

CECIL HILLS HIGH SCHOOL



Assessment Policy Handbook

Year 9, 2024

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Information for Parents and Students

This handbook outlines assessment procedures being followed at Cecil Hills High School in Stage 5 – Year 9. These are consistent with the General Guidelines issued by the NSW Education Standards Authority (NESA) and represent minimum requirements.

The NSW Record of School Achievement

The NSW Record of School Achievement (ROSA) is a credential from NESA.

The Credential will:

- Be a record of achievement for students who leave school before completing the HSC
- Report results of moderated, school-based assessment, not external tests
- Be cumulative and recognise a student's achievements until the point they leave school
- Show a result for all Stage 5 courses completed in Year 10 and Year 11
- Be able to be reliably compared between students across NSW
- Give students the option to take online literacy and numeracy test be comprehensive and offer the ability to record a student's extra-curricular achievements

Stage 5 Courses

HIGHER SCHOOL CERTIFICATE
Record of Achievement



This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Record of School Achievement
and has received the results shown below.

STAGE 5 COURSES

Year	Course	Result
Board Developed Courses		
2015	English (200)	C
	Mathematics (200)	CA
	Science (200)	B
	Australian Geography (100)	C
	History (100)	B
	Commerce (200)	B
	Visual Arts (200)	A
	Personal Development, Health and P.E. (100)	A
Board Endorsed Courses		
2016	Religion, Catholic, Science (200)	B
Years 7 to 10 Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and its Environment	Completed
	Language	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

 Student Number: _____
Issued by NESA without alteration or endorsement on 10 February 2016 at Sydney, NSW, Australia.

Chief Executive Officer
NSW Education Standards Authority

Information for Parents and Students

School Based Grades

Areas of Learning will be reported with the gradings A, B, C, D or E, for all subjects. Students' grades will be based on our school's assessment of a student's performance against the Course Performance Descriptors in each subject.

Grade	General Performance Descriptors
A	The student has extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the course content and a high level of competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills of the course.
D	The student has a basic knowledge and understanding of the course content and has achieved a limited level of competence in the processes and skills of the course.
E	The student has an elementary knowledge and understanding in few areas of the course content and has achieved very limited competence in some of the processes and skills of the course.

What is Assessment?

- A series of tasks which students undertake so the school can compile a grade to forward to NESA (NSW Education Standards Authority).

Why have School Assessments?

- It allows students to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of student achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
- It increases the accuracy of a student's final mark by using multiple assessment tasks, rather than a single examination result.

What will be Assessed?

Such things as knowledge, and how students apply it, the ability to think critically, to analyse, to interpret and use evidence to manipulate ideas and materials, practical performance, and the ability to evaluate thinking.

How will these Assessments be made?

Assessment may constitute one of the following, after advanced notice (refer to subject specific assessment schedules):

- | | | |
|----------------------|------------------------------|--------------------------|
| • Oral / Aural Tests | • Practical Work | • Assignments |
| • Class Test | • Fieldwork | • Research |
| • Reports | • Lectures and Presentations | • Practical Examinations |
| • Extended Response | • Class Notes | • Formal Examinations |

Some aspects of each course will be emphasised more than others. Your teacher in each course will indicate which are the most important. Marks you earn in formal examinations are worth varying amounts of your assessments, decided by course co-ordinators. These are listed in the attached course assessment schedules.

Other Tests, Assignments and Projects

It must be understood that, while certain tasks are nominated as counting towards assessment, this does not mean that other tasks completed in class do not count and so can be neglected by students. These tasks could well be, for example, practice tasks which are the basis of student learning and critical preparation for the final assessment tasks. Students who do not complete all classwork could be viewed as not having satisfactorily completed the course.

Year 9: School Assessment Policy

A. Schedule of Assessment Tasks:

- Tasks will occur frequently throughout the course, starting in Term 1, 2023, at the start of Year 9 courses.
- All students will be emailed an assessment schedule handbook indicating the assessment week(s) for each Stage 5: Year 9 course.
- Students may be told marks and rankings for individual assessment tasks as they are marked.
- Where there is a change to be made from the original assessment schedule, faculties will notify students in writing two weeks before the new task date.

B. Satisfactory completion of courses

This will occur when the student has:

1. **Followed** the course developed or endorsed by NESA.
2. **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
3. **Achieved** some or all of the outcomes.

Students must satisfactorily complete Stage 5 to be eligible to proceed into the Preliminary HSC component in Year 11. Where a student is at risk of a Non- Completion Determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given.

Students whose **attendance** is poor may not satisfy course completion criteria. The Principal is the final arbitrator on any matters that arise regarding the final Stage 5 assessments.

C. Special Note and Reporting and Assessment

Students will be given assessment tasks so teachers can allocate grades based on a student's knowledge and skills in the subject. However, in Semester One and Semester Two, the school will report on each student's overall progress, including CECIL skills for learning: Collaborates, Engages, Communicates, Innovates and Leads. Students need to work hard and do their best in all set tasks, including classwork, as all tasks will contribute to the Record of School Achievement grades.

Disability Provisions

D. Failure to complete an Assessment Task – Zero Mark:

- Tasks must be submitted by the date and time indicated on the assessment task notification, via the platform indicated. Late submission of assessment items **will receive zero** unless there are very extenuating circumstances and a misadventure form with attached documentation (Medical Certificate, etc.) accepted by the Faculty Head Teacher.
- A zero mark is noted as a non-attempt. If zero marks have been given for tasks that make up 50% or more of the total assessment marks in a course, the student is at risk of Non-Completion of that course. The Principal is the final arbitrator.
- If a piece of work is incomplete at the time of submission, it should be submitted as is, and the student will be given a mark on what has been completed.
- Students who complete assessment tasks or study for assessment tasks during other classes on the due date are jeopardising their ROSA and will be referred to the Deputy Principal for disciplinary action.
- Students found guilty of malpractice will receive a zero mark for that component of the task, or the entire task, as determined by the Faculty Head Teacher after a discussion with the Deputy Principal.
- Students / parents will be notified in writing when receiving a zero mark.

E. Absent for an Assessment Task:

- **If a student is absent for a task, they must** see their teacher or Head Teacher on the **first day they return** to school and hand in a completed **Misadventure Form (available at the back of this handbook, or through the year group Google Classroom)**. Reasons for the absence must be stated, and supported by documentation, e.g., a medical certificate.
- A student must attend school and **all set classes for the full day of an assessment task**, unless there are very extenuating circumstances. A student who attends only for the task itself OR just to submit the task is jeopardising their ROSA. The student must submit a misadventure form explaining the time they were absent and may face disciplinary action determined by the Head Teacher in consultation with the Deputy Principal.
- Where a student is absent for **non-medical reasons**, a satisfactory explanation in writing must be provided on a misadventure form and submitted to the Head Teacher of the faculty. **Absence due to a family holiday may not be accepted as a valid reason for missing an assessment task. A zero mark may be awarded in such circumstances.**
- Where a student is absent for more than the day of the task, they must have a Doctor's Certificate explaining the entire absent period.

Disability Provisions

- If a pattern of non-attendance the day before assessment tasks is found, the Deputy Principal may ask the student to an interview and issue further consequences.
- An alternative task/examination or an estimate mark may be given at the school's discretion when an application for misadventure has been approved by the Head Teacher.
- Problems of any nature are referred to the appropriate Faculty Head Teacher.

F. Invalid or Unreliable Tasks:

In the unlikely event that a task or components of a task are deemed to be invalid or unreliable, the Senior Executive will determine whether the task will form part of the assessment for the course or if an additional component or alternative task will be issued.

G. Malpractice (e.g., cheating, copying) in Assessment Tasks:

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Here are some examples of behaviour considered to be cheating:

- 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, CDs, or the internet without acknowledging the source.
- Submitting work that contains a large contribution from another person, coach, or subject expert, that 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 generally referred to as plagiarism.

What is Plagiarism?

Plagiarism is when you pretend that **you** have written or created work that someone else created.

- Should any student be found guilty of malpractice in an assessment task, he or she will be given a zero mark for the task. If malpractice occurs more than once a student may not be regarded as satisfying the school's requirements for the course.
- Students are reminded that **all work** submitted for assessment is to be the work of their own person. Where resources and work of others is used, this must be appropriately cited. Cases of plagiarism will be investigated, and students found to have inappropriately used

Disability Provisions

others' work will be awarded a zero mark.

- Students should also take care when working with others that their work remains their own. Students may and will support their friends learning; however, students found to have allowed their work to be used by another student without acknowledgement will also be awarded a zero mark.

H. Use of Technology

- When completing a task on a computer it is a student's responsibility to make sure there is more than one copy in case there is a problem accessing the task OR print the task off before the due date. Tasks must be submitted by the date and time indicated on the assessment task notification, via the platform indicated.
- Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of tasks.
- Google Classroom is Cecil Hills High School's virtual learning environment, allowing students to access work, collaborate and gain feedback from teachers.
- An originality report is used to analyse student writing in all subjects. It allows students to guard against accidental malpractice. This displays plagiarism and identifies areas where students need to be writing information in their own words, leading to increased subject content knowledge, and writing skills. Any written component of your assessment should be submitted by the due date and time specified on the assessment notification to ascertain it is all your own work.
- Any inappropriate use of technology, including the use of AI will result in disciplinary action.

I. Appeals Process

- If students disagree with a mark, the matter must be discussed with the class teacher who will refer the matter on if necessary.
- Where no agreement is reached, the issue should be discussed with the Head Teacher. A misadventure/appeal form with evidence may be requested by the Head Teacher before their decision is made. **(A copy of the Misadventure/Appeal form can be found at the back of this handbook)**
- If a student is not satisfied with the outcome of the appeal from the Head Teacher, they may appeal in writing to the Deputy Principal Panel for a final determination.
- External appeals are dealt with by the Principal. A student seeking a review of a N Determination must apply to the Principal by the date specified by NESA.

Disability Provisions

Information for Parents and Students

This information is to inform students who have a special examination need, and their parents, of the possibilities available to assist them during formal assessment tasks and examinations.

If a student has a special examination need – whether it is related to a physical or medical condition, visual impairment, hearing loss, or a learning difficulty – the student should read this and discuss it with their parents, Year Adviser, teacher or Learning and Support Teacher.

What are Disability Provisions?

Disability provisions provide students who have special needs with practical support in formal assessment tasks and examinations.

The school aims to offer practical support to students by allowing provisions such as special coloured examination papers, rest breaks, writers or readers, and permission to take medication.

Applying for Disability Provisions

1. If a student wishes to apply for special examination provisions, they should see their Year Adviser, or the Learning and Support Teacher.
2. The Year Adviser or Learning and Support Teacher will discuss the special provision process and eligibility requirements with the student.

When a final decision has been made, the school will send the student written notification of the approved and/or declined provisions.

Appeal Procedure

If a student wishes to appeal against the school's decision to decline a provision for which the student has applied, the appeal must be submitted to their Deputy Principal within 10 working days of receiving the special provisions decision letter.

A Note to Parents

If parents are concerned about whether special examination provisions apply for their child, they should contact the Year Adviser or Learning and Support Teacher at the school.

Higher School Certificate (HSC) Minimum Standards

All NSW students who complete the HSC in 2021 and beyond are required to demonstrate a minimum standard in literacy and numeracy. The HSC minimum standard was created to help ensure that students have the key literacy and numeracy skills for life after school.

The HSC minimum standard is assessed through 45-minute online tests across three domains:

- An adaptive, multiple choice **reading** test
- An adaptive, multiple choice **numeracy** test
- A test for **writing** based on a written or visual prompt

To show they meet the standard, students need to:

- Achieve Level 3 or 4 in the online reading test and
- Achieve Level 3 or 4 in the online writing test and
- Achieve Level 3 or 4 in the online numeracy test.

From Year 10 onwards students get up to **four times** per year to sit each minimum standard reading, writing or numeracy test. At least **30 calendar days** are required before re-attempting a test in the same domain. There are a number of support options within the school to assist students in achieving the minimum standard. Students have to meet the HSC minimum standard in reading, writing and numeracy **only once**.

The HSC minimum standard is set at Level 3 of the Australian Core Skills Framework. This means that students who demonstrate the standard have the reading, writing and numeracy skills needed for everyday tasks, work, and further study.

Some students studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential. These students will be informed by their Deputy Principal and/or Year Adviser.

Students planning to leave school before achieving their HSC may take the minimum standard online tests to gain a record of their level of literacy and numeracy skills.

Additional Information can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/skill-level-required>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/school-resources>

Referencing Policy – Bibliographies

Assessments which require a Bibliography must include a list of all resources you have used in your research. Bibliographies could include books, websites, magazines, TV shows, YouTube videos or podcasts. Details of these resources are listed **alphabetically** in your Bibliography according to the **Author's last name**. At Cecil Hills High School the format that is required is the **Harvard Style** (otherwise known as the Author, date system).

Need help? Type (sydneytafe.libguides.com/biblio) into your browser. This will take you straight to Sydney Tafe Library Online. Make a Bibliography by clicking on your resource type from the list provided on this page. A citation is then produced which you can copy and paste into your Bibliography document. Remember you can always ask the school library staff for assistance.

Your bibliography should then be put into alphabetical order.

Examples of Bibliography Types:

Books

Authors Surname, Initial	Year of Publication	Title of Book (in italics)	Publisher	Place of Publication
Riley, T.	2009	<i>Year 11 Economics 2010</i>	Tim Riley Publications	Dee Why

Riley, T 2009, *Year 11 Economics 2010*, Tim Riley Publications, Dee Why.

Webpage – Owner or Writer of Site, Title of Page, Year Published, Date Viewed, URL

Owner or Writer of Site	Year of Publication	Title of Page (in italics)	Date viewed	URL
The World Bank	2015	<i>Country at a Glance-China</i>	20 February, 2015	http://www.worldbank.org/en/country/china

The World Bank 2015, *Country at a Glance- China*, viewed 20th February 2015

Newspaper Article

Author Surname, Initial	Year of Publication	Title of Article	Newspaper Name (italics)	Date Published	Page Number
Pascoe, M.	2015	Australians ...	<i>The Sydney Morning Herald</i>	February 20, 2015,	p.20

Pascoe, M 2015, 'Australians looking cheap as offshore bargain hunters move in' *The Sydney Morning Herald*, February 20, 2015, p.20.

YouTube Video

- Title (if part of an ongoing series, list the episode title first, then the series name)
- Year of recording
- Format
- Publisher/distributor
- Place of recording
- Date of recording (if applicable)

Fashion tales – Melbourne 2009, video, Channel 9 News
Melbourne, 12 March, viewed 3 September 2011,
<http://www.youtube.com/watch?v=sLWfRzgo4&NR=1>

Tips:

- A bibliography should appear on a separate page at the end of your work
- List in alphabetical order

Key Word Definitions

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

Year 9 Assessment Schedule 2023

Term 1	
Week 4	English
Week 5	
Week 6	IST, Maths Accelerated, Maths 5.1/5.2, Maths 5.2/5.3, Maths 5.3, Photography, Textiles
Week 7	History, Timber, Multimedia, Electronics, Engineering, Music
Week 8	Dance, Food Technology, IST
Week 9	Commerce, Geography
Week 10	English, Science, Visual Arts
Term 2	
Week 1	
Week 2	Maths Accelerated, Maths 5.1/5.2, Maths 5.2/5.3, Maths 5.3, Photography, Textiles, Visual Arts
Week 3	History, Science
Week 4	Commerce, Dance, Food Technology, Geography, IST, Timber, Multimedia, Electronics, Engineering, Music
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	English, Maths Accelerated
Week 10	
Term 3	
Week 1	
Week 2	
Week 3	History
Week 4	Maths Accelerated, Maths 5.1/5.2, Maths 5.2/5.3, Maths 5.3, Photography
Week 5	IST
Week 6	Timber, Multimedia, Electronics, Engineering, Music
Week 7	
Week 8	English, Food Technology, Science, Visual Arts
Week 9	Commerce, Dance, Geography, Maths Accelerated, Textiles
Week 10	
Term 4	
Week 1	English
Week 2	Textiles
Week 3	Dance, History, Maths Accelerated, Maths 5.1/5.2, Maths 5.2/5.3, Maths 5.3, Photography, Science, Visual Arts
Week 4	Commerce, Food Technology, Geography, IST, Timber, Multimedia, Electronics, Engineering, Music
(Ongoing)	Child Studies, Food Technology (Practicals), PASS, and PDHPE – Tasks ongoing throughout the year

English

Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 10	1	Indigenous Perspective	Essay	25
Term 2 Week 9	2	Power – Novel Study	Short answer with related text	25
Term 3 Week 8	3	Tales Through Time	Creative with Reflection	20
Term 4 Week 1	4	Picture This, Tales Through Time	Final Examination Short Answer and creative	30
Total %				100

Child Studies

Due Date	Task Number	Topics(s)	Task Type
Term 1 and Term 2	Ongoing tasks throughout the year	What to expect when you're Expecting	Formative Assessment (ongoing)
Term 2 and Term 3		Care to Read	Formative Assessment (ongoing)
Term 3 and Term 4		Suckle, Slurp, Crunch	Formative Assessment (ongoing)
			Formative Assessment (ongoing)
Course Fee: \$15			
This course uses Formative Assessment to determine the outcomes and grades. Formative Assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs and academic progress. The evidence of learning will be demonstrated in a portfolio of learning. This course will not have an assessment mark printed on the report.			

Commerce

Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 9	1	Consumer and the Financial Decisions	Topic Test	25
Term 2 Week 4	2	Consumer and Financial Decisions	Research and Report	25
Term 3 Week 9	3	Law, Society and Political Involvement	Media Report	20
Term 4 Week 4	4	Law, Society and Political Involvement Promoting and Selling Consumer and Financial decisions	Final Examination	30
Total %				100
Course fee: \$10				

Design and Technology

Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 8	1	Design Process	Innovation Research	25
Term 2 Week 8	2	Product Design	Project & Folio/ Report	30
Term 3 Week 9	3	Product Design	Project and presentation	30
Term 4 Week 3	4	All topics	Final Examination	15
Total %				100
Course Fee: \$120				

Food Technology

Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 8	1	Food Selection & Health Practical component: Term 1	Report and Practical	30
Term 2 Week 4	2	Food in Australia	Advertisement and Practical	20
Term 3 Week 8	3	Food Product Development Practical component: Term 3	Presentation and Practical	30
Term 4 Week 4	4	Food for Special Occasions	Portfolio and Practical	20
Total %				100
Course Fee: \$230				

Geography

Semester 1	Semester 2	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 9	-	1	Changing Places	Research and Report	40
Term 2 Week 4	-	2	Sustainable Biomes Geographical Skills Changing Places	Final Examination	60
Total %					100
-	Term 3 Week 9	1	Sustainable Biomes	Research and Report	40
-	Term 4 Week 4	2	Changing Places Geographical Skills Sustainable Biomes	Final Examination	60
Total %					100

History

Semester 1	Semester 2	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 7	-	1	Movements of Peoples	Research Task	50
Term 2 Week 3	-	2	Australians at War	Source Analysis	50
Total %					100
-	Term 3 Week 7	1	Movements of Peoples	Research Task	50
-	Term 4 Week 3	2	Australians at War	Source Analysis	50
Total %					100

Industrial Technology - Electronics

Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 7	1	Core Module: Electronics 1 Design	Continuity Indicator	20
Term 2 Week 4	2	Core Module: Electronics 1 WHS & Materials	Bicycle Flasher	30
Term 3 Week 6	3	Specialised Module: Electronics 1 Design & Materials	Electronic Dice	30
Term 4 Week 4	4	Core Module: Electronics 1 Concepts	FM Bug	20
Total %				100
Course Fee: \$100				

Industrial Technology - Engineering

Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 7	1	Core Module: Engineering 1 - Engineered Structures	Bridge + Folio	30
Term 2 Week 4	2	Core Module: Engineering 1 - Engineered Structures	Product + Folio	20
Term 3 Week 6	3	Core Module: Engineering 1 - Engineered Mechanisms	Hydraulic Arm + Folio	30
Term 4 Week 4	4	Core Module: Engineering 1 - Engineered Mechanisms	Product + Folio	20
Total %				100
Course Fee: \$100				

Industrial Technology – Multimedia

Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 7	1	Web Design	Website and Folio	30
Term 2 Week 4	2	Video Production (Animation)	Animation Production and Folio	20
Term 3 Week 6	3	Video Production (Video in Film)	Short Film and Folio	30
Term 4 Week 4	4	Apps and Interactivity	Interactive Product and Folio	20
Total %				100
Course Fee: \$75				

Industrial Technology – Timber

Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 7	1	Core Module: Timber 1 - Materials	Chopping Board and Folio	25
Term 2 Week 4	2	Core Module: Timber 1 – Design and WHS	Spice Rack and Folio	30
Term 3 Week 6	3	Core Module: Timber 1 - Design and Materials	Tool Box and Folio	30
Term 4 Week 4	4	Core Module: Timber 1 - Design	Paper Towel Holder and Folio	15
Total %				100
Course Fee: \$120.00				

Information and Software Technology

Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 6	1	Hardware Issues	Research	20
Term 2 Week 4	2	Digital Media	Mini Project	30
Term 3 Week 5	3	Database Project	Project (Product and Folio)	30
Term 4 Week 4	4	Internet and Web Development	Project (Product and Folio)	20
Total %				100
Course Fee: \$55.00				

Mathematics Accelerated

Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 6	1	Number Algebra	Written Examination (Open Page)	10
Term 2 Week 2	2	Algebra Consumer Arithmetic	Written Examination (Open Page)	15
Term 2 Week 9	3	Algebra Trigonometry	Written Examination (Open Page)	15
Term 3 Week 4	4	Algebra Consumer Arithmetic, Trigonometry, Coordinate Geometry	Written Examination (Open Page)	15
Term 3 Week 9	5	Algebra Equations	Written Examination (Open Page)	20
Term 4 Week 3	6	Surds, Quadratics Equations, Coordinate Geometry	Written Examination (Open Page)	25
Total %				100
Course Fee: \$15 (Mathletics)				

Mathematics Core

Due date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 6	1	Number	Written Examination (Open Page)	20
Term 2 Week 2	2	Algebra Number	Written Examination (Open Page)	25
Term 3 Week 4	3	Consumer Arithmetic Pythagoras Theorem	Written Examination (Open Page)	25
Term 4 Week 3	4	Indices Measurement Statistics	Written Examination (Open Page)	30
Total %				100
Course Fee: \$15 (Mathletics)				

Mathematics Pathways 1

Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 6	1	Number/Measurement Algebra	Written Examination (Open Page)	20
Term 2 Week 2	2	Surface Area and Volume Algebra	Written Examination (Open Page)	25
Term 3 Week 4	3	Consumer Arithmetic Trigonometry Indices	Written Examination (Open Page)	25
Term 4 Week 3	4	Coordinate Geometry Statistics Equations	Written Examination (Open Page)	30
Total %				100
Course Fee: \$15 (Mathletics)				

Mathematics Pathways 2

Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 6	1	Number/Measurement Algebra	Written Examination (Open Page)	20
Term 2 Week 2	2	Surface Area and Volume Algebra	Written Examination (Open Page)	25
Term 3 Week 4	3	Consumer Arithmetic Trigonometry Indices	Written Examination (Open Page)	25
Term 4 Week 3	4	Coordinate Geometry Statistics Equations	Written Examination (Open Page)	30
Total %				100
Course Fee: \$15 (Mathletics)				

Music

Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 7	1	Rock Music	Theory	15
Term 2 Week 4	2	Classical Music	Practical	20
Term 3 Week 6	3	Music for Film, Television, Radio and Multimedia	Composition	30
Term 4 Week 4	4	Music for Small Ensembles	Practical & Theory	35
Total %				100
Course Fee: \$35.00				

Personal Development, Health and Physical Education

Due Date	Tasks	Topic(s)	Task Type
Semester 1	Ongoing tasks throughout the year	Eat right future bright We are Young	Formative Assessment (Ongoing)
		Performance and participation in 3 practical units	Practical / Participation
Semester 2		R U OK? Show me the money	Formative Assessment (Ongoing)
		Performance and participation in 4 practical units	Practical / Participation
This course uses Formative Assessment to determine the outcomes and grades. Formative Assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs and academic progress. The evidence of learning will be demonstrated in a portfolio of learning. This course will not have an assessment mark printed on the report.			

Photography and Digital Media

Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 7	1	Digital Photography	Making	15
Term 2 Week 3	2	Photoshop	Making & Studying	35
Term 3 Week 4	3	Film	Making & Studying	35
Term 4 Week 3	4	Animation	Making	15
Total %				100
Course Fee: \$70				

Physical Activity and Sports Studies

Due Date	Tasks	Topic(s)	Task Type
Semester 1	Ongoing tasks throughout the year	Body Systems Energy and nutrition for Physical Activity Promoting Active Lifestyle	Formative assessment (ongoing)
		Performance and participation in 4 practical units	Practical / Participation
Semester 2		Physical Fitness Australia’s Sporting Identify	Formative assessment (ongoing)
		Performance and participation in 3 practical units	Practical / Participation
This course uses Formative Assessment to determine the outcomes and grades. Formative Assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs and academic progress. The evidence of learning will be demonstrated in a portfolio of learning. This course will not have an assessment mark printed on the report.			

Science

Task Number	Due Date	Topic(s)	Task Type	Weighting %
1	Term 1 Week 10	Chemistry 101	Research and Assignment	15
2	Term 2 Week 3	Chemistry 101 Maintaining the Living Machine	Mid-course Examination	30
3	Term 3 Week 8	Surfing the Spectrum	Process and Practical	20
4	Term 4 Week 3	Surfing the Spectrum Energy through the Ecosystem	Final Examination	35
Total %				100

Textiles Technology

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 6	1	Design	Product and Folio	20
Term 2 Week 2	2	Properties and Performance of Textiles – P.J Task	Report and Practical Product	20
Term 3 Week 9	3	Design - Like a Kaleidoscope	Product and Folio	30
Term 4 Week 2	4	Design, Textiles and Society-Properties and Performance of Textiles	Examination	30
Total %				100
Course Fee: \$60				

Visual Arts

Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 9	1	Historical Analysis: Digital Presentation	Historical Analysis: Digital Presentation	20
Term 2 Week 2	2	2 Dimensional Studies	Artmaking	25
Term 3 Week 8	3	2 & 3 Dimensional Studies and VAPD	Artmaking	35
Term 4 Week 3	4	Critical Examination	Critical and Historical Studying	20
Total %				100
Course Fees: \$110				



Cecil Hills High School

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Cecilhills-h.school@det.nsw.edu.au

Date: _____

STUDENT ILLNESS, ACCIDENT OR MISADVENTURE APPEAL- YEARS 7 TO 10

Student's Name _____ Year _____

I hereby request a review in:

Course _____

Assessment task _____

Due Date _____

Reasons for appeal.

I have attached medical certificates from Doctor _____
(name of Doctor)

This form is acknowledged and signed by Doctor _____
(signature) (date)

Medical Centre Stamp to be Inserted where possible:

Date: Time _____ am/pm Name of Teacher _____

Signed _____ Date _____
(Student)

Signed _____ Date _____
(Parent/Guardian)

STUDENTS MUST HAND THE COMPLETED FORM, TOGETHER WITH CERTIFICATE AND/OR STATEMENTS
TO THE HEAD TEACHER OF THE SUBJECT

School use only

Comment by Head Teacher _____

Head Teacher's signature _____ Date _____

Entered on date _____ Time _____

Comment by Principal _____

Principal's signature _____ Date _____

Completed form to be handed to supervising Deputy Principal for Filing

