Stage 5
Curriculum and
Assessment Handbook

MISSION STATEMENT

St Brigid's Catholic College is a Catholic school in the Diocese of Broken Bay and exists to educate and form young people in Catholic discipleship, offering them experiences of following Jesus as members of the Catholic community.

STAFF AREAS OF RESPONSIBILITY

Senior Leadership Team

Principal	Mr Adam Murdoch
Assistant Principal	Mr Paul Lynch
Director of Mission	Mr Michael Landrigan
Director of Wellbeing for Learning	Mrs Monique Smith
Director of Learning for Wellbeing	Mrs Alex Walters
Director of Student Growth	Ms Kylie Robinson

Middle Leadership Team

Leaders of Learning

Mr Luke Richardson
Mrs Meredith Carantinos
Mr Joe Martindale
Mrs David Walker
Ms Rachel Foo
Mr Ashley Sadler
Mrs Sarah Benham
Mrs Sherie Cooper
Mr Daniel Hoolihan

Leaders of House

Ms Tegan Bayliss
Mr Scott Gallen
Mr Nick McFarlane
Mrs Rebecca Rutherford
Miss Kayla Keevers

Learning Support Team

Mrs Sarah Benham (Leader of Learning Support)
Mrs Meredith Carantinos (Learning Support Teacher)
Miss Sheree Hoskins (Learning Support Teacher)
Mrs Vanessa Larkin (Learning Support Assistant)
Mr Scott Gallen (Learning Support Assistant)
Mrs Liz Farrugia (Learning Support Assistant)
Miss Kayla Keevers (Learning Support Assistant)

OVERVIEW

This handbook outlines the requirements for students to complete Stage 5 education and the specific requirements for assessment for each of the subjects studied in Years 9 and 10.

The NSW Education Standards Authority - NESA has responsibility for registration and accreditation of NSW non-government and government schools. They are also responsible for developing the curriculum and support materials, as well as awarding secondary school credentials such as the Record of Student Achievement (RoSA) and the Higher School Certificate.

At St Brigid's Catholic College students follow the NESA curriculum which incorporates the Australian Curriculum. There are syllabus documents for each subject providing teachers with the outcomes to be taught as well as the sequencing of learning.

Years 9 & 10 are combined as Stage 5. There are eight NESA Key Learning Areas in secondary school compared to six in primary. The KLAs are English; Mathematics; Science; Human Society in Its Environment (HSIE); Personal Development, Health and Physical Education (PDHPE); Creative Arts (CA); Technological and Applied Studies (TAS); and Languages (LOTE- languages other than English). In addition, for Catholic Schools within the Diocese of Broken Bay it is mandatory to study a ninth KLA, Religious Education (RE).

Students must complete the following courses in order to be deemed to have met the requirements of Stage 5.

Curriculum Requirements for the RoSA

Religious Education	As a Catholic school there are 200hrs to be completed by the end of year 10.
English	The NESA developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The NESA developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The NESA developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10. Must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
Languages	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	NESA's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed consisting of NESA's 100-hour mandatory courses in each of Visual Arts and Music. It is NESA's expectation 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	NESA's mandatory 300-hour integrated course in Personal Development, Health and Physical Education to be studied in each of Years 7–10.

Using this Handbook

This curriculum and assessment handbook is designed to assist students to achieve the best academic outcomes possible for them. This guide will be helpful to parents and students in planning for learning and therefore successful time management.

Parents and carers can greatly assist their children by providing a routine and quiet area for learning. Students will be provided with an assessment/project notification that will give students key opportunities (Checkpoints) to seek support and a final submission date so that students can prepare their learning across the Semester. Good planning reduces the stress caused by being unprepared. We encourage students to work diligently in class to reduce the homework requirements when they get home. Whilst not all courses will allocate homework each day students are encouraged to consolidate their classwork and complete tasks and projects at home to stay up to date.

Assessments are an important part of determining student performance indicated by the A to E grades, but professional judgement and other evidence also informs this grade. We encourage students to demonstrate their best learning each lesson as this will form part of their final grade.

ACARA National Assessment Program

The National Assessment Program- Literacy and Numeracy (NAPLAN) testing is an annual testing for students in Years 3, 5, 7, and 9.

NAPLAN is made up of tests in the four areas (or 'domains') of:
- Reading
- Writing
- Language Conventions (spelling, grammar, and punctuation)
- Numeracy

NAPLAN tests skills in literacy and numeracy that are developed over time through the school curriculum.

All Year 9 students from 2017 onwards are required to reach the minimum standards for numeracy and literacy to receive a HSC. Students will need to achieve Band 8 or better in

Reading, Writing, and Numeracy components to be eligible. Students that do not meet these requirements in Year 9 will be able to undertake further testing up to five years from the commencement of their HSC.

RECORD OF STUDENT ACHIEVEMENT (RoSA)

What is a Record of Student Achievement (RoSA)

The Record of School Achievement (RoSA) is a credential issued by the NSW Educational Standards Authority (NESA). The RoSA is of specific use to any student who leaves school before completing the HSC. It is a cumulative credential that allows students to accumulate their academic results from Years 9 to 12 (Stages 5 and 6) until they leave school. It also includes a record of participation in a range of vocational experiences, extra-curricular activities, citizenship, and leadership achievements. Students will need to have completed the mandatory requirements for Stage 5 (Year 10) to be eligible for the RoSA.

To qualify for the RoSA, a student must have:
- attended a government school, an accredited non-government school, or a recognised school outside NSW;
- completed courses of study that satisfy the Board's curriculum and assessment requirements for the RoSA;
- complied with all requirements imposed by the Minister or NESA; and
- completed Year 10.

NB: Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

A credential for school leavers

While formal RoSA credentials are for school leavers, all Year 10 upon completing Stage 5 will be able to access their results electronically and print a transcript of their results.
- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through Students Online

ASSESSMENT

Link to NESA Assessment information

Standards

The NESA K–10 Curriculum Framework (https://syllabus.nesa.nsw.edu.au/) is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students. The standards are typically written for two years of schooling and set high, but realistic, expectations of the quality of learning to be achieved by the end of the stage. The new NESA K–10 syllabuses for the Australian curriculum continue to promote a standards-referenced approach to assessing and reporting student achievement in NSW and the importance of assessment *for*, *as* and *of* learning as essential components of good teaching and learning.

Standards in the framework consist of two interrelated elements:
- outcomes and content in syllabuses showing what is to be learned
- descriptions of levels of achievement of that learning.

Syllabus outcomes present a developmental sequence in which students are challenged to acquire new skills, knowledge, and understanding.

Teachers will be able to use standards as a reference point for planning teaching and learning programs and for assessing and reporting student progress. Standards help teachers and students to set targets, monitor achievement, and as a result, make changes to programs and strategies to support and improve each student's progress.

Assessment For, As and Of Learning
Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer-assessment as part of the regular classroom routines
- involves teachers, students, and parents reflecting on evidence
- is inclusive of all learners.

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term, or semester, and may be used to rank or grade students. The effectiveness of the assessment of learning for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

Grades will be awarded at St Brigid's using the methodology suggested by NESA

How are students monitored, tracked, and assessed at St Brigid's?

At St Brigid's, students are provided with a tutor teacher in each subject. The tutor teacher is responsible for the monitoring of student progress and is the **first point of contact** for parents who have any concerns for learning in the relevant subject.

During the course of a unit of work, student progress is monitored through a variety of means. Formative feedback is provided informally through conversations with students and more formally at Check-Ins. Check-Ins are where student learning is assessed at that point in time by teaching staff and recorded by the Tutor teacher. Teachers may give verbal or written feedback. This provides an opportunity for students to improve their performance as they move through the unit of learning as they work towards the final submission of their tasks.

At the end of the semester, students will receive a grade using the Common Grade Scale for A-E. These grades will also be recorded on the student's reports and also on Compass.

From 2022 onwards students will also be working towards a range of milestones for all their courses. These milestones have been designed by the teachers to engage students in a range of skills, understandings, and goals that they will achieve throughout the semester. These are very subject-specific and are deemed important foundational skills for students as they progress through each of their courses. These are recorded on Compass and are available to families as they have achieved them. These will also be part of the students' reports.

Recording of Assessment
Staff keeps records of the results of all Check-Ins and Milestones. All Milestone data will be entered into a centralised in Compass (Learning Management System), and will be monitored by the Leaders of Learning.

REPORTING

Reporting at St Brigid's has two dimensions. The first is the academic grade which is an A-E grade based on the Common Grade Scale (see below). The other dimension is the Milestones and Dispositions.

Academic Grades

Reporting is the process of providing feedback to students, parents and other teachers about students' progress. At St Brigid's Catholic College, parents will receive an academic report at the end of Semester 1 and Semester 2 as discrete reporting periods. The report also includes the Learning Review (see below).

Students will be assigned a grade from A to E according to the Common Grade Scale. The Common Grade Scale describes performance at each of the five 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.

LEARNING NEEDS

Most students will be able to access the regular curriculum however it may be necessary for some students, because of their special learning needs, to require support including adjustments to teaching and learning activities and/or assessment tasks. (Adjustments to Assessments for Students with Special Learning Needs). This can be for students with identified learning difficulties, disabilities or for students identified as gifted and talented. For students with special learning needs, there are also Life Skills courses in each subject area. The decision to study a Life Skills course should be a collaborative one involving the student, parents/carers, and staff. The decision to study a Life Skills syllabus will be based on student needs within each individual subject area.

STUDENT RESPONSIBILITY IN ACADEMIC WORK

At St Brigid's Catholic College all students in Year 10 will complete All My Own Work. This is administered during Learning for Wellbeing. This is an important requirement of students in their understanding of plagiarism, malpractice and the importance of creating their own work.

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that students have met the following course completion criteria:
- followed the course developed or endorsed by NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes.

The requirement for diligence and sustained effort would not be met if students engaged in the following:
- Persistent disruptive behaviour which affects the learning of self and/or others
- Repeatedly failing to complete assigned homework
- Made a non-serious attempt at an assessment task, including examinations
- Consistent, unsatisfactorily explained absence from lessons

At St Brigid's Catholic College, the Christian values of honesty, persistence, and trustworthiness are embedded in all that we do. In the completion of academic work, these underlying principles are essential. Should students be found to engage in behaviour that is contrary to these principles, then consequences may be imposed.

Sometimes the stress of completing work and submitting it on time tempts students to act in an inappropriate manner. At St Brigid's, students will be supported with the teaching of time management skills. Students are strongly encouraged to seek teachers' assistance if the workload is overwhelming or they are encountering difficulties managing their time. Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. This also includes plagiarism.

Here are some examples of behaviour considered to be cheating:
- copying, buying, stealing or borrowing part or all of someone else's work, 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 and unacknowledged contribution from another person, such as a parent, coach, tutor or author
- paying someone to write or prepare material that is associated with a task, such as drafts, process diaries, logs and journals.
- falsifying reasons for late submission of work.
- breaching college examination rules
- assisting another student in malpractice

What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your results.

The following are common questions about plagiarism.

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

A Definitely yes!

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

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

Q Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my exam?

A Yes. This is plagiarism.

Q Is it plagiarism if someone else proofreads my written work and changes my final draft?

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

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

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

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

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

How do I acknowledge sources?

Your teachers can tell you exactly how they would like to see you acknowledge sources. For written work this usually will be in a bibliography. You will need to check how the bibliography should be presented for each of your projects. For some projects, such as practical work, you must keep a folio or journal. In it you can show your influences and any practical help you received (for example a professional welder to join pieces of your work together), ideas that inspired you, as well as a bibliography.

Remember that acknowledging your sources is also a good way to show your teacher the extent of the reading and research you have done. Acknowledgments prove that you have engaged with other people's ideas in order to develop your own view.

Homework

Homework can bridge the gap between learning at school and learning at home. It can also reinforce and consolidate the understanding of work during class.

Homework should be an important part of learning because:
- It can establish habits of study, commitment and self-discipline. These are important life skills and a requirement as you progress through the grades.
- It can help identify gaps in understanding.
- It helps to develop skills such as independance, research, concentration and time management.
- Homework is like training for sport, the more you train the better you become.

Importance of study

Study is revising class work to keep it fresh in our minds and to help with our knowledge for assessment tasks. Students are expected to use their own initiative and time management skills to plan for this.

Time devoted to study and homework increases as students progress through school. The following table provides an indication of time spent at home on class and assessment work per day.

Year Group	Study Time (per day)
7	Up to 60 minutes
8	60 to 90 minutes
9	90 to 100 minutes
10	100 to 120 minutes
11	120 to 180 minutes
12	120 to 240 minutes

STAGE 5 YEAR 10 ASSESSMENT POLICY AND PROCEDURE

Year 10 Assessment Guidelines and Procedures
Published: February 2019

The College Assessment Policy has been developed in consultation with Board of Studies documents in this field, _HSC Assessment Checklist_ (1989), _HSC Assessment: A Guide to Developing Procedures in Schools_ (1997) and is consistent with the requirements of the current syllabuses and the standards-referenced approach to assessing student achievement.

Students are given in writing, with at least 2 weeks' notice,

- date that the task was issued to the class
- date that the task is due
- the outcomes being assessed in the task
- weighting for the task as prescribed on the preliminary course assessment schedule published in this document
- nature of the task as aligned to the prescribed outcomes
- the marking criteria guidelines.

The purpose of the notice is to remind students of the task and to give them sufficient warning to prepare for the task.

All Stage 5 assessment tasks will be posted in an electronic format onto Hapara.

Students are given in writing, with at least 2 weeks' notice, details of each individual task, the outcomes being assessed in the task, nature of the task, and the marking criteria guidelines. The purpose of the notice is to remind students of the task and to give them sufficient warning to prepare for the task.

The College reserves the right to change the date of any set task and/or the nature of the task, provided if the task is brought forward, at least two weeks' written notice is given to the students. At least a week's notice of extensions to assessment tasks will also be given.

In the case that an assessment task fails to discriminate between students, the Principal reserves the right to either reduce the weight of the assessment task or initiate a substitute task that will be applied to make up the difference.

All Stage 5 student assessment grades will be recorded, stored, and archived on Compass.

Extensions

In general, students will not receive extensions for foreseeable circumstances, e.g. students could not complete work because they had sports training. It is expected that students will manage their time effectively and adequately plan the completion of assessment tasks. NB: Classroom teachers are not permitted to grant extensions; the Director of Learning for Wellbeing will have oversight of this.

Students making a request for an extension to an assessment task must follow the following procedure:
- Complete the *Illness Misadventure* Google form
- The request must be received not less than three days before the due date;

The Director of Learning for Wellbeing will forward the student's request for an extension to the appropriate Leader of Learning who will review the documentation, speak with the student and make a decision based on the evidence in consultation with the Director of Learning. The Leader of Learning will inform the classroom teacher of the decision.

NB: Requests at shorter notice will only be accepted in exceptional circumstances.

Submission of Assessment Tasks

Electronic-based assessments for Stage 5 are to be submitted via Hapara no later than 2.30 pm on the due date.

In the case of courses with a practical component such as Visual Art, Industrial Technology, PASS, Graphics Technology, etc, students must adhere to the instructions given by classroom teachers on time and location where practical works are to be submitted e.g. Art

related projects are to be submitted to the classroom teacher in the Visual Arts room no later than 2.30 pm.

The late submission of an assessment task may affect the student's overall grade for that course. The expectation by the College is that all students will submit assessment tasks for all enrolled courses.

Students that do not submit an assessment task by the due date **must** complete an *Illness Misadventure Appeal Form* and attach a copy of any validated documentation e.g. doctor's certificate. The Director of Learning for Wellbeing will forward the Illness/Misadventure Appeal Form to the appropriate Leader of Learning who will review the documentation, speak with the student and make a decision based on the evidence in consultation with the Director of Learning. The Leader of Learning will inform the classroom teacher of the decision.

Absence on the date of an in-class test or examination

If a student is absent on the day of an in-class test or examination they need to follow one of these courses of action:
- If you know you will be away, inform the Student Services in advance so that alternate arrangements may be made if the absence is found to be justifiable; or
- If you are suddenly ill or are subject to misadventure, you should telephone the College (4358-4278) on the morning that the task was due and ask that the Director of Learning be notified that you will be absent and give a short explanation of the circumstances. The Director of Learning will notify the relevant teacher that the student will be absent from the task. Upon return to the College, the student must present to the Director of Learning any evidence for the absence e.g. doctor's certificate so that if the absence is found to be justifiable alternative arrangements can be made.

NB: In either of the above situations, students **must** submit an *Illness Misadventure* google form.

Absence on the due date for submission of an Assessment Task

Students are still responsible for ensuring that the work is submitted on time. Electronic submission of assessment tasks will be made using Hapara. The deadline for the submission of any electronic task in Stage 5 is 5.00 pm on the due date.
- It is the student's responsibility to finish the Assessment Task by the due date and time;
- It is the student's responsibility if it is anticipated that work will not be completed on time, to negotiate well in advance of the due date, by filling out an *Illness Misadventure* google form; and
- It is recommended that students should submit whatever progress work has been completed at that time e.g. drafts, plans, rough work, etc. This will be assessed by the teacher and maybe awarded marks.

It is a requirement of the College that all assessment tasks are completed. Failure to complete any assessment task may result in a student receiving an N-determination (Not Achieved or Not Demonstrated).

Even if a student will receive zero for an assessment task, they should be made aware that failure to submit the task may cause them to receive an "N- determination" for the subject. In other words, a student is still required to submit the assessment task otherwise they will be recorded as having not achieved the subject outcomes.

Illness/Misadventure

If a student is unable to attend an examination or complete an assessment task, or if their performance is affected by illness, misadventure, or hardship, then students have the right and responsibility to lodge an Illness/Misadventure Appeal form.

Lodging an appeal is a formal process. Students wanting to lodge an Illness/Misadventure Appeal will need to complete and submit the *Illness Misadventure* google form. The Director of Learning will forward the request for Illness/Misadventure to the relevant Leader of Pedagogy who will assess the circumstances supporting the Illness/Misadventure in consultation with the Director of Learning, and inform the teacher, student, and parent of the outcome of the appeal as soon as possible.

The Illness/Misadventure Appeal cannot be used in the following cases:

- loss of preparation time;
- Sporting activity or other extracurricular activity
- alleged inadequacy of teaching;
- loss of study time or facilities, prior to any assessment task;
- misreading of an examination timetable or assessment schedule.

Academic Integrity and Malpractice

All work presented in Stage 5 assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to an award of zero for the task.

All Stage 5 Year 10 students successfully completed the NESA program All My Own Work (AMOW) in Term 4. Through the completion of the AMOW modules, students are aware of their responsibilities regarding the correct acknowledgment of references in assignments, projects and any other school-related academic activity.

Malpractice is defined as any of the following practices or activities:
- copying 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 reference to the source;
- building on the ideas of another person without reference to the source;
- submitting work which another person, such as a parent, coach or subject expert, has contributed to substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgment;
- paying someone to write or prepare material; and
- assisting another student to engage in malpractice.

Process for Students Engaged in Malpractice

Should a student be proven to engage in malpractice, including plagiarism, this will impact their grade. The following process will be followed:
- The teacher reports the incident using the *Academic malpractice* google form. The Director of Learning refers the incident to the relevant Leader of Learning to review the issue and interview the student
- Decision made by the Leader of Learning in consultation with the Director of Learning and notifies the teacher, student, and parents of the outcome.

Students have the right to appeal this decision if there are extenuating circumstances that need to be considered. The student is responsible to contact the Director of Learning to lodge an *Illness Misadventure google form* and to have the situation re-assessed.

"N" – determination

When students have failed to complete set assessment tasks, the classroom teacher will discuss this matter with the Leader of Learning. The Leader of Learning will discuss the matter with the student as well as the parent/guardian. The Leader of Learning will refer the matter to the Director of Learning. The Director of Learning will consult with the Principal and/or Assistant Principal to make a determination. The student and parents will be informed of the outcome and if required an "N"-determination Warning Letter will be issued by either the Principal or Assistant Principal.

Warning letters are issued to parents/guardians informing them of the issue. These warning letters must be treated seriously. One letter means that the student will have time to complete the task. Two letters indicate that the student is at risk of an unsatisfactory grade in this subject.

An "N"- determination is only determined as a last resort. At least two warning letters must have been sent to the parent/guardian before an "N" determination can proceed. The "N" determination can be nullified by the student by complying with the requests in the letter by the specified date.

NSW Educational Standards Authority lists 3 criteria for the satisfactory completion of a course.

1. A student must have followed the course developed or endorsed by NESA.
2. A student must apply themselves with diligence and sustained effort to all set tasks.
3. A student must achieve some or all of the course outcomes.

If a student receives an "N" determination in one or more subjects the RoSA is not awarded.

Appeals against school final Year 10 RoSA grades

Students wishing to appeal against the grade(s) in any subject awarded to them by the school should submit a written appeal, together with evidence, to their Principal. In order to be successful in such appeals, students would need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the College. If the appeal is upheld, the principal should send notification of the new grade(s) to NESA.

The recommended procedures from NESA are outlined below.
- Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.

In conducting an assessment review it is necessary for the College to ascertain whether:
- the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program
- there are no computational or other clerical errors in the determination of the assessment mark.

Provided the Principal is satisfied that these conditions have been met, no change to the final grade will be made.

The College will inform the student of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESA. The advice on this appeal to NESA should include information about grounds for appeal

LINKS TO SYLLABUS DOCUMENTS

The following links will redirect back to NESA Stage 5 Syllabus documents that should provide an understanding of content taught in subjects.

English	Geography	Mathematics	PDHPE	Visual Arts
Food Technology	History	Music	Religious Education	Industrial Technology
French	Marine Studies	PASS	Science	Drama
	Hospitality	Child Studies	Design and Technology	

SUBJECT ASSESSMENT AND MILESTONES - YEAR 9

RELIGION

Term	Projects and tasks	Milestones
1	● What is a journey? Research and presentation in our lives, in an inspiring person's life and in the Bible (OT and NT)	● Students are able to communicate effectively in a small discussion group. ● Students can use a journal to write down their experiences and reflections. ● Seek feedback from their tutor teacher. ● Demonstrate an understanding of what a Faith Journey is.
2	● Jesus as portrayed in Luke's Gospel and the language of the Gospels. Exam.	

ENGLISH

Term	Projects and tasks	Milestones
1	● Students compose a portfolio of fiction and non-fiction texts to represent the Australian Identity.	● Define and provide examples of Australian stereotypes ● Compare and contrast fiction and non-fiction writing. ● Use the appropriate PEEL paragraph structure when writing a 'Justification.'
2	● Students conduct a panel discussion around the concept of 'survival' and	

	use their prescribed and chosen texts as references.	● Follow an effective editing process. ● Define and explain the theme of survival ● Compare and contrast the theme of survival in two different text types. ● Analyse and discuss three film techniques used in texts. ● Combine visual and multimodal elements in a presentation to engage and persuade the audience.
3	● Students compose their own 'speculative fiction' story and justify how it fits into their chosen speculative fiction subgenre.	
4	● Students partake in a debate on the relevance of adaptations of fairy tales in the modern world.	

MATHS

Term	Projects and tasks	Milestones
1	● Amazing Architecture - students work with Area and Volume to explore practical applications of mathematics	● Interprets very small and large numbers. ● Applies the correct formula to solve practical questions. ● Can interpret worded problems.
2	● Space yourself - students engage with applications of scientific notation	

SCIENCE

Term	Projects and tasks	Milestones
1	● Elements - students choose an element on the periodic table and relate its physical and chemical properties to the periodic table patterns	● Make observations and inferences. ● Interpret data tables.
2	● Medical Marvels - Students will research a medical technology advancement from the recent past	● Correctly reference their research. ● Carry our source analysis on their research sources.

GEOGRAPHY

Term	Projects and tasks	Milestones
1	● Biomes + Food Research Task - Students find the links between different Biomes and Climates, and their ability to grow food. ● Climate graph skills test	● The student can identify Geographical Interconnections; Causes, Effects and Impacts. ● The student has the ability to write and communicate geographical knowledge ● The student demonstrates how to apply referencing and bibliography correctly. ● The student can use a PEEL paragraph structure correctly to communicate and
2	● Extended response (In class-essay) on "Environmental challenges". This will be an In-class response (students are allowed 1 x A4 page of notes)	

		summarise ideas.
		● The student consistently uses capital letters for countries and cities.

PDHPE

Term	Projects and tasks	Milestones
1-2	Diverse but United: plan, design and create a resource to be given to a young person (12-14 years) that can serve as a guide for surviving adolescence and overcoming the challenges associated with it.	● Acknowledge that people come from different cultures and may hold different points of view. ● Show an awareness for feelings, needs and interests of others. ● Cooperate in a range of group activities. ● Describe similarities and differences in point of view between themselves and their peers. ● Persist with practical tasks even when faced with challenges and adapt their approach when the first attempt is not successful. ● Demonstrate or play in a position that contributes to the success of the team. ● Communicate, plan and implement attack and defence strategies to achieve success. ● Pass the soccer ball effectively between 2 to 4 players.

LITERACY

Term	Projects and tasks	Milestones
1	● Progressive Achievement Tests	● Apply Super 6 Reading and Comprehension Strategies to increase understanding of a text.
1	● Workbooks: Super 6 Comprehension Strategies	● Can infer meaning from a text.
2	● Workbooks: Reading	● Can use information from multiple sources to create meaning. ● Can read aloud in front of a small group.

SUBJECT ASSESSMENT AND MILESTONES - YEAR 10

RELIGION

Term	Projects and tasks	Milestones
1	● What makes me stop and think? Ethics. Research report project where the report is written under Exam conditions with research notes.	● Students are able to communicate effectively in a small discussion group. ● Students can use a journal to write down their experiences and reflections. ● Seek feedback from their tutor teacher. ● Students can use a Catholic ethical decision-making process. ● Students can state what Global action Awareness is today and its link to Stewardship.
2	● What would St Brigid say? Social justice project, creation and stewardship of our world. Design and have an implementation method.	
3	● Christian Leadership in our Catholic community. Running a Mini-Retreat for Year 4 or 5 from primary school.	
4	● The history of the Catholic Church in Australia and the challenges for our church today.	

ENGLISH

Term	Projects and tasks	Milestones
1	● Students compose their own 'horror' story and justify how it fits into their chosen horror subgenre.	● Define the genre 'Horror'. ● Follow the *'ARMS'* editing process throughout the unit for written tasks. ● Identify the audience and purpose of specific texts. ● Composes an extended piece of writing. ● Define the term 'Literature'. ● Works cooperatively in Reading Circles. ● Participates in assessment interviews in a prepared and professional manner.
2	● Students compose a discussion extended response on the concept of 'Justice', using the novel they have studied as evidence.	
3	● Students compose a justification extended response on their view of guilt associated with the characters in Shakespeare's *Macbeth.*	
4	● Students compose a persuasive film review on one of the documentary films they study in Term 4.	

MATHS

Term	Projects and tasks	Milestones Semester 1
1	● Algebraic applications (Macca's) - Students are tasked to help solve	● Can manipulate mathematical equations.

	problems and situations involved in the construction and staffing of this new store as they arise.	● Uses appropriate terminology, and symbols for algebraic expressions, and equations.
2	● Deciphering the Data - Students will be looking and types of Data, how it is presented, and how to interpret graphs and data that they are given	● Students can read frequency data displays. ● Students can communicate trends and patterns in data.

SCIENCE

Term	Projects and tasks	Milestones
1	● Technological Advances in Space- ● Students will undertake a range of workshops to learn the knowledge and skills associated with space technology.	● Write numbers in scientific notation.
2	● Big Systems (Geology and Climate Science) - Students will learn about natural disasters and climate change and the planet-wide natural systems that drive these changes through a range of workshops, modelling activities and research. ● Reactive Universe (Chemistry) - Students will learn about a range of chemical reactions and the energy transfer that occurs during reactions. They will apply this knowledge to a research task about new materials development important for the future of our world. ● Half Yearly In-class exam	● Comprehension of science articles. ● Construct a persuasive argument. ● Write a scientific report including analysis of data and evaluation of investigation.

HISTORY

Term	Projects and tasks	Milestones
1	● Creative Writing Task (Empathy Task) - Students write a diary or biography from the perspective of a person 'living history'	● Extended Writing Skill - Perspectives/Empathetic Understanding. ● Referencing and Bibliography. ● Historical Inquiry and Investigation - The student can independently investigate a past society. The student can select and organise information from **primary** and **secondary** sources and use it as evidence to answer inquiry questions. ● Creation of Timelines - The student can

2	● Memorial Box + Presentation - Students create a "memorial box", based on artefacts and diary entries from WW1. Students will then present their box and information to their tutor group.	sequence events and developments within a chronological framework with reference to periods of time.

PDHPE

Term	Projects and tasks	Milestones
1-2	● Risky Business- Multimedia news report	● Demonstrate skills in researching issues related to child development. ● Demonstrate skills in communicating issues related to child growth and development. ● Demonstrate the ability to manage potentially risky and dangerous environments with a variety of strategies. ● Assess and adapt personal safety strategies in practical activities. ● Initiate and help to organise group activities. ● Use team-building skills to achieve a goal. ● Demonstrate how to use both attacking and defending tactical patterns of play to achieve success. ● Pass a soccer ball between three or four players effectively in a game.

LITERACY

Term	Projects and tasks	Milestones
1	● Progressive Achievement Tests	● Apply Super 6 Reading and Comprehension Strategies to increase understanding of a text.
1	● Workbooks: Super 6 Comprehension Strategies	● Pose and answer questions that clarify meaning and promote a deeper understanding of various texts.
2	● Workbooks: Reading	● Can evaluate the validity of a text. ● Can copy the structure, and voice of a text.

SUBJECT ASSESSMENT AND MILESTONES - STAGE ELECTIVES

AGRICULTURE

Term	Projects and tasks	Milestones
1	● Agriculture practicals and onguard assessment.	● Work safely and ethically when interacting with farm animals.
2	● Agriculture practicals and onguard assessment.	● Work safely when maintaining the agriculture plot.
1	● Value adding assessment task.	● Understands value-adding to Agriculture products.

CHILD STUDIES

Term	Projects and tasks	Milestones
1	● Growth and Development ● Fundamental Milestones Task ● Growth and Development in Children from 0-5 years old. ● End of Term Topic Test	● Demonstrate skills in researching issues related to child development. ● Demonstrate skills in communicating issues related to child growth and development. ● Demonstrate skills evaluating issues related to child development and growth.
2	● Play and the developing child ● Assessment of a range of play choices, environments and activities in terms of learning,suitability, sustainability and safety. ● End of term Topic Test	● Investigate how play-based learning environments can encourage children to explore, improvise, imagine, solve problems and be challenged physically. ● Identify and participate in a range of play and craft activities suitable for children of all ages and developmental stages. ● Analyse the safety and risk factors associated with different play choices and environments. ● Explore views relating to challenge and risk-taking activities.

COMMERCE

Term	Projects and tasks	Milestones
1	● ASX sharemarket game ● Presentation - Scam Watch	● Literacy - The student can construct PEEL paragraphs effectively.

2	● Legal Media File Report	● Content Knowledge - The student can present/discuss relevant commerce information to a small audience. ● Current Issues - The student is able to apply current issues to Commerce scenarios. ● Numeracy / Finance - The student can demonstrate numerical knowledge through correct calculations. ● Decision Making - Students can justify consumer decisions with valid reasons. ● Law - Students demonstrate understanding of rights and responsibilities of citizens.

DESIGN & TECHNOLOGY

Term	Projects and tasks	Milestones
1	● Participate in a variety of class group activities	● Work collaboratively with peers.
1	● Produce a Design Folio that records experiments undertaken in class	● Experiment with design solutions and record results.
2	● Follow in-class instruction and Demonstrate basic Computer-Aided Design Skills in class	● Learn basic Computer-Aided Design skills.
2	● Produce a project that follows a design brief	● Follow a design brief.
2	● CAD Product design task	● Create a unique Computer-Aided Design Product.
2	● CAD Product design task	● Utilise Computer-Aided Manufacturing Techniques.

DRAMA

Term	Projects and tasks	Milestones
1	● Mime/Physical Theatre Performance Task with logbook/reflection and evaluation component	● Uses body language to communicate time, place and character in a scene. ● Identifies Improvisation skills and how to use these skills to create an engaging Improvised performance.
2	● Melodrama Class Performance with	● Identifies and demonstrates Slapstick Comedy techniques in an original mime performance. ● Contributes to group discussions and

	logbook/reflection and evaluation component	creative ideas to develop a performance piece.
		● Student enacts an excerpt of a scripted Melodrama piece demonstrating focus and belief in character.
		● Gives informal feedback to students in the form of positive and constructive criticism (two stars and a wish).
		● Can identify and discuss at least two elements of Drama when reflecting on their performance and the performance of others.

FRENCH ELECTIVE

Term	Projects and tasks	Milestones
1	● Real Estate Brochure + Video - Students create a Real Estate brochure in French, then give a 'Video Tour', speaking about the different areas of the home. ● Topic Test - Reading + Listening	● Writing Skills - The student is able to compose original French texts with no reliance on technology (more than 100 words). ● Cultural Context - The student can analyse the effects of linguistic and structural features in texts, explaining their interrelationship with context, purpose and audience.
2	● Student-led + designed "Create a Half-Yearly test" - Reading and Writing (based on topics and themes learned during Terms 1 + 2). ● Speaking Interview (Students are asked a series of questions in French, and need to respond only using the French language)	● French Grammar - The student can conjugate the verbs ÊTRE, AVOIR, ALLER, JOUER and FAIRE correctly. The student can identify masculine and feminine words and apply the correct article. The student can recognise and translate more than 15x infinitive verbs. The student is able to explain the difference between a conjugated verb and an infinitive verb. ● Listening Skills - The student can obtain information from a range of media texts, including television weather reports, interviews and digital video clips, and summarise key points. The student can listen to French music and understand the ideas in the song. ● Speaking Skills - The student is able to speak in French for more than 1 minute without notes or script (This can include self-introductions, routines, school life, and hobbies). The student is able to use correct French pronunciation when speaking. The student would be understood by a French native speaker.

FOOD TECHNOLOGY

Term	Projects and tasks	Milestones
1 & 2	● Kitchen Safety induction and practical lessons	● Work safely in the kitchen
1 & 2	● Cooking practicals	● Use stove top correctly
1 & 2	● Cooking practicals	● Work hygienically in the kitchen.
1 & 2	● Cooking practicals	● Organisation and time-management.
2	● In-class test demonstrating knowledge of topic	● Demonstrates understanding of nutrition.
2	● Extended responses question activity	● Ability to answer an extended response question.

INDUSTRIAL TECHNOLOGY TIMBER

Term	Projects and tasks	Milestones
1 & 2	● Read project plans in class to create a Timber Project	● Reads and Interprets Project Plans.
1	● Produce an appropriate Folio document to support a Practical Timber Project that achieves a Design Brief	● Undertakes documentation processes and follows the Design Brief.
1	● Creates multiple sketches in class that communicate designs and projects	● Can communicate suitable designs through Sketches.
2	● Produce a Folio document that illustrates how a Timber Project was made	● Documents the processes in the production of a Project.
1 & 2	● Create a laminating joint in the production of in-class Timber Project	● Creates "Laminating Joint" and understands its application.
1 & 2	● Operates machinery appropriately and safely throughout the production of Timber Projects	● Operates machinery appropriately and safely.

MARINE STUDIES

Term	Projects and tasks	Milestones
1	● Core Module completion ● Marine First Aid ● Water Safety ● Maintaining Equipment used in Marine Environments	● Understands the process of research, verification of information and utilisation of reliable sources when investigating a module. ● Utilises IT effectively and constructively

2	● Management and Employment within Marine Environments	to demonstrate their understanding. ● Is able to communicate verbally their knowledge and understanding.
2	● Option Modules completion ● Marine Mammals - compulsory ● Student Choice	● Is able to communicate verbally their knowledge and understanding. ● Is able to use subject-specific terminology appropriately and consistently. ● Uses active listening when sharing learning or listening to instructions.

MUSIC

Term	Projects and tasks	Milestones
1. 2.	● In groups, students will practice and perform a piece of Latin Music. This performance will require them to work as members of an ensemble. The chosen piece should reflect the stylistic features of the genre. As part of this project, students will learn about some of the characteristics of Latin Music.	● Is able to play a melody, or a chord progression or rhythmic accompaniment. ● Demonstrates stylistic awareness when performing a piece of music. ● Is able to play music both as a soloist and as a member of an ensemble. ● Is able to compose music using traditional musical notation.
	● Students will compose and perform a piece of rock music. This will require them to listen to a variety of music of the genre and understand the concepts of music within this style. They will then compose and perform a piece of music in groups or individually.	● Is able to compose music using non-traditional forms of notation. ● Is able to aurally recognise a variety of instruments in a number of different genres. ● Is able to discuss how the concepts of music influence a piece of music.

PASS

Term	Projects and tasks	● Milestones
1	● Body Systems - End of Term Topic Test	● Develop skills in researching and appraising knowledge in health. ● Recognise that participation in physical activity can influence how people live. ● Develop an understanding that individuals and groups have diverse interests. ● Choose a fitness goal and create a plan to individually improve and/or achieve said goal.
2	● Fitness - Research task	● Develop skills in researching and appraising knowledge in health. ● Recognise that participation in physical

		activity can influence how people live.
		● Develop an understanding that individuals and groups have diverse interests.
		● Choose a fitness goal and create a plan to individually improve and/or achieve said goal

VISUAL ARTS

Term	Projects and tasks	Milestones
1	● Stage 5 (9) - Ceramic Totem Sculptures	● Students will learn how to plan a creative task and put this plan into action.
2		● Through images and text, students have clearly demonstrated the steps required to create their artwork in their VAPD.
	● Stage 5 (10) - Ceramic Installation Sculpture	● Students will demonstrate a growing awareness of visual literacy and use this knowledge to inform their understanding of themselves, others, art and the world.
		● Through their completed Critical and Historical tasks students demonstrate their understanding of visual literacy (Conceptual Framework and Frames).
		● Students employ their knowledge of visual literacy in the planning and completion of their artworks.
	● Artist Study	● Students demonstrate their understanding of the Frames and Conceptual Framework in their artmaking practice.
		● Students will learn to evaluate the progress of their work in order to improve their practice.
		● Students will evaluate the progress of their work through regular reflective journal entries in their VAPD.

Hospitality
(Certificate I in Hospitality)

COMPETENCIES

This VET course is delivered over two years and is not divided into Preliminary and HSC courses.

Unit Code	Unit Title	Qualification	HSC	NESA Hrs
BSBWOR203	**Work effectively with others**	Core	mandatory	15
SITXCCS001	**Provide customer information and assistance**	Core	mandatory	15
SITXWHS001	Participate in safe work practices	Core	mandatory	15
SITXFSA001	Use hygienic practices for food safety	Elective Group A	elective	10
SITHCCC003	Prepare and present sandwiches	Elective Group B	elective	10
SITHCCC002	Prepare and present simple dishes	Elective Group B	elective	20
SITHCCC004	**Package prepared foodstuffs**	Elective Group B	elective	5

Times are approximate
- · Predominantly, assessments of competencies are integrated into the many classroom/workroom activities that are undertaken throughout the course.
- · If a student is assessed as Not Yet Competent for any element of an assessment activity, they will be given other opportunities during the course to demonstrate their competence.
- · To achieve a Certificate I in Hospitality, students must achieve competency in all units. Students who do not meet the requirements to achieve a Certificate I will receive a Statement of Attainment outlining the units they have achieved competency in.