



# **Year 9 Assessment Booklet 2024**

Sir Joseph Banks High School



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## Principal's Message

Welcome to Year 9 at Sir Joseph Banks High School. You will be presented with many opportunities for you to excel across a variety of fields be it academic, sporting or in the creative arts areas. In Year 9 you have the opportunity to study new courses and work with teachers who work hard to help you learn successfully. Our school expects you to do your very best at all times.

Success in your courses is achieved through hard work, dedication and commitment to course requirements. To meet this challenge, you should attend school regularly and be on time to every class as well as wearing full school uniform correctly. You should aim to complete all your class work and assessments to the best of your ability by the due dates.

Sir Joseph Banks High School will provide you with all the educational opportunities necessary for you to obtain the best results possible each year as you work towards gaining your Year 10 Record of School Achievement and onto TAFE, your HSC or the world of work. Our students are our major priority, and we hope there will be a successful partnership between parents, staff and students in your third year of high school and moving forward.

## Deputy Principal's Message



### Mrs Check, Year 9 Deputy Principal 2024

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Welcome to an exciting year of learning challenges and opportunities as a Year 9 (Stage 5) student at Sir Joseph Banks High School.

Year 9 is an important transition phase for students, as they begin to exercise choice through the selection of elective subjects. It is also the time that they commence fulfilling the requirements to attain the Record of School Achievement (RoSA) credential. The RoSA requires students to demonstrate commitment to learning, ensuring that all class and assessment work is submitted and satisfies the expectations of the NSW Education Standards Authority (NESA).

During first term, students will also complete their National Assessment Program Literacy & Numeracy (NAPLAN) assessment. Students in NSW will need a minimum standard of literacy and numeracy to receive the HSC. At Sir Joseph Banks High School, we have implemented targeted programs to support students in meeting these standards.

This year, students will be offered opportunities to participate in a variety of leadership and mentoring programs including the Australian Business Community Network (ABCN) – GOALS program, University Partner initiatives and the Mentoring, Mateship, Masculinity, (MMM) program.

We look forward to working with our families, the community and our business partners, to provide the best quality learning and leadership opportunities for students.

## Year Advisers' Message



Mr Cheng  
Year Adviser



Ms Katsiris  
Assistant Year Adviser

### Year 9 Advisers 2024

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Sir Joseph Banks High School is widely acknowledged for its approach to student support and welfare. We understand that good teaching and learning is underpinned by positive and productive relationships between students, families, teachers and our community partners.

The role of the Year Adviser is to assist in student welfare matters, monitor attendance and punctuality and support commitment to learning. Each year is assigned a Year Adviser and Assistant Year Adviser to ensure that support and guidance is given to students as needs arise.

We look forward to supporting and guiding you in Year 9 and beyond.

## Help and how to get it

Issues/concerns	Who to see
Advice on students' academic progress, attitude to work and learning, conduct in class.	Teachers Head Teachers
Assistance with student welfare matters, attendance and punctuality, commitment to learning.	Year Adviser Assistant Year Adviser
Help for students experiencing personal, social, psychological or learning problems.	Deputy Principal Year Advisers Student Services Team: - Student Support Officer - School Counsellor - Head Teacher Learning Support
Advice about curriculum, current and future training and career options.	Senior Transition Team: - Head Teacher Secondary Studies - Careers Adviser
For all issues relating to assessment tasks, students are expected to liaise with their class teacher or relevant Head Teacher	Deputy Principal Head Teacher Learning Support
Advice regarding school contributions and subject fees.	Deputy Principal School Administrative Manager
Bus and train travel.	Front Office

# Assessment

## Introduction

This booklet has been designed to support student understanding of assessment at Sir Joseph Banks High School. It outlines what students will study in each subject throughout the year and how students will be assessed.

### SATISFACTORY COMPLETION OF A COURSE

Satisfactory Completion of a course looks like...

YES

☐

Followed the course developed or endorsed by NESA

☐

Applied diligence & sustained effort to the tasks & coursework

☐

Achieved some or all of the outcomes

### UNSATISFACTORY COMPLETION OF A COURSE

Unsatisfactory completion of a course looks like...

NO

☐

Excessive absence or lateness to school or class

☐

Poor achievement in class & assessments due to lack of application & effort

☐

Poor class behaviour

☐

Not completing assessment tasks, homework &/or classwork

☐

Plagiarising, copying or cheating



**What is Assessment?**

Assessments are all of the different ways that teachers use to measure student success as a learner.

There are different types of assessment:

**Assessment FOR Learning (informal or formative assessment)**

This is designed to enhance teaching and improve student learning. It gives students opportunities to improve and develop their knowledge, understanding and skills. Teachers assess student achievement informally as they complete their work using a whole range of strategies including self assessment and peer assessment.

**Assessment OF Learning (formal assessment tasks)**

This assists teachers to assess student achievement against outcomes and standards. This usually occurs at the end of a unit of work, a term, a semester, a school year or a stage. This information gained from all assessment is used in reporting student achievement against each of the syllabus outcomes and to determine grades for reports.

**Examples of assessment activities (for both formal and informal tasks)**

Topic test	Observation of student learning
Project	Classroom activities and participation
Presentation	Homework assignment
Research assignment	Mini tests or quiz
Portfolio	Group and pair work
Practical task	Peer assessment
Formal examination	Experiment
Essay	Bookwork
Model	Speech
Performance	

# Structure of Assessment – Stage 5

## Assessment of Stage 5

- Consists of ongoing assessments, tasks and examinations.
- Ongoing assessments include written work, oral work, practical work, tests, assessment tasks and assignments as is appropriate to the course.
- At Stage 5 there is an increased emphasis of course based assessment judgements made in line with NESA outcomes.
- In Year 9, students will study RoSA courses for Geography and some elective courses. Students must comply with RoSA assessment guidelines in order to satisfy the requirements.

## Reports

### Assessment for Reports

#### Year 9

The Report for Year 9 contains:

- Course result distribution scale, which indicates a student's individual result as compared to the cohort.
- Overall achievement based on the student's areas of learning which is described using the O-L five point grade scale.

#### Students have the right to:

- be informed of the assessment processes of your school and NESA
- receive clear guidelines relating to the requirements of each assessment task
- be told in advance of the due date for each assessment task
- access feedback for an individual task at the time it is returned to you.

#### Students have the responsibility to:

- become familiar with and follow the assessment requirements set by your school
- complete all set tasks on time, or talk to your teacher about what is required if you can't meet a deadline
- avoid Academic Misconduct, that is behaviour which may be considered cheating, including plagiarism including the use of Artificial Intelligence (AI), and ensure that all assessment work is your own or acknowledges the contribution of others
- follow up any concerns you have with tasks at the time they are marked and returned.

## Assessment Information

### 1. Attendance

Satisfactory attendance is required in all subjects for the duration of the course. Attendance is expected to be above 85% in each course but may be determined individually at the discretion of the Principal. For RoSA courses, students may receive a warning of non-completion of course requirements if their individual subject attendance falls below 85%.

- Students are expected to attend school on time every day in order to meet the requirements for their RoSA courses. School begins at 8:40am.
- Students are expected to attend all timetabled lessons.
- Students must remain on the school grounds all day, including recess and lunch.

Commented [RG1]: Just added some comments re subject attendance requirements.

- If a student is absent because of illness or for some other acceptable reason, they should notify the Head Teacher as soon as possible and complete an [Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form](#).
- If a student is absent from school, for whatever reason, they must make alternative arrangements to submit the task on time (this may involve electronic submission) but a hard copy of the task (if required) should be handed in to the class teacher **on the first day** the student returns to school.
- If a student is on suspension when a task is due, they will still be required to submit the task by the due date and time (electronic submission is advisable). If this is an exam, an arrangement can be made at the discretion of the Principal.
- If a student is absent due to illness, they **must provide a medical certificate** as proof of illness on their return to school and submit the task as soon as returning to school with the completed appeal form.
- If the absence is an extended illness, the marks from a similar task may be used to modify or estimate results in consultation with the Head Teacher. Students must provide evidence which must be presented to support the absence.

## 2. Application

Students are expected to be diligent in the way that they apply themselves in all subject areas. This requires satisfactory participation in all class activities and excursions, as well as completion of all set classwork, homework, tests, assessment tasks and examinations and any other prescribed work to a satisfactory standard. Any work submitted which is not of this standard may be required to be redone and resubmitted.

Students are to make a serious attempt to complete all set assessment tasks for each subject and by the due date and time. Students submitting non-serious attempts or found committing academic misconduct will receive a zero mark and Lack of Application letter or issued with a N Warning for RoSA courses.

## Assessment Procedures

### 1. Duration

This Assessment Program will commence in Term 1 2024 and conclude in Term 4 2024.

### 2. Assessment Schedules

This booklet contains an Assessment Schedule of each course. Each subject's table contains information about the number of tasks, the nature of each task and the weighting given to each. In addition to this there is a table showing the distribution of all tasks across the year enabling each student to plan how to balance the demands of different assessments in all of their courses.

### 3. Assessment Task Submissions

- Students are expected to submit authentic work of a high quality and standard by the due date and time.
- Students who do complete or fail to submit, or do not make a serious attempt in an Assessment Task will receive a zero mark and Lack of Application letter or issued with a N Warning for RoSA courses.

#### 4. General Procedures

##### a) Notification

- Students should be given two weeks written notice for all assessment tasks (except Formal Examinations where written notification, separate to this Assessment Booklet, is not required). The notification will outline the nature of the task, the various components and the marking criteria.
- Students sign the Assessment Task Notification Sign On form to indicate they have received the task. If a student is away from school on the day the Assessment Task Notification is distributed, it is their responsibility to see the teacher to receive the notification.

##### b) Handing in Tasks

- All work must be submitted or performed punctually on the due date, during the lesson that the task is due.
- Students must submit work in person and must be present at school for all timetabled periods that day.
- Students must keep a hard and digital copy of the task. Loss of task will not be accepted as a valid reason for late submission.
- Tasks submitted on the due date but after the due time will be deemed a late submission and a zero mark will be awarded.
- Students must again sign the Assessment Task Notification Sign On form to verify that the task has been submitted.

##### c) Electronic Submission

- It is expected that some tasks will be required to be submitted electronically. The teacher will outline in the task notification when and how the task is to be submitted electronically.
- It is the **student's responsibility** to ensure that all work is complete, the task is submitted on time and that the correct documents are attached to the submission. It is also the student's responsibility to sign the submission section of the Assessment Task Notification Sign On form to verify that the task has been submitted.
- All electronic submissions will have evidence of date and time of turn in.

##### d) Technology Failure

- Occasionally, a student's ability to complete an Assessment Task may be impacted by the failure of technology.
- In this case, the student must follow the normal procedure for an Extension (if the problem occurs prior to the submission of a task) OR Special Consideration (if the problem occurs on the due date). These forms can be found using the QR codes in the appendix of this booklet.
- Evidence must be presented to support the claim of technology failure and the IT staff may be consulted to determine the validity of the claim.
- The relevant Deputy Principal will make the final determination in all cases of technology failure.
- **It is the student's responsibility** to retain a regularly **backed up copy** of all their school work either on a cloud, external drive or a USB so that if there is a problem with their computer their work is not lost.

##### e) Absence or Partial Absence from School on the Due Date

- Students who are absent or late to school on the day of an assessment task due to illness or misadventure must complete an Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form. Students must provide evidence, such as a medical certificate, upon first day return to school. If there is no documentation supporting their absence, then a zero will be awarded.
- If a student is going to be absent from school, for whatever reason, students are expected to contact the classroom teacher via email or phone on the day of the task or **first day of**

**return to school.** Students must make alternative arrangements to submit the task on time (this may involve electronic submission).

- Students who do not attend school within the two days prior to the assessment due date may be penalised for Academic Misconduct, be awarded zero marks and Lack of Application letter or issued with a N Warning for RoSA courses. Students will be required to submit evidence for absence/s from the upcoming tasks or exam.
- If a student is on suspension when a task is due, they will still be required to submit the task by the due date and time (electronic submission is advisable). If this is an exam, an arrangement can be made with the Principal on a case by case scenario.
- If the absence is an extended illness or unforeseen circumstance, students must complete Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form submit and provide evidence which must be presented to support the absence. If the appeal is upheld, the marks from a similar task may be used to modify or estimate results in consultation with the Head Teacher.
- **In-class Assessments and Exams** – students should provide a medical certificate to their teacher with an Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form attached on the morning of the first day back at school and will be expected to complete the set task during the next lesson for that subject, or at the discretion of the Head Teacher.

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f) Conduct during examinations, tests or assessment tasks

- A student must not have any materials with him/her other than those necessary and allowed for the task.
- A student must not speak to any person other than the teacher supervising the task, for the duration of the task.
- A student cannot behave in a way likely to disturb other students or disrupt the conduct of the task.
- If a serious attempt at a task is not made, a student may be awarded a zero mark and Lack of Application letter or issued with a N Warning for RoSA courses.
- If a student cheats or attempts to cheat, a zero mark will be awarded, with no opportunity to do the task again.
- Students found using banned technological devices will receive a zero mark and Lack of Application letter or issued with a N Warning for RoSA courses.
- If a student fails to bring the necessary equipment (eg calculator) into an exam it is not the responsibility of the teacher to find the student the equipment to complete the exam. No borrowing of equipment between students is permitted.
- Equipment is to be placed into a clear plastic lunch bag or plastic sleeve. No pencil cases are permitted.
- Permission to use the toilet during an examination will only be granted under extenuating circumstances.

g) Malpractice (Plagiarism, Academic Misconduct)

Malpractice, or cheating, is “dishonest behaviour by a student that gives them an unfair advantage over others”. A student found plagiarising (including the use of Artificial Intelligence AI), cheating or any other form of academic misconduct may be awarded a zero mark for that task. The student may be issued with an N Warning and will be required to resubmit the task.

- Plagiarism (copying someone's work and claiming that it is your work).
- Collusion (allowing someone to copy your work).
- Using materials from books, journals, CDs or the internet without acknowledging the source).
- Submitting work that has a large contribution from another period that is not acknowledged.
- Communicating with other students during an assessment or examination.
- Using forbidden aids (this includes bringing notes, or an electronic device into an assessment or examination, whether or not they are used).
- Use of Artificial Intelligence AI.

h) Zero Marks

- Parents of students given a zero mark will be notified in writing by way of a Lack Of Application letter or an N award warning letter including information about the resubmission of the task and will need to respond, in writing to confirm that the notification has been received.

i) Non-Serious Attempt

- Non-completion of substantial parts of a task or examination such as attempting only the multiple-choice section of an examination.
- No demonstration of engagement (or minimal engagement) with the outcome/s of the task.
- Students who do not make a serious attempt in an assessment task may receive a zero mark and Lack of Application letter or issued with a N Warning for RoSA courses.
- Writing, performing or speaking in a frivolous, offensive or objectionable manner.
- Writing answers in a language other than English (unless specifically instructed to do so) or submitting electronic tasks in a format that is unrecognisable or not approved by the teacher.

## 5. Appeals Process

a) Appeals of Academic Outcomes

- If a student believes an error has been made in the marking of a task, they should complete an Application For Appeal of Academic Outcome form.
- The Head Teacher will investigate in consultation with the class teacher and student and will make a decision, notifying the student of the outcome, within seven days.
- A Formal Review will be conducted within seven days of receiving a formal appeal, with the student and parents notified in writing of the outcome and the reasons for it.

b) Unforeseen Circumstances / Special Consideration

- At times a student's result in an Assessment Task or Examination may be impacted by circumstances outside of their control on or near the due date of a task. This may include things such as illness or a family emergency. The student or their parent/caregiver needs to contact the Deputy Principal as soon as possible with relevant documentation as evidence.
- An Appeal form must be submitted on their first day of returning to school.
- The Head Teacher in conjunction with the relevant Deputy Principal, will make a decision about whether an extension may be granted, an estimate used, or an alternative task be set.

c) Extensions

- Extensions **will only be granted in exceptional circumstances** (please note that leave granted for holidays, does NOT constitute exceptional circumstances).
- Holidays, routine medical or dental appointments, part time work commitments and routine sporting commitments will not be considered as valid reasons for extensions.
- Students must complete the Request for Extension Form and submit it to the Head Teacher of the subject at least 24 hours PRIOR to the due date.
- Documentary evidence, for example, a medical certificate, will be required. The Head Teacher will consider the application in consultation with the class teacher and Deputy Principal. However, there is no obligation to accept such evidence if they have reason to suspect its validity.
- Once a decision has been made, the student will be notified in writing as soon as possible. This will include the outcome and length of the extension, if granted.
- Class teachers cannot grant extensions.
- No extensions of time will be granted other than in exceptional circumstances.

## 6. RoSA 'N' Award Determinations – Assessment

For RoSA courses, N-Award warnings that are not resolved can lead to an N Determination. In order to successfully attain an RoSA:

- An N Award is a determination that a student has not completed the minimum requirements for completion of a course.
- A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:
  - followed the course developed or endorsed by the NSW Education Standards Authority (NESA);  
and
  - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;  
and
  - achieved some or all of the course outcomes.
- If a student is at risk of achieving an N Award (which reflects failure to seriously attempt more than 50% of the Assessment Tasks), the Head Teacher will notify the student and their parents of what they need to do in order to correct the situation.
- If the required action is not taken, then an N Award determination may be made.
- If a student receives an N Award, they have the opportunity to appeal this decision and complete an Application For Appeal of Academic Outcomes form.
- A Formal Review will be conducted within 7 days of receiving a formal appeal, with the student and parents notified in writing of the outcome and the reasons for it.

### Awarding Grades

The O to L grade scale summarises the standard (or quality) of achievement associated with each grade. The scale describes:

- the depth of knowledge and understanding and
- the range of skills that students working at that standard typically show.

Grades are given for individual achievement. Students will get the grade that best matches the standard of their achievement. Teachers should consider all evidence gathered and should **not** be limited to a set number of children allocated to each grade within their class or school.

Grades are one aspect of school reporting to parents. Other important tools include:

- teacher comments
- parent-teacher-child interviews and
- ongoing communication to share information about student effort and application.

**About the Common Grade Scale**

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

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

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

Grade	Description
Outstanding	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.
High	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.
Sound	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.
Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited	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.

Students with disability may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

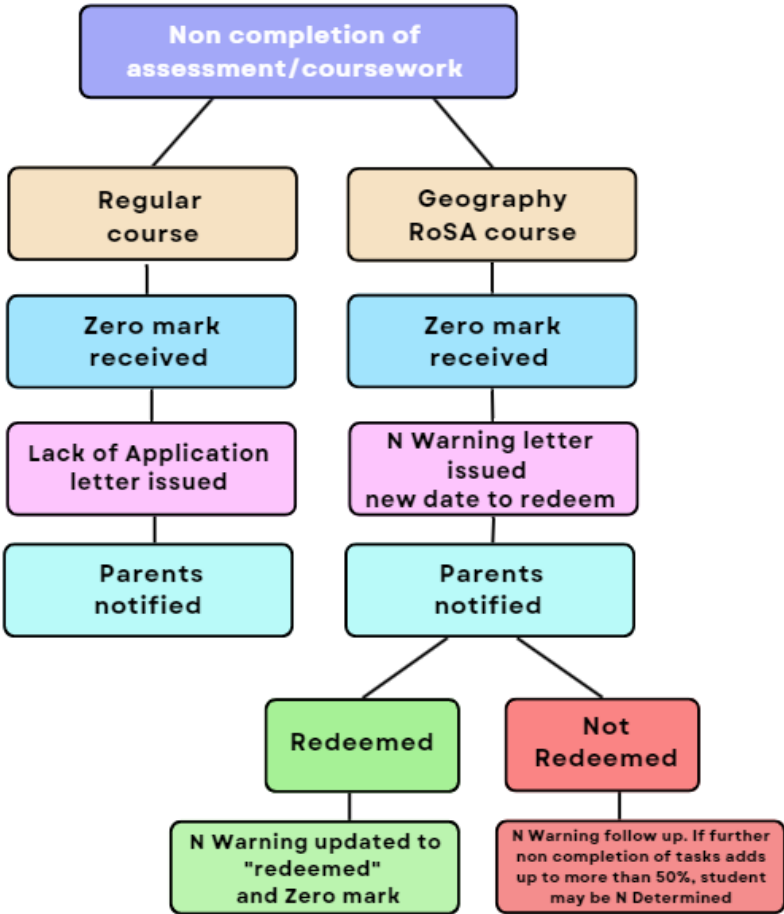


**Stage 5 RoSA Requirements**

**Year 9 Geography (RoSa course) & Elective courses**

Year 9 students will study the RoSA Geography course and select elective course. Failure to complete an assessment task by the due date and time in Geography and elective courses will result in a zero mark and an N Warning letter.

Where 50% or more of the course has not been completed, the student may be issued with an N Determination for the Geography course resulting in the student not achieving their RoSA.



# Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

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

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 Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the [Education Act](#).

## Receiving the RoSA

Schools are responsible for requesting a RoSA through the enrolments section in [Schools Online](#). Once this has been completed, a PDF of the RoSA will be sent to the student's [Students Online](#) account. Students cannot directly request a RoSA themselves.

Schools are able to generate an eRecord and check the student's course information is correctly recorded. This online eRecord can be used as an interim result report until the formal RoSA credential is delivered to the student's Students Online account.

Students who remain at school to complete their HSC will not receive a RoSA.

## RoSA reporting and grades

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

- Completed courses and the awarded grade.
- Courses a student has participated in but did not complete before leaving school.
- Results of any minimum standard literacy and numeracy tests that may have been sat.
- Date the student left school.

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

### Grades are:

- Based on student achievement in their assessment work.
- Submitted by the school in Term 4.
- Monitored for fairness and consistency.

## RoSA N Awards Determination

### 'N' Awards Determination – Assessment

In order to successfully attain a RoSA:

- A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:
  - followed the course developed or endorsed by the NSW Education Standards Authority (NESA); and
  - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
  - achieved some or all of the course outcomes.
- An N Award is a determination that a student has not completed the minimum requirements for completion of a course.
- If a student is at risk of achieving an N Award (which reflects failure to seriously attempt more than 50% of the Assessment Tasks), the Head Teacher will notify the student and their parents of what they need to do in order to correct the situation.
- If the required action is not taken then an N Award Determination may be made.
- If a student receives an N Award they have the opportunity to appeal this decision. To do so they must apply in writing to the Principal.

## 7. Students with Special Educational Needs

Assessment for students with special education needs who are accessing the regular course varies according to the learning needs of the student and the requirements of the task. Schools are responsible for making decisions around adjustments to coursework and assessment tasks.

Teachers may need to make adjustments to assessment practices for some students with special education needs so that they are able to demonstrate what they know and can do in relation to syllabus outcomes and content. The types of adjustments made will vary, based on the needs of individual students.

These may be:

- Adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology.
- Adjustments to assessment activities, for example rephrasing questions or using simplified language, fewer questions or alternative formats for questions.
- Alternative formats for responses, for example written point form or notes, scaffolded structured responses, short objective questions or multimedia presentations.

Providing adjustment does not restrict a student's access to the full range of grades or marks.

## 8. Students with Disabilities

- The Disability Standards for Education require that all students with disabilities are able to access all learning and assessment in the same way as any other student.
- Students may have a disability in one of four areas: cognitive (eg learning difficulties), sensory (eg vision impairment), physical or social-emotional (eg anxiety disorder).
- The parents of students with disabilities must ensure that the school has access to all necessary documentation to ensure that they are able to understand and cater for the educational needs of the student.
- If necessary, adjustments are made to Assessment Tasks or examinations so that students with disabilities are able to demonstrate their knowledge and skills.
- These students are still able to be graded using the standards referenced approach even though the form of assessment may vary from other students.
- Adjustments and provisions will be determined on an individual basis by the Learning Support staff in consultation with the student, their parents and their teacher.

9. Life Skills

Assessment of students with disabilities who are unable to access the regular course outcomes may be provided an opportunity to undertake Life Skills courses. The decision to place a student on a RoSA Life Skills pathway, is a consultative process between the school, the student, the parents or caregivers and other significant personnel.

Assessment in Life Skills provides opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking life skills courses will be assessed by collecting evidence and reflecting on the student performance in relation to the outcomes identified for each individual child. These students are not required to attend school for subject exams during examination periods. Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Students must demonstrate the identified learning outcomes that are aligned with their Individual Education Plan (IEP).

STEPS TO MANAGE ASSESSMENT TASKS

Due Dates	Keep a diary of assessment activities and other commitments
Be prepared	Start your tasks early so you can ask for help if needed
Set deadlines	Break tasks into small steps & set deadlines for completing them
Be organised	Record sources of information you use as you find them so the bibliography is not a big task at the end
Save	Save and back up any digital work regularly or use a cloud based platform to save your work
Keep	Keep all your drafts and copies of your resources
Keep	Keep a copy of any work you submit for marking
Consult	talk with teachers for any assistance in completing the task

## How to write a Bibliography

### For a Book

Author's last name, first name. *Title of book*. Place of publication: Publisher, copyright year.

For example

Fogle, Bruce. *Training Your Dog*. New York: DK Publishing, 2001.

### For an Internet Site

Author's last name, first name. *Title of item*. [Online] Available

<http://address/filename>, date of document or download.

For example

Ozdowski, Sev. ***Adolescent or geriatric? The future of the United Nations?*** [Online] Available

[www.hreoc.gov.au/speeches/human\\_rights/sydney\\_peace.html](http://www.hreoc.gov.au/speeches/human_rights/sydney_peace.html), 2005

Accessed: November, 2006

### For a Newspaper or Magazine Article

Article author's last name, first name. "Title or headline of article." *Name of magazine or newspaper*. Date of magazine or newspaper, page(s).

For example

Metherill, Mark. "Schoolgirls to get cancer vaccine free." *Sydney Morning Herald*. November 30, 2006, p. 4

### Your bibliography should be listed alphabetically by the first word of each reference

For example:

Fogle, Bruce. *Training Your Dog*. New York: DK Publishing, 2001.

Metherill, Mark. "Schoolgirls to get cancer vaccine free." *Sydney Morning Herald*. November 30, 2006, p. 4

Ozdowski, Sev. ***Adolescent or geriatric? The future of the United Nations?*** [Online] Available

[www.hreoc.gov.au/speeches/human\\_rights/sydney\\_peace.html](http://www.hreoc.gov.au/speeches/human_rights/sydney_peace.html), 2005

Accessed: November, 2006

## Appendix 1: Extensions, Illness & Misadventure FAQs

### ***What if I need an extension?***

There may be occasions where you have a valid reason for requiring an extension. In order to apply for an extension, you must:

- Apply at least 24 hours prior to the due date.
- Complete an Application for Extension form available from The Learning Centre.
- The Head Teacher will process the form and decide. Appeals can be lodged with the Deputy Principal. [Assessment Task Request for Extension](#)

### ***What if I am suspended at the time an assessment task is due?***

- If you are suspended at the time an assessment task is due, you are still required to submit the task on the due date (electronic submission is advisable). If the task is an exam, an arrangement can be made with the Deputy Principal on a case by case scenario.

You can do this by:

- Hand the task in at Front Office or electronically submit the task. Do not hand it in to your teacher or the faculty

### ***Is it OK to be absent on the day a task is due if I still hand it in on the day?***

It is **NOT** acceptable to miss classes on the day an assessment task is due in order to complete the assessment task. If you are absent, you must still complete the [Assessment Task Request for Extension](#) form – even if you come up to the school and submit the task. Tasks are due during the period you have the subject that day. It is unfair to other students if you miss classes in order to complete an assessment task. If you have a reason for not attending school, complete the relevant Appeal form and submit it to the teacher on the first occasion you return with the task for consideration.

### ***What happens if I do not complete a task and do not have a valid reason?***

You will receive a mark of zero and an N Award Warning letter will be sent home. The N Award Warning will have a new due date for the assessment. You must complete the task by this new due date.

### ***What happens if I do not complete a number of assessment tasks?***

If you do not complete more than 50% of your assessment tasks, you can be awarded an N Award Determination for that course. You may also be issued with a Lack of Participation Expulsion warning

### ***Do assessment tasks contribute towards my reports?***

YES! School based assessments throughout the year is used, with exam and class assessment to allocate a mark that is recorded on your report as well as contributing to your HSC rank and overall assessment.

### ***How much warning should I be given about an upcoming task?***

You may be given a minimum of 2 weeks notification.

## Appendix 2: What is Malpractice (cheating) in RoSA assessment?

Malpractice (or cheating) is dishonest behaviour by a student that gives them an unfair advantage.

**Here are some examples of behaviour considered to be academic misconduct:**

- Copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own
- Using material directly from books, journals, or the internet without acknowledging the source
- Submitting work that contains a large contribution from another person and this is not acknowledged
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals

The examples above are referred to as plagiarism and/or malpractice.

### What is plagiarism?

Plagiarism is when you pretend that you have written or created a piece of work and present it as your own. It is cheating, it is dishonest, and it could jeopardise your HSC results. The following are common questions about plagiarism.

**Q** Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

**A** Definitely yes!

**Q** Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

**A** Yes. You are using someone else's thoughts and words without acknowledgement.

**Q** Is it plagiarism if someone else looks at my written work and changes my final draft?

**A** It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

**Q** Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

**A** No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

**Q** Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

**A** This is not plagiarism. You have taken steps to show you are presenting another person's words or ideas.

# Assessment Schedules

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These are issued to students by their course teachers. Students should sign to acknowledge receipt of the assessment task.

Due dates on Assessment Schedules are an approximation and are subject to change. Students may be given two weeks' notice before each assessment task to confirm the date.

Student instructions:

- Ensure you have collected all assessment schedules for your courses from your class teachers.
- Keep this Assessment Booklet for future reference.
- Be prepared for learning and follow the procedures.



## **What are you going to learn this year?**

Sir Joseph Banks High School offers a comprehensive range of courses for students of all academic abilities.

In their first year at Sir Joseph Banks High School, students are required to follow a pattern of study as determined by NESA. As students move into Stages 5 and 6, they are given more choices in the subjects they study.

The core subjects Year 9 students will study are listed below.

English  
Geography (RoSA course)  
Mathematics  
Personal Development, Health and Physical Education  
Science

Elective subjects Year 9 students may study are listed below.

Child Studies  
Commerce  
Computing Technology  
Food Technology  
Industrial Technology Timber 1  
Music  
Photographic and Digital Media  
Physical Activity and Sports Studies  
Visual Arts

Life Skills subjects

Human Society and Its Environment Life Skills  
English Life Skills  
Mathematics Life Skills  
Personal Development, Health and Physical Education Life Skills  
Work and the Community Life Skills

# English

Welcome to English for Year 9.

The course this year is designed to start teaching you some of the knowledge you will need to do well in senior English. In particular, you will be learning about essays, literature techniques and how English uses ICT. You will be expected to do your own research and formal writing.

The assessment tasks for this year are designed to help you learn about long term planning and independent work. Some of the tasks are about analysing other writers' work and some are about creating your own written, spoken or visual texts.

As always, there will also be opportunities to get involved in debating and writing competitions.

Students study the following units of work:

- Write Me A Story (Narratives)
- Close study of text – Shakespeare's Romeo and Juliet
- Musical Poetry
- Visual texts (picture books and film)

## English Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	7	Imaginative Response	Tell Me A Story	25%
2	2	10	Extended Response	Romeo & Juliet	25%
3	3	10	Podcast	Musical Poetry	25%
4	4	4	Class Test	Visual Literacy	25%

# Geography

Geography is the study of places and the relationships between people and their environments.

It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Through the study of Geography, students are encouraged to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Topics to be studied include:

- Sustainable Biomes
- Changing Places
- Environmental Change and Management
- Human Wellbeing

## Geography Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	10	7.30 Report	Sustainable Biomes	35%
2	2	9	Exam	Changing Places	30%
3	3	9	Case Study Report	Environmental Change and Management	35%

# Mathematics

Mathematics is a reasoning and creative activity, integral to scientific and technological advances across many fields of endeavour. The symbolic nature of mathematics provides a powerful and precise means of communication.

Making connections across mathematical concepts and other subject areas enhances students' ability to understand the purpose of learning mathematics and to develop a deeper conceptual understanding. This helps students to recognise the role of mathematics in solving problems in the world around them, applying their understanding to familiar and unfamiliar situations.

By studying mathematics, students develop essential numeracy skills and fluency, while nurturing the ability to think logically, critically and creatively. They learn about patterns and reason about relationships, creating opportunities to generalise their solutions and to solve non-routine problems.

When students enjoy learning mathematics, they develop a positive self-concept and become self-motivated learners through active participation in appropriately challenging tasks. This can enhance their resilience in solving mathematical problems relevant to further education and their everyday lives.

## Mathematics Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	6	In Class Task	Financial Mathematics	25%
2	2	9	In Class Task	Algebraic Techniques and Equations	25%
3	3	6	In Class Task	Linear and Non-linear Relationships	25%
4	4	4	In Class Task	Data Analysis and Probability	25%

# Personal Development, Health and Physical Education

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional and physical development of students. It provides opportunities for students to learn about, and practise ways of, adopting and maintaining a healthy productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

Students study the following units of work.

- Eat Your Heart Out
- Enhancing Resiliency
- Safe and Sound
- Coming of Age
- American Sports
- Athletics/Court Sports
- Modified Games
- AFL/Lacrosse

## PDHPE Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	10	Product Launch and Observation Practical	Eat Your Heart Out American Sports	40%
2	2	8	Observation	Athletics	10%
3	3	8	Presentation and Observation Practical	Modified Games	25%
4	4	3	Extended Response	Coming of Age	25%

# Science

The Year 9 Science course is designed to enable students to show an understanding of structures, systems and interactions of the physical, chemical, geological and biological world. They are immersed in experiences where they apply models, theories and laws to explain phenomena and recognise and acknowledge the limitations of each in explaining occurrences and events. Students are led to identify, describe and analyse the impacts of the use of resources and discuss the need for and methods of ensuring the conservation, protection and maintenance of the Earth's resources.

Students study the following units of work:

- Unit 1 – Body Systems
- Unit 2 – World of Matter
- Unit 3 – Energy in Action
- Unit 4 – Earth and Its Resources

## Science Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	9	Research / Literacy Writing Task	Human Body Defence	25%
2	2	4	Topic Test	Chemical World and Human Body Defence	25%
3	3	9	Practical and Written Task	Energy in Action	25%
4	4	4	Yearly Exam	Earth and Its Resources	25%

# Child Studies

Child Studies assists students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. They have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

Learning in Child Studies promotes in students a sense of empathy for children, their parents, caregivers and those who have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively affect the wellbeing of children through roles in both paid and unpaid contexts.

The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this syllabus supports young people engaged in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education.

In Year 9, students explore the following:

- Preparing for Parenthood
- Conception to Birth
- Newborn Care
- Media and Technology

## Child Studies Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	7	Article Blog	Preparing for Parenthood	25%
2	2	6	Journal	Conception to Birth	30%
3	3	6 – 10	Report and Practical	Newborn Care	30%
4	4	3	Pitch	Media and Technology in Childhood	15%

# Commerce

The study of Commerce is about commercial relationships between people and institutions. These relationships involve production, distribution and exchange of goods and services to satisfy individual and community wants. Commerce enables young people to develop the knowledge, understanding, skills, values and attributes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

Topics covered:

- Consumer and Financial Decisions
- Law in Action
- Running a Business
- The Economic and Business Environment

## Commerce Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	5	TEEAL Paragraph	Consumer and Financial Decisions	15%
2	2	6	Portfolio	Law in Action	35%
3	3	9	Market Day / Website	Running a Business	30%
4	4	4	Exam	All Topics	20%



# Computing Technology

Studying Computing Technology 7–10 enables students to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial and recreational contexts.

When studying Computing Technology 7–10, students have opportunities to develop skills in analysing data, designing for user experience, connecting people and systems, developing websites and apps, building mechatronic systems, and creating simulations or games. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.

## Computing Technology Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	9	Class Project	Designing For Use Experience	25%
2	2	9	In Class Test	Analysing Data	25%
3	3	8	Group Project	Creating Games and Simulations	25%
4	4	5	Individual Project	Developing Apps and Web Software	25%

# Food Technology

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislations in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety foods adds to life.

## Food in Australia

A range of factors influence our distinct Australian cuisine. In this unit students examine the diverse range of foods offered in the Australian marketplace and identify the factors that influence this selection. Students investigate the traditional use of bush foods by Aboriginal people and design contemporary foods using bush ingredients. The unit will also focus on historical perspectives including early European settlements and multicultural influences on food selection and preparation. During practical activities students will have the opportunity to experiment with a range of ingredients available in the marketplace developing innovative approaches to Australian cuisine.

## Food Selection and Health

Food is a source of health and energy, yet the basic nutritional facts are sometimes difficult to distinguish amid all the media hype. In this unit students gain an understanding of nutritional requirements and basic menu planning for optimal health. Students also investigate and evaluate controversial food issues and common nutritional myths in order to make more informed food choices. Students work collaboratively to carry out investigation and research and participate in practical activities that meet nutritional requirements such as in adolescents.

## Food Equity

Access to an adequate food supply is a global issue. Students examine food production and distribution globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations. Students plan and prepare safe and nutritious foods appropriate to specific situations.

## Food Technology Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1 – 4	Weekly	Ongoing Practical Work	All topics	40%
2	1	3	Research and Practical Task	Food in Australia	20%
3	3	3	Research and Practical Task	Food Selection and Health	20%
4	3	8	Research and Practical Task	Food Equity	20%

# Industrial Technology Timber 1

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

Practical projects undertaken should reflect the nature of the timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies. These may include:

- Decorative timber products
- Furniture items
- Small bowls or turned items
- Storage and display units
- Storage and transportation products.

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

## Industrial Technology Timber 1 Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	6	Bench Hook WHS Competency	Timber 1	15%
2	3	5	Picnic Table	Timber 1	40%
3	3	10	Turned Item	Timber 1	20%
4	4	5	Dovetail Box	Timber 1	25%

# Music

The Year 9 music course is designed to integrate listening, performance and composition activities. Students will be expected to participate actively in all of their classes and will be required to complete assessment tasks both during class time and at home.

During performance activities, students will need to select and focus on one of the following instruments: guitar (electric and/or acoustic); bass guitar; piano/keyboard; drums or vocals. If there is a different instrument that a student would like to pursue, then they must provide their own.

Students will be required to work in small groups and individually, which will mean that students need to be independent workers and have the highest self-discipline. Students are expected to work collaboratively with their peers, providing feedback and support towards their classmates. Students are also encouraged to practise and work in their own time in order to achieve the best results.

The music fees cover musical instruments and their maintenance, as well as student workbooks/worksheets and other musical equipment.

## Music Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	9	Performance	Australian Folk Music	20%
2	2	5	Performance	Music of a Culture	30%
3	3	9	Composition and Listening Analysis	Music for Radio, Film, Television and Multimedia	30%
4	4	4	Yearly Exam Aural / Listening	Pop Music (and all previous topics)	20%

# Photographic and Digital Media

The Stage 5 Photographic and Digital Media course extends students' skills in the use of technology to create artworks. These technologies play a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures. Much of students' knowledge of the world and their notions of cultural and self-identity come from the photographic and digital images that permeate the visual arts and design, television, film, video, internet, mass media and multimedia. New technologies have changed the possibilities of producing artworks and the role of the artist.

In artmaking, students will experience a range of digital and analogue processes, such as:

- The DSLR camera and Adobe Photoshop to create a portfolio of photographs that represent an idea
- 4 dimensional projects, such as stop motion animation and video, created individually or collaboratively
- Web design
- Adobe Illustrator and a portfolio of design images
- Black and white analogue photography, using both film and non-film processes.

Critical and historical studies is 60% of the course and incorporates the investigation of digital artists and their work, discussed and analysed through the frames and conceptual framework. These are the agencies through which students gain understanding of contemporary artistic practice as digital artists today, through artistic expression and mass media.

Students are assessed on a combination of practical and theory work, as well as their visual arts diary, including:

- Planning and developing ideas and artistic intentions
- Technical resolution of media and techniques
- Interpretations and investigations of artists and their work
- Applying creative concepts
- Organised work in their digital media diary.

Fees are attached to the course which covers the cost of all practical and theory material supplied, and the maintenance and replacement of digital equipment. Students do not need a book as all work is done online. However, books are welcome if students choose to use it as a diary.

## Photographic and Digital Media Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	9	Artmaking Critical and Historical Studies	Practical Portfolio of Digital Images and Online Diary	20%
				Artist Investigations	10%
2	2	7	Artmaking Critical and Historical Studies	Submission of Completed Film	15%
				Artist Investigation and Analysis Through the Frames	10%
3	3	9	Artmaking	Practical Portfolio of Images and Online Diary	25%
4	4	5	Critical and Historical Studies	Yearly exam/quiz	20%

# Physical Activity and Sports Studies

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyles. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

Physical Activity and Sports Studies promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields.

Students will explore:

- Australia's Sporting Identity
- Technology, Participation and Performance
- Nutrition and Physical Activity
- Coaching Career

## Physical Activity and Sports Studies Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	Ongoing 9	Practical Report / Lesson	Australia's Sporting Identity	25%
2	2	Ongoing 7	Practical Class Presentation	Technology and Performance	25%
3	3	Ongoing 9	Practical Product Review	Nutrition and Physical Activity	25%
4	4	Ongoing 4	Practical Extended Response	Coaching Career	25%

# Visual Arts

The Visual Arts syllabus provides various approaches to understanding how images and objects are identified, created, categorised, interpreted, valued, and made use of as works within the visual arts by individuals, societies and cultures. It is concerned with developing students' abilities to make and study images and objects which have a range of meanings and purposes.

Making is 60% of the course and involves learning to give form to images and objects to represent ideas, experiences and understanding the world through practical applications. Skills are developed through the use of a range of materials and techniques, including painting, drawing, sculpture, printmaking, and digital media. Critical and historical studies make up 40% of the course and develops understanding about the meaning of artworks in contemporary society and investigates the background throughout history of various artists and artworks in Australia and the wider world.

Topics and artmaking practice includes:

- Portfolio – drawing and painting techniques investigating artworks through the frames
- Ceramic Investigations – making functional and decorative objects using clay building techniques with a focus on artmaking practice
- Printmaking – creating a portfolio of artworks creating using printmaking techniques
- Self-guided project using individual choice of materials and techniques, students driven

Students are assessed on a combination of practical and theory work, as well as their visual arts diary, including:

- Planning and developing ideas and artistic intentions
- Technical resolution of media and techniques
- Interpretations and investigations of artists and their work
- Applying creative concepts
- Organised work in the visual arts diary.

Fees are attached to the course which covers the cost of all practical and theory material supplied. However, students are required to purchase a visual arts diary that is A4 with blank pages.

## Visual Arts Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	9	Artmaking	Practical Portfolio of Artworks and Visual Arts Diary	20%
	1	9	Critical and Historical Studies	Artist Investigations Through the Frames	10%
2	2	8	Artmaking	Submission of Practical Work and Visual Arts Diary	20%
	2	8	Critical and Historical Studies	Artist Investigation	10%
3	3	9	Artmaking	Practical Portfolio of Artworks and Visual Arts Diary	20%
4	4	5	Critical and Historical Studies	Yearly exam / quiz	20%



## SIR JOSEPH BANKS HIGH SCHOOL

### Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form

Student name:

Course name:

Class teacher:

#### Task details

Task number:

Title:

Weighting:

Due date:

#### Details of Illness / Misadventure / Absence

Date/s of absence:     /     /     to     /     /

Reason for absence:

Evidence / Doctor's Certificate attached?    Yes / No

Student signature: \_\_\_\_\_

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

Parent signature: \_\_\_\_\_

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

Teacher recommendation:    Upheld / Declined

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

Head Teacher decision:        Upheld / Declined

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

Reason:

Head Teacher name: \_\_\_\_\_

Head Teacher signature: \_\_\_\_\_

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

If request is refused, student has the right to appeal to their Deputy Principal





## SIR JOSEPH BANKS HIGH SCHOOL

### Assessment Task

### Request for Extension

Student name:

Course name:

Class teacher:

#### Task details

Task number:

Title:

Weighting:

Due date:

#### Reason for Request for Extension

Reason for request:

Evidence / Doctor's Certificate attached? Yes / No

Student signature: \_\_\_\_\_

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

Parent signature: \_\_\_\_\_

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

#### Reply to Request for Extension to HSC Task

#### Head Teacher recommendation:

Upheld ☐ Extension to: \_\_\_\_\_

Declined ☐ Reason for refusal: \_\_\_\_\_

Head Teacher name: \_\_\_\_\_

Head Teacher signature: \_\_\_\_\_

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

If request is refused, student has the right to appeal to their Deputy Principal

