



Year 9 Assessment Booklet 2025

Queanbeyan High School

Eligibility requirements for the stage 5 RoSA

The Record of School Achievement (RoSA) is available to eligible students who leave school before completing the HSC. Students must satisfactorily complete each of these mandatory curriculum courses to be eligible for the award of the RoSA at the end of Stage 5.

- a. 400 hours of English to be studied substantially throughout each of Years 7–10, and
- b. 400 hours of Mathematics to be studied substantially throughout each of Years 7–10, and
- c. 400 hours of Science to be studied substantially throughout each of Years 7–10, and
- d. 400 hours of HSIE:
 - i. 100 hours of mandatory History throughout Years 7–8, and Years 9–10,
 - ii. 100 hours of mandatory Geography throughout Years 7–8, and Years 9–10, and
- e. 300 hours of PDHPE to be studied substantially throughout each of Years 7–10, and
- f. 200 hours of Technology Mandatory in Years 7–8, and
- g. 100 hours of Visual Arts in Years 7–8 to be taught as coherent units of study, and
- h. 100 hours of Music in Years 7–8 to be taught as coherent units of study, and
- i. 100 hours of a Language other than English over one continuous 12-month period between Years 7–10, preferably in Year 7 or Year 8. Stage 4 outcomes and content must be covered.

Life Skills Courses

Students accessing Life Skills outcomes and content can satisfy the mandatory curriculum requirements by satisfactorily completing courses based on Life Skills outcomes and content.

Criteria for satisfactory completion of a course

1. A student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:
 - a. followed the course developed or endorsed by NESAs; 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.

Attendance

NESA does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious, and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

Where a student's attendance pattern may jeopardise the satisfactory completion of a mandatory and/or Stage 5 course, the reason for absence and its likely effect on the student's course progress should be established. To do this, the school will consider:

- a. the nature and duration of the absence;
- b. the standing of the student within the course at the time of the absence;
- c. the student's prior pattern of attendance, application, and achievement; and
- d. the ability and commitment of the student to compensate for the classroom experiences missed.

Absence through Illness and/or Physical Injury

1. In the case of prolonged or recurring illness or injury, a medical certificate will be accepted as satisfactory evidence of legitimate absence.
2. In many instances, school work may be undertaken while at home or in hospital. In this way, the principal may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.
3. A student affected by long-term illness may elect to accumulate the Record of School Achievement. The student will then be graded with the cohort of students with whom he or she completes each course.

Absence without satisfactory explanation

Any unsatisfactorily explained absence, or series of unexplained absences, if the length or pattern is extensive, may result in a course(s) not being satisfactorily completed. Parents will be sent warning letters to indicate how the absence may result in non-completion of course requirements. Warning letters will also set out the steps necessary for the student to satisfactorily complete the course(s).

Absence prior to the final date for Year 10

It is a requirement for the award of the Record of School Achievement that students attend until the final day of Year 10 as determined by the NSW Department of Education. This requirement ensures that students are meeting the indicative hours of study as specified by NESA are met.

Completion of school-based assessment tasks

It is expected that students attempt all assessment tasks set.

All Board Developed Courses (except Life Skills courses) have an assessment program that appears in this booklet. Students are expected to follow the assessment program for each of their courses. This assessment program will provide the basis for the final grade submitted to NESA.

A student who does not comply with the assessment requirements and receives a non-completion determination in a course will not have a grade awarded for that course.

Students are also reminded of NESA's requirement that they need to have "applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school". Submitting assessments but failing to engage with classwork does not meet this requirement. Class tasks form the basis of "sustained effort" and provide teachers with further evidence on which to base final grades.

Adjustments for school-based assessment tasks

Through collaborative curriculum planning, teachers must determine, and implement, reasonable adjustments for a student with disability for school-based assessment tasks. Adjustments are actions taken that enable a student with disability to access syllabus outcomes and content on the same basis as their peers.

Students seeking disability provisions liaise with the Learning and Support faculty to discuss:

- a) Developing a Personalised Learning and Support Plan (PLaSP) that features adjustments for assessment tasks.
- b) Updating an existing PLaSP so that it features adjustments for assessment tasks.

Common Grade Scale

Students will receive grades on their school reports as well as on their Stage 5 RoSA. Grades are based on the common grade scale.

The Common Grade Scale describes performance at each of five grade levels.

A

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

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

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

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

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.

‘N’ determinations processes for non-completion of course requirements

‘N’ determination is the decision made by the principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course.

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the ‘N’ determination.

For students who have received an ‘N’ determination the school will also submit a grade that reflects the student’s actual achievement in the course so that, if the student appeals successfully to NESAs, the grade can be reinstated.

Where the ‘N’ determination is applied in a Stage 5 mandatory curriculum requirement and/or a mandatory course, it will be reported on the Transcript of Study and the Student eRecord as ‘Not Completed’.

Where the ‘N’ determination is applied in additional studies (electives) the course will not be listed on a student’s Record of School Achievement or Transcript of Study.

‘N’ warnings of non-completion of course requirements

If at any time it appears that a student is at risk of receiving an ‘N’ determination (non-completion of course requirements) in any course, the principal must:

- a. advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an ‘N’ determination;
- b. advise the parent or guardian in writing (if the student is under the age of 18);
- c. request from the student/parent/guardian a written acknowledgement of the warning;
- d. issue at least one follow-up warning letter if the first letter is not effective; and
- e. retain copies of all relevant documents.

Review of N determinations

A student seeking a review of an 'N' determination must apply to the principal.

The principal will appoint a panel to review N determinations. The panel will consist of:

- 2 head teachers, not responsible for the course being N determined
- A deputy principal
- The year advisor

The following details should be examined by the panel where appropriate:

- the student's level of involvement in classwork
- the proportion of the course that was deemed unsatisfactory in warning letters (eg incomplete task was worth 30%)
- the proportion of assignments, homework, etc, completed in each course
- measures taken to improve the student's involvement and whether the student's application improved after warnings or counselling
- the existence of any personal or family problems that have affected the student's studies
- evidence of warning(s).

If the appeal is declined, the student may appeal to NESAs. NESAs' review will focus on whether the school review properly and correctly considered the matters before it. NESAs will advise students and principals of the outcome of any appeal.

A student who is given an 'N' determination in an additional course in Stage 5 retains eligibility for the Record of School Achievement provided that all other requirements are met.

Malpractice

Malpractice is any attempt to gain an unfair advantage over other students.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESAs treat allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies, such as Chat GTP or Google Translate

Managing malpractice

To support students to avoid engaging in malpractice the school will:

- provide advice to students on what constitutes malpractice and how to avoid it
- thoroughly brief all students in relation to the requirements, nature and expectations for completing each task, including assessment conditions and required materials for in-class tasks
- allocate class time to planning and drafting an initial response to the task, where possible

In addition, class teachers may use the following strategies:

- ask students to maintain a log book, process diary or journal to show how a response, project, or work was developed
- ask students to submit a draft of the task or section for monitoring at critical points in its development
- have students submit their original drafts in addition to their final work
- require students to reference their work

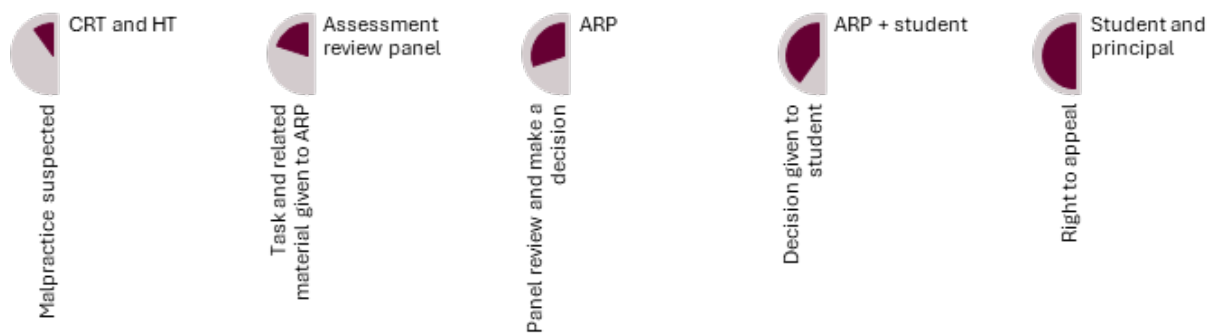
Responding to malpractice

Malpractice will be determined by an Assessment Review Panel (ARP). The panel will consist of the following:

- 2 head teachers from faculties outside of the task area
- A deputy principal

The ARP's decision will be based on:

1. The nature of the assessment task
2. The processes used in administering the task
3. Classroom teacher statement
4. Student statement



5. Any other relevant material

In cases where malpractice has been determined the student has the option to appeal this decision with the principal.

All proven cases of malpractice will result in a zero mark for the task.

Illness and Misadventure

Absence from Assessment tasks

Students who are absent from any task are required to have a medical certificate (or approved misadventure) indicating their inability to complete the assessment task.

Where a student is inconvenienced due to misadventure the school should be notified as early as possible to organise alternate arrangements.

Students are required to submit their illness/misadventure application to the head teacher of the faculty area on the day when they are next at school (do not wait until you have a lesson). Head teachers will present applications to the principal (or deputy principal if the principal is not available).

Substituting assessment tasks

If a student has an upheld illness/misadventure application, students must be provided with an opportunity to attempt the assessment task by either:

- receiving an extension of time to complete the original assessment task or
- completing a substitute assessment task.

In exceptional circumstances where a student cannot complete the assessment task, an estimate based on completed comparable assessment tasks may be given. The estimate must be generated using comparable outcomes, be approved by the principal and be in line with the school's policies and procedures for school-based assessment.

Extensions

Students seeking an extension must apply in writing no less than 5 school days prior to the task being due using the Misadventure Form. Individual cases will be considered by the class teacher, head teacher and the principal before a final decision is made. It cannot be assumed that extensions are granted automatically.

Technological Failure

Computer/printer failure is not an automatic reason for inability to complete tasks on the due date. It is the student's responsibility to back up any work in progress and keep a hard copy of the task.

Extensions will only be considered if students can provide proof of work completed and can outline the direction of their work to the teacher.

Administration of tasks

Notification of tasks

In addition to the schedule of dates for assessment tasks, students will receive formal notification for each task, including examination tasks. This notification will include:

- components and weightings, as per the assessment schedule, and
- syllabus outcomes assessed, and
- type of the assessment task, and
- scheduled date and time for attempting or submitting the task, and
- marking criteria (where appropriate)

For a formal assessment task with more than one part, the task notification must detail the requirements for each part, including that all parts are to be submitted and/or completed together.

Students absent from school when assessment notifications are given out

On the day of notification, the class teacher asks students who are present to initial the assessment task register and records absent students. Teachers will put electronic copies of notifications into either their Google classroom or email them to students on the same day. Absent students will sign for their tasks on the next available day.

It is the obligation of the student to ask their teacher about missed work and/or check Google classroom and email.

The submission of tasks

Tasks are to be submitted to teacher by midnight on the due date. Student will initial the sign on sheet to record the submission of their task. This is required even if submission is done electronically.

Teacher absence on the day of a task

In the case of students submitting work, if a teacher is absent on the due date the head teacher or delegate will collect the assessment task on the due date. If the head teacher is also absent, they should notify the deputy principal who will collect the task.

If a teacher is absent on the day a written, oral or performance task is to be administered the head teacher will reschedule the task or provide an alternate supervisor, with all students being appropriately informed.

Students who hand in work late

Students are still required to complete the assessment task to be eligible to gain the award of stage 5 RoSA.

Invalid and Unreliable Tasks

In rare circumstances a task might not adequately discriminate between students (in such a case everyone gets the same, or a very similar, mark).

Sometimes a task might become invalid due to problems associated with its administration (such as significant disruptions).

An assessment task may be deemed to be invalid (or unreliable) if it:

- does not provide a reasonable spread of marks
- fails to discriminate between students of higher and lower ability
- can be demonstrated that all or part of the task was conducted in a manner that has prejudiced or disadvantaged one or more students
- is of a practical nature and produces data or results that are considered to be significantly different to those expected.

If a teacher suspects that a task may be invalid, they will raise the issue with their head teacher. The head teacher and a deputy principal will examine the data concerning the task and decide as to its validity.

Sufficient notice will be provided for any additional tasks and, if necessary, weightings will be adjusted accordingly.

Appeal processes

Appealing assessment task results

Assessment results should be returned to students within a reasonable time frame, normally within two weeks.

Results should include a grade as well as written feedback on where the student can improve.

Students may appeal assessment tasks on two grounds – the processes used in the assessment, or the grade awarded for the assessment.

Processes

If a student feels that any of the processes listed in this booklet were not followed by a teacher, they have the right to make an appeal.

Grade

If the grade and rank for a task is not what a student expected, then they may approach the relevant teacher for a re-assessment within five (5) full school days after results have been received.

If illness has affected performance during the task, students must inform the relevant head teacher immediately and complete an illness/ misadventure form. Illness/misadventure cannot be used as the basis for an appeal of results.

If a student wishes to appeal a result, they complete the Assessment Appeal form and submit it to the relevant head teacher within two (2) days of receiving results. The head teacher will refer the appeal to the principal who will organise an Assessment Review Panel (ARP) to examine the appeal.

If the panel feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re-assessment of other students.

Term Planners

Term 1	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	Industrial Technology – Timber Advanced Maths Standard Maths
Week 8	Elective History Geography Visual Art
Week 9	Commerce Food Technology
Week 10	Life Skills outcomes updated
Week 11	Dance English

Term 2	
Week 1	
Week 2	International Studies
Week 3	Geography Industrial Technology – Timber iSTEM PDHPE
Week 4	PASS
Week 5	Agriculture Child Studies Advanced Maths Standard Maths Science Visual Arts
Week 6	Commerce Industrial Technology – Metal
Week 7	Elective History Industrial Technology – Timber
Week 8	Food Technology Marine Studies
Week 9	
Week 10	Dance Life Skills outcomes updated

Term 3	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	Industrial Technology – Metal
Week 6	Commerce Industrial Technology – Timber Advanced Maths Standard Maths Visual Art
Week 7	Elective History History International Studies
Week 8	Food Technology iSTEM Marine Studies Science
Week 9	Agriculture English
Week 10	Dance Life Skills outcomes updated

Term 4	
Week 1	
Week 2	English History PDHPE
Week 3	Marine Studies
Week 4	Food Technology Standard Maths
Week 5	Science Visual Art
Week 6	Agriculture Advanced Maths
Week 7	Industrial Technology – Metal Industrial Technology – Timber iSTEM
Week 8	International Studies
Week 9	
Week 10	

Mandatory Courses

N determination in any of the mandatory courses will make a student ineligible for the Year 10 RoSA and this will impact their ability to move forward into the preliminary course the following year.

The mandatory stage 5 courses are:

- English
- Geography
- History
- Mathematics
- PDHPE
- Science

English

	Task 1	Task 2	Task 3
Outcomes assessed	EN5-URA-01, EN5-ECB-01	EN5-RVL-01, EN5-URC-01, EN5-ECA-01	EN5-RVL-01, EN5-URA-01, EN4-URB-01
Task weighting	30%	30%	40%
Due date	Term 1, Week 11	Term 3, Week 9	Term 4, Week 2
Task type	Life Writing Task	Analytical	Imaginative

Syllabus outcomes

A student:

EN5-URA-01

analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

EN5-URB-01

evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-URC-01

investigates and explains ways of valuing texts and the relationships between them

EN5-ECA-01

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

EN5-ECB-01

uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

EN5-RVL-01

uses a range of personal, creative and critical strategies to interpret complex texts

Geography

	Task 1	Task 2
Outcomes assessed	GE5-2 GE5-2 GE5-5 GE5-7	GE5-1 GE5-2 GE5-6
Task weighting	50%	50%
Due date	Term 1 Week 8	Term 2 Week 3
Task type	Research action plan	Skills Test

Outcomes

A student:

GE5-1 explains the diverse features and characteristics of a range of places and environments

GE5-2 explains processes and influences that form and transform places and environments

GE5-3 analyses the effect of interactions and connections between people, places and environments

GE5-4 accounts for perspectives of people and organisations on a range of geographical issues

GE5-5 assesses management strategies for places and environments for their sustainability

GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

History

	Task 1	Task 2
Outcomes assessed	HT5-1 HT5-3 HT5-7	HT5-2 HT5-8 HT5-9
Task weighting	50%	50%
Due date	Term 3 Week 7	Term 4 Week 2
Task type	Investigative essay	Source analysis

Outcomes

A student:

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia

HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Mathematics – Advanced Path

	Task 1	Task 2	Task 3	Task 4
Outcomes assessed	MAO-WM-01 MA5-ARE-C-01 MA5-VOL-C-01	MAO-WM-01 MA5-ALG-C-01 MA5-ALG-P-01	MAO-WM-01 MA5-TRG-C-01 MA5-TRG-C-02	MAO-WM-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-RAT-P-01 MA5-RAT-P-02
Task weighting	25%	25%	25%	25%
Due date	Term 1 Week 7	Term 2 Week 5	Term 3 Week 6	Term 4 Week 6
Task type	Investigation	Topic Test	Topic Test	Topic Test

Mathematics – Standard Path

	Task 1	Task 2	Task 3	Task 4
Outcomes assessed	MAO-WM-01 MA5-ARE-C-01 MA5-VOL-C-01	MAO-WM-01 MA5-ALG-C-01 MA5-IND-C-01	MAO-WM-01 MA5-TRG-C-01 MA5-TRG-C-02	MAO-WM-01 MA5-LIN-C-01
Task weighting	25%	25%	25%	25%
Due date	Term 1 Week 7	Term 2 Week 5	Term 3 Week 6	Term 4 Week 4
Task type	Investigation	Topic Test	Topic Test	Topic Test

Outcomes

A student:

MAO-WM-01 Working mathematically

develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

MA5-FIN-C-01

solves financial problems involving simple interest, earning money and spending money

MA5-FIN-C-01

solves financial problems involving simple interest, earning money and spending money

MA5-FIN-C-02

solves financial problems involving compound interest and depreciation

MA5-ALG-C-01

simplifies algebraic fractions with numerical denominators and expands algebraic expressions

MA5-ALG-P-01

simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (*Path: Adv*)

MA5-ALG-P-02

selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (*Path: Adv*)

MA5-IND-C-01

simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5-IND-P-01

applies the index laws to operate with algebraic expressions involving negative-integer indices (*Path: Adv*)

MA5-IND-P-02

describes and performs operations with surds and fractional indices (*Path: Adv*)

MA5-EQU-C-01

solves linear equations of up to 3 steps, limited to one algebraic fraction

MA5-EQU-P-01

solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ (*Path: Adv*)

MA5-EQU-P-02

solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (*Path: Adv*)

MA5-LIN-C-01

determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools

MA5-LIN-C-02

graphs and interprets linear relationships using the gradient/slope-intercept form

MA5-LIN-P-01

describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (*Path: Adv*)

MA5-NLI-C-01

identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts

MA5-NLI-C-02

identifies and compares features of parabolas and exponential curves in various contexts

MA5-NLI-P-01

interprets and compares non-linear relationships and their transformations, both algebraically and graphically (*Path: Adv*)

MA5-MAG-C-01

solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

MA5-TRG-C-01

applies trigonometric ratios to solve right-angled triangle problems

MA5-TRG-C-02

applies trigonometry to solve problems, including bearings and angles of elevation and depression

MA5-TRG-P-01

applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (*Path: Stn, Adv*)

MA5-TRG-P-02

establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (*Path: Adv*)

MA5-ARE-C-01

solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids

MA5-ARE-P-01

applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (*Path: Stn, Adv*)

MA5-VOL-C-01

solves problems involving the volume of composite solids consisting of right prisms and cylinders

MA5-VOL-P-01

applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (*Path: Stn, Adv*)

MA5-GEO-C-01

identifies and applies the properties of similar figures and scale drawings to solve problems

MA5-GEO-P-01

establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (*Path: Ext*)

MA5-GEO-P-02

constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (*Path: Ext*)

MA5-DAT-C-01

compares and analyses datasets using summary statistics and graphical representations

MA5-DAT-C-02

displays and interprets datasets involving bivariate data

MA5-DAT-P-01

plans, conducts and reviews a statistical inquiry into a question of interest (*Path: Stn, Adv*)

MA5-PRO-C-01

solves problems involving probabilities in multistage chance experiments and simulations

MA5-PRO-P-01

solves problems involving Venn diagrams, 2-way tables and conditional probability (*Path: Adv*)

MA5-RAT-P-01

identifies and solves problems involving direct and inverse variation and their graphical representations (*Path: Stn, Adv*)

MA5-RAT-P-02

analyses and constructs graphs relating to rates of change (*Path: Stn, Adv*)

MA5-POL-P-01

defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (*Path: Adv, Ext*)

MA5-LOG-P-01

establishes and applies the laws of logarithms to solve problems (*Path: Adv*)

MA5-FNC-P-01

uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (*Path: Adv*)

MA5-CIR-P-01

applies deductive reasoning to prove circle theorems and solve related problems (*Path: Ext*)

MA5-NET-P-01

solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (*Path: Str*)

PDHPE

	Task 1	Task 2	Task 3
Outcomes assessed	PD5.1, 5.6	PD5.3, 5.5, 5.9	PD5.4, 5.5, 5.11
Task weighting	25%	30%	45%
Due date	Week 3 Term 2	Week 2 Term 4	
Task type	Safe Planning	Yearly Exam	Yearly Practical

Outcomes

A student:

PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges

PD5-2 researches and appraises the effectiveness of health information and support services available in the community

PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

PD5-9 assesses and applies self-management skills to effectively manage complex situations

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

Science

	Task 1	Task 2	Task 3
Outcomes assessed	SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-WS4, SC5-WS5, SC5-WS6, SC5-WS7, SC5-WS9	All
Task weighting	40%	30%	30%
Due date	Week 5 Term 2	Week 8 Term 3	Week 5 Term 4
Task type	Corrosion Practical Assessment	4 Options SRP	Yearly Exam

Outcomes

A student:

SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

SC5-4WS develops questions or hypotheses to be investigated scientifically

SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively

SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion

SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

SC5-14LW analyses interactions between components and processes within biological systems

SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Elective Courses

N determination in any of the elective courses will not make a student ineligible for the Year 10 RoSA however these courses will not appear on the RoSA transcript.

100-hour courses successfully completed in year 9 will also receive a RoSA grade.

Elective courses that receive grades are:

- Agricultural Technology 200 hours
- Child Studies 100 hours
- Child Studies 200 hours
- Commerce 100 hours
- Commerce 200 hours
- Dance 100 hours
- Dance 200 hours
- Food Technology 100 hours
- Food Technology 200 hours
- History Elective 100 hours
- Industrial Technology (Metal) 100 hours
- Industrial Technology (Metal) 200 hours
- Industrial Technology (Timber) 100 hours
- Industrial Technology (Timber) 200 hours
- Marine and Aquaculture Technology 100 hours
- Marine and Aquaculture Technology 200 hours
- Physical Activity and Sports Studies 100 hours
- Physical Activity and Sports Studies 200 hours
- Visual Arts 100 hours

Agriculture

	Task 1	Task 2	Task 3
Outcomes assessed	AG5-1, AG5-2, AG5-3, AG5-4, AG5-13, AG5-14	AG5-6, AG5-7, AG5-8, AG5-9, AG5-10, AG5- 12, AG5-13, AG5-14	All
Task weighting	30	40	30
Due date	Week 5 Term 2	Week 9 Term 3	Week 6 Term 4
Task type	Research task	Research task	Topic Test

Syllabus Outcomes

AG5-1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets

AG5-2 explains the interactions within and between agricultural enterprises and systems

AG5-3 explains the interactions within and between the agricultural sector and Australia's economy, culture and society

AG5-4 investigates and implements responsible production systems for plant and animal enterprises

AG5-5 investigates and applies responsible marketing principles and processes

AG5-6 explains and evaluates the impact of management decisions on plant production enterprises

AG5-7 explains and evaluates the impact of management decisions on animal production enterprises

AG5-8 evaluates the impact of past and current agricultural practices on agricultural sustainability

AG5-9 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics

AG5-10 implements and justifies the application of animal welfare guidelines to agricultural practices

AG5-11 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts

AG5-12 collects and analyses agricultural data and communicates results using a range of technologies

AG5-13 applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery

AG5-14 demonstrates plant and/or animal management practices safely and in collaboration with others

Child Studies

	Task 1	Task 2	Task 3
Outcomes assessed	CS5-1, 2, 3, 5, 8, 9, 11 & 12	CS5- 4, 8, 10, 11 & 12	CS5-2, 6, 7, 9, 11
Task weighting	45%	30%	25%
Due date	Term 2 Week 4	Term 3 Week 5	Term 4 Week 3
Task type	Cultural Picture Book	Case Study	Exam

Stage 5 outcomes

A student:

CS5-1 identifies the characteristics of a child at each stage of growth and development

CS5-2 describes the factors that affect the health and wellbeing of the child

CS5-3 analyses the evolution of childhood experiences and parenting roles over time

CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment

CS5-5 evaluates strategies that promote the growth and development of children

CS5-6 describes a range of parenting practices for optimal growth and development

CS5-7 discusses the importance of positive relationships for the growth and development of children

CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families

CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts

CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development

CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Commerce

	Task 1	Task 2	Task 3
Outcomes assessed	COM5-1, 5-2, 5-4, 5-5, 5-8	COM5-4, 5-6, 5-7, 5-8, 5-9	COM5-1, 5-2, 5-3, 5-4, 5-5, 5-8
Task weighting	35%	35%	30%
Week 9 Term	Week 9 Term 1	Week 6 Term 2	Week 6 Term 3
Task type	Consumer and Financial Decisions Test	Travel Presentation	Promoting & Selling Test

COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

COM5-3 examines the role of law in society

COM5-4 analyses key factors affecting decisions

COM5-5 evaluates options for solving problems and issues

COM5-6 develops and implements plans designed to achieve goals

COM5-7 researches and assesses information using a variety of sources

COM5-8 explains information using a variety of forms

COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes

Dance

	Task 1	Task 2	Task 3
Task Weighting			
Week Due	T1 W11	T2 W10	T3 W10
Task Type			
Outcomes Assessed	5.1.1, 5.1.3	5.1.2, 5.2.1, 5.2.2	5.1.3, 5.2.2, 5.3.2

Syllabus Outcomes

5.1.1 Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances

5.1.2 Demonstrates enhanced dance technique by manipulating aspects of the elements of dance

5.1.3 Demonstrates an understanding and application of aspects of performance quality and interpretation through performance

5.2.1 Explores the elements of dance as the basis of the communication of ideas

5.2.2 Composes and structures dance movement that communicates an idea

5.3.1 Describes and analyses dance as the communication of ideas within a context

5.3.2 Identifies and analyses the link between their performances and compositions and dance works of art

5.3.3 Applies understandings and experiences drawn from their own work and dance works of art

Food Technology

	Task 1	Task 2	Task 3	Task 4
Outcomes assessed	FT5-6, FT5-7, FT5-8, FT5-13	FT5-4, FT5-11, FT5-13	FT5-1, FT5-5, FT5-7, FT5-10	FT5-2, FT5-3, FT5-7, FT5-12, FT5-9
Task weighting	15%	30%	25%	30%
Due date	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8	Term 4 Week 5
Task type	Research	Practical, online quiz	Research	Practical, online quiz

Course Outcomes

FT5-1 Demonstrates hygienic handling of food to ensure a safe and appealing product.

FT5-2 Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food.

FT5-3 Describes the physical and chemical properties of a variety of foods.

FT5-4 Accounts for changes to the properties of food which occur during food processing, preparation and storage.

FT5-5 Applies appropriate methods of food processing, preparation and storage.

FT5-6 Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities.

FT5-7 Justifies food choices by analysing the factors that influence eating habits.

FT5-8 Collects, evaluates and applies information from a variety of sources.

FT5-9 Communicates ideas and information using a range of media and appropriate terminology.

FT5-10 Selects and employs appropriate techniques and equipment for a variety of food-specific purposes.

FT5-11 Plans, prepares, presents and evaluates food solutions for specific purposes.

FT5-12 Examines the relationship between food, technology and society.

FT5-13 Evaluates the impact of activities related to food on the individual, society and the environment.

Elective History

	Task 1	Task 2	Task 3
Outcomes assessed	HTE5-1 HTE5-2 HTE5-7 HTE7-8	HTE5-1 HTE5-8 HTE5-9 HTE5-10	HTE5-1 HTE5-4 HTE5-8 HTE5-10
Task weighting	30%	35%	35%
Due date	Week 8 Term 1	Week 7 Term 2	Week 7 Term 3
Task type	Research Task	Presentation	Project-based Learning

Syllabus outcomes:

A student:

HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry

HTE5-2 examines the ways in which historical meanings can be constructed through a range of media

HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation

HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities

HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process

HTE5-7 explains different contexts, perspectives and interpretations of the past

HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences

Industrial Technology Metal

	Task 1	Task 2	Task 3
Outcomes assessed	IND5-1 IND5-2 IND5-3	IND5-5 IND5-9 IND5-10	IND5-1 IND5-3 IND5-5 IND5-7
Task weighting	30%	30%	40%
Due date	Term 2 Week 6	Term 3 Week 5	Term 4 Week 7
Task type	Project	Research	Project

Syllabus Outcomes

IND5-1 Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 Applies design principles in the modification, development and production of projects

IND5-3 Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 Selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 Identifies and participates in collaborative work practices in the learning environment

IND5-7 Applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 Describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Industrial Technology - Timber

	Task 1	Task 2		Task 3	
	Tool Carrier (Carcass)	Wood-turning Lathe		Inlaid Bedside Cabinet	
		Multimedia Presentation	Tool Carrier (Handle)	CAD Model	Prototype
Outcomes assessed	IND5-1 IND5-3 IND5-4 IND5-8	IND5-5 IND5-9 IND5-10	IND5-3 IND5-4 IND5-7	IND5-2 IND5-5 IND5-9 IND5-10	IND5-1 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8
Task weighting	20%	15%	15%	20%	30%
Due date	Term 1 Week 7	Term 2 Week 3	Term 2 Week 7	Term 3 Week 6	Term 4 Week 4
Task type	Design & Production	Research	Design & Production	Design	Development & Evaluation

Course Outcomes

IND5-1 Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 Applies design principles in the modification, development and production of projects

IND5-3 Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 Selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 Identifies and participates in collaborative work practices in the learning environment

IND5-7 Applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 Describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

iSTEM

	Task 1	Task 2	Task 3
Outcomes assessed	ST5-4, ST5-6, ST5-7, ST5-3, ST5-5, ST5-10	ST5-1, ST5-7, ST5-2, ST5-4, ST5-6, ST5-3	ST5-5, ST5-8, ST5-9
Task weighting	30%	40%	30%
Due date	Term 2 Week 3	Term 3 Week 8	Term 4 Week 7
Task type	Research Portfolio	Project	Quiz

Course Outcomes

ST5-1 designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems

ST5-2 demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts

ST5-3 applies engineering design processes to address real-world STEM-based problems

ST5-4 works independently and collaboratively to produce practical solutions to real-world scenarios

ST5-5 analyses a range of contexts and applies STEM principles and processes

ST5-6 selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems

ST5-7 selects and applies project management strategies when developing and evaluating STEM-based design solutions

ST5-8 uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences

ST5-9 collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions

ST5-10 analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment.

International Studies

	Task 1	Task 2	Task 3
Outcomes assessed	IS5-1, IS 5-5, IS5-8, IS5-12	IS5-1, IS5-2, IS5-3, IS 5-4, IS 5-5	IS5-3, IS5-7, IS5-9
Task weighting	30%	35%	35%
Due date	Week 2 Term 2	Week 7 Term 3	Week 7 Term 4
Task type	Cross-Generation Comparison	Travel Portfolio	Research and Presentation

Syllabus outcomes

IS5-1 analyses a variety of definitions of culture

IS5-2 describes characteristics of culture

IS5-3 examines cultural similarities and differences

IS5-4 examines cultural diversity

IS5-5 accounts for the dynamic nature of culture

IS5-6 identifies influences on cultures and their interconnectedness

IS5-7 recognises bias and stereotypes

IS5-8 analyses different contexts, perspectives and interpretations of cultural beliefs and practices

IS5-9 evaluates culturally significant issues, events and scenarios from a variety of perspectives

IS5-10 applies understanding of cultural differences when communicating across cultures

IS5-11 applies strategies to challenge stereotypes

IS5-12 selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures.

Marine and Aquaculture Studies

Component	Task 1	Task 2	Task 3
Task Weighting	20%	30%	30%
Week Due (Yr 9)	Week 8 Term 1	Week 8 Term 2	Week 3 Term 4
Task Type	2 nd Hand Invest	Project	Final Exam
Outcomes Assessed	MAR5- 4, 5, 6	MAR5-7, 8, 9	MAR5- 1, 2, 3, 5, 10, 11, 14

Syllabus Outcomes

MAR5-1 identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships

MAR5-2 identifies, describes and evaluates the social and economic importance of marine ecosystems

MAR5-3 identifies, describes and evaluates the effects humans have had on the marine environment

MAR5-4 explains why aquaculture provides an economically sustainable source of food

MAR5-5 assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment

MAR5-6 evaluates the economic and environmental sustainability of aquacultural pursuits

MAR5-7 identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment

MAR5-8 identifies, describes and evaluates policies for monitoring and conserving the marine environment

MAR5-9 selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings

MAR5-10 demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations

MAR5-11 identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits

MAR5-12 identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment

MAR5-13 collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information

MAR5-14 recalls aspects of the marine environment using relevant conventions, terminology and symbols

PASS

	Task 1	Task 2	Task 3
Outcomes assessed	PASS 5.1,	PASS 5.2, 5.5, 5.8, 5.10	PASS 5.5, 5.6, 5.7, 5.9
Task weighting	30%	30%	40%
Due date	Week 3 Term 2	Week 6 Term 3	
Task type	Body in action project	Fitness time	Practical

PASS5-1 discusses factors that limit and enhance the capacity to move and perform

PASS5-2 analyses the benefits of participation and performance in physical activity and sport

PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport

PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives

PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance

PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport

PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance

PASS5-8 displays management and planning skills to achieve personal and group goals

PASS5-9 performs movement skills with increasing proficiency

PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Visual Art

	Task 1	Task 2	Task 3
Outcomes assessed	5.2, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.9	5.1, 5.3, 5.5, 5.6, 5.7, 5.8, 5.9
Task weighting	35%	30%	35%
Due date	Part A: Term 1 Week 8 Part B: Term 2 Week 5	Term 3 Week 6	Term 4 Week 5
Task type	<i>Artwork, Visual Dairy, Research</i>	Artwork Rationale	<i>Artwork, Visual Diary, Research</i>

Course Outcomes

Artmaking

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks

Critical and Historical

- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meaning

Staff Directory

Issue	Staff member to see	Time frame
Need support to complete classwork	Class teacher	As soon as possible The quicker you let your teacher know you need support the sooner you will get it
Need support for assessment task	Class teacher	As soon as you receive the task Your teacher may be able to assist you OR they can organise an Activate or Elevate session for you
Apply for disability provisions	Head teacher - teaching and learning	See the head teacher at the start of 2025, preferably before assessment tasks are due
Request for an extension	Class teacher	A minimum of 5 days before the due date
Illness/misadventure form	Class teacher	As soon as you return to school
Appeal decision for illness/misadventure	Principal	Within 2 days of receiving notification that your misadventure has not been accepted
Appeal for task	Course head teacher	Within 2 days of receiving your results
Appeal decision for appeal of task	Principal	Within 2 days of receiving notification that your misadventure has not been accepted



Queanbeyan High School
Assessment Appeal Form (Years 10 to 12)

STEP ONE – *student to complete*

Name:	Year:
Course:	Teacher:
Task:	Date Due:

Reason for application:

- the marks awarded with reference to the published marking criteria or rubric.
- the administration of the task A - such as, inequitable processes being applied in the management of a task or student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension.
- the administration of the task B – such as interruption during a class test by another student or teacher
- whether the task conforms to the school’s assessment policy as described in this assessment handbook - such as failing to notify that a task is assessable or not including a notified task in the assessment marks.

Details:

Please outline the evidence that you have to support your appeal:

(Include on a separate piece of paper if you need more room)

Signature of student _____

Date _____

Signature of parent _____

Date _____



Queanbeyan High School
Illness/ Misadventure Form (Years 10 to 12)

Confidential

Students are responsible for the completion of Page One of the Misadventure Form and to ensure that it is handed to the Faculty Head Teacher. It is the student's responsibility to follow up on the outcome of this application.

- If applying for misadventure due to illness or misadventure on the day of an in-class task, this form must be completed and returned to the Faculty Head Teacher on the day when you are next at school
- If applying for misadventure for ongoing reasons which have affected your performance on an assessment task, this form should be submitted to your teacher 5 school days BEFORE the due date.

STEP ONE – student to complete

Name:	Year:
Course:	Teacher:
Task:	Date Due:

Reason for application:

- Illness Accident/ misadventure
- Procedure Special circumstance

Details:

Attach supporting documents such as medical certificates. The signature and endorsement of the Principal, DP or counsellor may be substituted for details in this part.

Medical Certificate from _____ (doctor) **Attach a copy.**

Signature of student _____ **Date** _____

Signature of parent _____ **Date** _____

STEP TWO – Faculty to complete

Class Teacher’s comment:

Head Teacher’s Decision:

<input type="radio"/> Supported
Resolution Agreement: <i>(Tick outcome)</i> <input type="checkbox"/> Extension of time without penalty <input type="checkbox"/> set a substitute task <input type="checkbox"/> Give an estimate based on the evidence <input type="checkbox"/> Modify requirements of current task <input type="checkbox"/> Other: _ New Completion Date: _ <i>(if applicable)</i>

OR

<input type="radio"/> Not Supported
<input type="checkbox"/> Issue N-warning letter (task not submitted), <input type="checkbox"/> Send zero-mark letter (task submitted late), <input type="checkbox"/> Original due date remains (extensions not supported) <input type="checkbox"/> Other: _

Head Teacher Comments:

Signed: _

(Student)

(Head Teacher)

(Principal)

Note: This misadventure form is to be filed in the relevant Monitoring Folder and a copy placed in the students file.

STEP THREE – APPEAL TO PRINCIPAL – Student to complete

A student may appeal the decision in Step 2. Attach reasons for the appeal to this form.

Principal’s Decision	<input type="checkbox"/> Supported <input type="checkbox"/> Not Supported
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Principal Signature: _

Date: _