



JJ Cahill Memorial High School

Assessment Booklet RoSA School Certificate 2023

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HONOUR EXCELLENCE RESPONSIBILITY OPPORTUNITY

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This information is for RoSA students at JJ Cahill Memorial High School and their parents. We advise students to discuss this information with their parents and contact the school if they have any questions or concerns. This is an important document that students and parents will need to refer to throughout the year.

What is the Record of School Achievement (RoSA)?

The RoSA is awarded to students who leave school between the end of Year 10 and before completing the HSC. It reflects a student's achievement up until they choose to leave school. Assessment and reporting for the RoSA combines a standards-based approach within school and moderation of these grades between schools. The moderation will be conducted by the NSW Education Standards Authority (NESA).

The school-based assessment tasks measure overall achievement in each course and will be reported as grades. Each student's achievement is reported using detailed information on what she or he knows, understands and can do.

English, Mathematics, Science, History, Geography and PDHPE are mandatory subjects. At J.J. Cahill Memorial High School, successful completion of these subjects is a prerequisite to being considered for entry into Stage 6. That is, Year 11 (Preliminary course) and Year 12 (Higher School Certificate course).

How do you become eligible for the RoSA?

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

It is a cumulative record of all academic achievement. The RoSA is designed to record and credential all of a secondary school student's academic results up until the HSC.

- The RoSA will detail grades for courses a student completes right up until the time they leave school.
- If a student leaves school before receiving a grade in Year 11 or Year 12 courses, their RoSA will record the courses they commenced.
- This measure acknowledges the fact that some students begin senior secondary study but then leave school for employment or other training opportunities before receiving their HSC.

What is assessment?

- a) Assessment consists of a series of tasks that measure a student's achievement in a particular course.
- b) Assessment should include practical work, field work, research assignments, essays, formal exams, in class tests and oral presentations, seminars etc

Getting help with assessments

Visit the Assessment Resource Centre at www.boardofstudies.nsw.edu.au to see student work samples for each grade and teacher comments about why they are in that grade.

Satisfactory completion of course outcomes

Students are reminded that in order to attain their RoSA satisfactorily, they must achieve course outcomes.

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:

- c) Followed the course developed or endorsed by NESAs; and
- d) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- e) Achieved some or all of the course outcomes.

A student will be considered unsatisfactory in a course if he/she has failed to apply her/himself with diligence and sustained effort to the set tasks and experiences required by the school to achieve some or all of the course outcomes.

Indicators of possible failure to apply yourself with 'diligence and sustained effort' or possible failure to fulfil course requirements to the school's satisfaction include:

- An excessive number of absences or lateness to school, particularly if these are unexplained.
- An excessive rate of absences from or lateness to classes in one or more courses.
- A recurring pattern of lateness or absences.
- Poor achievement in class tests, assignments etc caused by lack of application.
- Poor classroom behaviour (this inhibits your own and others' learning).
- Failure to submit assessment items.
- Failure to complete class-work and homework.
- Proven case of copying, plagiarism or cheating.

How important is class attendance and absence?

Absences are regarded seriously by Principals. Principals may determine that, as a result of absence, course outcomes cannot be met. Students will be given early warning of the consequences of such absences. This warning should be given in time for the problem to be corrected. Students who do not comply with attendance requirements cannot be regarded as having satisfactorily completed the course and the Principal will apply the 'N' Award determination which prevents the student gaining the HSC.

New enrolments and students repeating a course

Students transferring from another school will begin their assessments upon arriving at this school. Students who are involved in exchange programs will also begin their assessments upon returning to school.

Where the student repeats or transfers from another school during the year the following procedure will be used to calculate the student's assessment mark:

1. The marks for all tasks completed since the new student joined the class will be totaled using the weightings in the Assessment Policy.
2. The teacher finds the new student's rank within the class from this total.
3. Marks for the whole assessment program across the HSC course are calculated, excluding the new student. The rest of the students are ranked on this total using the weightings as displayed.
4. The new student is assigned a mark based on the rank the teacher calculated in Step 2.

What are assessment tasks? Formal tasks

Students will be given a number of formal assessment tasks (including examinations) to complete for each subject. The tasks have been allocated marks or weights and assess the major areas of a course. The results of each task will be used to inform students of their levels of achievement of course outcomes and their rank positions relative to other students in the same course. These totaled marks for each student will be submitted to NESAs as the school assessment marks.

Other assessment tasks

Students will also be required to complete a range of other tasks throughout the course that are less formal but nevertheless important. Students' performances on ALL tasks will assist in determining the extent to which they have achieved the outcomes of the course and the level of achievement determined on the school report, although results of these tasks will not be submitted to NESAs.

How will assessment tasks be scheduled?

Students will be given at least two weeks' notice of a formal task. Staff will endeavour to ensure that students are not over-burdened at any one time. Assessment tasks will be scheduled for period 1 (or alternate periods when a task requires a double period). Any variation to this needs to be submitted by the Head Teacher and approved by the Principal.

Students should be informed about the following:

- the scope of the task eg *Arab-Israeli Conflict*, *'Modern History'*
- the form the assessment task will take eg *test*, *class essay*, *oral presentation*
- the proposed timing and duration of the task eg *Friday August 17, periods 3 and 4*
- the weight of the task eg *20%*
- the marking criteria

How will assessment tasks be weighted?

Each assessment task will be weighted according to the relative importance of each task. Where possible, greater weight will be given to tasks completed towards the end of the course to provide the most accurate summative information of your achievements.

What feedback will you be given about your final achievement?

Each student will receive a formal school report which details his/her achievement of outcomes of each course.

What are your responsibilities?

Students should read carefully each course assessment schedule and policy for each course being studied. These policies will provide the following:

- a) the number and nature of the tasks for the course;
- b) the value of each task in comparison to the whole course;
- c) any special requirements for each of the tasks.

It is a student's responsibility to be aware of all of the above and not knowing about a task, the nature of a task or when a task will take place will not be accepted as an excuse for failing to do a task or for not doing well in a task. If absent, it is the student's responsibility to find out if any tasks have been set. Additional time will not be granted unless exceptional circumstances apply.

Assessment Task Submission:

Where tasks are attempted at school, the student is responsible for handing the task to the teacher conducting the task. Where a task is completed at home the task must be handed to the teacher conducting the task **before 8:50am** on the due date. If the teacher is absent the task is to be handed to the Head Teacher of the Deputy Principal and a receipt will be issued. Students should not simply leave the task at the office or on the teacher's desk in the staffroom or the classroom. If deadlines are not met then a **25% penalty per day**, mark of **zero** and/or a **N Determination warning letter** being issued for the task.

What are the penalties in relation to assessment tasks?

Genuine attempt at assessment tasks

Students must make a genuine attempt to complete course requirements. NESAs stipulates that a genuine attempt is defined in assessment tasks where a student response is frivolous, unrelated to the subject content or clearly does not meet the criteria and a consideration as to the percentage of the task completed satisfactorily. Only answering multiple choice questions can be considered as a non-serious attempt. Students who do not satisfy, submit or complete assessment tasks which contribute in excess of 50% of assessable marks also results in a non-serious attempt of the course. In addition, students must sit for all requisite RoSA examinations.

On the day that an assessment task is due students MUST attend school for the whole day and be present in all of their classes. Failing to attend classes and just turning up to sit an 'in-class' task, or to submit an assessment task due on that day, may result in a **25% penalty per day**, mark of **zero** and/or a **N Determination warning letter** being issued for the task.

In the event that the assessment is a hand in assessment task or on a day without a timetable lesson the task must be submitted to the class teacher conducting the task **before 8:50am** on the due date.

Any student found to be absent from classes (either being at home or elsewhere other than class) on the day of the task, will be considered to be seeking to gain an unfair advantage and may have the task/test cancelled. **Preparing for an assessment task in another class is not permitted** and will be treated in the same manner.

Late or non-submission of an assessment task

Assessment tasks must be submitted before 8:50am on the day the task is due. Students must not submit an assessment task later in the day, or at the conclusion of the school day. This includes if a student has been absent from school during the day. Such tasks will be treated as late submissions. If work is submitted late due to illness, the student must follow the **Illness/Misadventure process**.

A task which has been completed over a protracted period of time and is to be submitted on a particular day cannot be late due to illness. It is incumbent on the student to have someone submit that task on his/her behalf on that day

There will be no extensions issued without an illness or serious misadventure form submitted.

Using Technology:

Students should ensure that hard copies and back-up copies of your work are made so that you can effectively deal with any technology problems that you may encounter. Failure to submit a task on the due date because a computer crashed, the printer did not work, the USB drive containing the assessment has been corrupted or any other technological failure will not be accepted as a valid reason for the late or non-submission of a task. Students must have a hard copy for submission before the lesson starts.

Missing an in-school task:

It is important for students to be present for all tasks. If a task is missed due to illness, **the student must follow the Illness/Misadventure process** and submit a relevant Doctor's Certificate (which clearly states the nature of the illness and its impact on the student's capacity to complete the task) and a completed illness/misadventure form. Extenuating circumstances presented in writing and supported with independent evidence may be considered by the Deputy Teacher. The task or a substitute task will be completed on the student's first day back at school even if the student does not have a lesson in that course on that day. It is the student's responsibility to see the relevant Head Teacher before school to make arrangements.

In this instance, Head Teachers will arrange an alternative period of time to complete the task in consultation with the student's teachers. In the case of prolonged absence or when a substitute task is inappropriate, the student will be given an estimate based on his/her performance in other tasks.

Failure to submit task on time, without a valid reason may result in a **25% penalty per day**, mark of **zero** and/or a **N Determination warning letter** being issued for the task.

Non-serious attempt:

Failing to make a serious attempt at a task will result in a formal warning of a non-serious attempt being issued, which could jeopardise a student's completion of the course. Students may be required to re-sit or re-submit the task.

Malpractice:

Cheating, copying, plagiarism or any other form of malpractice is a serious offence. All assessment tasks/examinations must be the student's own work. A **zero** mark and a **N Determination warning letter** may be given in cases where any malpractice, such as cheating or attempting to cheat occurs. Students may be required to re-sit or re-submit the task.

What happens if you engage in malpractice in the HSC or RoSA exams?

If a student does not comply with the NESAs examination rules he/she may have his/her paper cancelled for the course(s) concerned. This may render him/her ineligible for the award of the Record of School Achievement and/or a Higher School Certificate. In this event students will be placed in the NESAs HSC Malpractice Register.

What will happen to you if you are not working?

First a formal warning letter will be sent by the Head Teacher outlining work that is to be completed and a due date. If there is no improvement, a second formal warning letter will be sent again outlining work that is to be completed and a due date. If this work is not completed and there is still no improvement the student will be interviewed by the Deputy Principal and a final formal warning letter will be sent. If after these warnings there is still no improvement, the Principal will conduct an interview with the student and his/her parent(s)/guardian where the 'N' Award determination will be formally made. Expulsion may be considered if a student's attendance and/or application continues to be cause for concern.

'N' Award Determination

If a student fails to comply with NESA requirements for the Record of School Achievement Course, he/she will receive an 'N' Award determination. This means that the course will not appear on the Record of Achievement and in some cases, this will mean that you will be ineligible for the award of the Record of School Achievement.

Illness/Misadventure Appeals

If a student believes that his/her performance in individual assessment tasks was diminished because of circumstances beyond his/her control, he/she must see the Head Teacher of that particular task **immediately** and submit an illness/misadventure appeal, explaining in writing how he/she considers that his/her performance was affected.

Illness/misadventure appeals do not cover:

- difficulties in preparation or loss of preparation time
- alleged deficiencies in tuition
- misreading of the exam timetable, assessment schedule or assessment task
- long-term illness eg glandular fever, asthma – unless there is evidence of a sudden reoccurrence during the task

Fair allocation of grades

It is important for parents, employers and students to know that grades awarded for the RoSA credential are given fairly and consistently.

NSW teachers are very experienced in determining the standard of work that warrants a particular grade.

The RoSA details grades using an A to E grading scale, and NESA will work with teachers to ensure that appropriate standards are developed and applied.

NESA will also provide schools with information about the historical allocation or patterns of grades awarded by that school over recent years. This will serve as a guide for the allocation of grades to current students.

These methods of moderation and monitoring of grades will help ensure that parents and employers can know that a grade awarded in one school is equivalent to the same grade awarded in another school.

Refer to the following forms and pages:

- **Consideration of Illness/Misadventure Appeals:** (Refer to the orange form on Page 34)
- **Appeal of Illness/Misadventure Decision:** (Refer to the green form on Page 35)
- **Request to Reschedule Assessment due to School Business:** (Refer to the blue form on Page 36)

Students must complete this form when requesting to reschedule an assessment task due to School Business to the relevant Head Teacher. It is the student's responsibility to ensure this occurs, this is to be negotiated with the Head Teacher and /or the Deputy Principal where required.

Examination and Test Instructions: (Refer to Page 37)

The Examination and Test Instructions **must** be followed by all students. This includes examination and test conducted throughout the year. Ensure you read these instructions carefully.

Assessment Task Appeal: (Refer to red form on Page 38)

Reviews of assessments

Any concern about the results achieved on a particular assessment task must be discussed with the teacher no later than the end of the next school day. Students may seek an assessment review if the school's procedures and guidelines have not been followed. Students may not dispute the type and nature of assessment tasks or the teacher's professional judgement relating to the allocation of marks for tasks. Areas for potential dispute could be failing to notify that a task/test is assessable, not including a notified task/test in the assessment marks, a student gaining unfair advantage as a result of cheating, prior knowledge, being absent from class/es to complete the task or an unauthorised time extension.

Any student who considers a decision unfair in regard to an assessment based on the preceding advice, may complete and submit an appeal for the review of an assessment to the Principal.

The review will be conducted within the school by the Assessment Panel. The Panel will be comprised of the Principal, Deputy Principal and a Head Teacher who is not from the faculty where the appeal has been raised.

The Principal will inform the student of the panel's determination in writing.

There is no appeal against the marks awarded for individual assessment tasks.

Reviews of 'N' Award Determinations?

Students also have the right to appeal an 'N' Award determination. Appeals will be heard within the school in the first instance, or if necessary, by NESAs. Students must be able to demonstrate that all NESAs requirements for satisfactory completion of the Record of School Achievement Course have been satisfied. Such appeals must be submitted in writing to the Principal before the final date documented on the 'N' Award determination letter. The review will be conducted within the school (by the Panel as outlined above) however, students also have the right to appeal to NESAs if not satisfied with the school's review.

Expulsion from the school

Students need to be aware that unsatisfactory participation in learning and/or non-serious attempts to meet course objectives may result in expulsion from the school. If the Principal is considering the action, a warning letter will be issued, a program of improvement will be developed and an interview with the student and parents/guardians will occur.

Where can you go for advice, help or support?

There are a number of people students can speak to if they have any queries about the RoSA. In the first instance they should speak to the class teacher(s). Other support people in the school include Head Teachers, mentors, the Year Adviser, the Careers Adviser, School Counsellor, NESA, Deputy Principal and Principal.

RoSA TERMINOLOGY - A GLOSSARY OF KEY WORDS

Using this glossary will help students understand what is expected in responses to examination and assessment tasks.

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, and 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
Critically (analyse/ evaluate)	Add a degree of level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis / evaluation)
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 relationship 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

RoSA Assessment Schedules

(Each classroom teacher is responsible for disseminating more detailed information regarding course content and outcomes.)

English Assessment Schedules

English		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	Term 4 Exam Week
Components	Weighting	Poetry	Area of Study: Conflict Macbeth	Novel Study	Yearly Exam
Speaking	15%		10%	5%	
Reading	25%	20%			5%
Writing	30%			5%	25%
Viewing/Representing	15%		15%		
Listening	15%			15%	
TOTAL	100%	20%	25%	25%	30%
	Task Outcomes	EN5-2A EN5-5C EN5-6C EN5-8D EN5-9E	EN 5-1A EN 5-3B EN 5-7D	EN5-1A EN5-3B EN5-7D	EN5-1A EN5-2A EN 5-3B EN5-5C

English Outcomes:

- EN 5-1A Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
- EN 5-2A Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.
- EN 5-3B Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.
- EN 5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
- EN 5-5C Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.
- EN 5-6C investigates the relationships between and among texts.
- EN 5-7D Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.
- EN 5-8D Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
- EN 5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

Mathematics Assessment Schedules

Mathematics		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 8	Term 2 Week 6	Term 3 Week 9 Week 7	Term 4 Week 5
Components	Weighting	Exam may include topics on Year 9 course, Consumer Arithmetic, Ratio/Rates, Algebraic Technique, Surds & Indices, Trigonometry	Half Yearly Exam may include the same topics as Task 1 plus Indices, Equations & Common Test & Trigonometry	Ongoing Project Topics on: Area, Surface Area, Volume and Trigonometry	Final Exam, Common Paper: May include topics on all of stage 4 course and stage 5.1, 5.2 and 5.3 Courses
Number & Algebra, Measurement	20%	20%			
Number & Algebra, Measurement	25%		25%		
Measurement & Geometry	25%			25%	
Number & Algebra, Measurement & Geometry, Statistic & Probability	30%				30%
TOTAL	100%	20%	25%	25%	30%
	Task Outcomes	5.1-WM, 5.2-2WM, 5.2-4NA, 5.2-5NA, 5.2-6NA, 5.1-6NA, 5.3-4NA, 5.3-5NA, 5.3-6NA, MA5.3-15MG	5.2-7NA, 5.1-5NA, 5.3-6NA, 5.2-8NA, 5.3-7NA, 5.1-6NA, 5.3-8NA, 5.3-9NA	5.1-8MG, 5.1-10MG, 5.2-11MG, 5.2-12MG, 5.2-13MG, 5.3-13MG, 5.3-14MG, 5.3-16MG, 5.3-18SP, 5.3-19SP	All Outcomes including: 5.1-12SP, 5.1-13SP, 5.2-14MG, 5.2-15SP, 5.2-16SP, 5.2-17SP

Mathematics Outcomes: (Updated 1/8/2023)

MA5.1-1WM	Uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	Selects and uses appropriate strategies to solve problems
MA5.1-3WM	Provides reasoning to support conclusions that are appropriate to the context
MA5.1-4NA	Solves financial problems involving earning, spending and investing money
MA5.1-5NA	Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	Determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA	Graphs simple non-linear relationships
MA5.1-8MG	Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	Interprets small and large units of measurement, uses scientific notation, rounds to significant figures
MA5.1-10MG	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	Describes and applies the properties of similar figures and scale drawings
MA5.1-12SP	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	Calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-1WM	Selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	Constructs arguments to prove and justify results
MA5.2-4NA	Solves financial problems involving compound interest
MA5.2-5NA	Recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	Simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	Applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	Uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	Connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	Calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	Applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	Uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	Investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	Describes and calculates probabilities in multi-step chance experiments
MA5.3-1WM	Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM	Generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM	Uses deductive reasoning in presenting arguments and formal proofs
MA5.3-4NA	Draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA	Selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	Performs operations with surds and indices
MA5.3-7NA	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA	Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-9NA	Sketches and interprets a variety of non-linear relationships
MA5.3-10NA	Recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA	Uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12MG	Uses function notation to describe and sketch functions
MA5.3-13MG	Applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG	Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG	Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG	Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG	Applies deductive reasoning to prove circle theorems and to solve related problems
MA5.3-18SP	Uses standard deviation to analyse data
MA5.3-19SP	Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

Science Assessment Schedules

Science		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9	Term 2 Week 6	Term 3 Week 7	Term 4 Week 5
Components	Weighting	Practical Test	Biotechnology Research	Student Research Investigation	Yearly Examination
Working Scientifically	60%	20%	10%	20%	10%
Knowledge and understanding	40%	5%	10%	5%	20%
TOTAL	100%	25%	20%	25%	30%
	Task Outcomes	SC5-3VA SC5-7WS SC5-9WS SC5-15LW	SC5-4WS SC5-7WS SC5-8WS SC5-17CW	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-10PW	All SC5-WS, PW, ES, CW and LW outcomes

Science Outcomes:

- SC5-1VA: Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them.
- SC5-2VA: Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.
- SC5-3VA: Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.
- SC5-4WS: Develops questions or hypotheses to be investigated scientifically.
- SC5-5WS: Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
- SC5-6WS: Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
- SC5-7WS: Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
- SC5-8WS: Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
- SC5-9WS: Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
- SC5-10PW: Applies models, theories and laws to explain situations involving energy, force and motion.
- SC5-11PW: Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
- SC5-12ES: Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
- SC5-13ES: Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
- SC5-14LW: Analyses interactions between components and processes within biological systems
- SC5-15LW: Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
- SC5-16CW: Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.
- SC5-17CW: Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

HSIE Assessment Schedules

History		Task 1	Task 2
		Term 1 Week 9	Term 2 Week 7 Week 8
Components	Weighting	Mind map and Essay in Class	Yearly Exam
The Holocaust	60%	50%	10%
Rights and Freedoms	40%		40%
TOTAL	100%	50%	50%
	Task Outcomes	1, 2, 4, 5, 6, 7, 9	2, 3, 6, 8, 9, 10

History Outcomes:

- HT5-1 Explains and assesses the historical forces and factors that shaped the modern world and Australia.
- HT5-2 Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia.
- HT5-3 Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.
- HT5-4 Explains and analyses the causes and effects of events and developments in the modern world and Australia.
- HT5-5 Identifies and evaluates the usefulness of sources in the historical inquiry process.
- HT5-6 Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.
- HT5-7 Explains different contexts, perspectives and interpretations of the modern world and Australia.
- HT5-8 Selects and analyses a range of historical sources to locate information relevant to an historical inquiry.
- HT5-9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past.
- HT5-10 Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

Geography		Task 1	Task 2
		Term 3 Week 7	Term 4 Week 5
Components	Weighting	The Great Barrier Reef Research Task	Yearly Exam
Environmental Change and Management	60%	50%	10%
Human Wellbeing	40%		40%
TOTAL	100%	50%	50%
	Task Outcomes	2, 3, 4, 5, 7, 8	1, 2, 6, 7, 8

Geography Outcomes:

- 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.
- GE 5-3 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.

Commerce (100 / 200 hours)		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 11	Term 2 Week 10	Term 3 Week 10	Term 4 Week 6
Components	Weightings	Guide for Living Independently	Economic and Business Research Essay	Business Plan	Topic Test
Towards Independence	25%	25%			
The Economics and Business Environment	25%		25%		
Running a Business	25%			25%	
Law in Action	25%				25%
Total	100%	25%	25%	20%	25%
	Task Outcomes	1, 2, 4, 5, 6, 7, 8	1, 2, 4, 5, 7, 8	1, 2, 4, 5, 6, 7, 8, 9	1, 3, 4, 5, 8

Commerce Outcomes:

- 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

PDHPE Assessment Schedules

Personal Development, Health and Physical Education		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 7	Term 3 Week 8	Term 4 Week 5
Components	Weighting	Fit 4 Life Task	Half Yearly Exam and Semester 1 Practical Task	Road Safety Task	Yearly Exam and Semester 2 Practical Task
Knowledge and understanding	50%	15%	15%	10%	10%
Skills	50%		20%	5%	25%
Total	100%	15%	35%	15%	35%
	Task Outcomes	5-2, 5-6, 5-7, 5-8, 5-9	5-2, 5-4, 5-11	5-6, 5-7, 5-9, 5-10	5-1-5-11

Updated 20/10/23 Task 4 Outcomes

PDHPE Outcomes:

- 5-1 Assesses their own and others capacity to reflect on and respond positively to challenges.
- 5-2 Researches and appraises the effectiveness of health information and support services available in the community.
- 5-3 Analyses factors and strategies that enhance inclusivity, equality and respectful relationships.
- 5-4 Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.
- 5-5 Appraises and justifies choices of actions when solving complex movement challenges
- 5-6 Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity.
- 5-7 Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities.
- 5-8 Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity.
- 5-9 Assesses and applies self-management skills to effectively manage complex situations.
- 5-10 Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.
- 5-11 Refines and applies movement skills and concepts to compose and perform innovative movement sequences.

CAPA Assessment Schedules

Music (100 / 200hrs)		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 8	Term 2 Week 7	Term 3 Week 6 Week 8	Term 4 Week 5
Components	Weighting	Solo Performance and Musicology	Group Performance and Portfolio	Composition	Final Exam – Listening and Performance
Performance	35%	10%	10%		15%
Listening	35%	10%	5%		20%
Composition	30%		10%	20%	
TOTAL	100%	20%	25%	20%	35%
	Task Outcomes	5.1 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.11	5.1, 5.2, 5.3, 5.4, 5.11, 5.12	5.4, 5.5, 5.6, 5.12	5.1, 5.3, 5.7, 5.8, 5.9, 5.10, 5.11

Music Outcomes: (Updated 17/7/23)

- 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.
- 5.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form.
- 5.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

Visual Arts (100 / 200hrs)			Task 1	Task 2	Task 3
			Term 2 Week 7	Term 3 Week 9	Term 4 Week 5
Outcomes	Components	Weighting	Task 1a: Artmaking Ceramic Bust Task 1b: Examination	Artmaking – Art of Social Commentary	Extended Response
5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Making Artworks	60%	30%	30%	
5.7, 5.8, 5.9, 5.10	Critical & Historical Study	40%	20%		20%
Total		100%	50%	30%	20%
		Task Outcomes	5.1 -5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10

Visual Arts (100/200hr) Outcomes:

- 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

TAS

Assessment

Schedule

Food Technology (100 / 200 hrs)		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 5
Components	Weighting	Food Service and Catering	Food for Specific Needs	Food for Special Occasions	Yearly Exam
Theory	80%	20%	20%	15%	25%
Practical	20%	5%	5%	10%	
Total	100%	25%	25%	25%	25%
	Task Outcomes	FT5-1, FT5-2, FT5-4, FT5-10	FT5-1, FT5-5, FT5-7, FT5-8, FT5-13	FT5-2, FT5-8, FT5-9, FT5-10, FT5-11	FT5-1, FT5-3, FT5-4, FT5-9, FT5-12

Food Technology (100hrs) Outcomes:

- FT5-1 Demonstrates hygienic handling of food to ensure a safe and appealing product.
- FT5-2 Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food.
- FT5-3 Describes the physical and chemical properties of a variety of foods.
- FT5-4 Accounts for changes to the properties of food which occur during food processing, preparation and storage.
- FT5-5 Applies appropriate methods of food processing, preparation and storage.
- FT5-6 Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities.
- FT5-7 Justifies food choices by analysing the factors that influence eating habits.
- FT5-8 Collects, evaluates and applies information from a variety of sources.
- FT5-9 Communicates ideas and information using a range of media and appropriate terminology.
- FT5-10 Selects and employs appropriate techniques and equipment for a variety of food-specific purposes.
- FT5-11 Plans, prepares, presents and evaluates food solutions for specific purposes.

Design and Technology 100hrs		Task 1	Task 2	Task 3
		Term 2 Week 2	Term 3 Week 6	Term 4 Week 5
Components	Weightings	3D Printed Design and Folio	Recycled Project and Folio	Research Task
Information and Communication Technologies	40%	30%		10%
Material Technologies	40%		30%	
Design Theory and Careers in Design	20%			20%
Total	100%	30%	30%	40%
	Task Outcomes	DT5-1, DT5-2, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-9, DT5-10

Design and Technology (100hrs) Outcomes:

- 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.

Industrial Technology Timber (100 / 200 hrs)		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9	Term 2 Week 9	Term 3 Week 6	Term 4 Week 5
Components	Weighting	Research Task	Practical Task	Practical Task	Yearly Exam
Making Timber Projects	70%		35%	35%	
Design and Communication	30%	10%			20%
Total	100%	10%	35%	35%	20%
	Task Outcomes	5.5, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8	5.1, 5.4, 5.5, 5.8, 5.9, 5.10,

Industrial Technology Multimedia (100hrs) Outcomes:

- IND5-1 Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
- IND5-2 Applies design principles in the modification, development and production of projects.
- IND5-3 Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
- IND5-4 Selects, justifies and uses a range of relevant and associated materials for specific applications.
- IND5-5 Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
- IND5-6 Identifies and participates in collaborative work practices in the learning environment.
- IND5-7 Applies and transfers skills, processes and materials to a variety of contexts and projects.
- IND5-8 Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
- IND5-9 Describes, analyses and uses a range of current, new and emerging technologies and their various applications.
- IND5-10 Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

PROCEDURES FOR ILLNESS/MISADVENTURE

STUDENTS MISSING AN ASSESSMENT TASK AND WISHING TO LODGE AN APPEAL BASED ON ILLNESS/MISADVENTURE MUST FOLLOW THE PROCEDURES OUTLINED BELOW.

STEP ONE

STUDENT CONTACTS THE SCHOOL

- STUDENTS ARE EXPECTED TO INFORM THE SCHOOL OF THE ABSENCE.



STEP TWO

ON THE FIRST DAY OF RETURN TO SCHOOL

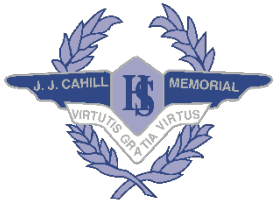
- SEE THE RELEVANT HEAD TEACHER AND COMPLETE AN ILLNESS/MISADVENTURE APPLICATION THE DAY YOU RETURN TO SCHOOL.
- ATTACH ALL RELEVANT DOCUMENTATION SUPPORTING YOUR ILLNESS/MISADVENTURE APPLICATION E.G. MEDICAL CERTIFICATE.
- SUBMIT ILLNESS/MISADVENTURE APPLICATION FORM TO THE DEPUTY PRINCIPAL BY THE NEXT DAY



STEP THREE

RESOLUTION AND FEEDBACK

- DEPUTY PRINCIPAL MAKES DECISION BASED ON THE INFORMATION PROVIDED BY THE STUDENT AND THE COURSE/SUBJECT HEAD TEACHER IN LINE WITH THE SCHOOL'S ASSESSMENT GUIDELINES.
- DEPUTY PRINCIPAL INFORMS HEAD TEACHER AND/OR THE STUDENT IN WRITING VIA A COPY OF COMPLETED ILLNESS/MISADVENTURE FORM AND ENSURES COPIES ARE DISTRIBUTED TO THOSE LISTED.



JJ CAHILL MEMORIAL HIGH SCHOOL CONSIDERATION OF ILLNESS/MISADVENTURE APPEALS

This form is to be completed and submitted to the Deputy Principal when requesting consideration for the late completion and/or submission of a task or when a student's performance has been impacted by illness or misadventure. It must be submitted on the day of the scheduled task or, if absent, on the day the student returns to school.

NAME OF STUDENT: _____ ROLL CLASS: _____

COURSE: _____ CLASS TEACHER: _____

NAME OF ASSESSMENT TASK: _____ DUE DATE: _____
(Attach a copy of the Task)

SECTION (A) (TO BE COMPLETED BY THE STUDENT)

OUTLINE REASON FOR THIS APPLICATION FOR ILLNESS/MISADVENTURE AND ATTACH RELEVANT DOCUMENTATION:

STUDENT SIGNATURE: _____ DATE: _____

SECTION (B) (TO BE COMPLETED BY HEAD TEACHER)

HEAD TEACHER: _____ FACULTY: _____ COURSE: _____

RECEIPT DATE OF ILLNESS/MISADVENTURE FORM: _____

TASK SUBMITTED/COMPLETED: YES NO DATE COMPLETED/SUBMITTED: _____

COMMENTS: _____

DATE OF RESCHEDULED TASK: _____

HEAD TEACHER SIGNATURE: _____ DATE: _____

DECISION BY DEPUTY PRINCIPAL: _____

DEPUTY PRINCIPAL SIGNATURE: _____ DATE: _____

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NB: A STUDENT MAY APPEAL THIS DECISION IF HE/SHE CONSIDERS IT IS UNFAIR BASED ON THE ADVICE PROVIDED IN THE ASSESSMENT GUIDE. REFER TO APPEAL FOR REVIEW OF ASSESSMENT.



APPEAL OF ILLNESS/ MISADVENTURE DECISION

**This form is to be submitted to the Principal when requesting a review of one or more of the following:
A Deputy Principal's decision about an illness/misadventure application (you must appeal within 2 days of the notification of the original decision).**

NAME OF STUDENT: _____ ROLL CALL: _____

COURSE/SUBJECT: _____ HEAD TEACHER: _____

NAME OF ASSESSMENT TASK: _____ DUE DATE: _____
(If applicable) *(Attach copy of the Task)*

MY APPEAL IS BASED ON THE FOLLOWING GROUNDS: _____

STUDENT'S SIGNATURE: _____ DATE: _____

PARENT/GUARDIAN'S SIGNATURE: _____ DATE: _____

DATE RECEIVED BY PRINCIPAL: _____ DATE OF DETERMINATION: _____

DETERMINATION: UPHELD / DECLINED

COMMENTS: _____

PANEL MEMBERS' SIGNATURES:

PRINCIPAL (R. DAVID) HEAD TEACHER OR DELEGATE HEAD TEACHER OR DELEGATE

DATE: _____

COPIES: (ORIGINAL) STUDENT FILE SCAN/EMAIL TO RELEVANT STUDENT, HT and DP



JJ CAHILL MEMORIAL HIGH SCHOOL REQUEST TO RESCHEDULE ASSESSMENT DUE TO SCHOOL BUSINESS

This form is to be submitted to the Head Teacher when requesting to reschedule due to school business.

NAME OF STUDENT: _____ ROLL CALL: _____

COURSE/SUBJECT: _____ TEACHER: _____

NAME OF ASSESSMENT TASK: _____ DUE DATE: _____
(If applicable) *(Attach copy of the Task)*

Student's reasons for the application (Describe in detail the nature of the issue that affected your ability to complete or submit the assessment task).

Medical Certificate attached Other verification attached

STUDENT'S SIGNATURE: _____ DATE: _____

PARENT/GUARDIAN'S SUPPORT COMMENT:

PARENT/GUARDIAN'S SIGNATURE: _____ DATE: _____

To be completed by Head Teacher of the course

HEAD TEACHER NAME: _____ Faculty: _____ COURSE _____

HEAD TEACHER RECOMMENDATION:

HEAD TEACHER'S SIGNATURE: _____ DATE: _____

To be completed by the Deputy Principal

COMMENT:

DEPUTY PRINCIPAL SIGNATURE: _____ DATE: _____

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JJ CAHILL MEMORIAL HIGH SCHOOL

EXAMINATION AND ASSESSMENT TEST INSTRUCTIONS

TO CANDIATES

1. All work must be completed on the paper provided.
2. No paper may be brought into or taken from the examination room.
3. Write using a black pen only unless directed otherwise.
4. The only items to be taken into the examination room are pencils, pens, erasers and materials required for specialist subjects e.g. calculators, drawing equipment, etc. Calculators must be hand-held, silent and non-programmable. Calculators may be checked by supervisor. Equipment must be in a clear pencil case or bag.
5. All bags, folders, etc. must be left at the back of the examination room. No food or drink with the exception of bottled water, a clear pencil case or approved medical items may be on your desk.
6. **Any candidate** who is observed in any of the following breaches will be reported to the Deputy Principal / NESA which could result in a zero mark being awarded:
 - a) Malpractice or cheating, which includes being found in possession of unauthorised material in the examination.
 - b) Disobedience to any instruction given by a supervisor.
 - c) Causing a disturbance of any kind or upsetting the conduct of the examination.
 - d) Being under the influence of non-prescribed medication, drugs or alcohol.
 - e) Communicating with anyone other than the exam supervisor after raising your hand.
 - f) Absolutely **no mobile phones** or **electronic devices** are to be in your possession or on the desk during an exam. They are to be switched off and left in your school bag at the back of the Hall.
7. All candidates must arrive 15 minutes before the start of the exam. Students should meet at the silver seats outside the hall where they will be directed inside for the examination.
8. Candidates will not be allowed to leave the examination room during the first half of the exam or in the last 30 minutes.
9. If you do not make a serious attempt in any examination, you may not receive a mark in that course and may not be eligible for a result in that subject.
10. You should phone the school before the start of an Examination if you are unable to attend. In the case of illness, accident or misadventure, a candidate may not be given the opportunity to sit for the examination or complete an alternate task at a later time.
11. Where a Doctor's Certificate is supplied, it must state your inability to do the examination and be presented to the Head Teacher of that subject immediately upon return. (Refer to the Assessment Handbook for information regarding this process)



JJ CAHILL MEMORIAL HIGH SCHOOL

ROSA ASSESSMENT TASK APPEAL

NAME OF STUDENT: _____ ROLL CALL: _____

COURSE/SUBJECT: _____ TEACHER: _____

NAME OF ASSESSMENT TASK: _____ DUE DATE OF ASSESSMENT TASK: _____

(If applicable)

DATE OF THIS APPLICATION: _____
(Attach copy of the Task)

Reason for appeal:

Student's reasons for the application (Describe in detail the nature of the issue that affected your ability to complete or submit the assessment task).

- the administration of the task. Such as, inequitable processes being applied in the management of a task or student(s) gaining unfair advantage as a result of cheating, prior knowledge or unauthorised times extension.
- whether the task conforms to the school's assessment policy as described in this assessment handbook. Such as, failing to notify that a task is assessable or not including a notified task in the assessment marks.

Please explain your reasons for this appeal:

Response from your Class Teacher/Head Teacher about your claim. CT/HT Name: _____

Appeal Result

Assessment Review Panel: _____

Decision and reason: _____

Panel Members' signatures: _____

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