



# NAROOMA HIGH SCHOOL

## 2025 Year 9 Assessment Policy and Schedules Guide

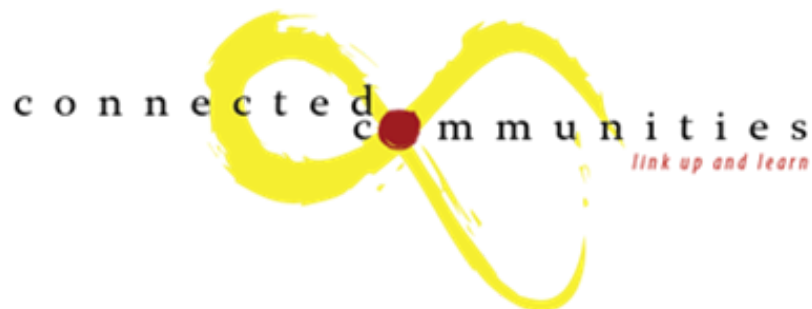


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## Welcome to Year 9 2025

This assessment handbook outlines the Narooma High School Record of School Stage 5 (ROSA) achievement.

It aims to help students by:

- assisting in understanding assessment requirements
- explaining the processes around assessment and how marks are determined
- assisting with information about how to prepare, plan and organise their time so they meet assessment expectations
- explaining the process for requesting illness and misadventure and/or appealing a result
- informing about certain rules they must follow and requirements they must meet
- listing in a simple and standard fashion the assessment tasks in each course, while showing the outcomes, components and weightings for each task.

This booklet should be read in conjunction with NESA assessment policies available online at [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

It is the responsibility of students to read and ensure they understand the contents of this booklet and to share this booklet with parents and carers.

### Staff Contacts

Executive Principal	Tracy Scobie
Deputy Principal	Fiona Saunders Joe Harper
Year Advisor	Mandy Evans
Head Teacher/Mentor	Mandi Fowler
Learning and Support	Donna Grace

Narooma High School – ph: 4476 4377

Assessment tasks are subject to change from year to year.

While the information is correct at the time of printing, in some circumstances, information may change. It is important for students to check the specific notification for each individual task that is handed out by their class teacher.

## KEY TERMS

<b>NESA</b>	<b>NSW Education and Standards Authority</b> NESA organises and conducts the Higher School Certificate Examinations in all NSW schools and are responsible for the awarding of the Higher School Certificate credential.
<b>RoSA</b>	<b>Record of School Achievement</b> The Certification students receive from NESA if they leave school prior to completing the HSC.
<b>Stage</b>	A period of learning, typically of two years duration. Stage 5 refers to Years 9 & 10 and Stage 6 refers to Years 11 & 12
<b>VET</b>	<b>Vocational Education &amp; Training</b>
<b>Useful websites:</b> <a href="https://www.educationstandards.nsw.edu.au/">https://www.educationstandards.nsw.edu.au/</a> <a href="http://www.uac.edu.au">www.uac.edu.au</a>	

### About the RoSA

The RoSA is a cumulative record of achievement that includes a student's record of academic achievement up until the date they leave school. The RoSA was introduced in 2012.

The RoSA records (where applicable):

- completed Stage 5 (Year 10) courses and grades
- completed Preliminary Stage 6 (Year 11) courses and grades
- HSC (Year 12) results
- any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school before the HSC because they can show it to potential employers or places of further learning.

Students who have not met the [HSC minimum standard](#) to receive their HSC, can receive a RoSA.

### Eligibility for a RoSA

To be eligible for a RoSA, students must have:

- completed the mandatory curriculum requirements for Years 7 to 10
- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA
- left the schooling system after completing Year 10 but before completing the HSC

- complied with the requirements from the [Education Act](#).

### **RoSA reporting and grades**

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- the date the student left school (if applicable).

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) satisfactorily completed courses.

### **Grades are:**

- based on student achievement in their assessment work
- submitted to NESAs by the school in Term 4
- monitored by us for fairness and consistency.

### **Attendance**

We don't set minimum attendance for the satisfactory completion of a course. However, a principal may determine that, due to absence, course completion criteria may not be met.

To receive a RoSA, students must attend school until the final day of Year 10. They must also complete the following mandatory Years 7-10 curriculum requirements.

### **Subject requirements**

- English – Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- Mathematics – Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- Science – Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- Human Society and its Environment – Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
- Languages Other than English – 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
- Technological and Applied Studies – Our Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.

- Creative Arts – Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music. We expect that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
- Personal Development, Health and Physical Education – Our mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

### **Life Skills**

Students with intellectual disability can complete the [Life Skills](#) curriculum option. Students who leave school before completing HSC requirements, but who have satisfactorily completed Year 10 via a partial or full Life Skills pathway can receive a RoSA

For every satisfactorily completed Year 10, 11 and/or 12 completed Life Skills course an accompanying Profile of Student Achievement is included with the RoSA to provide students with more details of their achievements from each course.

### **Students who don't qualify for a RoSA**

Students are not eligible for a RoSA if they:

- leave school before finishing Year 10
- leave after Year 10 without meeting RoSA eligibility requirements.

These students will be issued with a Transcript of Study.

The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

### **Satisfactory completion of a Stage 5 course**

Students studying a Stage 5 course must make a genuine attempt to complete the course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.

It is expected that students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the course completion criteria.

A course will not be listed on the RoSA unless both of these conditions are met.

In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

If it is determined that a student has not made a genuine attempt to complete the

course requirements, the principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.

### **Life Skills courses**

Evidence of achievement of outcomes is gathered through ongoing assessment. There is no requirement for formal assessment of Life Skills outcomes.

### **Responsibilities**

#### Responsibilities of the school

The school is required to provide students with the following information:

- An assessment schedule that has been developed for each course, within the guidelines provided by the NESAs, incorporating mandatory assessment components and weightings for that course
- The assessment processes and a student sign off acknowledgement
- Written notification provided to students at fourteen (14) calendar days in advance of the scheduled assessment task

At the completion of each task, students will receive:

- A mark for that task
- Their rank for that task
- The marking criteria and
- Feedback concerning areas for further improvement

In exceptional circumstances, some tasks may be rescheduled or substituted during the year. In such cases, head teachers or class teachers will inform students of the new arrangements and provide an additional sign off.

Where a completed task has been declared void, a new task will be set, and the same requirement of fourteen days notification will be upheld.

#### The responsibilities of the student

To successfully meet assessment requirements, students must:

- Complete each course in which you are enrolled
- Be aware of the assessment schedule and contact your teacher if you do not have the necessary information
- Attend all classes and ensure that missed course work is completed. For the satisfactory completion of a course, NESAs do not mandate an attendance requirement. As a guide; however, student attendance falling below 95% is considered by the Department to place a student at educational risk.

The principal may then determine that, because of absence, the course completion criteria may not be met. Students need to be aware that learning experiences are delivered in class and high absenteeism leads to gaps in this learning.

- Complete all set course work and learning tasks (not just assessment tasks) to achieve course outcomes even when absent from class
- Make a serious attempt at all tasks which are set out in the assessment schedule for each course
- Complete all tasks by 4:00pm on the due date unless otherwise specified in the task notification
- Present work that is your own, in the specified form. A student who is found guilty of malpractice will be given a zero mark for any part of the task that is not their own work the task and an “N Determination” warning will be issued for 100 hour courses in Year 9 and 200 hour courses in Year 10.
- Communicate with teachers regarding any changes in circumstances that may impact on your performance
- Contact the school if you cannot complete an assessment task due to illness or misadventure on the day the task is due. The parent/carer should communicate with the head teacher of the relevant faculty. An “Illness and Misadventure Application” **must** be completed and returned to the Deputy Principal, who will then determine the case. Supporting documentation must be provided in writing, such as a medical certificate for illness, or a satisfactory explanation in the case of misadventure, explaining the inability to do the task. It is not the responsibility of teachers to request an appeal. An “Illness and Misadventure Application” has been included in this document or is available from the deputy principal
- Sit examinations during their scheduled times and follow the rules of conduct for examinations. No exemptions will be given. If a student fails to sit an examination, the illness and misadventure process must be followed
- Approach the relevant head teacher before the due date of the task where an absence is known in advance. Anticipate for known educational or personal activities that may clash with due dates (eg. representative sport, specialist appointments). Students should use the “Appeal for Change of Due Date” form. An alternative date or task cannot be negotiated during examination periods. Failure to negotiate a change of date in advance will result in a zero mark
- Attend the full school day when an assessment task is due
- Complete tasks immediately on return to the course specific class after an absence. In cases where tasks may be assessed over several days (for example, speeches and presentations) and a student is absent, the student must be prepared to present their task on the first day they return to school.

### The responsibilities of the teacher

It is the responsibility of the teacher to:

- Develop an assessment schedule
- Allocate weightings to each of the tasks in accordance with the component weightings and the school’s judgement of the relative importance of each task
- Notify students in writing of the course assessment requirements
- Notify students in writing at least 14 calendar days prior to each task with detailed information (task notifications) about each assessment. This notification will include:
  - The date the task is due
  - A description of the task
  - The weighting of the task
  - The outcomes being assessed, and
  - The criteria on which the task will be marked.



- Notify students and their parents verbally and in writing by issuing a “N Determination” warning letter if they fail to meet course requirements, including assessment requirements
- Ensure that any changes to assessment tasks, including due dates, are communicated to students in writing by providing an updated task notification, and an amended Assessment Schedule.
- Arrange for the completion of assessment tasks or in accordance with the adjustments and accommodations agreed upon in a student’s current Individual Learning Plan
- Ensure that assessment tasks are returned with appropriate feedback within fourteen calendar days of submission to students with a mark / grade, rank and feedback to assist improvement in student performance. This feedback may include:
  - The student’s achievement in relation to the outcomes
  - The student’s position relative to the course group or mark or grade
  - Appropriate and specific feedback about the student’s performance in the task
  - Comment in relation to the marking guidelines, and strategies and suggestions for improvement.

Teachers will also:

- Collate and maintain the assessment marks and related information during the course
- Refer illness & misadventure, appeals and variations to their faculty head teacher, Deputy Principal and/or Executive Principal for determination, under exceptional circumstances
- Under certain circumstances, teachers may find it necessary to vary their Assessment Schedules. If this should occur, students will be informed in writing.

### The responsibilities of head teachers

Periodically, each student’s progress will be monitored by their class teacher, subject head teachers and the Deputy Principal. Students who are in danger of receiving an N-Determination will be interviewed, and parents/guardians will be informed of their child’s status.

### **What happens if a student does not fulfil their responsibilities?**

If a student fails to fulfil their responsibilities, they may receive:

- A zero mark for work that is not their own
- A zero mark for work not submitted by the due date
- A zero mark for a non-serious attempt
- A zero mark for work not granted consideration due to illness/misadventure
- An “N Determination” warning in a particular course if he/she fails to complete tasks which represent in excess of 50% of the possible assessment marks in that course.

## **Non-serious attempts**

Non-serious attempts include:

- Failure to submit an assessment task
- Submitting a frivolous attempt of an assessment task
- Failure to attempt all sections of an exam or assessment task
- Failure to submit, on request, evidence of weekly work completed.

## **Official warning letters**

Where students do not complete components of the course, and do not subsequently provide documented explanation, official warning letters of concern (“N” determination warning letters) will be sent to parents/caregivers outlining the areas of unsatisfactory completion of course requirements, including zero marks being awarded.

The warning letter is designed to give students the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To redeem an official warning letter, the student must comply with the letter’s requirements in full.

Failure to submit assessment items to a reasonable standard will make it impossible for the principal to determine if the student has achieved course outcomes. It may also indicate that a student has not applied themselves with diligence and sustained effort. In the case of failure to submit an assessable item, the principal or their delegate who will follow the “N” Determination process.

## **‘N’ determinations**

If a student receives an ‘N’ determination in a mandatory curriculum requirement course, they won’t be eligible for the RoSA. If they leave school, they will receive a Transcript of Study. Courses that received an ‘N’ determination will not be listed on the transcript.

If a student is given an ‘N’ determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

## **Issues with assessment completion**

**All issues must be dealt with using the appropriate form provided in the appendix.**

The form must be completed and provided to the class teacher and head teacher of the faculty concerned. The forwarding of documents **MUST** occur on the day the student returns to school.

The Deputy Principal and head teacher of the faculty will review your application and the supporting documentation before deciding to uphold or decline each component of your application. An Illness/Misadventure application will be reviewed, including the medical or misadventure evidence. Each incident is treated independently, which is why it is important to have comprehensive evidence. The head teacher is responsible for monitoring these issues with assessments and if a pattern is detected,

then referral to the Deputy Principal and/or executive Principal may be required for further action.

#### Late submission of assessment tasks

Students who are absent from an assessment task or fail to submit an assessment task on the required date or time of day specified will incur no penalty if they have an acceptable reason and submit an illness/misadventure form, along with appropriate documentation, upon their return to school.

In the case of illness, the Illness/Misadventure form found in the appendix is to be completed by a health practitioner where possible, outlining why the student was unable to attend school.

The school must also be contacted to confirm the absence on the day. An acceptable reason includes significant illness, accident or misadventure and must be supported by relevant documentation.

For assessment tasks to be completed wholly, or partly at home, medical certificates or illness/misadventure forms covering only the final days prior to submission will not grant approval of an extension.

If there is no valid reason for failing to complete an assessment task, a zero mark will be recorded for that task.

If tasks are completed or submitted after the due date without an acceptable reason, the task will be graded and used to determine achievement of outcomes. Students must complete all tasks to meet course outcomes.

#### Suspected Malpractice

The investigation of suspected malpractice will be managed by a panel which includes two Deputy Principals and a head teacher from another faculty.

Malpractice is any activity that allows students to gain an unfair advantage over other students. Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable.

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.

AI can also be unreliable and must always be monitored by a human. AI can produce biased and/or toxic content, false information or facts that aren't based on real data or events and false citations. This could compromise the quality of your submissions. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Serious and deliberate acts of malpractice amount to corrupt conduct. This includes:

### Misrepresentation

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. Misrepresentation can include but is not limited to:
  - a. making up journal entries for a project, and/or
  - b. submitting falsified or altered documents, and/or
  - c. referencing incorrect or non-existent sources, and/or
  - d. contriving false explanations to explain work not handed in by the due date.

### Plagiarism

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
2. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
3. Plagiarism includes but is not limited to:
  - a. copying someone else's work in part or in whole, and presenting it as their own, and/or
  - b. 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
  - c. building on the ideas or words of another person without appropriate acknowledgement, and/or
  - d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

### Collusion

1. 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.
2. Collusion includes but is not limited to:
  - a. sharing answers to an assessment with other students, and/or
  - b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
  - c. contract cheating by outsourcing work to a third party, and/or
  - d. unauthorised use of artificial intelligence technologies.

### Breach of assessment conditions

A breach of assessment conditions includes any breach of exam rules and procedures. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

In the case of suspected plagiarism and the use of AI specifically, the class teacher will be asked to provide evidence that all unacknowledged work is entirely the student's own.

Such evidence might include but is not limited to:

- The student providing evidence of and explaining the process of their work, which might include journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas;
- the student answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

If malpractice is concluded to have occurred, the following consequences will apply:

- zero mark for part or all the task;
- a warning letter sent to the student.

If plagiarism is determined by the panel:

- the students grades may be affected.

### **Malpractice flowchart**

<b>1</b>	Class teacher identifies possible malpractice, informs head teacher and makes a Sentral entry (confidential)
<b>2</b>	Class teacher and head teacher meet with student to discuss the appeals process and their options
<b>3</b>	Deputy Principal forms panel consisting of two deputy principals and a head teacher from another faculty
<b>4</b>	The panel interviews: the student the class teacher
<b>5</b>	DP convening the Assessment Review Panel meets with the student and informs them of the outcome of the investigation and communicates with parent/carer
<b>6</b>	If malpractice is found – N Warning is issued and possible entry into NESA malpractice register
<b>7</b>	Student informed they can appeal the decision with the Executive Principal
<b>8</b>	Executive Principal's final decision stands.

### Technology problems

Computer, internet and printer malfunctions are not automatically grounds for misadventure, particularly if the completion and printing of tasks is left until the night before a task is due. However, a misadventure application may be lodged provided that a student is able to show evidence of his/her work. This evidence may be in the form of:

- online evidence of the work in progress in google classroom by the class teacher

- a draft printout of the task
- a handwritten draft version of the task
- an electronic copy of the task given to the teacher, in the case of a printer malfunction.

Students should regularly show their teacher drafts of their work as it progresses so that teachers can verify they have sighted this and seen the work in progress.

Furthermore, students must be able to supply independent evidence of technology problems (for example, a letter from a computer repairer).

An “N Determination” warning and zero mark will be awarded if a student is unable to show evidence of the task in draft form or the teacher has not seen the task in development at all. It is recommended that students keep a back-up copy of tasks in progress.

### **New enrolments**

Special provision will be made for students who enrol in the school after the commencement of the assessment program. These students will not be required to do the tasks they have missed. They will do the tasks that fall due after they have enrolled in the course and be given a ranking based on these tasks provided that the head teacher concludes that the number of tasks done is sufficient to make the ranking valid, that is, the combined weighting of the tasks is greater than 50% of the total assessment mark. If this is not the case, then alternative arrangements will be made.

Students and parents should be aware that it is not valid to include marks gained in one course or with one group of students in the calculation of the assessment mark in another course or with another group of students.

### **Excursions and school events**

Timetabled assessment tasks must take precedence over all other school activities. Students are required to sit the assessment task or submit a hand in task as scheduled. No allowance will be made for students who attend an excursion for another subject instead of fulfilling HSC assessment obligations on the given date unless alternative arrangements have been pre-arranged.

### **Additional Support**

Students who have additional needs should discuss them with the school counsellor/learning support teacher as early as possible so that appropriate documentation can be completed.

## N Warning flow chart

<p><b>Student causing concern</b></p>	<p>In relation to:</p> <ul style="list-style-type: none"> <li>• attendance (3 or more periods missed consecutively)</li> <li>• no evidence of missed work being caught up</li> <li>• homework not being completed</li> <li>• classwork incomplete regularly</li> <li>• truancy from class based on attendance date</li> <li>• not participating in practical based activities that demonstrate the outcome skills and competencies</li> <li>• no evidence of progress towards the completion of assessment task</li> <li>• failing to submit an assessment task</li> </ul>
<p><b>Prior to the issue of an 'N-Warning' letter</b></p>	<ul style="list-style-type: none"> <li>• teacher will interview the student with attendance and engagement issues</li> <li>• teacher will call or email the parents/carers of the student</li> <li>• teacher and student will identify: <ul style="list-style-type: none"> <li>- the issue</li> <li>- what they are required to do to address the issue</li> <li>- the supports that will be offered</li> <li>- the time frame that the student is required to resolve the issue</li> <li>- the actions required to be taken by the teacher should the issue continue or not be resolved</li> </ul> </li> </ul>
<p><b>Should the issue continue or not be resolved</b></p>	<ul style="list-style-type: none"> <li>• an official NESA warning letter will be sent to your parents/carers as notification of the award of zero marks, for non-submission of an assessment task or because of low engagement shown by high absenteeism or lack of diligence and sustained effort to set tasks and experiences</li> <li>• the letter will set out the alternative date for the completion of the task</li> <li>• you must abide by the new deadline and all assessment requirements continue to apply in respect of the failure to complete task by the new due date will result in a second letter and risk of an N-determination</li> </ul>

## School based assessment task appeals procedure

If a student:

- has concerns with the result of an assessment task, they must appeal within 48 hours of a task being returned
- has concerns that correct processes were not followed they must appeal within 48 hours of a task being issued or submitted

The appeal should be made verbally to the class teacher initially and then in writing to the head teacher if the outcome is unsatisfactory. The Deputy Principal will convene a panel consisting of a head teacher from another faculty, and another Deputy Principal to investigate and determine the appropriate course of action which may include an alternative task, an adjustment of marks, or other appropriate means of addressing the issue. The appeal over marks allocated must be resolved within two weeks of the task being returned.

### Life Skills

Life Skills courses have been developed by NESAs to extend the stage 5 curriculum to meet the special educational needs of students. This is in recognition of the principle that the post compulsory years of schooling should cater for all students who choose to participate.

To meet this commitment, NESAs have developed Life Skills courses for Stage 5 in each broad area of learning. These courses have NESAs developed status and can be used along with other NESAs developed courses to meet requirements for the award of the Higher School Certificate.

An additional learning plan will be developed collaboratively with the student, teacher and a representative from the learning and support team to select the outcomes, content and appropriate assessment of the course that will be covered, specific to that student's learning needs.

*Students studying a Life Skills pattern of study are also subject to N-Award warnings and determinations.*



## Formatting a Bibliography

A bibliography is a list of resources used in preparing a piece of work. When writing up a piece of work you will need to cite (quote) the bibliographical references of all the resources you have used. For the purpose of this task, bibliographical references need to be cited in an alphabetical list at the end of the work.

### Web site

Author's surname, initials. (Year). Title. (*use italics*) [Internet]. Place of publication (city or town): Publisher (if ascertainable). Available at: URL [accessed date].

Holland, M. (1996). *Harvard System*. [Internet]. Poole: Bournemouth University.

Available at: <http://www.bournemouth.ac.uk/service-depts/lis/LIS-Pub/harvardsys.html> [accessed 6 May 2001].

E-mail references

Langford, L (1998). Information Literacy (online). Available at:

[emaillangford@csu.edu.au](mailto:emaillangford@csu.edu.au)

### Documents

Sickles, Dan. (1864) "Historicus's Version in *Selected Reports From the Official Records* (online). Available at <http://www.arthes.com:1030/Oct.23> 1996

### Books

Author's surname, initials. (Year). Title of Book (*use italics*). Place of publication (city or town): Publisher.

Dixon, J. (1993). *How to be a successful student*. Ringwood: Penguin Books.

### Books (edited)

Editor's surname, initials. (ed.) (Year). *Title of Book*. Place of publication: Publisher.

Morgan, J. (ed.) (1993). *How to be a successful author*. Ringwood: Penguin Books.

### Reference Books

*Title of book*. (Year). Place of publication: Publisher.

*The Cambridge Encyclopaedia of Human Evolution*. (1992). Cambridge: Cambridge Uni. Press.

### Journal Articles

Author's surname, initials. (Year). Title of article. Title of journal (*use italics*) Volume, number, month/season, page numbers of article.

Burns, S. (1989). There's more than one way to learn. *Australian Wellbeing* No 33, Oct, pp. 42-44.

### Newspaper articles

Author's surname, initials. (Year). Title of article. Title of newspaper (*use italics*). Date of publication, page numbers of article.

Popham, B. (1997). Saving the Future. *Weekend Australian*. 7 February, p.10.

### Interviews

Surname of interviewee, First initial. Kind of interview. Date of interview.

Archer, N. Telephone interview. 11 October, 1999.

### Videos

Series title. Series number. Title (*use italics*). (Year). Place of publication: Publisher. Date of transmission, [Medium: Format].

Fragile Earth. 5. *South American Wetland*. (1982). London: BBC. 17 October, [video: VHS]

### **Annotated Bibliography**

An annotated bibliography is simply an organised list of sources, each of which is followed by a brief note or annotation. These annotations do one or more of the following: describe the content and focus of the resource; suggest the usefulness of the resource to your research; evaluate its method, conclusions or reliability; record your reactions to the resource.

## **NAROOMA HIGH SCHOOL – FAQs**

### **1. Are non-assessable tasks important?**

- Yes! You must satisfy all the requirements of a syllabus – this includes all in-class and homework tasks set by your teachers, which is evidence of meeting outcomes.
- Failure to complete non-assessable tasks may mean that the NESA requirements for completing a Stage 5 course are not satisfied.

### **2. How will assessment marks be compiled?**

- Each Faculty, using NESA guidelines, has developed procedures for compiling an assessment mark by the end of each course.
- Assessment schedules for each subject specify the nature of each task, the outcomes to be assessed, weighting in the final assessment for that course and the timing of each task.
- The assessment schedule for each subject is included in this booklet.

### **3. When will assessment take place?**

- Assessment will be conducted throughout the entire year.

### **4. How will I be notified of impending assessment tasks?**

- You will receive notice of every assessment task 14 days before the due date.
- Notice will be given in a standardised format across all subjects. It will include information regarding task number, task weight, outcomes, due date and time, assessment criteria, marking scheme and clearly outlined expectations.
- If you are absent on the day the class is notified of an assessment task, it is your responsibility to inform your teacher immediately on your return to school. They will then issue you with the task, which you will be expected to complete by the original due date.

### **5. How will results be reported back to students?**

- Meaningful feedback will be given on the outcomes you have achieved.

### **6. When should an assessment task be submitted?**

- Take-home tasks must be submitted on or before the due date and time stated on the assessment notification.
- In-class tasks must be completed at the time and date stated on the assessment notification.
- Students must attend all timetabled classes and will not be granted leave of absence to prepare for other assessment tasks in these times.

### **7. What do I do if I know I am going to be absent for an assessment task?**

- Ideally, submit the task before it is due. Otherwise, see the teacher who issued the task to negotiate alternative arrangements well before the due date.
- You must complete an *Illness/Misadventure Form* to explain why you will be absent and you may be asked to produce evidence of the progress you have made on the set task.

### **8. What is an *Illness/Misadventure/Absence Form* and where do I get one?**

- This is a form that must be completed whenever student participation and/or performance in a task has been affected by unforeseen circumstances beyond the control of the student including: illness and unavoidable lateness or absence. Supporting documentation, such as a doctor's certificate, should be attached to the form.
- The forms are available from the Deputy Principals.

### **9. What happens if my assessment task is late?**

- If you submit a task late a zero mark will be awarded.
- You will still be required to complete the task so that you satisfy mandatory Stage 5 course requirements. By completing the task, you will still receive valuable feedback.
- Students using computers to prepare and present an assessment task must accept responsibility for the loss of any data or the non-completion of tasks due to computer related problems. Save your work regularly and always keep a backup.
- If there are extenuating circumstances you should submit an *Illness/Misadventure Form* and attach supporting documentation, such as a doctor's certificate.

### **10. What if I am not at school on the day an assessment task is scheduled?**

- You must contact the school and explain the reason for your absence to your teacher or the Head Teacher of the relevant faculty.
- On the day you return to school, report to the Head Teacher of the subject concerned and submit an *Illness/Misadventure/Absence Form*.
- Supporting evidence (such as a medical certificate) should be attached and the form returned to the Head Teacher.
- The Head Teacher will consider the application and a decision issued promptly to the student and to the class teacher.
- The *Illness/Misadventure/Absence Form* will be referred on for the Deputy Principal's signature and then filed in your student record.
- The original or an alternate assessment task may be issued for you to complete or an estimated result may be given at the discretion of the subject Head Teacher.

### **11. What about assessment work that is not handed in?**

- If you fail to complete an assessment task and have not been granted special consideration, a zero mark will be recorded for it or an N Warning letter.
- Parents may be notified in writing by the Head Teacher, using a letter of concern. You will still have to complete the task marks.
- If you do not make a genuine attempt at all set assessment tasks then you may be deemed not to have met necessary course outcomes.

### **12. What happens in the case where a teacher is concerned about cheating or malpractice in an assessment task?**

- In such cases, the teacher will immediately bring this to the attention of the student(s) involved and make a report to the Head Teacher.
- If malpractice/plagiarism is identified, the student will be penalised marks accordingly. Students will then be required to re-complete the task properly in order to meet course requirements.

### **13. Must I attend school regularly?**

- Yes. You are expected to be present on each school day unless you are ill. It is not possible for any student to successfully complete the outcomes of the courses if they do not attend school regularly.
- If a student's attendance is unsatisfactory in a particular course the class teacher – in consultation with the subject Head Teacher – will contact parents to discuss concerns.

**14. What do I do if I am dissatisfied with an assessment procedure or disagree with an assessment mark?**

- In the first instance, you should discuss the situation with your classroom teacher.
- You may refer the matter to a school review panel as soon as possible after the assessment task.
- The panel will make a decision and the result will be reported to you.
- In the event a student is not satisfied with their final assessment grade, an appeal to NESAs is then possible.
- Any decisions regarding whether a task was satisfactorily completed, the subsequent marks awarded to students and any requirements to re-submit work are at the discretion of the Head Teacher of the subject concerned.

**15. What do I do if I feel that a course has not been taught as per the requirements of the syllabus?**

- In the first instance, you should discuss the situation with your classroom teacher.
- Should the classroom teacher be unable to satisfy your queries, you must talk with the subject Head Teacher and the Deputy Principal or the Executive Principal.

Further information regarding Grades, Descriptors and N Determinations is available at the NESAs website: <https://www.educationstandards.nsw.edu.au/>

**HEAD TEACHERS**

**English:** Mr A Thomas

**Mathematics:** Mrs M Fowler

**Science:** Mrs B Glyde

**HSIE:** Mr J Van Weerdenburg

**PDHPE:** Mr D Cafe

**Support:** Mrs K Klose

**TAS:** Mr P Zideluns

**Welfare:** Mrs S Rowland

**Admin:** Mr M Hayes

**Year Advisor:** Mrs M Evans



# NAROOMA HIGH SCHOOL

## ILLNESS/MISADVENTURE/ABSENCE FORM – STAGE 5

*Where student participation and/or performance in a task has been affected by unforeseen circumstances beyond the control of the student including: illness, unavoidable lateness or absence.*

<b>Student's name:</b>	<b>Year:</b>
<b>Subject:</b>	<b>Faculty:</b>
<b>Teacher:</b>	
<b>Task:</b>	<b>Date due:</b>
<b>Reason:</b>	
<b>Supporting evidence attached:</b>	
In applying for this special consideration, I assure the school that I am not seeking unfair advantage over other students in this course.	
<b>Student's signature:</b>	<b>Date:</b>
<b>Recommendation of Head Teacher:</b>	
<b>Head Teacher's Signature:</b>	<b>Date:</b>
I have noted the above request and have taken the following action:	
<b>Signature of Deputy Principal:</b>	<b>Date:</b>

Copy of completed form to:  Student  Head Teacher  Class Teacher  Student's file

## ASSESSMENT SCHEDULES FOR KEY LEARNING AREAS (KLA)

<b>KLA: ENGLISH</b>		<b>Course: English</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 2 Week 3	Poetic Purpose	Critical Response	50%
2	Term 4 Week 3	The Spectrum of Speculative – Genre Study	Creative Response	50%
<b>Total</b>				<b>100%</b>

<b>KLA: MATHEMATICS</b>		<b>Course: Mathematics Core, Standard, Advanced</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b> <i>In any task students may be assessed on general mathematical concepts from prior learning.</i>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Week 10	Algebra, Indices, Equations and numbers of any magnitude	Test	25%
2	Term 2 Week 5	Pythagoras and trigonometry	Test	25%
3	Term 3 Week 5	Data, Measurement and probability	Test	25%
4	Term 4 Week 4	All outcomes	Yearly Exam	25%
<b>Total</b>				<b>100%</b>

### Mathematics Assessment Overview

Outcomes assessed in the research project will vary dependent upon the level of Mathematics studied.

Tests and the Yearly exam will be common assessments across all levels of Year 9 Mathematics, with questions of increasing complexity set from Grade E to Grade A. Assessment results, along with teacher recommendation, may result in student movement between classes.

<b>KLA: SCIENCE</b>		<b>Course: Science</b>		
<b>Task</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Wk 9	Data Analysis	ICT Excel Spreadsheet & Graph, Written report	15%
2	Term 2 Week 3	Portfolio of student work. Students select examples of best class work demonstrating scientific skills.	Portfolio	15%
3	Term 2 Week 5	Semester 1 Exam – Knowledge & Understanding of topics completed	Formal Exam	20%
4	Term 3 Wk 5	Practical Task	Practical Task	15%
5	Term 4 Week 2	Portfolio of student work. Students select examples of best class work demonstrating scientific skills.	Portfolio	15%
6	Term 4 Week 4	Semester 2 Exam. Knowledge & Understanding of topics completed	Formal Exam	20%
<b>Total</b>				100%

<b>KLA: ENGLISH</b>		<b>Course: History</b>	<b>Semesterised – Sem 1, Sem 2</b>	
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1/2	Term 1 Week 8	Depth Study 1	Unit test	40%
2/3	Term 2 Week 3	Australians at War	Empathy Task	60%
<b>Total</b>				100%



<b>KLA: SOCIAL SCIENCE Course: Geography Semesterised</b>			
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>
1	Term 1 Week 9	Sustainable Biomes	Annotated Visual Display
2	Term 2 Week 4	Changing Places	Report

<b>KLA: PDHPE Course: PDHPE</b>				
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 4 Previous year	Unit of Work: Looking After Your Mind, Body and Soul	Nutrition – Research Task	25%
2	Ongoing Terms 1-4	Movement Skill and Performance. Units of work: Creative movement sequences; It's my game, "invasion games"; cultural games, fitness & physical activity	Practical Evaluation In - class	30%
3	Term 1 Week 10	"Looking Beyond the Mirror": Identity, Body Image and Social Media	Fad Diet research task	10%
4	Term 2 Week 10	Unit of work: Sex, Sexuality & Relationships	Multiple Choice Exam (in-class)	10%
5	Term 3 Week 10	Integrated Unit of work: "What does it mean to be Australian" Stage 5 – Cultural identity, Racism, Discrimination, Harassment, Family Violence and Vilification	Research-task on a person who has overcome adversity	25%
<b>Total</b>				100%

## 100 Hour Electives

<b>KLA: MATHEMATICS</b>		<b>Course: Mathematics Advanced (Class 9MAC)</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b> <i>In any task students may be assessed on general mathematical concepts from prior learning.</i>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Week 7	Algebra, Indices and Advanced component to include Surds	Open book test	20%
2	Term 2 Week 6	Probability and Statistics	Research Project	20%
3	Term 2 Week 9	Equations	Topic test	20%
4	Term 3 Week 5	Right-angled triangles and Trigonometry	Topic summary and test	20%
5	Term 4 Week 4	All topics from Term 1 – Term 4	Common yearly exam	20%
<b>Total</b>				100%

All assessments will contain outcomes from all levels of Mathematics. It will be at the discretion of the student to determine which components of each assessment they are capable of attempting. Students will also be provided with teacher support and direction as to what level they feel is appropriate for each class/student.

<b>KLA: TAS</b>		<b>Course: Food Technology 100/200</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Week 4	Food in Australia	Research Task – Chosen Country	25%
2	Term 2 Week 5	Food Equity	Staple Food Practical – Planning & Production	25%
3	Term 3 Week 6	Food Product Development	Biscuit Design Planning & Production	25%
4	Term 4 Week 5	Food Trends	Design Food Consumption Newspaper/ Interview (Electronic)	25%
<b>Total</b>				100%

<b>KLA: HISTORY</b>		<b>Course: Elective History 100 Hour</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b> <i>In any task students may be assessed on general mathematical concepts from prior learning.</i>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Week 6	History Heritage & Archaeology: Heritage	Empathy Task	10%
2	Term 1 Week 11	Titanic	Source Based Empathy	20%
3	Term 2 Week 4	Egyptian Gods	PBL Project	15%
4	Term 2 Week 9	Ancient, Modern & Medieval Societies: Arthur	Test	10%
5	Term 3 Week 7	Plague	Podcast	20%
6	Term 4 Week 3	Thematic Study: Conspiracies	Personal Response	25%
<b>Total</b>				100%

<b>KLA: TAS</b>		<b>Course: Industrial Technology Timber</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 2 Week 5	Practical test	Test	15%
2	Term 2 Week 5	Practical task and folio	Report	25%
3	Term 3 Week 6	Research task	Folio or booklet	10%
4	Term 4 Week 4	Major Practical Project and Folio	Major Project	50%
<b>Total</b>				100%

## 200 Hour Electives

<b>KLA: TAS</b>		<b>Course: Agriculture</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Week 6	Introduction to Agriculture	Electronic	20%
2	Term 2 Week 4	Cattle Production	Poster	30%
3	Ongoing	Practical	Practical	20%
4	Term 4 Week 4	Plant production	Research	30%
<b>Total</b>				100%

<b>KLA: SOCIAL SCIENCE Course: Commerce</b>			
<b>Task</b>	<b>Due Date</b>	<b>Topic</b>	<b>Type</b>
1	Term 1 Week 8	Towards Independence	Research task
2	Term 2 Week 9	Travel	Research task
3	Term 3 Week 10	Employment and work futures	Extended response
4	Term 4 Week 5	Investing	Case Study

<b>KLA: TAS</b>		<b>Course: Industrial Technology Timber/Metal</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 2 Week 5	Practical test	Test	15%
2	Term 2 Week 5	Practical task and folio	Report	25%
3	Term 3 Week 6	Research task	Folio or booklet	10%
4	Term 4 Week 4	Major Practical Project and Folio	Major Project	50%
<b>Total</b>				100%

<b>KLA: PDHPE</b>		<b>Course: Music</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Weeks 8	Brit Pop performance task	Performance	20%
2	Term 2 Week 5	Australian Music	Performance	20%
3	Term 2 Week 6	Aural skills	Aural Test	10%
4	Term 3 Week 8	Blues Music	Performance	10%
5	Term 3 Week 9	Blues Music	Composition	10%
6	Term 4 Week 5	Reggae Music	Performance	20%
7	Term 4 Week 6	Aural skills	Aural Test	10%
<b>Total</b>				100%

<b>KLA: PDHPE</b>		<b>Course: PASS</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Ongoing Terms 1-4	Movement Skill and Performance Outcomes	Practical Evaluation	60%
2	Term 1 Week 10	Surf Survival	Multiple choice theory + Practical test	10%
3	Term 2 Week 6	Australia's Sporting Hero's	Biography	10%
4	Term 3 Week 9	Fuel up for Activity	Food invention	10%
5	Term 4 Week 4	Let's get Active	Plan and implement lesson activity	10%
<b>Total</b>				100%

<b>KLA: CAPA</b>		<b>Course: Visual Arts</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 2 Week 3	Object Design- Mural	Practical 2D, 3D & 4D	40%
2	Term 3 Week 2	Historical & Critical Analysis Frames	Visual Diary and Artist Research	30%
3	Term 4 Week 3	Body of Work	Practical 2D, 3D & 4D	30%
<b>Total</b>				100%

## NAROOMA HIGH SCHOOL ASSESSMENT CALENDAR

<b>TERM 1</b> <b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	Food Technology
<b>Week 5</b>	
<b>Week 6</b>	Agriculture, Accelerated Maths
<b>Week 7</b>	
<b>Week 8</b>	Commerce, History, Music, Marine Studies
<b>Week 9</b>	Geography, Science
<b>Week 10</b>	PASS, PDHPE Practical and Theory, Maths

<b>TERM 2</b> <b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	English, History, Japanese, Science, Visual Art
<b>Week 4</b>	Accelerated Maths, Agriculture, Commerce, Science
<b>Week 5</b>	Geography, Industrial Technology Metal, Industrial Technology Timber, Music, Photography & Digital Media, Science, Marine Studies, Food Technology, Maths
<b>Week 6</b>	Music, PASS
<b>Week 7</b>	
<b>Week 8</b>	
<b>Week 9</b>	Commerce, Maths
<b>Week 10</b>	Japanese, PDHPE Practical and Theory, Visual Art, Maths

<b>TERM 3</b>	
<b>Week 1</b>	
<b>Week 2</b>	Marine Studies
<b>Week 3</b>	Commerce
<b>Week 4</b>	
<b>Week 5</b>	Science, Accelerated Maths, Maths
<b>Week 6</b>	Industrial Technology Metal, Industrial Technology Timber, Food Technology
<b>Week 7</b>	Maths
<b>Week 8</b>	Music, History
<b>Week 9</b>	Music, PASS
<b>Week 10</b>	Commerce, PDHPE Practical and Theory, Photography & Digital Media

<b>TERM 4</b>	
<b>Week 1</b>	
<b>Week 2</b>	Science, Marine Studies
<b>Week 3</b>	English, History, Visual Art
<b>Week 4</b>	Industrial Technology Metal, Industrial Technology Timber, PASS, Accelerated Maths, Agriculture , Science, Maths
<b>Week 5</b>	Commerce, Japanese, Music, Photography & Digital Media, Food Technology
<b>Week 6</b>	Music
<b>Week 7</b>	
<b>Week 8</b>	
<b>Week 9</b>	
<b>Week 10</b>	PDHPE Practical and Theory (Semester one data for next year)

Further Information

Narooma High School 7181 Princes Highway  
Narooma NSW 2546

T 4476 4377

<http://www.narooma-h.school.nsw.edu.au>



**PLEASE TEAR THIS PAGE OFF, FILL IN THE FORM BELOW  
AND  
RETURN IT TO NAROOMA HIGH SCHOOL (FRONT OFFICE)**

**Acknowledgement Slip**

**Student and parent/carer acknowledgement – please sign and return this page to school**

We/I have read and understand the processes and procedures explained in the Assessment Processes Booklet.

Student name:

.....

Parent name:

.....

Student signature:

.....

Parent signature:

.....

Date: .....