

Kellyville High School

Learning | **Excellence** | **Integrity**

Year 9 ROSA Assessment Booklet 2025

Name: _____

Principal: Mr I. Maric
Deputy Principal: Mr G. Kayes
Year Adviser: Mrs L. Cavallaro
Address: cnr York Rd & Queensbury Ave KELLYVILLE 2155
Telephone: 8824 5955
Fax: 8824 9755
Email: kellyville-h.school@det.nsw.edu.au
Website: www.kellyville-h.schools.nsw.edu.au



Contents

	Page
Welcome to Year 9	3
Assessment Schedule Information	4
Key Staff Members	4
Assessment Schedule Overview	5
Subject Assessment Information (Core subjects first then Alphabetical Order of Electives)	9
NESA Requirements	27
Course Descriptors	28
School Assessment Policy	29
Sample Assessment Task Cover Sheet	32
Academic Integrity Policy	33
Disability Provisions	33
Procedures for illness and misadventure	34
Reviews and Appeals	34
Life Skills Assessment	35
Appendix 1: Illness and Misadventure Form	
Appendix 2: Request for Review of Assessment	
Glossary of Key Words	
Individual Assessment Calendar	

Welcome to Year 9

Record of School Achievement (ROSA)

Introduction

Year 9 the last year of Middle School is a key time to establish a positive attitude towards study and assessment for learning.

This assessment book for the Stage 5 ROSA is provided to:

- assist students in understanding the place of assessment in their ROSA credential
- explain the processes by which assessment marks are determined and the process for requesting a review, if necessary
- assist students in planning and organising their time, by informing them of when assessment tasks are due.

The ROSA credential will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school-based assessment, not external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- be comprehensive and offer the ability to record a student's extracurricular achievements.

They will receive a Record of School Achievement (ROSA) on leaving school.

For information about the ROSA: <https://www.nsw.gov.au/education-and-training/nesa/leaving-school/rosa>

To successfully complete the coursework, you will need to demonstrate a number of qualities:

- **Attendance** at all timetabled lessons
- **Consistent and diligent effort** in each subject/course
- **Sustained application**
- Maintaining a **positive attitude** and **continued motivation** to achieve your personal best
- A work ethic that reflects a serious **commitment to your studies**

Students are advised to refer to the NSW Education Standards Authority website for further information:

<http://educationstandards.nsw.edu.au/>

Students are responsible to read and follow the school assessment procedures outlined at the back of this booklet in conjunction with the above information from NESA.

It is **our** responsibility to provide you with these guidelines and explain them to you.

It is **your** responsibility to read and ensure that you understand them.

We hope that students and parents will take the time to read through this information together in order to help them understand the school's expectations regarding assessment and assist in organising the time for them to complete necessary homework and assessment tasks successfully.

Mr I Maric
Principal
February 2025

Assessment Schedule Information

The assessment schedules included in this booklet indicate the major components in each course. The outcomes relate directly to the task and will be measured using the marking criteria. Use the marking criteria as a guide to get you the best results. It is recommended that you go through your schedules and draw up a calendar in your diary, listing due dates to assist you with planning your time. Dates are generally indicated as weeks only, so that a suitable lesson within the week may be allocated for all classes.

Dates may change due to unforeseen circumstances. In this instance the Principal will approve the change. As much notice as possible will be given of the new date.

The Assessment Policy rules about lateness will be applied to all of these tasks.

Following the core subjects, elective courses offered follow in alphabetical order.

Notes:

1. Many of the tasks listed are some form of project or assignment which students will have an extended period to complete. The due date is a ***final due date***.
2. Many practical subjects base their assessment largely on the completion of practical projects and the submission of portfolios. This means that most of the work is completed in class but the final product is assessed on completion.
3. Ongoing observation also contributes to final assessment marks in many areas. No set date can be attached to this form of assessment.
4. Topic tests in addition to those listed may be administered in some subjects to assist in formative assessment - the acquisition of specific knowledge and readiness of the class to move on to a new topic.
5. Not all assessments on this schedule apply to all students.

Key Staff Members

If you need to discuss wellbeing or personal issues please contact the following staff members:

HT Wellbeing:	Mrs D. Maloney	Careers:	Mrs B. Pedley-Smith
School Counsellor:	Mrs K. Marshall	HT Teacher and Learning:	Mrs K. Upcroft
Year 9 Adviser:	Ms T. Mitai	Aboriginal Liaison Officer:	Ms E. Wood
Deputy Principal:	Mr G. Kayes		

If you have a subject related matter, please contact the relevant Head Teacher:

Creative Arts:	Ms. M Vasliscu	English:	Mr T. Kearns
Social Sciences:	Ms. E. Wood	Inclusive Ed:	Mrs H. Alalikin
Mathematics:	Ms. M. Wise	Science:	Mr F. Caprarelli
PDHPE:	Mr A. Jack	TAS:	Mr A. Depalo
History:	Mr D. Knott		

Year 9 Assessment Summary 2024

Term 1 2024			
Week	Subject	Year 9 Assessment Task	%
0			
1A			
2B			
3A			
4B	PDHPE	Task 1: Movement Skill (ongoing)	30
5A			
6B	Music	Task 1: Performance	10
7A			
	Visual Arts	Task 1: Critical/Historical Task	20
9A	Geography	Task 1: Topic Test	35
	PASS	Task 1: Body Systems – Topic Test	30
	History	Task 1: Source Analysis and Extended Response	35
10B	Commerce	Task 1: Topic Test	30

Term 2: 2024			
Week	Subject	Year 9 Assessment Task	%
1A	English	Task 1: Multimodal Presentation	35
2B	Child Studies	Task 1: Project 1 – Research and Presentation	30
	Computing Technology	Task 1: Programming Project	35
3A	Food Technology	Task 1: Project 1	50
4B			
5A	Design and Technology	Task 1: Project and Portfolio 1	50
	Industrial Technology - Engineering	Task 1: Project 1	50
	Industrial Technology – Timber	Task 1: Project 1	50
	Mathematics – Level 3	Task 1: Half Yearly Examination	30
	Mathematics – Level 2	Task 1: Half Yearly Examination	30
	Mathematics – Level 1	Task 1: Half Yearly Examination	30
	Science	Task 1: Half Yearly Examination	30
6B	Drama	Task 1: Performance of Realism Monologue	20
	Visual Arts	Task 2: Semester 1 Body of Work	30
7A	Music	Task 2: Half Yearly Examination and Performance	30
8B	Commerce	Task 2: Travel – research and in class writing task	35
9A	Geography	Task 2: On going formative assessment – guided writing task	20
	History	Task 2: On going Formative Assessment - guided writing task (also in week 5 check in)	25
	English	Task 2: Essay	30
10B			

Term 3: 2024			
Week	Subject	Year 9 Assessment Task	%
1A	PDHPE	Task 2: Movement Participation & Performance (ongoing)	30
	PASS	Task 2: Sports Performance (ongoing)	30
2B			
3A			
4B			
6B	Drama	Task 2: Musical Theatre Project	40
	Mathematics – Level 3	Task 2: Working Mathematically Task/Class Test	30
	Mathematics – Level 2	Task 2: Working Mathematically Task/Class Test	30
	Mathematics – Level 1	Task 2: Working Mathematically Task/Class Test	30
	Science	Task 2: Project	30
7A	History	Task 3: Historical Analysis	40
8B	Child Studies	Task 2: Examination	40
	Music	Task 3: Composition and Musicology	20
	Visual Arts	Task 3: Critical/Historical Task	20
9A	Commerce	Task 3: Examination	35
	Geography	Task 3: Research & In class writing task	45
	Computing Technology	Task 2: Database Project	35
	PDHPE	Task 3: Yearly Examination	40
10B			

Term 4: 2024			
Week	Subject	Year 9 Assessment Task	%
1A			
2B	Design and Technology	Task 2: Project and Portfolio 2	50
	Food Technology	Task 2: Project 2	50
	Industrial Technology - Engineering	Task 2: Project 1	50
	Industrial Technology – Timber	Task 2: Project 2	50
	PASS	Task 3: Yearly Examination	40
	Child Studies	Task 3: Project 2 – Newborn Care	30
3A			
4B	English	Task 3: Yearly Examination	35
	Mathematics – Level 3	Task 3: Yearly Examination	40
	Mathematics – Level 2	Task 3: Yearly Examination	40
	Mathematics – Level 1	Task 3: Yearly Examination	40
	Computing technology	Task 3: Yearly Examination	30
5A	Drama	Task 3: Short Film Submission and Exam	40
	Music	Task 4: Yearly Examination and Performance	40
	Science	Task 3: Yearly Examination	40
	Visual Arts	Task 4: Semester 2 Body of Work	30
6B			
7A			
8B			
9A			
10B			

ENGLISH – Year 9 (Mandatory)

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Multimodal Presentation	'Conflict and Tension' Reading, Speaking, Representing	EN5-RVL-01, EN5-URA-01 EN5-URB-01, EN5-ECA-01	35	T2, W1
2	Essay	Close Study – Shakespearean Drama Writing	EN5-RVL-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01	30	T2, W9
3	Yearly Examination	Reading, Writing	EN5-RVL-01, EN5-URA-01, EN5-ECA-01	35	T4, W4

A student:

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts

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

Geography – Year 9 (Mandatory)

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Topic test	Biomes & Changing Biomes	5.1, 5.2, 5.3, 5.7, 5.8	35	T1, W9
2	On going in class activities Guided writing task (Formative assessment)	Biomes Produce Food and Challenges to Food production	5.1, 5.3, 5.5, 5.7, 5.8	20	T2, W9
3	Research & in class writing task	Human wellbeing and development	5.1, 5.2, 5.6, 5.7, 5.8	45	T3, W9

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 – Year 9 (Mandatory)

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Source Analysis and Extended Response	The Making of the Modern World Depth Study 1 – Making a Better World? The Age of Revolutions	5.1, 5.2, 5.4, 5.6, 5.9, 5.10	35	T1, W9
2	On going in class activities - Guided writing tasks (Formative assessment)	The Making of the Modern World Core Study: Depth Study 3: Australians at War: World War 1 1914-1918	5.1, 5.2, 5.4, 5.5, 5.7, 5.8, 5.9, 5.10	25	T2, W 5/9
3	Historical Analysis	The Modern World and Australia Core Study: Depth Study 4 Rights and Freedoms 1 (1945–present) Australian experience	5.1, 5.2, 5.3, 5.5, 5.6, 5.9, 5.10	40	T3, W7

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 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 Level 3 – Year 9 (Mandatory)

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Half Yearly Examination	Financial Mathematics A (Core), Indices A + B (Path), Algebraic Techniques A (Core), Probability A (Core) + B (Path)	MAO-WM-01, MA5-FIN-C-01, MA5-IND-C-01, MA5-IND-P-01, MA5-ALG-C-01, MA5-PRO-C-01, MA5-PRO-P-01	30	T2, W5
2	Working Mathematically Task/Class Test	Equations A (Core), Numbers of Any Magnitude (Core), Area & Surface Area A (Core), Volume A (Core), Linear Relationships A (Core), B (Core) & C (Path)	MAO-WM-01, MA5-EQU-C-01, MA5-MAG-C-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01	30	T3, W6
3	Yearly Examination	Selected Topics above + Data Analysis A (Core) & C (Path), Trigonometry A (Core) + B (Core)	Selected Outcomes above + MAO-WM-01, MA5-DAT-C-01, MA5-DAT-P-01, MA5-TRG-C-01, MA5-TRG-C-02	40	T4, W4

A student:

MAO-WM-01	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-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
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
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
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids

Mathematics Level 3 – Year 9 (Continued) (Mandatory)

MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
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
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-P-01	displays and interprets datasets involving bivariate data
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

Mathematics Level 2 – Year 9 (Mandatory)

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Half Yearly Examination	Financial Mathematics A (Core), Indices A (Core), B (Path), Algebraic Techniques A (Core), Probability A (Core) & B (Path), Equations A (Core)	MAO-WM-01, MA5-FIN-C-01, MA5-IND-C-01, MA5-IND-P-01, MA5-ALG-C-01, MA5-PRO-C-01, MA5-PRO-P-01, MA5-EQU-C-01	30	T2, W5
2	Working Mathematically Task/Class Test	Numbers of Any Magnitude (Core), Area & Surface Area A (Core), Volume A (Core), Linear Relationships A (Core), B (Core)	MAO-WM-01, MA5-MAG-C-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-LIN-C-01, MA5-LIN-C-02	30	T3, W6
3	Yearly Examination	Selected Topics above + Data Analysis A (Core) & C (Path), Linear Relationships C (Path), Trigonometry A (Core) & B (Core)	Selected Outcomes above + MAO-WM-01, MA5-DAT-C-01, MA5-DAT-P-01, MA5-LIN-P-01, MA5-TRG-C-01, MA5-TRG-C-02	40	T4, W4

A student:

MAO-WM-01	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-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
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-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
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
MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction

Mathematics Level 2 – Year 9 (Continued) (Mandatory)

- MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations
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-DAT-C-01 compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-P-01 displays and interprets datasets involving bivariate data
MA5-LIN-P-01 describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems
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-PRO-P-01 solves problems involving Venn diagrams, 2-way tables and conditional probability

Mathematics Level 1 – Year 9 (Mandatory)

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Half Yearly Examination	Financial Mathematics A (Core), Indices A (Core), B (Path), Algebraic Techniques A (Core), Probability A (Core)	MAO-WM-01, MA5-FIN-C-01, MA5-IND-C-01, MA5-IND-P-01, MA5-ALG-C-01, MA5-PRO-C-01	30	T2, W5
2	Working Mathematically Task/Class Test	Equations A (Core), Numbers of Any Magnitude (Core), Area & Surface Area A (Core), Volume A (Core)	MAO-WM-01, MA5-EQU-C-01, MA5-MAG-C-01, MA5-ARE-C-01, MA5-VOL-C-01	30	T3, W6
3	Yearly Examination	Selected Topics above + Linear Relationships A (Core), B (Core), Data Analysis A (Core) & C (Path), Trigonometry A (Core) & B (Core)	Selected Outcomes above + MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-DAT-C-01, MA5-DAT-P-01, MA5-TRG-C-01, MA5-TRG-C-02	40	T4, W4

A student:

MAO-WM-01	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-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
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-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions

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
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
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

Mathematics Level 1 – Year 9 (Continued) (Mandatory)

MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-P-01	displays and interprets datasets involving bivariate data
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

Personal Development, Health and Physical Education – Year 9 (Mandatory)

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Movement Skill	Gymnastics, Track, Field and Fitness	PD5-4, PD5-5, PD5-9, PD5-11	30	T1/2 Ongoing
2	Movement Participation and Performance	Games, Skills, Application and Performance	PD5-6, PD5-7, PD5-8, PD5-10	30	T3/4 Ongoing
3	Yearly Examination	Knowledge and Understanding	PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9	40	T3, W9/10

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 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 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 – Year 9 (Mandatory)

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Half Yearly Examination	Acids and Bases, Diseases, Working Scientifically Skills	SC5-5WS, SC5-7WS, SC5-8WS, SC5-15LW, SC5-17CW	30	T2 W5
2	Project - Design of electrical circuits and Ohm's Law	Why do I need to learn this?	SC5-5WS, SC5-6WS, SC5-9WS, SC5-10PW, SC5-11PW	30	T3 W6-8
3	Yearly Examination	Working Scientifically Knowledge and Understanding	SC5-4WS – SC5-9WS all Working Scientifically skills SC5-10PW- SC5-17CW all Knowledge and Understanding content covered through the year	40	T4 W5

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 current and future use and influence of science and technology
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
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

Science – Year 9 (Mandatory) Continued

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

Child Studies – Year 9 (Elective)

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Project 1	Research and Presentation	CS5-1, CS5-2, CS5-8, CS5-11	30	T2, W2
2	Examination	Knowledge and Understanding	CS5-1, CS5-2, CS5-3, CS5-4, CS5-5, CS5-6, CS5-7, CS5-8, CS5-9, CS5-11, CS5-12	40	T3, W8
3	Project 2	Newborn Care	CS5-2, CS5-4, CS5-9, CS5 - 10	30	T4, W2

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 – Year 9 (Elective)

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Topic Test – short answers	Topic One – Consumer and Financial Decisions	5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9	30	T1, W10
2	Research and in class writing task	Topic 2 - Travel	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	35	T2, W8
3	Examination	Topic 3 – Law, Society and Political Involvement	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8	35	T3, W9

A student:

- 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

Computing Technology – Year 9 (Elective)

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Programming Project	Developing apps Creating games	CT5-THI-01, CT5-SAF-01, CT5-DPM-01, CT5-COL-01, CT5-COM-01, CT5-OPL-01, CT5-DES-01.	35	T2, W2
2	Database Project	Designing for user experience Analysing data	CT5-EVL-01, CT5-COM-01, CT5-DPM-01, CT5-DAT-01, CT5-COM-01, CT5-THI-01, CT5-DAT-02	35	T3, W9
3	Yearly Examination	Develop apps / Creating games Designing for user experience Analysing data	CT5-SAF-01, CT5-EVL-01, CT5-DAT-01, CT5-OPL-01, CT5-COL-01, CT5-DAT-02	30	T4, W4/5

A student:

CT5-SAF-01 selects and applies safe, secure and responsible practices in the ethical use of data and computing technology

CT5-EVL-01 understands how innovation, enterprise and automation have inspired the evolution of computing technology

CT5-OPL-01 designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language

CT5-DES-01 designs and creates user interfaces and the user experience

CT5-DPM-01 applies iterative processes to define problems and plan, design, develop and evaluate computing solutions

CT5-DAT-01 explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts

CT5-THI-01 applies computational, design and systems thinking to the development of computing solutions

CT5-COL-01 manages, documents and explains individual and collaborative work practices

CT5-COM-01 communicates ideas, processes and solutions using appropriate media

CT5-DAT-02 acquires, represents, analyses and visualises simple and structured data

Design and Technology – Year 9 (Elective)

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Design Project and Folio 1	Project and Portfolio 1	DT5-2, DT5-7, DT5-8, DT5-9	50	T2, W5
2	Design Project and Folio 2	Project and Portfolio 2	DT5-1, DT5-2, DT5-4, DT5-7, DT5-9	50	T4, W2

A student:

- DT5-1 analyses and applies a range of design concepts and processes
- DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions
- DT5-3 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
- DT5-4 analyses the work and responsibilities of designers and the factors affecting their work
- DT5-5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design
- DT5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions
- DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences
- DT5-8 selects and applies management strategies when developing design solutions
- DT5-9 applies risk management practices and works safely in developing quality design solutions
- DT5-10 selects and uses a range of technologies competently in the development and management of quality design solutions

Drama – Year 9 (Elective)

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Close Study of Practitioner: Stanislavski Performance of Realism Monologue	Performing	5.1.1, 5.2.2, 5.1.3	20	T2, W6
2	Elements of production: Musical Theatre Project Performance/Promotional/Costume/Set	Making Appreciating	5.1.4, 5.2.2, 5.3.1	40	T3, W6
3	Close study of style: Yearly Examination Short Film Submission Exam on the Elements of Drama in Production	Making and Performing Appreciating	5.3.1, 5.3.3 5.2.2, 5.2.3	40	T4, W5

A student:

- 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
- 5.1.2 contributes, selects, develops and structures ideas in improvisation and play building
- 5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text
- 5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies
- 5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
- 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
- 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.2 analyses the contemporary and historical contexts of drama
- 5.3.3 analyses and evaluates the contribution of individuals and groups to processes & performances in drama using relevant drama concepts and terminology

Food Technology – Year 9 (Elective)

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Project 1 Food for Special Occasions	Practical and Folio Component	FT5-2, FT5-8, FT5-9, FT5-10, FT5-11	50	T2, WK 3/4
2	Project 2 Food for Specific Needs	Practical and Folio Component	FT5-1, FT5-6, FT5-7, FT5-13	50	T4, WK 2/3

A student:

- 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

Industrial Technology Engineering – Year 9 (Elective)

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Project 1	Practical and Folio Component	IND5-1, IND5-2, IND5-3, IND5-4	50	T2, W5
2	Project 2	Practical and Folio Component	IND5-1, IND5-3, IND5-5, IND5-8	50	T4, W2

A student:

- IND5-1 identifies, assesses, applies and manages the risks & WHS issues associated with the use of a range of tools, equipment, materials, processes & 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 & 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 Multimedia – Year 9 (Elective)

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Project 1	Practical and Folio Component	IND5-1, IND5-2, IND5-3, IND5-4	50	T2, W5
2	Project 2	Practical and Folio Component	IND5-1, IND5-3, IND5-5, IND5-8	50	T4, W2

A student:

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

Music – Year 9 (Elective)

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Performance	Performance as a soloist or as part of a small ensemble - <i>own choice</i>	5.2, 5.3	10	T1, W6
2	Half Yearly Examination	Aural/Musicology Task	5.7, 5.9	15	T2, W7/8
	Performance	Performance as soloist or small ensemble	5.1, 5.2, 5.3	15	
3	Composition and Musicology	Composition task	5.4, 5.6, 5.10	20	T3, W8
4	Yearly Examination	Aural/Musicology Task	5.7, 5.8, 5.9	15	T4, W5/6
	Performance	Performance	Performance	25	

A student:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study

- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music

Physical Activity and Sports Studies – Year 9 (Elective)

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Body Systems – Topic Test	Anatomy, Knowledge, Understanding	PASS5–1, PASS5–5, PASS5–8, PASS5–10	30	T1, W9/10
2	Sports Performance	Fitness Testing, Training Programs	PASS5-1, PASS5–2, PASS5–4, PASS5–5, PASS5–7, PASS5–8, PASS5–9,	30	T3/4 Ongoing
3	Yearly Examination	Body Systems, Fitness, Coaching	PASS5–1, PASS5–2, PASS5–3, PASS5–4, PASS5–6, PASS5–10	40	T4, W2

A student:

- PASS – 1 discusses factors that limit and enhance the capacity to move and perform
- PASS – 2 analyses the benefits of participation and performance in physical activity and sport
- PASS - 3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- PASS – 4 analyses physical activity and sport from personal, social and cultural perspectives
- PASS – 5 demonstrates actions and strategies that contribute to active participation and skilful performance
- PASS – 6 evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS – 7 works collaboratively with others to enhance participation, enjoyment and performance
- PASS – 8 displays management and planning skills to achieve personal and group goals
- PASS – 9 performs movement skills with increasing proficiency
- PASS – 10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Visual Arts – Year 9 (Elective)

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Critical/Historical task	Critical/Historical	5.9, 5.10	20	T2, W2
2	Semester 1 Body of Work	Art Making	5.1, 5.2, 5.3	30	T2, W6
3	Critical/Historical Task	Critical/Historical	5.6, 5.7, 5.8	20	T3, W8
4	Semester 2 Body of Work	Art Making	5.4, 5.5	30	T4, W5

A student:

- 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
- 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 meanings

A. NESA Requirements

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 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. <https://www.nsw.gov.au/education-and-training/nesa/leaving-school/rosa>

To qualify for the award of a Record of School Achievement (ROSA), the Principal must certify that a student has:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the NESA curriculum and assessment requirements for the Record of School Achievement (ROSA);
- complied with any other regulations or requirements (eg attendance) imposed by the Minister or NESA;
- **AND** completed Year 10.

Pattern of Study

At Kellyville High School, the following courses are available for study in **Year 9** by candidates in 2025:

Mandatory: English, Geography, History, Mathematics, Personal Development, Health and Physical Education (PDHPE), Science

Electives: Child Studies, Commerce, Computing Technology, Design and Technology, Drama, Food Technology, IT – Engineering, IT Multimedia, IT – Timber, Music, Physical Activity and Sports Studies, Visual Arts

Minimum Standards

All Year 12 students in NSW must reach the minimum standard of literacy and numeracy to receive an HSC (Band 8 or higher). Following Year 9 NAPLAN, students can demonstrate they meet the standard by passing the online reading, writing and numeracy tests, which will be available for students to sit for up to five years after beginning their first HSC courses. No student will be ineligible to sit for the HSC on the basis of their Year 9 NAPLAN results.

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

Course Performance Descriptors

In every course studied, a student will be issued an A – E grade based on the **Course Performance Descriptors** and their performance in ongoing assessment tasks. Students are required to complete all the assessment tasks as indicated in the schedules for the award of the **ROSA**. Each course has its own course performance descriptors, but the following chart gives a general description of the student performance required for each grade. Specific course related questions can be answered through faculty Head Teachers. A student’s grade in each course will indicate the level of achievement and performance they have reached. A task weighting is given to indicate the relative contribution of each task.

The following are the general course performance descriptors from the NSW Education Standards Authority:

Grade	General Performance Descriptors
A <i>Outstanding achievement</i>	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 <i>High achievement</i>	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 <i>Sound achievement</i>	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 <i>Basic achievement</i>	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 <i>Limited achievement</i>	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.

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any Faculty at Kellyville High School. Students are advised to refer to the NSW Education Standards Authority website for further information: <http://educationstandards.nsw.edu.au/>

School Responsibilities

The school is responsible for providing:

- guidelines for assessment in each course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- prompt feedback on each task. If you are concerned about a mark or rank on a particular task, you should speak to your teacher as soon as possible after results are issued
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or exam
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress.

Student Responsibilities

As a student, you are responsible for:

- meeting all course requirements
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course
- making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth in excess of 50% of the available marks you may receive an N determination for that course
- integrity – work submitted must be your own and sources consulted must be acknowledged
- submitting all tasks on or before the due date.

Satisfactory Course Completion

For each course the Principal will need to declare that a student has:

- followed an approved course of study;
- applied themselves with diligence and sustained effort;
- participated in and achieved some or all of the course outcomes.

Attendance at school and in classes is critical to a student gaining the most out of learning experiences and achieving course outcomes. Educational research states that students who have attendance rates below 90% are of educational concern.

'N-Award' Determinations

A student who is given an 'N' determination may not be eligible for a Record of School Achievement (ROSA).

- 1 Initially a warning letter will be sent to students by class teachers and Head Teachers outlining areas where problems exist and consequences of not addressing these. This letter will include an outline/copies of work missed.
- 2 If there is insufficient improvement, a further letter will be sent to students outlining the consequences of failure to meet requirements. This letter will be accompanied by additional interviews / counselling by the Head Teacher and class teacher if the student is not performing in one subject area.
- 3 If an 'N' determination is possible in more than one subject area, students and parents / carers will be involved in an interview with the Deputy Principal regarding the possible ineligibility of a ROSA.

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter year 10 or Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as Not Completed. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

Cover Sheet

All tasks must be submitted with the school cover sheet. No task will be accepted or deemed to have been handed in unless the cover sheet is completed with all relevant signatures.

Submission of tasks

- Students must complete all tasks to the best of their ability. All take home tasks must be completed and submitted **BEFORE PERIOD ONE** on the due date. In-Class tasks will be given at a time suitable to all classes undertaking the course.
- Computer or printer failure cannot be taken as an acceptable reason for failure to submit a task on time. It is the student's responsibility to save and back-up work frequently. If failure occurs, the student must submit their last printed hard copy as evidence of work completed. If the assignment is to be submitted online (USB), the last saved copy is to be submitted.

Attendance

On the day of a task **students will be present for all their normal timetable**, in line with school policy. If a student is not present, a completed **Stage 5 'Illness and Misadventure' form** with a medical certificate, or other appropriate documentation will be required. ***Illness and Misadventure forms can be copied from this book found on Google Classroom or available from the Deputy Principal.***

It is expected all students are present at school in the days leading into **a task**. A pattern of non-attendance may suggest the student is using sick days to advantage themselves in completing a task and could be an example of malpractice. Students absent will need to **produce a medical certificate**.

Late Submission of Task

The precise due date for an assessment task will be provided by your classroom teacher, at least **TEN (10)** school days before it is due.

- If your Assessment Task is not submitted on the due date **you will receive a ZERO mark**. The task **MUST** still be submitted to fulfil course criteria.
- If you receive a ZERO, you may lodge a request for *Review of Assessment* to the Deputy Principal within 48 hours of Illness/Misadventure outcome notification. Forms are available from the Deputy Principal and at the back of this book. **The responsibility for this rests with the student.**
- An extension of time for the submission of an assessment task will **only** be granted in exceptional circumstances and only **AT THE DISCRETION OF THE PRINCIPAL** and would require the submission of a completed **Stage 5 'Illness and Misadventure' form**.

If you fail to submit assessment tasks amounting to 50% or more of your total assessment mark for the course, the Principal will deem you to have **NOT FULFILLED THE REQUIREMENTS OF THE COURSE** and you may not be eligible to receive the award of the Higher School Certificate.

Explained absences for Assessment Tasks

- In cases where a student has been genuinely sick, has had an accident or a valid misadventure on the due date of an Assessment Task, a Doctor's Certificate or relevant independent documentation must be included with the submission of the **Stage 6 'Illness and Misadventure' form** to the Deputy Principal **WITHIN TWO DAYS** of the student's return to school. In such cases a similar task may be set as negotiated with the HEAD TEACHER.
- In rare cases, such as an extended illness which may affect preparation for a task, an estimate or alternate task may be given for an Assessment Task. Again, the circumstances should be presented to the Deputy Principal on the appropriate form with supporting documentation and negotiated with the HEAD TEACHER.

Unexplained absences for Assessment Tasks

In all cases and for all students, any unexplained absence from an assessment task will result in a ZERO MARK being awarded for that task. The task **MUST still be submitted to fulfil course criteria**.

Semester reports / Attitude and Effort

The grades and comments that students receive on their reports may include other areas such as examinations, projects, assignments and bookwork as well as a conduct and attitude component. Poor attitude and effort that result in lack of achievement of course outcomes or non-completion of work may result in an 'N' Determination. Attitude and effort will form part of your comment on each Semester Report.

SAMPLE: ASSESSMENT TASK COVER SHEET



COURSE & SUBJECT

TASK:

This section gives you the details of the task and the due date

DATE DUE:

if the task is not submitted by the due date you will receive zero – see the school's assessment policy

IN THIS TASK YOU WILL BE ASSESSED ON HOW WELL YOU:

-

This section tells you how the task will be assessed

OUTCOMES TO BE ASSESSED:

-

Outcomes from the syllabus related to the task are listed here

The completed task is to be handed in with this cover sheet

NAME: _____ **CLASS:** _____ **DATE SUBMITTED:** ____ / ____ / ____

STATEMENT OF AUTHENTICITY AND ACADEMIC INTEGRITY

I certify that:

- the planning, development, content and presentation of this task is my own work in every respect
- it has not been copied from another person's work or from books or from the internet or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, skills or any other material from the task or its development without appropriate acknowledgement

You state that the work is yours and have acknowledged sources

STUDENT SIGNATURE: _____

DATE: ____ / ____ / ____

RECEIPT (Retained by Student)

You fill in the receipt and retain it as proof you submitted the task

SUBJECT	_____	TEACHER	_____
TASK	_____		
NAME	_____	CLASS	_____
DATE DUE	____ / ____ / ____	DATE SUBMITTED	____ / ____ / ____
RECEIVED BY	_____	SIGNED	_____

C. Academic Integrity Policy

NESA has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including all submitted works and practical examinations), must be your own. Malpractice (cheating) or plagiarism (claiming someone else's ideas or work as your own or using them without acknowledgement), could lead to your receiving ZERO marks and may jeopardise your award of the Record of School Achievement (ROSA).

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

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, Artificial Intelligence or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical or performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- obtaining unauthorised access to examination papers or questions before the examination
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Malpractice during a school exam or an Assessment Task could result in an 'N' Determination for that subject.

The Head Teacher, in consultation with the class teacher, will establish that malpractice has occurred. Parents/Carers will be advised in writing. If a student can produce conclusive evidence that malpractice has not occurred, an appeal may be lodged with the Deputy Principal in writing. An interview with the student will follow and the decision made will be final. If it is found that malpractice has occurred, no substitute task will be given.

D. Disability Provisions

In Year 7 – 11 the Principal, on advice from the Learning Support Team, provides for suitable disability provisions (eg additional time, separate supervision or even a reader and/or writer). Extensive medical evidence is required for such provisions. Disability provision forms can be obtained from the Head Teacher Teaching and Learning and must be returned to the Head Teacher Teaching and Learning, Mrs Graham, for consideration by the Learning Support Team at the next meeting. The Learning Support team utilises advice issued by NESA to help guide us in the level of provision provided at school.

It must be clear that school adjustments DO NOT automatically mean that a student will receive Disability Provisions from NESA for their HSC examinations.

E. Procedures for Illness/Misadventure

Students are advised to complete all assessment tasks to the best of their ability and to **immediately** advise the school in advance if circumstances appear likely to prevent them from doing so. Students who are absent from a scheduled task, or who cannot submit a task on time due to illness /misadventure, have a responsibility to submit a medical certificate or other appropriate documentation. Students who are unwell or experience misadventure are advised to seek **independent** medical advice immediately. The student will be required to collect a **Stage 5 'Illness and Misadventure' form** from the Deputy Principal. This form must be completed and returned to the DEPUTY PRINCIPAL **WITHIN TWO DAYS of returning to school** for the appeals process to progress.

If the appeal is approved, the options may include an estimated mark, rescheduling of the task or other arrangements negotiated on an individual basis. Since students often perform better under stressful conditions than they expect, it is important to complete the task if possible rather than rely on predictions or estimates.

If a **formal examination** is missed the student must follow the same procedure as outlined above and **not** wait until the end of the examination period, unless the illness extends that far. Where possible, examinations will be rescheduled within the examination period time frame. It is the responsibility of the student to organise this with the DEPUTY PRINCIPAL, who will inform the Head Teacher of the subject, and the Examinations Officer.

F. Reviews / Appeals

For appeals against an internal assessment mark the student should see the classroom teacher immediately and then the Head Teacher. This must occur on the same day the task was returned to the student. The task must be retained by the Head Teacher. It should be noted that a teacher's professional judgement cannot be the basis of an appeal.

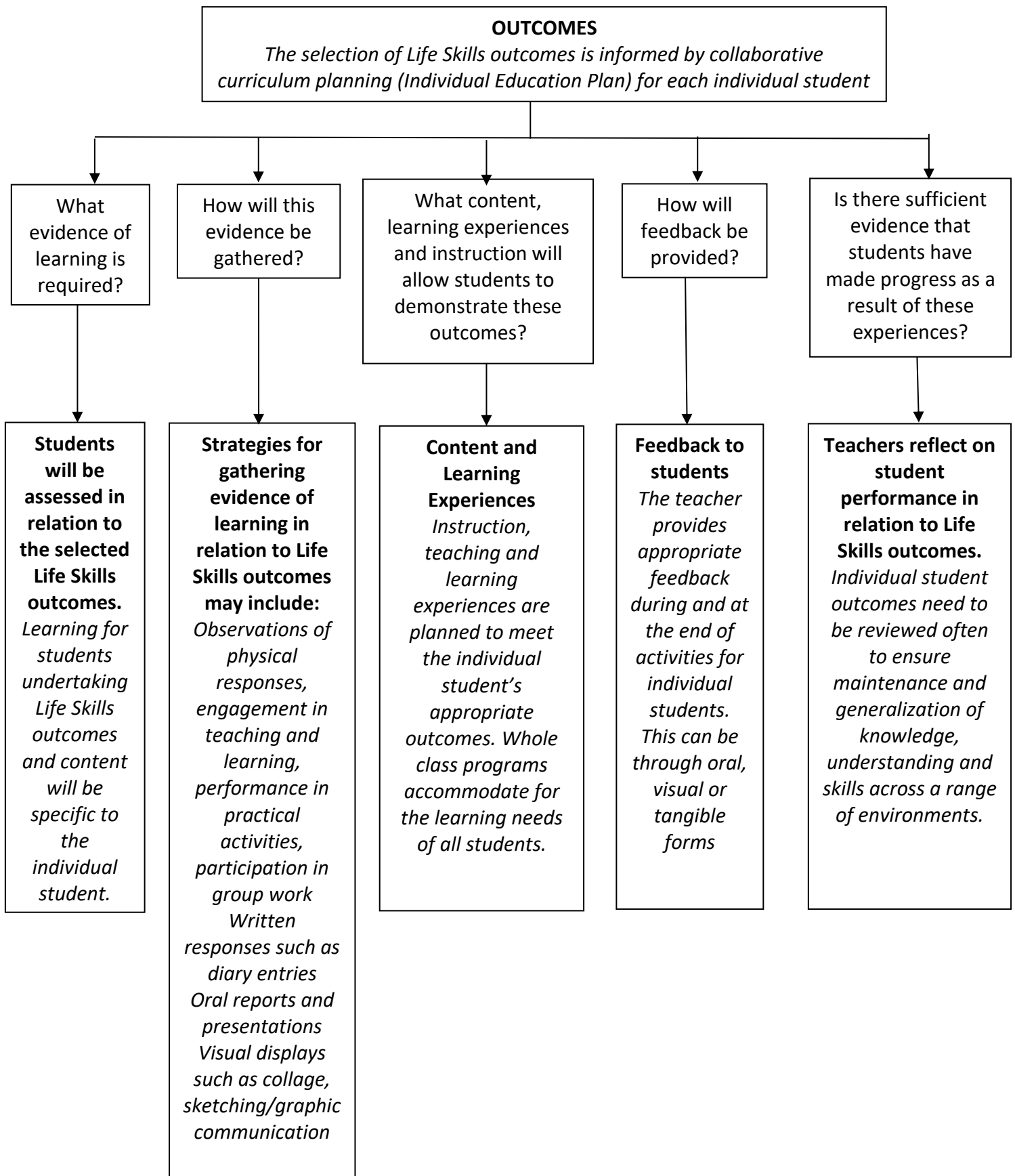
The process to follow is:

- discuss first with the teacher – request a review of the mark
- if not satisfied, discuss with the Head Teacher
- if still not satisfied complete a request for review of assessment and submit to the Deputy Principal
- the appeal will be considered by an assessment review panel consisting of the Faculty Head Teacher and Deputy Principal.
- a further appeal can be requested and will be reviewed by the Principal.

The Principal will notify NESAs of any student who has not met requirements and therefore may be ineligible for a ROSA on the grounds of unsatisfactory attendance or application. The Principal will also notify the student of his / her actions and pass on appropriate information including an appeal form to the students / parents.

LEARNING SUPPORT: LIFE SKILLS ASSESSMENT

Please note once a student commences life skills in a subject they are no longer eligible to complete mainstream outcomes in future years.





Stage 5 - Illness and Misadventure Application Form

Full Name: _____

Year 9 Year 10
Please Circle

Date Form Submitted: _____

Completed by Student			Completed by Deputy		
Subject	Teacher	Assessment/ Examination	Approved /Declined	New Date	Outcome/Other
			A / D		
			A / D		
			A / D		
			A / D		
			A / D		
			A / D		

Did you attend the task/s on the due date? **Yes / No** If No complete

Details of the effect on my performance are: _____

a) Are you applying due to illness?** **Yes / No** ***Medical certificate is attached*

Date/s of Absence: _____ Details: _____

or

b) Are you applying due to misadventure*? **Yes / No** **Independent evidence is attached*

Details of the effect on my performance are: _____

- I consider that my assessment or examination performance will be / was affected by misadventure or an illness which occurred immediately before or during the assessment/ examination(s) as set out above.
- I declare that all the information I have supplied is true and have attached appropriate documentation.

Student Sign: Parent Sign: Date:

Deputy Principal Sign: _____ Date: _____

Office Use Only

Outcome forwarded to:

Head Teacher Year Advisor Class Teacher Student

Processed by: _____ Date: _____



**Stage 5
Request for Review of Assessment**

Name: _____

Class: _____

Subject: _____

Teacher: _____

Task: _____

Due Date: _____

Reason for review:

Supporting evidence:

APPROVED / NOT APPROVED

Comment:

Deputy Principal: _____

Date: _____

Notifications: Student/Parent Staff/Executive/LST File

LEARNING SUPPORT: A GLOSSARY OF KEY WORDS

These verbs as they will be commonly used in assessment tasks at Kellyville High School.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

INDIVIDUAL ASSESSMENT CALENDAR

TERM 1 2025

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
Jan 27 – Jan 31	0	Australia Day	School Holidays	School Holidays	School Holidays	School Development Day	
Feb 3 – Feb 7	1A	School Development Day	School Development Day	School Development Day	All students return		
Feb 10 – 14	2B						
FEB 17 -21	3A						
FEB 24 – 28	4B						
Mar 3 – Mar 7	5A						
Mar 10 – MAR 14	6B						
MAR 17 – 21	7A						
MAR 24- 28	8B						
MAR 31 – Apr 4	9A						
Apr 7 - 11	10B					Last day term 1	

TERM 2 2025

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
APRIL 28 – May 2	1A	School Development Day	School Development Day	All students return			
MAY 5- 9	2B						
MAY 12 – 16	3A						
MAY 19 -23	4B						
MAY 26 – 30	5A						
Jun 2 – 6	6B						
JUN 9 - 13	7A	Public Holiday					
JUN 16 – 20	8B						
JUN 23 – 27	9A						
Jun 30 - July 4	10B					Last day term 2	

TERM 3 2025

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
JUL 21 – 25	1A	School Development Day	All students return				
JUL 28 – AUG 1	2B						
AUG 4 – AUG 8	3A						
AUG 11 – 15	4B						
AUG 18 – 22	5A						
AUG 25 – 29	6B						
SEP 1 – SEP 5	7A						
SEP 8 – 12	8B						
SEP 15 – 19	9A						
SEP 22 - 26	10B					Last day term 3	

TERM 4 2025

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
OCT 13 – 17	1A	School Development Day					
OCT 20 – 24	2B						
OCT 27 – 31	3A						
NOV 3 – 7	4B						
NOV 10 – 14	5A						
NOV 17 – 21	6B						
NOV 24 – 28	7A						
DEC 1 – DEC 5	8B						
DEC 8 – 12	9A						
DEC 15 - 19	10B					Last day term 4	
