



ASSESSMENT GUIDELINES

YEAR 9 2025

EMAIL: BULLI-H.SCHOOL@DET.NSW.EDU.AU

PHONE: (02) 4284 8266



Contents

Semester One Assessment Schedule.....	3	Assessment Schedules.....	30
Semester Two Assessment Schedule.....	4	Mandatory courses	
Illness Misadventure Process.....	5	English.....	30
RoSA	6	Geography.....	31
About the RoSA.....	6	History.....	32
To be eligible for the RoSA.....	6	Mathematics.....	33
Record of Academic Achievement.....	7	PDHPE.....	34
Sample RoSA.....	8	Science Sem 1.....	35
Attendance.....	9	Science Sem 2.....	36
Subject requirements.....	9	Elective Courses	
N determinations.....	10	Commerce.....	37
Life Skills.....	10	Food Technology.....	38
Assessment procedures.....	11	French.....	39
General school procedures.....	11	IT-Timber, Metals & Automotive.....	40
General timing.....	11	Information, Software and Technology.....	41
Reporting to parents and carers.....	12	International Studies.....	42
Common grade scale.....	12	Technology - Materials & Design.....	43
Failure to complete a task.....	13	Marine Studies.....	44
N warning notifications.....	13	Music.....	45
Absence from a task.....	13	Photography and Digital Media.....	46
Invalid or unreliable tasks.....	15	P.A.S.S.	47
Malpractice.....	15	Visual Arts.....	48
Artificial Intelligence.....	16	Visual	
Use of Technology.....	18	Design.....	49
Appeals process.....	19		
HSC Minimum Standards.....	21		
Reference Policy.....	23		
Key words and levels of thinking skills.....	24		
Key word definitions.....	25		
N-warning process.....	26		
Illness Misadventure and Appeal Form.....	27		
Assessment Task notification.....	28		
Change in Assesment Form.....	29		

Semester One Assessment Schedule

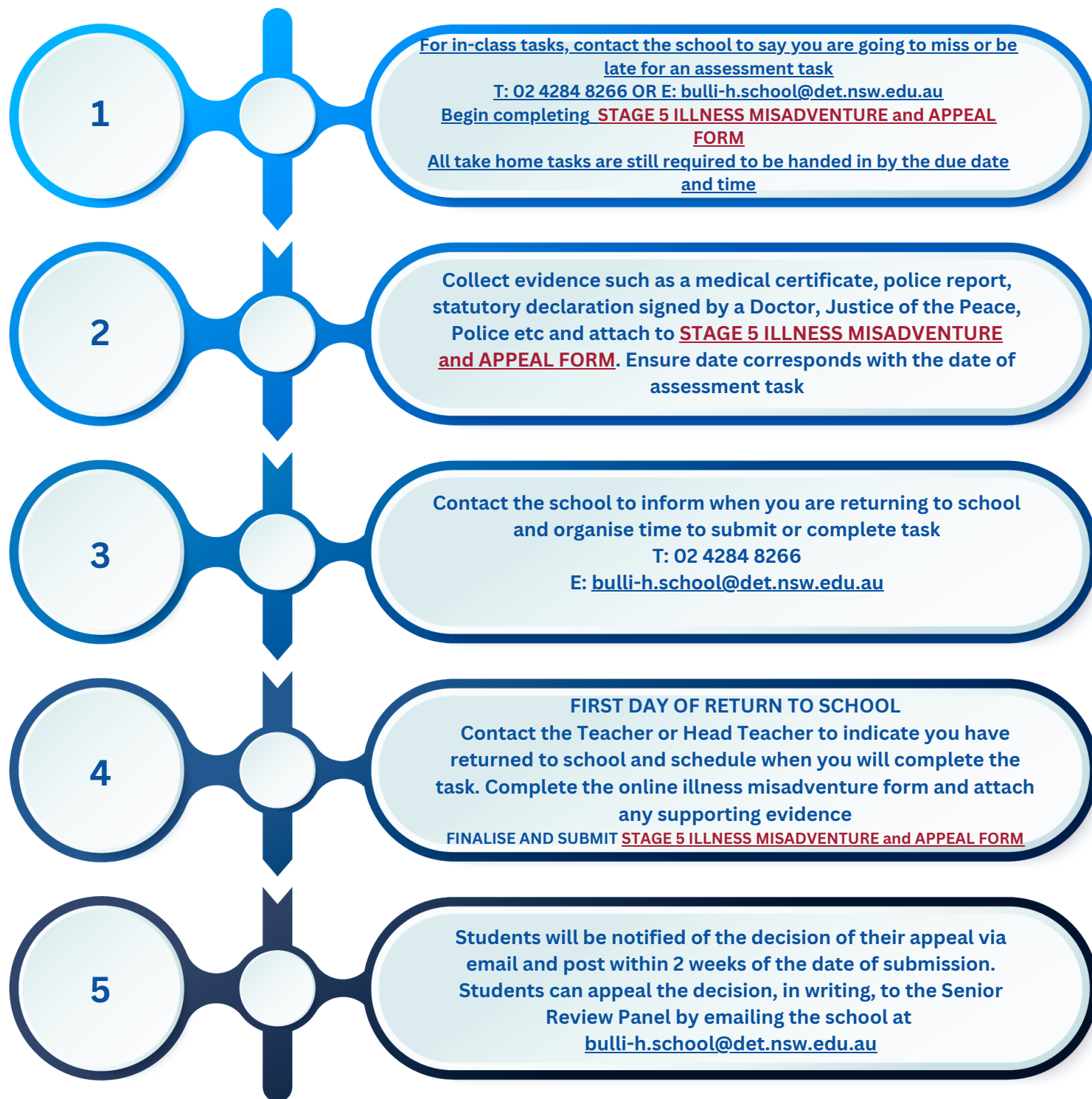
Week	Term One	Term Two
1		Food Technology PDHPE (Week 1-7) PASS 9Week 1-5)
2		Visual Arts
3	Food Technology PDHPE (week 3-9)	English
4		Commerce Geography Mathematics Science Photography & Digital Media
5	Industrial Technology – Timber, Metals & Automotive	French Technology (Materials & Design) Visual Arts Visual Design French
6	English PASS (Week 6-10)	PASS
7		
8	Commerce Science Food Technology (Week 8-9)	Music
9	French Geography Photography & Digital Media Music	Visual Design
10	Visual Arts Technology (Materials & Design)	Industrial Technology – Timber, Metals & Automotive
11	International Studies Visual Design French	

Semester Two Assessment Schedule

Week	Term Three	Term Four
1	PDHPE (Week 1-9) PASS (Week 1-6)	Food Technology (week 1-2) PASS (Week 1-6)
2	Technology (Materials & Design) Visual Arts	Photography & Digital Media
3		History International Studies Music
4	PDHPE (Week 1-5)	Commerce Industrial Technology – Timber, Metals & Automotive Mathematics Science Technology (Materials & Design) Visual Arts Visual Design
5	Visual Design	Technology (Materials & Design) Visual Arts French
6	Industrial Technology – Timber, Metals & Automotive International Studies PASS	Photography & Digital Media
7	Commerce English	
8	Science	
9	French	
10	History Music	
11		



Illness Misadventure AND Appeal Process



Staff to follow the **N-award warning process** for all students who fail to submit tasks by the due date and time if no Illness Misadventure and Appeal Form has been lodged by the student

Record of School Achievement - RoSA

1.1 About the ROSA

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

The RoSA records (where applicable):

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

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

Students who have not met the HSC minimum standard to receive their HSC, can receive a RoSA.

1.2 To be eligible for a ROSA

To be eligible for a RoSA, students must have:

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

To satisfactorily complete a course, students must:

- follow the course developed or endorsed by NESA
- apply themselves with diligence and sustained effort to the set task and experiences provided in the course by the school; and
- achieve the course outcomes



Record of School Achievement - RoSA

1.3 Record of Academic Achievement

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

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

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

Grades are:

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

NESA works with teachers to ensure appropriate standards for grading and assessment are developed and applied, to ensure grades given in different schools mean the same thing.

We provide schools with information about the allocation or patterns of grades awarded over recent years. This helps guide the allocation of grades to current students.

1.4 Sample RoSA certificate



Education
Standards
Authority

RECORD OF SCHOOL ACHIEVEMENT

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

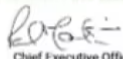
STAGE 5 COURSES

Year	Course	Result
2022	English (200)	C
	Mathematics (200)	C5
	Science (200)	D
	Geography (100)	C
	History (100)	D
	Food Technology (200)	D
	Personal Development, Health and P.E. (100)	C

Years 7 to 10 Mandatory Curriculum Requirements

English	Completed
Mathematics	Completed
Science	Completed
Human Society and its Environment	Completed
Languages	Completed
Technology	Completed
Music	Completed
Visual Arts	Completed
Personal Development, Health and P.E.	Completed

 Student Number: 58588763
Issued by NESA without alteration or erasure on 25 August 2023 at Sydney, NSW,
Australia


Chief Executive Officer
NSW Education Standards Authority

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

The RoSA records (where applicable):

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



1.5 Attendance

NESA don't set minimum attendance for the satisfactory completion of a course.

However, a principal may determine that, due to absence, course completion criteria may not be met.

To receive a RoSA, students must attend school **until the final day of Year 10**.

They must also complete the following mandatory Years 7-10 curriculum requirements.

1.6 Subject Requirements

English – The English syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Mathematics – The Mathematics syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Science – The Science syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Human Society and its Environment – The HSIE syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.

Languages Other than English – 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.

Technological and Applied Studies – The Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.

Creative Arts – Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music. We expect that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.

Personal Development, Health and Physical Education – Our mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.



1.7 N determinations

If students don't complete a course's requirements, they will receive an 'N' determination.

Students are warned via a letter from their school if it looks like they might not meet course requirements. NESA's aim is to give the student time to complete the course and fix the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA.

If they leave school, they will receive a Transcript of Study. Courses that received an 'N' determination will not be listed on the transcript.

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

Principals will contact NESA student records if they feel a student is eligible for a RoSA after being deemed ineligible at the end of Year 10 because they failed to meet the mandatory course requirements.

1.8 Life Skills

Students with intellectual disability can complete the Life Skills curriculum option.

Students who leave school before completing HSC requirements, but who have satisfactorily completed Year 10 via a partial or full Life Skills pathway can receive a RoSA

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



RoSA Assessment Procedures

2.1 Assessment Procedures

Each course has a set of procedures that they follow to assess student achievement and to allocate grades based on the Course Performance Descriptors. Assessment tasks set by the school are used to provide data to assist teachers to determine which descriptor best reflects the level of achievement of each student at the end of Year 10. The final decisions are made in relation to the 'standard' reached, not in relation to performance which is relative to other students.

This document outlines the assessment procedures that will be followed in each course.

2.2 General School Procedures

Course assessment programs will be planned in advance and published to enable coordination of the whole year assessment program.

- A variety of assessment tasks will be employed to ensure that a range of outcomes is assessed. Tasks can be designed to assess a number of outcomes.
- Examinations may be part of the assessment program.

2.3 Timing of tasks

Each student will be told what is to be assessed, how and when, with appropriate notice in advance of the initial scheduling of the task (a minimum of 2 weeks). Students will be formally handed their tasks in writing by the teacher, and a record of receipt will be kept for all students by all staff. Tasks, other than in-class tasks, must be submitted no later than the specific subject period time on the due date.

PLEASE NOTE that some subjects may stipulate no later than 9.00am on the due date, and when that is the case the teacher will indicate the process for assessment submission / collection.

Assessment is an ongoing and continuous process throughout the year that includes in class work, homework tasks, assessment tasks and examinations.



RoSA Assessment Procedures

2.4 Reporting to parents and carers

Schools must report to parents and carers on student progress and achievement. Reporting at Bulli High School will include the use of grades A, B, C, D and E

Reports will describe student progress and achievement through teacher comments. Teachers will refer to a variety of information about student progress and achievement in relation to the outcomes assessed and the content taught up to the relevant point in time. S

A to E grades are not required for reporting on student achievement in relation to Life Skills outcomes.

In Year 10, Stage 5 Course Performance Descriptors are to be used by teachers to determine grades at the end of Stage 5 courses.

2.5 Common Grade Scale

The Common Grade Scale shown below can be used to report student achievement in Years 1 to 10 in NSW schools.

The scale describes performance at each of the 5 grade levels.

A

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C

The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D

The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E

The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.



RoSA Assessment Procedures

2.6 Failure to complete an assessment task - zero mark

2.6.1 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 extenuating circumstances (Doctor's Certificate, etc.) accepted by the Faculty Head Teacher.

2.6.2 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.

2.6.3 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.

2.7 N warning notifications (non completion of course requirements)

Where a student is at risk of a Non-Completion Determination, the school will warn the student and advise the student and parent/carer in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given in writing. 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 RoSA Assessments.

2.8 Absent for an Assessment Task:

2.8.1 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 submit a completed ***Illness/Misadventure and Appeal Form***. Reasons for the absence must be stated, and supported by documentation, e.g., a medical certificate. If unable to secure a medical appointment on the day of absence, the student must be able to show that attempts have been made to do so and an alternative form of evidence must be provided. Medical certificates cannot be supplied by parents or relatives, as per the Medical Council of NSW's 'Medical Certificate Guidelines 2012

2.8.2 Students must be present on the day their assessment task is due, whether or not the task is submitted in person or electronically.

2.8.3 If a student knows they are going to be absent, they must submit an ***Illness/Misadventure and Appeal Form*** **at least one week prior to the due date** with supporting evidence. Students will complete the task on their first day of return to class. All take-home tasks will still need to be submitted by the due date.

RoSA Assessment Procedures

2.8.4 Approved leave does not infer approved illness misadventure. Students are still required to submit their task by the due date.

2.8.5 Misadventure will be declined for holidays or travel during school time.

2.8.6 If absent for a task, the teacher will provide the student an opportunity to complete task by either:

1. Providing an extension of time to complete the original assessment task, providing this does not compromise the validity of the task, OR
2. Providing the student with a substitute assessment task. The substitute assessment task may include informal assessment tasks.

2.8.7 In exceptional circumstances where the student cannot complete the task, the principal may decide to provide an estimate, based on completed comparable assessment tasks.

2.8.8 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 an Illness/Misadventure Form explaining the time they were absent and may face disciplinary action determined by the Head Teacher in consultation with the Deputy Principal.

2.8.9 Where a student is absent for non-medical reasons, a satisfactory explanation in writing must be provided on an Illness/Misadventure Form and submitted to the Head Teacher of the faculty. Absence due to a family holiday will not be accepted as a valid reason for missing an assessment task. A zero mark may be awarded in such circumstances. Consideration will only be given if approved leave is granted due to:

1. national or state representation in a sport, arts or educational program
2. employment in the entertainment industry
3. representation in a Representative School Sport Pathway event.

2.8.10 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.

2.8.11 Students are expected to attend all lessons. If non-attendance the day before assessment tasks is found, the Deputy Principal may ask the student to an interview and issue further consequences.



RoSA Assessment Procedures

Problems of any nature are referred to the appropriate faculty Head Teacher.

Misadventure forms must be completed online and all relevant documents must be attached. The Head Teacher will give a recommendation prior to review by the Senior Review Panel. Once a determination has been made, the Head Teacher will inform the student of the outcome.

2.9 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.

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

Students are required to complete the mandatory All My Own Work program to achieve the HSC. Students in Year 10 will complete this program in preparation. 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 others' work will receive a zero mark. All cases of malpractice are recorded in NESA's Malpractice Register.

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

1. copying of someone else's work in part or in whole, and presenting it as their own
2. colluding with peers, and submitting similar work to other students
3. using material directly from books, journals, CDs or the internet without reference to the source
4. building on the ideas of another person without reference to the source
5. buying, stealing or borrowing another person's work and presenting it as their own
6. submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
7. using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement



RoSA Assessment Procedures

8. paying someone to write or prepare material
9. breaching school examination rules
10. cheating in an HSC examination
11. using non-approved aids during an assessment task
12. contriving false explanations to explain work not handed in by the due date
13. assisting another student to engage in malpractice.

2.11 Artificial Intelligence:

2.11.1 Students are encouraged to use technology as a tool for learning and research but are not to use it to gain an unfair advantage. Students are prohibited from using **Artificial Intelligence (AI) programs** or any other automated means to complete or perform academic tasks unless otherwise directed by their teacher. The use of AI or other technology to assist in the completion of assignments must be disclosed and approved by the teacher before submission. This should be recorded on the notification register. In the case of suspected plagiarism students will be required to provide evidence that all unacknowledged work is entirely their own. Students should recognise the capabilities and limitations of AI. For example:

1. AI should not be used to replace critical thinking and decision-making skills.
2. Any AI generated responses should be checked against reliable sources to ensure that facts are accurate and do not contain harmful bias.
3. When required, use of AI should be appropriately referenced.

2.11.2 Suspected Malpractice

If malpractice is suspected by the classroom teacher they will inform their head teacher and the student of this and their options. The investigation of suspected malpractice will be managed by a panel formed by the deputy principal.

In the case of Malpractice (suspected plagiarism and the use of AI generated work specifically), the student will be asked to provide evidence that all unacknowledged work is entirely their own.

Such evidence might include but is not limited to:

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



RoSA Assessment Procedures

2.11.3 If malpractice is concluded to have occurred, the following range of consequences may apply:

- zero marks for all or part of the task
- a formal warning
- an N Warning may be issued
- student may need to re-submit all or part of the task
- If applicable the student may have the ability to resolve the N Warning and re-submit the task – the zero mark may still be upheld

2.11.4 If plagiarism is determined by the panel additionally:

- the students name will be recorded on the malpractice register in NESA via schools online potentially placing their RoSA in jeopardy.

2.11.5 Malpractice Process

(5 school day turnaround from notification in Sentral)

1. Class teacher;

- identifies suspected malpractice
- informs Head Teacher
- makes a Sentral entry (confidential) and notifies the Deputy Principal

2. Class teacher and Head teacher meet with student to discuss the malpractice process and their options and communicates this to the parents

2a. If the student agrees to malpractice, then an appropriate consequence will be issued

2b. If student disagrees to malpractice.

Student approaches Deputy Principal and requests a review

Deputy Principal forms panel. This may consist of HT Secondary Studies and another Head Teacher (excluding the Faculty HT from the course involved) and gathers all information



RoSA Assessment Procedures

4. The Senior Review panel analyses the information gathered and interviews:

- the student (support person offered)
- the class teacher
- the head teacher (as required)

The Senior Review panel makes their decision

5. DP convening the Senior Review Panel meets with the student and informs them of the outcome of the investigation and communicates this to the parent/carer

6. If malpractice is found – an appropriate consequence will be issued and an entry into NESA malpractice register via schools online

7. Student informed they can follow the Appeals process if they want to appeal the outcome

2.11.6 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 Bulli High School's virtual learning environment, allowing students to access work, collaborate and gain feedback from teachers. The school uses a range of plagiarism detectors to guard against accidental or intentional malpractice.

Teachers may also require students to submit their tasks through the Turn It In program.



RoSA Assessment Procedures

2.11.7 Appeal Process:

Appealing marks or malpractice:

In the event that a student questions the outcome of an assessment process they can follow the appeals process.

They need to apply to their teacher within 1 week of the first outcome being issued.

The appeals process can apply to;

- Individual Assessment Task results (apply to the deputy principal within 1 week of the outcome being issued)
- Assessment Rank
- Illness and Misadventure outcomes
- Malpractice process outcomes
- Other relevant assessment concerns

The teacher will refer the matter to the Head Teacher, if necessary.

Where no agreement is reached, the issue should be discussed with the Head Teacher. An Illness Misadventure and Appeal Form with evidence may be requested by the Head Teacher before their decision is made.

If a student is not satisfied with the outcome of the appeal from the Head Teacher, they may appeal in writing to the Senior Review Panel for a final determination. The Senior Review Panel will consist of the relevant Deputy Principal, Head Teacher Secondary Studies and an independent Head Teacher.

To Appeal Final Grade or Rank:

School Based Appeals Process

1. Student has concerns regarding the outcome of a process relating to assessment.
2. Student completes the online Stage 5 - Illness/Misadventure and Appeals Form.
3. The Deputy Principal refers the appeal to the Principal
4. The Principal forms an appeals panel consisting of relevant executive (excluding the deputy principal who managed the original process and the head teacher of the curriculum area of concern) and gathers all information
5. The Appeals panel assesses the information gathered and a decision is made
6. The Principal meets with the student and informs them of the outcome of the investigation and appeal and communicates this to the parent/carer
7. The Principals decision is final



RoSA Assessment Procedures

In particular note that appeals for assessment results can only be made on the basis of:

- The weightings specified by the school not conforming with NESA requirements.
- The procedures used by the school for determining the final assessment mark do not conform with its stated program.
- Breach of the Bulli High School Assessment Policy.
- There being computational or other clerical errors in determination of the assessment mark

A request for an appeal cannot be based on questioning the professional judgement of teachers in the marking of work.



Higher School Certificate (HSC) Minimum Standards

All NSW students who complete the HSC in 2020 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 a 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 several support options within the school to assist students in achieving the minimum standard. Students must 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.

Higher School Certificate (HSC) Minimum Standards

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:

[HSC Minimum Standard](#)

[Skills needed to meet the HSC Minimum Standard](#)

[HSC Minimum Standard resources](#)



Language ▼



MyServiceNSW

Living in NSW ▼

Working and business ▼

What's happening ▼

Have your say

Easy Read

[Home](#) > [Education and training](#) > [NESA](#) > [HSC](#) > [Minimum standard](#) > Resources

HSC minimum standard resources

The HSC minimum standard tests require students to show their skills in numeracy, reading and writing. Find available resources, including sample questions and answers, to prepare for the tests.



Listen

On this page

[The HSC minimum standard](#)
[Sample questions and demonstration tests](#)
[Practice tests](#)
[Resources for schools and teachers](#)

Minimum standard

Skills needed

Resources

[HSC minimum standard: Disability Provisions, Exemptions and Appeals](#)

Taking the tests ▼

[Download as PDF](#)
[Print this page](#)
[Share this page](#)

The HSC minimum standard

The HSC minimum standard is set at Level 3 of the [Australian Core Skills Framework \(ACSF\)](#). Students need to attain Level 3 or 4 in short online numeracy, reading and writing tests to meet the HSC minimum standard.

Students are assessed on the skills defined in the ACSF and the [achievement level descriptions](#) for numeracy, reading and writing.

Learn more about the [skills needed](#) to meet the HSC minimum standard. Additional information, support and resources are available in [Schools Online](#) to help schools implement the HSC minimum standard and the associated tests.

Sample questions and demonstration tests

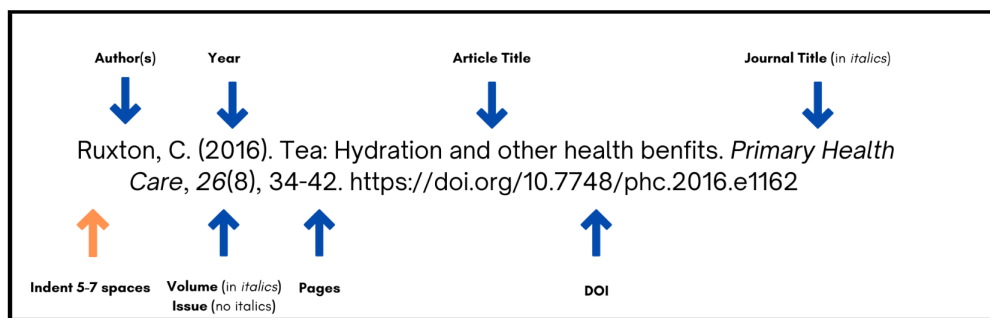
To help schools, parents and students understand the skills required to meet the HSC minimum standard, view the sample questions and demonstration tests.

The questions cover achievement from ACSF Level 2 to Level 4, as described in the [achievement level descriptions](#).

These questions are similar to the types of questions students will be asked in the minimum standard tests. The demonstration tests help students understand the look and feel of the online tests.

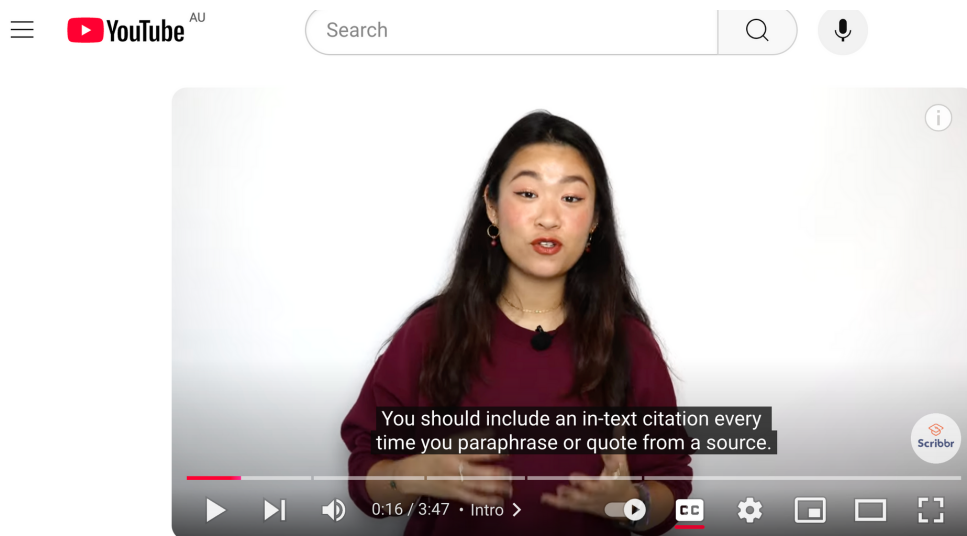
Referencing Policy

Assessments which require referencing must include a list of all resources students have used in their research. Referencing could include books, websites, magazines, TV shows, YouTube videos or podcasts. Details of these resources are listed alphabetically in the Reference List according to the Author's last name. At Bulli High School the format that is advised is APA 7. APA is an author-date style with two key components. The purpose of referencing is to acknowledge the source and enable the reader to trace the sources.



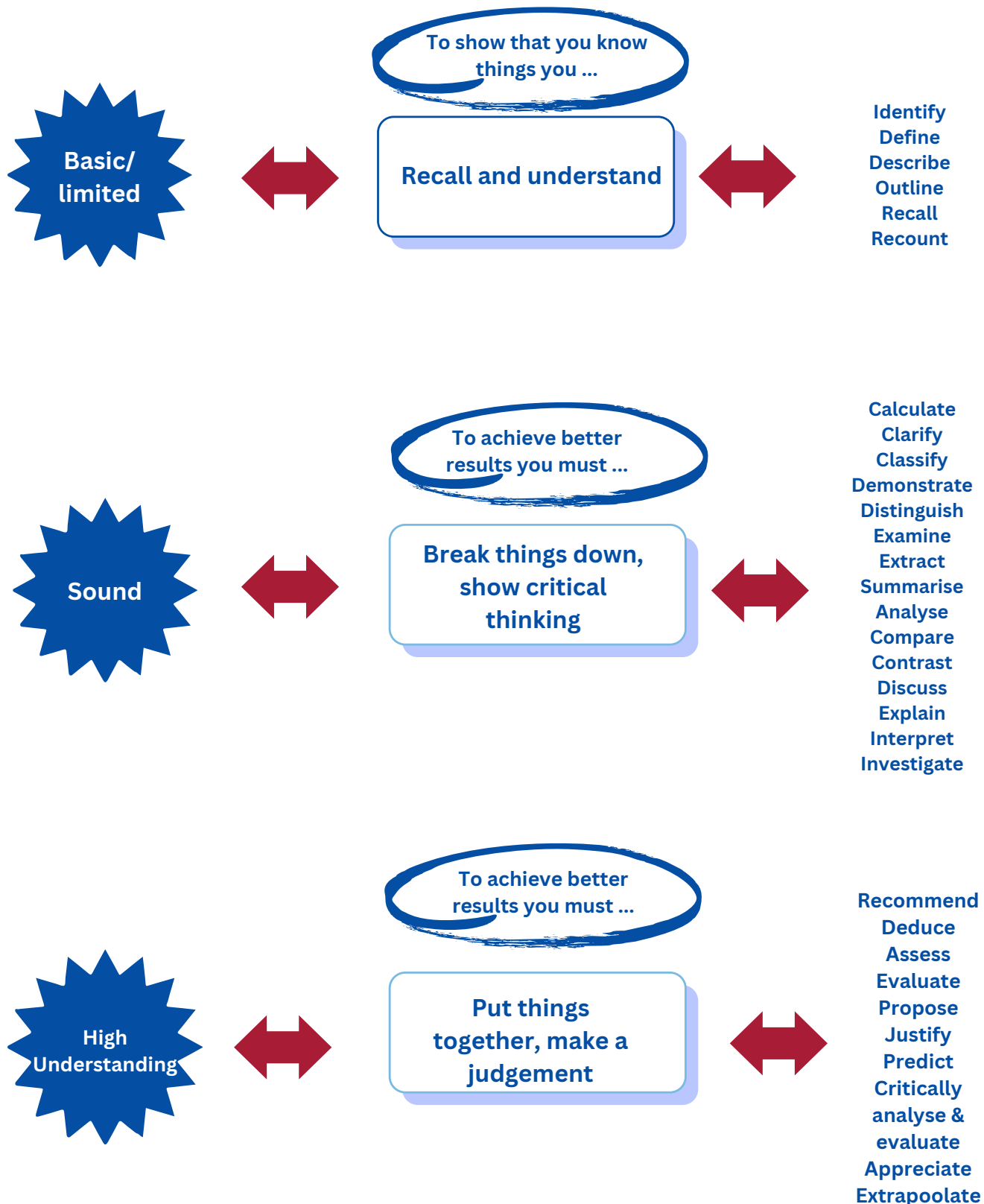
The following video will provide more information on referencing

[Click here](#)



APA 7th Edition: The Basics of APA In-text Citations | Scribbr 🎓

Key words and levels of thinking skills

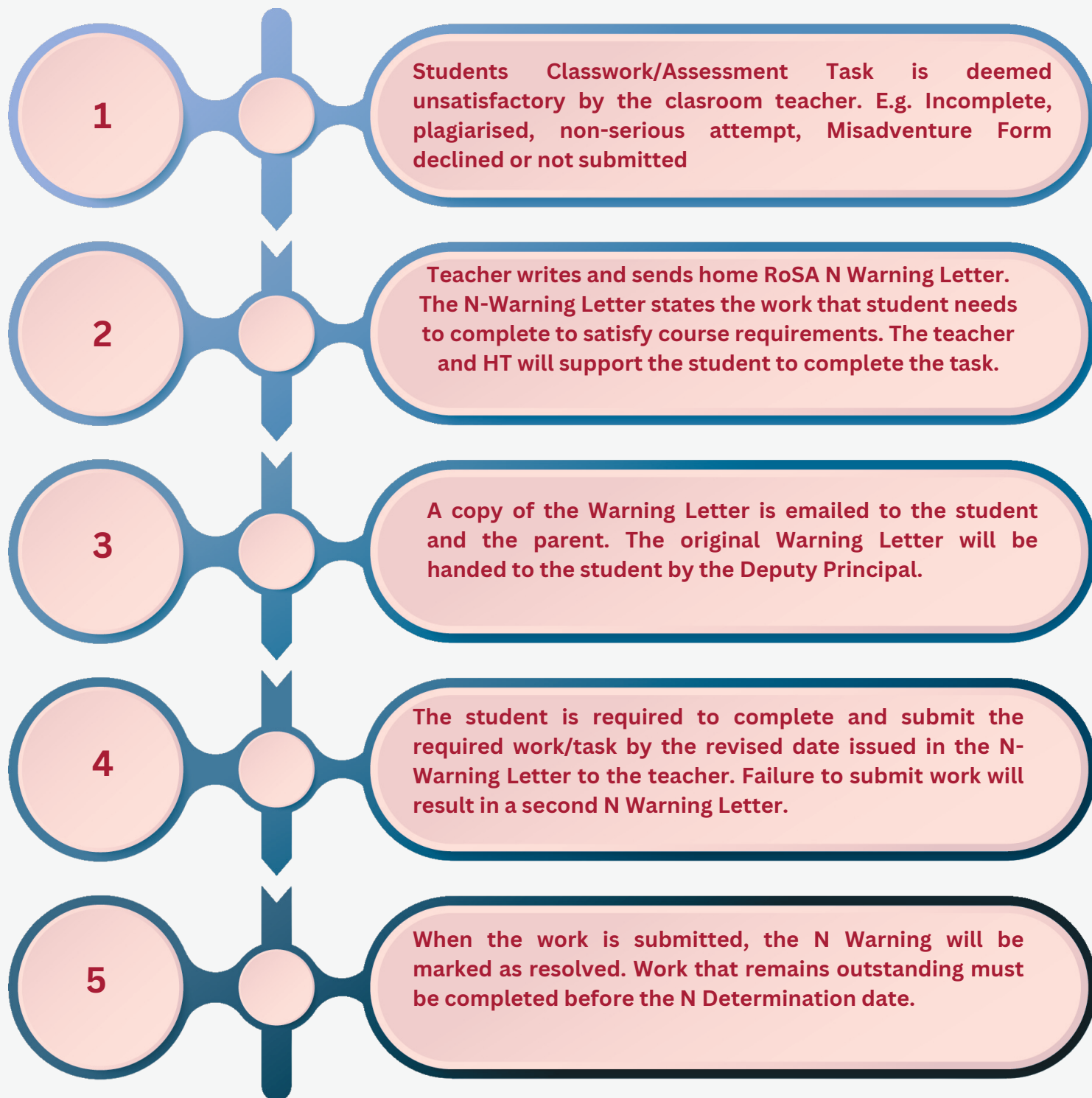


Key Word Definitions

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



N-warning Process



Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination which may mean not receiving a RoSA.

STAGE 5 ILLNESS MISADVENTURE AND APPEAL ONLINE FORM

Print form

Stage 5 - Illness/Misadventure and Appeal form

Bulli High School



Student Information



RoSA - Illness/Misadventure and Appeal Form

Illness Misadventure appeal procedures at Bulli High School are based on NESA Record of School Achievement (RoSA) rules. Illness-misadventure appeals can apply to all types of assessment tasks used to determine the school-based assessment grade. Students who become ill or suffer a misadventure that may adversely affect performance in an examination or assessment task are entitled to submit an Illness-Misadventure Appeal.

Students may also use this form to appeal the outcome of a school-based assessment task.

Students must complete this form if they:

- Are absent on the day of an exam or assessment task or partially absent the day of an exam or assessment task
- Believe Illness-Misadventure affected the performance in an exam or task
- Are seeking an extension of the due date for a task
- Are appealing the result of an assessment task

Student Full Name *

Email address *

Year Group *

Select option

Date of Birth *

Course Information

Task Number *

Select option

Task Type *

Select option

Task due date *

Teacher Name *

Select staff

Subject *

Select faculty

This application is to request *

Select option

Has this task been submitted? *

Select option

Reason for consideration. Provide as much detail as possible, including the impact on your performance if you completed the task. *

Parent/Carer name *

Signature *

Please sign in the box above using your mouse or finger (on mobile devices) - [Reset](#)

Date *

Supporting Documentation *

Select file ...

Browse ...

Supporting documentation is required when submitting this application. Appeals will not be considered without appropriate documentation.

☐ I confirm that the above information is true and correct. *

Submit form

ASSESSMENT TASK NOTIFICATION



Faculty:

Year 9/Year 10 Course:

Assessment Task **Number** Notification

Title of Task:

Task Weighting:

Date issued:

Due date and time:

Bulli High School Assessment Policy

- 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 submit a completed Stage 5 - Illness Misadventure and Appeal form. Reasons for the absence must be stated and supported by documentation, e.g., a medical certificate. If unable to secure a medical appointment on the day of absence, the student must be able to show that attempts have been made to do so and an alternative form of evidence must be provided.
- Students must be present on the day their assessment task is due, whether it is submitted in person or electronically.
- If a student knows they are going to be absent, they must submit a [Stage 5 - Illness Misadventure and Appeal form](#) at least one week prior to the due date with supporting evidence. Students will complete the task on their first day of return to class. All take-home tasks will still need to be submitted by the due date.
- Approved leave does not infer approved illness misadventure. Students are still required to submit their task by the due date.
- Misadventure will be declined for holidays or travel during school time.
- Artificial Intelligence is prohibited unless you have sought permission from your teacher and reference in your task.
- **Disability Provisions** - If you have been granted disability provisions and you wish to use them for this assessment task, you should contact either your class teacher or the Head Teacher of this Faculty at least **one week before** the assessment task due date to make arrangements.

Outcomes Assessed:

- List syllabus outcomes being assessed with code
- Ensure syllabus outcomes reflect the assessment guidelines for that task.

Nature of Task:

- Explain here what the student needs to do to prepare and complete the task
- For examinations and tests, describe each section, equipment required, marks allocated for each section and length of the task

Marking Criteria:

- Provide marking criteria on how students will be assessed (where appropriate).
-

Marking Guidelines:

MARKING GUIDELINES: Question #	MARK
•	

Staff can download a copy [here](#). Register of receipt can be found [here](#).



CHANGE IN ASSESSMENT TASK

Dear Parent/ Carer,

Unfortunately, it has been necessary for a change to be made concerning an assessment task that appears in the assessment guidelines and assessment calendar.

This is a notification that:

Subject:

Year:

Assessment Task:

Due Date:

has had the following changes made to it:

New Due Date:

The value of the task and assessment components remains unchanged.

If you wish to inquire about this change, please ring the classroom teacher or faculty head teacher on (02) 4284 8266.

Class Teacher(s):

Head teacher:

Date:

Staff can download a copy [here](#).

MANDATORY COURSE: YEAR 9 ENGLISH					KLA: ENGLISH
ASSESSMENT SCHEDULE: 2025					
Name of Task	Task2: Reading and Comprehension Task	Task 2: Listening Task	Task 3: Speaking Task	Task 4: Classwork	
Task Description	Students will be given unseen texts to read. They are required to answer a series of multiple choice and short answer questions based on their reading and understanding of these texts.	Students will listen to an audio extract and answer a series of questions based on the excerpt.	Students will deliver a 4-5 minutes presentation in class.	Ongoing classwork including assignments, multi-modal presentations, homework, class activities, quizzes, tests, book work, participation and communication	
Proposed Date	Term 2 Week 3	Term 2 Week 3	Term 3 Weeks 6	Ongoing throughout the year	
Syllabus Outcomes	EN5-RVL- 01, EN5-URA-01, EN5-URB- 01, EN5-URC-01.	EN5-RVL-01, EN5-URA-01.	EN5-ECA-01, EN5-ECB-01.	EN5- RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01.	
Components					Weighting
Reading	20	-	-	-	20
Listening	-	10	-	-	10
Speaking	-	-	10	-	10
Writing	-	-	-	60	60
Total	20	10	10	60	100

MANDATORY COURSE: YEAR 9 GEOGRAPHY			KLA: HSIE
ASSESSMENT SCHEDULE: 2025			
Name of Task	Task 1: Research task with in-class response	Task 2: Final examination including 'Skills' component	
Task Description	Students conduct research on a predetermined topic to meet set criteria and write a response in class.	Will examine all content taught up to this point including Skills.	
Proposed Date	Term 1 Week 8	Term 2 Week 4	
Syllabus Outcomes	GE5.1, GE5.2, GE5.3, GE5.4, GE5.5, GE5.7, GE5.8 5.3, 5.8 are Priority Outcomes	GE5.1 - 5.8 5.2, 5.7 are Priority Outcomes	
COMPONENTS			Weighting
Knowledge and understanding of course content.	10	30	40
Research	35	-	35
Skills	5	20	25
Total	50	50	100



MANDATORY COURSE: YEAR 9 HISTORY			KLA: HSIE
ASSESSMENT SCHEDULE: 2025			
Name of Task	Task1: Source based task	Task 2: Final examination	
Task Description	Source-based task. Students to be assessed on their ability to select relevant information and communicate it effectively.	Will examine all content to date. The exam will include multiple-choice, short answer and extended response/s.	
Proposed Date	Term 3 Week 8	Term 4 Week 3	
Syllabus Outcomes	HT5.1 - HT5.10 5.4, 5.6 (Priority Outcomes)	HT5.1-HT5.7, HT5.9 5.7, 5.9 (Priority Outcomes)	
COMPONENTS			Weighting
Knowledge and understanding of course content.	5	40	45
Research	30	-	30
Source Skills	15	10	25
Total	50	50	100



MANDATORY COURSE: YEAR 9 MATHEMATICS				KLA: MATHEMATICS	
ASSESSMENT SCHEDULE 2025					
Name of Task	Task 1: Semester 1 Class Tests	Task 2: Semester 1 Examination	Task 3: Semester 2 Class Tests	Task 4: Semester 2 Examination	Weighting
Task Description	Topic tests completed at end of each topic	Formal examination completed simultaneously by all classes in the year	Topic tests completed at end of each topic	Formal examination completed simultaneously by all classes in the year.	
Proposed Date	Progressive	Term 2 Week 4	Progressive	Term 4 Week 4	
Syllabus Outcomes	4-ALG-01, 5-ALG-C-01, 4-FRC-01, 4-PYT-01, 4-INT-01, 4-FRC-01, 4-RAT-01, 5-FIN-C-01	5-TRG-C-01, 4-ALG-01, 5-ALG-C-01, 4-FRC-01, 4-PYT-01, 4-INT-01, 4-FRC-01, 4-RAT-01, 5-FIN-C-01 (Note: students doing Path course will be notified of omitted content in examination)	5-IND-C-01, 5-MAG-C-01, 4-GEO-01, 4-EQU-01, 5-EQU-C-01, 4-DAT-01, 4-DAT-02, 5-DAT-C-01	4-ARE-01, 5-MAG-C-01, 5-ARE-C-01, 5-VOL-C-01, 5-IND-C-01, 5-MAG-C-01, 4-GEO-01, 4-EQU-01, 5-EQU-C-01, 4-DAT-01, 4-DAT-02, 5-DAT-C-01 (Note: students doing Path course will be notified of omitted content in examination)	
Components					
Knowledge	10	10	10	10	40
Application	10	10	10	10	40
Problem Solving	5	5	5	5	20
Total	25	25	25	25	100%



MANDATORY COURSE: YEAR 9 PDHPE					KLA: PDHPE
ASSESSMENT SCHEDULE: 2025					
Name of Task	Task 1: Practical Assessment	Task 2: Formative Assessment	Task 3: Practical Assessment	Task 4: Formative Assessment	
Task Description	Aquatics / Components of Fitness / Court Games	Task based on content from the 'Diversity is Difference' and 'The Dating Game' units. Ongoing written tasks and class-based assessments.	Football / Rec Games / Beach Games / Net Court Games	Task based on 'I Get Knocked Down, I Get Up Again' and 'Healthy & Active' units. Ongoing written tasks and class- based assessments.	
Proposed Date	Term 1: Weeks 3 – 9 Term 2: Weeks 1 - 7	Ongoing throughout Terms 1 & 2	Term 3: Weeks 1 - 9 Term 4: Weeks 1 - 5	Ongoing throughout Terms 3 & 4	
Syllabus Outcomes	PD5-4, PD5-5, PD5-10, PD5-11	PD5-1, PD5-3, PD5-9	PD5-4, PD5-5, PD5,10, PD5- 11	PD5-1, PD5-2, PD5-7	
Components					Weighting
Knowledge & understanding	10	15	10	15	50
Skills	15	10	15	10	50
Total	25	25	25	25	100



MANDATORY COURSE: YEAR 9 SCIENCE				KLA: SCIENCE
ASSESSMENT SCHEDULE: 2025 – SEMESTER 1				
Name of Task	Task 1: Skills Test	Task 2: End of Semester Examination	Task 3: Homework Tasks	
Task Description	Including interpreting secondary data and graphing.	Knowledge and Understanding of course content.	10 tasks to be completed.	
Proposed date	Term 1 Week 8	Term 2 Week 4	Ongoing	
Syllabus Outcomes	Working Scientifically: SC5 – 4WS, 5WS, 6WS, 7WS, 8WS, 9WS • Applies models, theories and laws to explain situations involving energy, force and motion (SC5 – 10PW) • Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems (SC5 –11PW)			
Components				Weighting
Knowledge and understanding	10	40	5	55
Working Scientifically	25	5	5	35
Communication	5	5	-	10
Total	40	50	10	100



MANDATORY COURSE: YEAR 9 SCIENCE				KLA: SCIENCE
ASSESSMENT SCHEDULE: 2025 – SEMESTER 2				
Name of Task	Task 1: Skills Test	Task 2: End of Semester Examination	Task 3: Homework Tasks	
Task Description	Including interpreting secondary data and graphing.	Knowledge and Understanding of course content.	10 tasks to be completed.	
Proposed date	Term 3 Week 8	Term 4 Week 4	Ongoing	
Syllabus Outcomes	Working Scientifically: SC5 – 4WS, 5WS, 6WS, 7WS, 8WS, 9WS - Analyses interactions between components and processes within biological systems (SC5-14LW) - Explains how biological understanding has advanced through scientific discoveries, technological development and the needs of society (Sc5-15LW)			
Components				Weighting
Knowledge and understanding	10	40	5	55
Working Scientifically	25	5	5	35
Communication	5	5	-	10
Total	40	50	10	100

ELECTIVE COURSE: YEAR 9 COMMERCE					KLA: HSIE
ASSESSMENT SCHEDULE: 2025					
Name of Task	Task 1: Consumer and Financial Decisions	Task 2: Economic & Business Environment.	Task 3: Running a Business	Task 4 Promoting & Selling	
	Commerce Survival Plan Task	Infographic and Written Response.	In-Class Test	Project Based Learning: Market Day	
Task Description	Research and skills demonstrating effective consumer decisions and informed judgements when managing money.	Research and design component followed by an in-class response.	Questions based on "Running a Business"	Develop a product, create a promotion campaign and sell the product at a profit	
Proposed Date	Term 1 Week 9	Term 2 Week 4	Term 3 Week 7	Term 4 Week 4	
Syllabus Outcomes	COM 5-1, 5-6, 5-7, 5-9 5-6,5-9 Priority Outcomes	COM 5-1, 5-7, 5-8 5-7, 5-8 Priority Outcomes	COM 5-1, 5-4, 5-5, 5-8 5-1, 5-4 Priority Outcomes	COM 5-1 5-2, 5-7, 5-9 5-2,5-9 Priority Outcomes	
Components					Weighting
Knowledge & understanding of course content	5	10	15	-	30
Skills	10	5	15	5	30
Research/Fieldwork	10	5		10	30
Literacy and Numeracy		5		5	10
Total	25	25	30	20	100%



ELECTIVE COURSE: YEAR 9 FOOD TECHNOLOGY					KLA: TECHNOLOGIES	
ASSESSMENT SCHEDULE: 2025						
Name of Task	Task 1: Mandatory WHS Training	Task 2: Unit 1 - Food in Australia Advertisement	Task 3: Unit 2 - Food Equity Mystery Box Challenge	Task 4: Unit 3 – Food Product Development Product Design	Task 5: Unit 4 – Food Selection and Health Examination	
Task Description	Completion of kitchen induction and completion of <i>OnGuard</i> online kitchen safety tests.	Create an advertisement that will appeal to the 'foodie audience'. Presented as a <u>brochure</u> that could be distributed at travel agencies and world travel trade shows. Ongoing Unit <u>Practical</u> Lessons, see practical overview. Completion of <u>theory</u> booklet issued at the beginning of the term.	Complete mystery box challenge and <u>evaluation</u> Ongoing Unit <u>Practical</u> Lessons, see practical overview. Completion of <u>theory</u> booklet issued at the beginning of the term.	<u>Design</u> a snack item suitable to promote a movie of choice for a major franchise. Ongoing Unit <u>Practical</u> Lessons, see practical overview. Completion of <u>theory</u> booklet issued at the beginning of the term.	Theory digital <u>test</u> Ongoing Unit <u>Practical</u> Lessons, see practical overview. Completion of <u>theory</u> booklet issued at the beginning of the term.	
Proposed Date	Term 1 Week 3	Term 2 Week 1	Term 1 Week 8 -9	Term 4 Week 1	Term 4 Week 1-2	
Syllabus Outcomes	FT5-2	FT5-8, FT5-9, FT5-10, FT5- 11, FTS-12, FT5-2	FT5-2, FT5-5, FT5-6, Ft5-11, FT5-13	FT5-1, FT5-2, FT5-10, FT511, FT5-13	FT5-7, FT5-8, FT5-11, FT5- 12, FT5-3, FT5-2	
Components						Weighting
Theory	-	12.5	12.5	12.5	12.5	50
Practical	-	12.5	12.5	12.5	12.5	50
Total	n/a	25	25	25	25	100



ELECTIVE COURSE: YEAR 9 FRENCH					KLA: LANGUAGES
ASSESSMENT SCHEDULE 2025					
Name of Task	Task 1: Creating Texts and Interacting	Task 2: Accessing and understanding	Task 3: Creating Texts	Task 4: Interacting	
Task Description	Students will make a Vlog about their daily routine and do a Q & A with a classmate about their school references	Students will listen to a podcast and communicate their findings	Students will write an air bnb advertisement	Students will play a question answer game with a friend	
Proposed Date	Term 1 Week 11	Term 2 Week 5	Term 3 Week 9	Term 4 Week 5	
Syllabus Outcomes	ML5-INT-01 ML5-CRT-01	ML5-UND-01	ML5-CRT-01	ML5-INT-01	
Components					Weighting
Interacting	10	-	-	25	35
Accessing and understanding		30	-	-	30
Creating Texts	10	-	25	-	35
Total	20	20	25	25	100



ELECTIVE COURSE: YEAR 9 INDUSTRIAL TECHNOLOGY – Timber, Metals & Automotive						KLA: TECHNOLOGIES
ASSESSMENT SCHEDULE: 2025						
Name of Task	Task 1: Workplace Health & Safety Induction	Task 2: Project 1	Task 3: Assignment	Task 4: Project 2	Task 5: Yearly Examination	Weighting
Task Description	Students develop the foundation of knowledge of the WH&S procedures to be used in the work environment. Students will complete a series of safety tests designed to provide a broad knowledge of the tools and machines used throughout the course.	Students develop a broad range of skills in the associated industry's working environment. The unit of work also includes reading, interpretation, and the development of working drawings as well as an accompanying research and presentation folio.	Students complete a series of research tasks associated with their relevant specialist area.	Students develop and expand their diverse range of skills. Students complete an associated design and research presentation folio/assignment.	Yearly examination covering all units of work the students have undertaken throughout the year. This includes a range of tasks including multiple choice, true or false, short answer, drawing and extended response questions.	
Proposed Date	Term 1 Week 5	Term 2 Week 10	Term 3 Week 6	Term 4 Week 4	Examination Period	
Syllabus Outcomes	IND5-1, IND5-2, IND 5- 3, IND 5-4, IND5-6,	IND5-1, IND5-2, IND 5- 3, IND 5-4, IND5-5, IND5-6, IND5-7	IND 5-3, IND 5-4, IND5-5, IND5-8, IND 5-9, IND5-10	IND5-1, IND5-2, IND 5- 3, IND 5-4, IND5-5, IND5-6, IND5-7	IND5-1, IND5-2, IND5-3, IND 5-4, IND5-8, IND 5-9, IND5-10	
Total	10	30	10	40	10	100%

ELECTIVE COURSE: YEAR 9 INFORMATION AND SOFTWARE TECHNOLOGY					KLA: MATHEMATICS
ASSESSMENT SCHEDULE: 2025					
Name of Task	Task 1: Practical Projects	Task 2: Practical Test	Task 3: Theory Test	Task 4: Assignment	
Task Description	Design Planning Mastery of skills and quality of application to project	Mastery of skills and quality of application to project	Assesses theoretical content studied so far.	Major Project Folio (Semester 2) & Theoretical research assignment (Semester 1)	
Proposed Date	As per program	One per semester	One per semester	One per semester	
Syllabus Outcomes	5.1.1,5.2.3,5.2.3,5.3.1,5.4.1,5.4.2,5.6.1	5.3.1,5.3.2	5.7.1, 5.7.2	5.5.1,5.6.1	
Components					Weighting
Knowledge and understanding of course content	60	10	10	-	80
Research	-	-	-	5	5
Communication	10	-	-	5	15
Total	70	10	10	10	100



ELECTIVE COURSE: YEAR 9 INTERNATIONAL STUDIES				CAPA: HSIE
ASSESSMENT SCHEDULE: 2025				
Name of Task	Task 1: Core – Understanding culture and diversity in today’s world	Task 2: Core – Option 5 - Culture and visual and performing arts	Task 3: Option 4- Culture and Travel	
Task Description	Cross Cultural Research Task Students research two cultures and apply course concepts.	Contemporary Social Issue Students examine how cultural identity is demonstrated in visual and performing arts.	Travel Portfolio Creative task assessing knowledge of cultures.	
Proposed Date	Term 1 Week 11	Term 3 Week 6	Term 4 Week 3	
Syllabus Outcomes	IS5-1, IS5-2, IS5-3, IS5-4, IS5-5, IS5-6, IS5-7, IS5-8, IS5-9, IS5-10, IS5-11, IS5-12 Priority Outcomes – IS5-3, IS5-10	IS5-2, IS5-3, IS5-4, IS5-5, IS5-6, IS5-12 Priority Outcomes – IS5-5, IS5-12	IS5-2, IS5-3, IS5-4, IS5-6, IS5-10, IS5-11, IS5-12 Priority Outcomes – IS5-4, IS5-6	
Components				Weighting
Knowledge and understanding	15	10	10	35
Skills	-	-	15	15
Research	15	15	5	35
Literacy	5	10	-	15
Total	35	35	30	100



ELECTIVE COURSE: YEAR 9 Technology M.A.D. (Materials & Design)						KLA: TECHNOLOGIES
ASSESSMENT SCHEDULE: 2025						
Name of Task	Task 1: Project 1: Waterwise	Task 2: Mid Course Examination	Task 3: Project 2: In The Game	Task 4: Final Examination	Task 5: Perfect Party Planning	Weighting
Task Description	This is a practical unit of work where students collaborate to design, create & evaluate a scaled water tower.	Examination task based on student understanding and knowledge of Materials & Design principles including design processes & the activity of designers.	Students expand their knowledge of the concepts of design processes to design & create a small game suitable for use on long car rides or to take with you on holidays away.	Examination task based on student understanding and knowledge of design principles, including design processes & the activity of designers.	Individual practical task based on students applying their understanding and knowledge of Design principles to design & create a birthday present (toy) for a young child OR a celebratory cake.	
Proposed Date	Term 1 Week 10	Term 2 Week 5	Term 3 Week 2	Term 4 Week 4	Term 4 Week 5	
Syllabus Outcomes	DT5-1, DT5-2, DT5-4, DT5-6, DT5-7. DT5-8.	DT5-3, DT5- 4, DT5-5	DT5-1, DT5-2, DT5-4, DT5-6, DT5-7. DT5-8. DT5-9. DT5-10	DT5-3, DT5-4, DT5-5	DT5-1, DT5-2, DT5-4, DT5-6, DT5-7. DT5-8. DT5-9. DT5-10	
Total	25	10	25	15	25	100



ELECTIVE COURSE: YEAR 9 MARINE STUDIES				KLA: SCIENCE	
ASSESSMENT SCHEDULE: 2025					
Name of Task	Task 1: Skills Test	Task 2: Dangerous Animals Poster	Task 3: Topic test	Task 4: Practical Assessment	
Task Description	Interpreting secondary data and graphing	Research a dangerous marine animal and construct a poster	Knowledge and understanding of course content and skills	Participation and engagement in the practical components of the course	
Proposed date	Week 3 Term 2	Week 4 Term 3	Ongoing Terms 1 - 4	Ongoing Terms 1 - 4	
Syllabus Outcomes	5.5.2, 5.7.1	5.1.2, 5.2.1, 5.4.1	5.1.1, 5.3.2, 5.6.1	5.5.2, 5.7.1	
Components					
Knowledge and understanding	-	25	20	-	45
Working Scientifically	15	-	5	20	40
Communication	5	5	5	-	15
Total	20	30	30	20	100



ELECTIVE COURSE: YEAR 9 MUSIC					KLA: CAPA
ASSESSMENT SCHEDULE: 2025					
Name of Task	Task 1: Performance	Task 2: Listening 1	Task 3: Composition	Task 4: Performance 2	
Task Description	Ensemble performance of a piece studied in class.	Written examination incorporating aural, musicology and score reading questions.	One original composition representative of a topic studied in class.	Presentation of one piece (Solo or ensemble)	
Proposed Date	Term 1 Week 9	Term 2 Week 8	Term 3 Week 10	Term 4 Week 3	
Syllabus Outcomes	5.1, 5.11, 5.12	5.2, 5.4, 5.6, 5.12	5.4, 5.5, 5.12	5.3, 5.8, 5.9, 5.11, 5.12	
Components					Weighting
Performance	20	-	-	20	40
Composition	-	-	30	-	30
Listening	-	30	-	-	30
Total	20	30	30	20	100

ELECTIVE COURSE: YEAR 9 PHOTOGRAPHY & DIGITAL MEDIA					KLA: CAPA
ASSESSMENT SCHEDULE: 2025					
Name of Task	Task 1: Critical Analysis	Task 2: Analogue Photography	Task 3: Journal Log	Task 4: Digital Photographic Series.	
Task Description	Write a critical analysis of a photographic image.	Series of images created with a 35mm SLR and developed in the darkroom using analogue photography techniques.	Documentation and presentation of class tasks, planning and experimentation in photographic journal.	Series of photographs constructed using student's own images and a range of Photoshop techniques.	
Proposed Date	Term 1 Week 9	Term 2 Week 4	Term 4 Week 2	Term 4 Week 6	
Syllabus Outcomes	5.7, 5.9, 5.10	5.1, 5.5, 5.6	5.1, 5.5, 5.6, 5.7	5.1, 5.2, 5.4, 5.5, 5.6	
Components					Weighting
Art Making Practice	-	30	10	30	70
Art History and Criticism	20	-	10	-	30
Total	20	30	20	30	100



ELECTIVE COURSE: YEAR 9 P. A. S. S						KLA: PDHPE
ASSESSMENT SCHEDULE: 2025						
Name of Task	Task 1: Still Water Bronze Skills	Task 2: Body Systems	Task 3: Performance Strategies and Techniques	Task 4: Research Task	Task 5: Practice, Precision, Participation	Weighting
Task Description	Practical and theory exams (as per award conditions). NB: Students do not do the official Bronze Award.	Class test. Multiple choice and short answer style questions.	Students will be practically assessed performing game skills in a variety of contexts.	Students will research, prepare and submit a written report based on Australia's Sporting Identity Unit	Students will be assessed on their performance based on skill progression, teamwork and participation in varying game Situations.	
Proposed Date	Term 1 Weeks 6 – 10	Term 2 Week 4	Term 2 Weeks 1 - 5	Term 3 Week 6	Terms 3 & 4 Weeks 1 - 6	
Syllabus Outcomes	PASS5-5, PASS5-9, PASS5- 10	PASS5-1, PASS5-2	PASS5-5, PASS5-6, PA 7, PASS5-9	PASS5-3, PASS5-4	PASS5-5, PASS5-7, PASS5-9	
Total	20	20	15	20	25	



ELECTIVE COURSE: YEAR 9 VISUAL ARTS					KLA: CAPA
ASSESSMENT SCHEDULE: 2025 - SEMESTER 1 and Semester 2 (<i>tasks 2 & 4 may be delivered in any order</i>)					
Name of Task	Task 1: Critical and Historical Response	Task 2: Ceramic Form and diary	Task 3: Artmaking Still-life Drawing	Task 4: The Modern World	Weighting
Task Description	Critical responses using the Frames and CFW	Ceramic form reflective of the Hermannsburg Potters. Process documented in diary.	2D drawing composition of a still-life.	Investigation of Modern Art styles documented in the Visual diary demonstrating engagement with coursework and artmaking practice	
Proposed Date	Week 10 Term 1	Week 2 Term 2	Week 2 Term 3	Week 4 Term 4	
Syllabus Outcomes	5.7 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.2, 5.3, 5.4, 5.5, 5.7, 5.8, 5.10	
Art making	-	20	25	15	
Critical and Historical	25	-	-	15	40
Marks	40	50	50	50	
Weighting	25	20	25	30	100



ELECTIVE COURSE: YEAR 9 VISUAL DESIGN						KLA: CAPA
ASSESSMENT SCHEDULE: 2025						
TASK	TASK 1 Design Journal	TASK 2 Design Task 1	TASK 3 Research	TASK 4 Design Task 2	TASK 5 Design 3	TOTAL
Task Description	A record of classwork, experiments and planning experiences. Completed in class and at home. Documented in Design Journal.	Design project based on Elements and Principles of Design.	Research task based on the use of the Visual Elements and Principles of Design.	Graphic Design – printmaking and Design Journal	Ceramic vessels	
Proposed date	Week 11 Term 1	Week 5 Term 2	Week 9 Term 2	Week 5 Term 3	Week 4 Term 4	
Syllabus Outcomes	5.1, 5.4, 5.5, 5.6, 5.7	5.1, 5.2, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Weighting
Critical and Historical	10	-	20	-	-	30
Making	20	10	-	20	20	70
Marks	50	20	20	50	50	
Weighting	30	10	20	20	20	100