supporting letter from parent/caregiver: _____ Date: _____
- Other (please describe) _____

Student signature: _____ Date: _____

Parent/carer signature: _____ Date: _____

Deputy Principal / Panel's recommendation:

- Upheld
- To be reviewed
- Declined

Signature of Deputy Principal: _____ Date: _____

Signature of Head Teacher: _____ Date: _____

STEPS TO COMPLETE APPENDIX 1

1. Collect form immediately on return to school or prior from the Deputy Principal.



2. Complete form ensuring all sections are complete.



3. Attach any supporting documentation to the application.



4. Submit form to Deputy Principal



Gosford High School

Appendix 2: ASSIGNMENT/ASSESSMENT TASK COVER SHEET

Please attach this signed cover sheet to every assignment/assessment task you submit.

Surname:	Given Name:
Subject:	Due Date:
Teacher:	Task Title:
Date of submission:	

All My Own Work

1. Acknowledgement of Sources by compiling a bibliography

One of the most important elements of good practice involves careful acknowledgement of the ideas of others used in your response. This acknowledgement should occur in your answer at the point where you use another's ideas (e.g. Jones, 2007, p.92, i.e. author's surname, date of publication, page) and in a bibliography at the conclusion of your response.

2. Avoiding plagiarism / collusion

Plagiarism involves using the work of another person and presenting it as your own. These are some ways you would be plagiarising, unless you have clearly acknowledged your source:

- Copying out part(s) of any document from any source, including the internet;
- Using someone else's ideas or conclusions, even if you have put them in your own words;
- Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded / reworked some parts.

DECLARATION:

I have read and understood the **All My Own Work** statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

I have read and understood the Gosford High School Assessment Policy.

Student Signature/Confirmation: Date:



Gosford High School

Appendix 3: STUDENT ASSESSMENT MARK REVIEW REQUEST

Stage 5

This form should be completed only if the student feels that he/she has met the assessment criteria requirements as detailed in the assessment task, and is requesting a review of the assessment process.

This form is to be completed and signed by the student and a parent/caregiver within 5 school days of the marks being returned.

Student Name: _____ **Class:** _____

In lodging a review request, the Deputy Principal, in consultation with your class teacher or the Head Teacher of the course, will review your performance in the course and give consideration to your statement in support of your review request. The review may result in the final mark remaining the same or becoming higher or lower than the original mark.

The Deputy Principal will decide whether there is sufficient evidence to change the original assessment mark.

I wish to have the Deputy Principal consider my review request in the following course:

Course Name	Course Number

Continued next page.../2

Page 2 Student Appeal Form (continued)

Student Statement in Support of Appeal:

You need to detail how you have completed all and/or assessment task requirements.

My review request is based on the following grounds:

(Additional pages may be stapled if more space is needed.)

The Deputy Principal will advise you of the outcome of the School Review of your request within one week. If the Deputy Principal declines your appeal you may ask to have the matter reviewed by the Principal. The Principal will notify you of the outcome of your appeal. The Principal’s decision is final.

Student’s Signature: _____ **Date:** _____

Parent/Caregiver’s Signature: _____ **Date:** _____
(If student is under 18 years of age)



Gosford High School

Appendix 4: MEDICAL CERTIFICATE

(The school requires a student to notify their doctor that they are using this medical certificate to claim illness or misadventure for a scheduled assessment task)

Doctor's Name/Stamp: _____ **Date:** _____

Address: _____

I, _____ a legally qualified medical practitioner certify that on the above date, I examined _____ (patient's name).

The patient is suffering from

(Diagnosis provided with patient's consent where possible)

Is suffering from a medical condition of a confidential nature

In my opinion this condition will affect the completion of the following: (please tick)

	In minor way	Moderately	Severely
CLASS ATTENDANCE			
WRITTEN ASSIGNMENTS			
PRACTICAL ASSIGNMENTS			
PRIVATE STUDY			

For the period: _____ to _____

EXAMINATIONS: I certify that the student is medically unfit to sit for examination/s on:

OTHER REMARKS: _____

.....
Signature of medical practitioner



Appendix 5: SAMPLE COPY OF STAGE 5 OFFICIAL WARNING LETTER

Gosford High School

Racecourse Rd

Gosford NSW 2250

Ph: 02 43252048

Fax: 02 43233175

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

Mr & Mrs Smith
1 First St
Sydney NSW 2000

Dear Mr and Mrs Smith

OFFICIAL WARNING – Non-completion of a RoSA Course

This letter is to advise that your son, Eric Smith, is in danger of not meeting the requirements for satisfactory completion of the Year 9 course in English.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the 1st official warning we have issued notifying you that Eric is at risk of not completing the above course.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied him/herself 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 requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. 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 RoSA Certificate.

Eric is not currently meeting one or more of these requirements. In particular, he has not applied himself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Opportunity to correct the problem

The following tasks or requirements need to be completed by Eric to correct the problem.

Task or course requirement	Percentage weighting	Original due date	Action required by student	Date for completion
IRP	15%	31/07/2019	Resubmit	31/08/2019

Action by parent/guardian

To support Eric in meeting the course requirements, we request that you discuss this matter with him, and encourage and support him to carry out the required actions. If you have any questions about this matter, please contact Ms J Thomas.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Mr R Graham
Class Teacher

Ms J Thomas
Head Teacher

Ms W Clarke
Principal

Acknowledgement of Official Warning

Please return to the school office

I have received the letter dated Wednesday, 1st August 2020 advising me that Eric is in danger of not meeting the course completion requirements for English, and am aware that this is the 1st official warning.

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the RoSA Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____