



Great Lakes
College

ONE COLLEGE • THREE CAMPUSES • UNLIMITED OPPORTUNITIES

Great Lakes College Tuncurry Campus

Year 9

Assessment Policy and Assessment Schedule



2025

We are learning on Worimi lands.



Table of Contents

| | |
|---|-----------|
| Table of Contents | 2 |
| INTRODUCTION | 4 |
| Performance Descriptors | 7 |
| ASSESSMENT POLICY | 8 |
| Formal assessment task outline | 8 |
| Notification of formal assessment tasks..... | 8 |
| Adjustments for students with disability..... | 9 |
| Special Provisions for students with disability | 10 |
| ASSESSMENT PROCEDURES FOR STUDENTS | 11 |
| Submitting drafts and seeking informal teacher feedback..... | 11 |
| Assessment Task Submission..... | 11 |
| Absence and Late Submission | 12 |
| Student procedures for absence on the day of an assessment task | 12 |
| Partial absence on the due date of an assessment task | 14 |
| Late submission and non-attempt of tasks..... | 14 |
| Assessment Week | 16 |
| Use of technology | 17 |
| Malpractice and Non-Serious Attempts | 18 |
| Malpractice | 18 |
| Use of electronic devices in assessment tasks | 18 |
| Non-serious attempts..... | 19 |
| Student Appeals..... | 19 |
| Examination Expectations | 20 |
| Expectations throughout the Examination Process | 20 |
| Prior to the Examination | 20 |
| Entering the Examination room..... | 20 |
| During the Examination..... | 20 |
| At the End of the Examination | 20 |
| Consequences for Failure to follow the expectations..... | 21 |
| Behaviours that will not be tolerated in examinations include | 21 |
| Referencing..... | 22 |
| SUBJECT ASSESSMENT SCHEDULES | 25 |
| Child Studies..... | 26 |
| Commerce | 27 |
| English | 28 |
| Food Technology..... | 29 |
| Geography | 30 |
| History | 31 |
| Industrial Technology Timber | 32 |
| Industrial Technology Metal..... | 33 |
| Marine and Aquaculture Technology..... | 34 |
| Mathematics (CORE)..... | 35 |
| Mathematics (Path)..... | 36 |



**Great Lakes
College**

ONE COLLEGE • THREE CAMPUSES • UNLIMITED OPPORTUNITIES

| | |
|---|-----------|
| PASS | 38 |
| PDHPE..... | 39 |
| Photographic and Digital Media..... | 40 |
| Science | 41 |
| Visual Arts | 42 |
| Year 9 Assessment Matrix..... | 43 |
| Term One | 43 |
| Year 9 Assessment Matrix..... | 44 |
| Term Two | 44 |
| Year 9 Assessment Matrix..... | 45 |
| Term Three..... | 45 |
| Year 9 Assessment Matrix..... | 46 |
| Term Four | 46 |
| Illness/Misadventure/Extension Appeal Form..... | 47 |

Introduction

Student achievement is assessed throughout all the courses in Years 7 to 10.

The Year 10 credential (known as the Record of School Achievement or RoSA) is based on a student's achievement in Years 9 and 10. Course Performance Descriptors are used to describe student outcomes and levels of achievement and tasks are set to help assess the extent of a student's skills and knowledge.

Students must satisfactorily complete the following courses as stated by the NSW Educational Standards Authority (NESAs) in order to be eligible for a RoSA.

English

Mathematics

Science

Human Society and its Environment: History and Geography

Personal Development, Health and Physical Education

Creative Arts: Visual Arts and Music. Generally completed in Year 7 and 8

Languages Other than English: Generally completed in Year 7 or 8

Technological and Applied Studies: Generally completed in Year 7 and 8

In Stage 4 and 5, students follow a program of formal school-based assessment in all courses. All tasks are designed to assess what students know and can do in relation to course outcomes and the Course Performance Descriptors. Each task gives the student the opportunity to demonstrate their level of achievement.

Teachers undertake assessment to collect information about students' learning. This will occur through both formal and informal activities. The purpose of school-based assessment is to provide feedback to students to improve their learning. Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways. Teachers have many ways of measuring and assessing the achievement of outcomes.

"Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the syllabus outcomes within a stage."

[Assessment strategies | NSW Education Standards](#)

Formal school-based assessment tasks:

These are summative tasks due on a specific date that are used to assess student progression of learning. These methods of assessment may include but are not limited to:

- Topic tests/class tests
- Formal examinations
- Practical projects
- Oral performances
- Research assignments

Informal class tasks:

These are ongoing formative tasks that are used to assess student progression of learning. These methods of assessment may include but are not limited to:

- Class observations
- Completion of homework
- Book reviews
- Excursion reports
- Experiments

There are three types of assessment:

Assessment for learning:

- is formative and is used to clarify student learning and understanding
- 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 study routine
- involves teachers, students and parents reflecting on the purpose of learning tasks
- is inclusive of all learners and their diverse learning needs.

Assessment of learning:

- is summative and used at defined key points during a unit of work
- 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 other audiences.

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 build on prior knowledge
- encourages peer assessment, self-assessment, reflection and lifelong learning.



**Great Lakes
College**

ONE COLLEGE • THREE CAMPUSES • UNLIMITED OPPORTUNITIES

Students will receive a report at the end of each semester. The report will indicate the overall performance of the student in each course. This will be determined by the quality of the student performance when measured against the course performance descriptors and course outcomes.

Quality feedback will be provided after each assessment task and through academic monitoring and school reports.

See [Curriculum requirements guide – Secondary RoSA | NSW Department of Education](#).

Performance Descriptors

For all courses, each student's performance will be matched against Course Performance Descriptors based on the Knowledge and Skills objectives of courses.

General performance descriptors describe the main features of a typical student's performance at each level of achievement in that course. They serve as a standard or benchmark against which teachers will be able to match their assessment records and professional judgement in determining grades for particular students. There are descriptors for each Grade A - E.

Formal assessment tasks and informal class tasks will be used to determine the description, which best reflects the level of achievement of each student and thus the grade in a particular course.

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

Assessment tasks are mandatory for each course. Students will be expected to complete set work regularly, in order to be determined as having satisfactorily studied the course. A variety of assessment task styles will be included in assessment programs to provide students with varied opportunities to demonstrate achievement of outcomes.

Assessment Policy

Formal assessment task outline

A maximum of FOUR formal school-based assessment tasks including examinations may be scheduled per year in a course (or TWO assessment tasks per semester). Each task should have a minimum weighting of 20% with a maximum weighting of 40%.

Only ONE formal written examination may be scheduled per semester in a course. A formal written examination is often in the format of an HSC examination and typically draws from most or all content areas, topics or modules. Tests of limited scope (eg, those with a small number of content areas, topics or modules) are not considered formal written examinations.

Formal written examinations should follow the question type and general structure of the HSC examination. For example, Section I - Short Answer, Section II - Short Answer and Extended Response etc. If the structure of an HSC examination for a particular course does not include multiple choice questions, then any formal written examinations for that subject should not include multiple choice questions. However, this is not required for assessment tasks that are adjusted for students with disabilities.

During each semester's **Assessment Week**, the school may assess students in a way that reflects the structure of an HSC examination for a particular course.

This applies to courses in Dance, Drama, Music, Languages, and Visual Arts, for example:

- Dance performance and a written examination
- Drama group and/or individual performance and a written examination
- Music performance and a written/aural examination
- Languages oral examination and a written examination
- Visual Arts major project/performance and submitted works and a written examination

For these courses, conducting performance/oral examinations and written examinations is considered to be one formal written examination task in an assessment schedule, wherein the task comprises a performance or oral examination weighted at 20% and a written paper weighted at 10%.

Formal assessment tasks **assess student achievement at a single point in time** and cannot be ongoing. Formal assessment tasks **may contain more than one part but must have a single due date**. The Assessment Task Notification should detail the requirements for each part, including that all parts are to be submitted and/or completed together with a single due date. Assessment tasks are carefully timetabled to best prevent student overload. An Assessment Schedule will be provided to students at the commencement of each calendar year.

Notification of formal assessment tasks

General notice about assessment tasks and procedures must be given to all students at the commencement of the course in the Assessment Schedule.

A moratorium on excursions and formal school-based assessment tasks will be set during the week prior to each semester's **Assessment Week**. Exemptions will be at the principal's discretion.

A process to change or move Assessment Tasks dates must be approved through a formal process at weekly Executive Meetings. The proposed date change must occur at least one week before the proposed hand out date. Students affected by this change must also sign to acknowledge the date change on a modified Assessment Task Register.

An Assessment Task Notification or "Gold Sheet" will be used for each formal school-based assessment task indicating: the date of the task, value of the task, required equipment, syllabus areas covered in the task, outcomes to be assessed, a detailed description and outline of the task, and a marking criteria/rubric that reflects the Common Grade Scale.

Formal notice of upcoming tasks must be given to students at least TWO weeks before the assessment due date. Students will sign and date an Assessment Task Register to formalise this process. Students who are absent on the date the Assessment Task Notification is handed out will not automatically receive an extension unless there are exceptional circumstances. Students must complete and submit an Illness/Misadventure/Extension Appeal Form. In this students must provide adequate justification for why their extension appeal should be upheld.

If electronic notification of the assessment task was posted on Google Classroom on the date the Assessment Task Notification was handed out then it is unlikely the appeal will be upheld.

Adjustments for students with disability

Some students with disability will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

It is a requirement under the **Disability Standards for Education 2005** for schools to ensure that assessment tasks are accessible to students with disability. Schools are responsible for any decisions made at school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments are made in the context of collaborative curriculum planning. Providing an adjustment does not restrict a student's access to the full range of grades or marks.

The types of adjustments made will vary, based on the needs of individual students. These may be:

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

Examinations and formal assessment tasks must be produced with adjustments for students undertaking the Life Skills course, however, whether the student needs to attempt or complete the task will be at the discretion of the LaST in consultation with parent/carer guidance. It must be aligned with Life Skills syllabus outcomes.

Special Provisions for students with disability

The Learning and Support team will work together to identify students who would be eligible for Special Provisions from NESAs.

Special provisions may be available for school tests including oral/aural examinations. NESAs may approve special provisions if a student has a disability that would, in a normal examination situation, prevent that student from:

- Reading and interpreting the examination question; and/or
- Communicating knowledge or understanding to an examiner as effectively as a student without that disability.

Special provisions are granted to address the effects of a disability on examination performance. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications of that disability on examination performance.

If parents/carers believe that a student is eligible for special provisions for coursework, assessment tasks and in-school examinations, they are to contact the school and request contact with the Learning and Support team. Contact can be made via (02) 6555 0500 or glctuncurr-h.school@det.nsw.edu.au.

Documentation is required from a medical specialist that outlines the nature of the disability and reasonable adjustments that can be made to provide access for students with disability to the curriculum on the same basis as their peers.

NESA supports any decisions made at school level to offer provisions to students with disabilities in coursework, assessment tasks and in-school examinations.

Assessment Procedures for Students

Submitting drafts and seeking informal teacher feedback

According to NESA, it is not a requirement for teachers to provide informal feedback to students during the development of student work for a formal assessment task, but it may be a valuable way for teachers to monitor student progress and the authorship of student work. Marks or grades are not to be attributed to informal feedback.

Regarding the provision of informal feedback and to ensure equal opportunity for all students to receive feedback from teachers, students are only **permitted to submit ONE draft of an assessment task**. To prevent an influx of draft submissions immediately before a due date, students must **submit the draft ONE week before the due date as is**. Feedback may be written or verbal. In the instance that a teacher will not accept draft submissions, students are encouraged to seek peer feedback from students within their class. Head Teachers may also make provisions within their Faculty to support Course Coordinators as a suitable option for students to seek feedback, provided they are the person marking the Assessment Task.

For advice and resources on assessment in NSW schools, please refer to [NSW Department of Education Assessment](#) or [NESA Assessment](#).

Assessment Task Submission

All assessment tasks must be completed and submitted in class on the due date. If the assessment task due date falls outside of a day with a designated class period, students must submit the assessment task before school, at recess or lunch, to the class teacher and must sign the Assessment Task Register. If the teacher is absent on the due date, the faculty Head Teacher will make alternative collection arrangements and will communicate this to the faculty and students affected. If the assessment task is not submitted prior to 3pm on the due date, then students will be subject to a late penalty.

- If a faculty or class teacher has made alternative submission arrangements for a formal assessment task, then this must be clearly communicated in the Assessment Task Notification e.g. "Submission on [Class name] Google Classroom by 3pm, Students must click 'Hand In' or students will be subject to a late penalty."

Students are responsible for ensuring that all parts of the task are submitted. Forgetting to include part of the task, or noticing after submission of the task that sections were not printed, attached, etc. will not be considered grounds for appeal. Students must personally check that the task is complete before submission. For this reason, it is highly recommended that students are ready to submit the task the night before to allow adequate time for ensuring that the entire task is complete. Technological issues are not grounds for late submission.



Absence and Late Submission

Student procedures for absence on the day of an assessment task

For absence on the day of an assessment task, students must complete and submit an Illness/Misadventure/Extension Appeal Form. This form is available through the Sentral Parent Portal or a hardcopy can be accessed through the faculty Head Teacher. In the appeal form, students must provide adequate justification for why their appeal should be upheld. It should not be assumed that any appeal will be automatically supported. Students are provided with Assessment Schedules at the beginning of each year outlining the dates that formal assessment tasks are due. It is expected that students and families try to make specialist appointments, holidays, etc. that do not clash with assessment tasks.

For absence due to illness on the day of a task, for Stage 4, an explanation, signed by the parent/carer is required to be supplied to accompany the Illness/Misadventure/Extension Appeal Form within one week from the due date. For Stage 5, a medical certificate and/or an explanation, signed by the parent/carer is required to be supplied to accompany the Illness/Misadventure/Extension Appeal Form within one week from the due date. In all cases, contact should be made with the Front Office (02 6555 0500) on the day of the task (preferably prior to 9 am). A message should be directed to the relevant faculty Head Teacher notifying them of the student's name, course, task and the reason for the absence.

For absence due to misadventure on the day of a task, an explanation, signed by the parent/carer, must be supplied with the Illness/Misadventure/Extension Appeal Form within one week from the due date. In all cases, contact should be made with the Front Office (02 6555 0500) on the day of the task (preferably prior to 9 am). A message should be directed to the relevant faculty Head Teacher notifying them of the student's name, course, task and the reason for the absence.

For planned absences due to school business or where absence is known about prior to the task, the Illness/Misadventure/Extension Appeal Form must be submitted at least one week prior to the due date so that provisions can be made. No appeals will be considered for school business or known absence after the date of the task. Depending on the length of time for which the student has had notification of the task, the student may be required to submit the task before the planned absence. This will be at the discretion of the faculty Head Teacher in consultation with the Deputy Principal Learning and Leading.

For students who consider that their performance in an assessment task has been affected by **illness or misadventure immediately before or during the task** must notify the class teacher or supervisor of the task at that time so that documentation can be provided for any subsequent appeal. It is essential that the class teacher or supervisor be notified so that they can make regular observations during the set time period of the task. For consideration of their performance in that task, the student must lodge an Illness/Misadventure/Extension Appeal Form within one week of the task.

As a guide:



| Grounds | Procedure | Extension Date |
|--|---|---|
| Illness > 1 week ongoing before due date | Illness/Misadventure/Extension Appeal Form <i>and</i> Medical Certificate submitted <u>before</u> the due date | 2 school weeks from due date *Estimated mark may be given |
| Illness < 1 week ongoing before due date | Illness/Misadventure/Extension Appeal Form <i>and</i> Medical Certificate submitted <u>before</u> the due date | 1 school week from due date OR 2 school days upon return |
| Illness on the day | Parent/Carer contact with Front Office on due date Illness/Misadventure/Extension Appeal Form <i>and</i> Medical Certificate submitted within ONE week of due date | 2 school days upon return |
| Illness or misadventure immediately before or during the task | Student to notify class teacher or supervisor Illness/Misadventure/Extension Appeal Form submitted within ONE week of due date | 2 school days upon return *Estimated mark may be given |
| Misadventure on the day (personal or exceptional circumstances) | Parent/Carer contact with Front Office on due date Illness/Misadventure/Extension Appeal Form <i>and</i> parent explanation submitted within ONE week of due date | 2 school days upon return |
| Planned absences due to school business (e.g. sporting, excursion, work placement or work experience) | Illness/Misadventure/Extension Appeal Form <i>and</i> Medical Certificate submitted ONE week <u>before</u> the due date | submit the task before the planned absence OR upon return |
| Absence is known about prior to the task (e.g. orthodontic appointment, driving test, attendance at a family event) | Illness/Misadventure/Extension Appeal Form <i>and</i> Medical Certificate submitted ONE week <u>before</u> the due date | submit the task before the planned absence |

For a task where the **security of the task is a concern** (i.e. examination, class test): -

- A student must be prepared to sit the task, or a substitute task, on the **first** day they return to school.
- Where practical, a **substitute** task will be set.
- In cases where setting a substitute task is not practical, an **estimate** will be calculated based on other tasks.
- In the event that an estimate is used, the student may still be required to sit the task so that outcomes data can be extracted for reporting purposes but the estimated mark will be used for assessment purposes.

Requests for an extension due to illness or other extenuating circumstances must be made before the due date by submitting an Illness/Misadventure/Extension Appeal Form to the relevant class teacher. Such requests will be considered by the class teacher and Head Teacher. Requests for extensions must be made as soon as possible after the need for such a request is realised.

Students must show the class teacher their progress on the task to demonstrate that they have made a genuine attempt prior to the request for an extension.

Partial absence on the due date of an assessment task

It is expected that students be in attendance for their normal school day as per their timetabled lessons.

It is considered an unfair advantage if students use timetabled lessons to prepare for/work on an assessment task, which is due later in the day. Students will be awarded zero marks for the assessment task if caught working on a task in another lesson.

Students who absent themselves from scheduled classes and/or school activities the day prior to an assessment task to complete study or prepare for assessment tasks, where it is known, will also be awarded zero marks for the assessment task. A record of student attendance prior to and on the day of a task will be noted, and student attendance patterns will be followed up.

Late submission and non-attempt of tasks

Where a student fails to submit or complete an assessment task without parent/carer contact or a satisfactory explanation and has not submitted an Illness/Misadventure/Extension Appeal Form within the required time frame, a mark of zero will be recorded for the task.

For Stage 4, if the assessment task is submitted, or completed one day after the due date, 50% of the achieved marks will be deducted. Submissions after the second day will receive zero. For Stage 5, if the assessment task is submitted, or completed one day after the due date, it will result in zero marks awarded for the assessment task. If a task is handed in or completed more than one day after the due date, a zero mark will be recorded. The task must still be completed for the assessment of outcomes and to meet NESA requirements.

Stage 4 process for non-attempt of tasks

Class teachers are required to inform parents/carers when students in their class have failed to make a serious attempt or failed to submit an assessment task.

In the event of non-submission of an assessment task on the due date (as outlined in the Assessment Schedule), except in instances where the student has successfully submitted an Illness/Misadventure/Extension Appeal Form, the classroom teacher will enter the student's name and details of the assessment task on Sentral and make contact with the parents/carer via phonecall. This is to encourage students to submit the assessment task and accept the 50% late submission.

1. Sentral > Wellbeing > Academic Concern > KLA Concern.
2. In the Comment section, teachers are to record the time of the call, person spoken to with a brief outline of conversation.

During the phone conversation, teachers are to inform parents that a KLA Concern Letter will be sent the next day to formally begin the process of non-submission. They can indicate whether they would like this letter printed or sent via the Parent Portal.

Students are expected to redeem any coursework concerns that are raised by their class teachers. Students must make a satisfactory attempt to complete all components of the set work to be redeemed. Where a student redeems a task they will be notified by their class teacher that the work is of an acceptable standard. Students who do not redeem their work may be excluded from school representation and other school activities.

Class teachers are only expected to send ONE KLA Concern Letter per task.

Stage 5 process for non-attempt of tasks

NESA states that to be eligible for a RoSA, students must have:

Completed the mandatory curriculum requirements for Years 7 to 10.

Attended a government school, an accredited non-government school or a recognised school outside NSW.

Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.

Complied with the requirements from the Education Act.

NESA further states that a student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

followed the course developed by NESA; and

applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

achieved some or all of the course outcomes.

For Stage 5 students who are at risk of not meeting the requirements of a course, their parents/carers will be notified in writing by the issuing of an 'N' Determination warning letter using the template on Sentral. The letter will specify the nature of the concern and the steps that the student can take to resolve the 'N' Determination warning letter, including new submission dates so that the set task's status can be changed from a Non-attempt to a Late-attempt. Once sent to the current email or postal address of the student in the school database, then the school considers that the student and parents/carers have received that notification. It is the student and parent/carer's responsibility to ensure current addresses and contact details are maintained.

The 'N' Determination warning letter is to be signed by the student's parent/carer and returned to the Front Office where the school will maintain electronic copies of these notifications.

The school will provide an opportunity for the 'N' Determination warning to be resolved. If the warning was sent for an assessment task that a non-attempt has been recorded for, then the student can resolve the task by sitting the same task or a substitute task as determined by the relevant faculty Head Teacher. Once the task has been resolved, the status of the task can be altered from a non-attempt to a late attempt. It will still result in zero marks but can be counted toward student completion of more than 50% of assessment marks in the course.

Students must make a satisfactory attempt to complete all components of the set task to be redeemed. When a student redeems a task, they will be notified by their class teacher that the work is of an acceptable standard. This means that the 'N' Determination warning letter that is aligned with the set task is redeemed. The class teacher will notify the Head Teacher if a student completes the required work and has met the course requirements. The class teacher or Head Teacher will then change the status of the 'N' Determination warning to 'Resolved' on Sentral.

If an 'N' Determination warning for an assessment task is not resolved, ONE additional warning letter will be sent.

An 'N' Determination warning for even one assessment task puts a student at risk of not completing a course. 'N' determination decisions are made by the principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course. 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 that will list the mandatory course(s) that received an 'N' determination. 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. Students who are not eligible for a RoSA may not be eligible to continue their studies into Year 11 and 12.

For more information see [ACE Manual: ACE 4019 'N' determinations – principal's determination of non-completion of course requirements](#) and [Record of School Achievement | NSW Education Standards](#).

Assessment Week

All assessment procedures also apply to tasks scheduled in the school Assessment Weeks. For absence on the day of an examination period, all the procedures already outlined are relevant.



**Great Lakes
College**

ONE COLLEGE • THREE CAMPUSES • UNLIMITED OPPORTUNITIES

Use of technology

If students use computer technology or audio-visual equipment to present an assessment task, the proper functioning of the software and associated equipment is the responsibility of the student.

Students who fail to submit an assessment task on time because they were unable to retrieve the task from a computer for any reason (e.g. document loss or printer malfunctions) will result in the student having a mark of zero recorded for the task. This also applies to audio media, video media and other electronic devices.

Students are advised to keep all rough notes and resource work in case of equipment failure or loss. Electronic backup of drafts on hard drives, thumb drives, or the cloud should be made during the preparation of a task as these may be required to ensure against penalties being incurred.

Malpractice and Non-Serious Attempts

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. Malpractice includes but is not limited to, plagiarism, collusion and cheating.

Plagiarism includes copying any form of print, electronic media, or another person's work. It occurs when the original work is directly copied or paraphrased without acknowledgment or when another person completes the task. All assessment tasks must be the original work of the student. Plagiarism includes copying and pasting information or content from the internet and claiming that work as your own, the penalty for which is zero marks. Teachers will and do check students' work that is considered suspicious. Students are expected to follow accepted practices for acknowledging the use of other people's work.

Collusion between students is considered plagiarism.

Cheating refers to circumstances in which a student attempts to gain an unfair advantage in an assessment task. Some common examples include:

- the use of Artificial Intelligence (AI) generators
- unauthorised reference to materials other than those specified by the task
- concealed notes or writing taken into the assessment venue
- use of electronic devices
- use of non-approved calculators
- communicating with other students or copying other students' responses.

Where malpractice is detected, a mark of zero will be recorded for the task. If it is found that a student has assisted with malpractice then a mark of zero will be recorded for the task. The marker is not required to locate the source of the unoriginal material to prove non-authenticity.

All instances of malpractice will follow the 'N' Determination warning process and require resubmission.

Use of electronic devices in assessment tasks

Students are not permitted to have access to any electronic device during in-class or formal examination assessment tasks except for NESA-approved calculators, or when the assessment task requires the use of specific technology.

Mobile phones, Smartwatches, earbuds, etc. are to be turned off and left in student bags during assessment tasks.

Students who have an electronic device on their person during an assessment task will have a zero mark for non-attempt recorded. This will apply irrespective of whether the device is turned on or off.



Non-serious attempts

NESA defines a non-serious attempt as any task that contains any frivolous or objectionable material. Such frivolous or objectionable material may be anywhere in the examination paper or student response. If students are judged to have made a non-serious attempt in their assessment tasks, staff will follow the 'N' Determination warning process and students will be required to resubmit the assessment task.

For example: If a student only attempts the multiple choice section of an assessment task, NESA has directed that the student's attempt be considered a non-serious attempt and that a zero mark be recorded for that task, however, if they have many any attempt at the other sections of an assessment task, it is considered a serious attempt.

Student Appeals

At the time a task is returned, students may consult with teachers and where necessary the Head Teacher if clarification is required about performance (marks, grades or comments) awarded for tasks. If a student is still dissatisfied with the outcome, they may appeal to the Head Teacher who will liaise with the Deputy Principal Learning and Leading and/or Principal. The judgement made by the Principal is final.

The review will focus on the procedures for determining the final assessment and not on the marks or grades awarded to tasks as part of this process. This review is in line with NESA requirements. Subsequent appeals may be made to NESA through the campus. Details of the appeals process may be obtained from the Deputy Principal Learning and Leading.

Examination Expectations

As a student of Great Lakes College Tuncurry Campus, you are expected to follow the code of conduct and examination expectations. This includes:

Expectations throughout the Examination Process

- Follow the supervisor's instructions at all times
- Behave in a polite and courteous manner towards supervisors
- Demonstrate the Great Lakes College Core Expectations – Respect, Personal Best, and Responsibility

Prior to the Examination

- Be aware of when and where examinations are held
- Go to the toilet and have a drink before the examinations begin
- You must be wearing your school uniform
- Arrive at the examination prior to the start time to allow for the settling of all students and explanation of examination requirements
- Line up in classes as per assembly entrances or line up in the orange COLA as per instructions
- Leave all phones, iPods, organiser, dictionary or computerised watch and other electronic devices in bags along the wall. Electronic devices must be switched off

Entering the Examination room

- Enter the hall quietly and in an orderly fashion. Talking is to cease as you enter the examination room
- All bags are to be left in the appropriate location to the side of the hall
- Take all necessary examination equipment with you
- Proceed quietly to your desk

During the Examination

- Write your name and your class in the spaces provided as directed by the supervisor
- Act appropriately in line with College expectations
- Check your examination paper to see if it has all the pages contained and it is in the correct order.
- Make a serious attempt at answering ALL the questions in the test
- Students are to remain in their seats until the examination time is up and the supervisor has indicated to move

At the End of the Examination

- Remain seated and follow the directions of the examination supervisor
- Exit the examination quietly as directed by the supervisors. This is usually done in rows

Consequences for Failure to follow the expectations

- Students found to disrupt the test or the work of other students, or cheating will be removed and sent to the Head Teacher or the Deputy Principal. Parents will be informed of the incident.
- Students may be issued with consequences which include but are not limited to, a zero mark, N Warning, detention or Formal Warning of Suspension for failure to behave in an appropriate manner or follow the expectations outlined above

Behaviours that will not be tolerated in examinations include

- Signalling, distracting other students, borrowing of equipment, making inappropriate noises, and talking are not permitted
- Disrupting the test or the work of other students
- Students are not permitted to go to the toilet during examinations unless there is an emergency
- Eating is not permitted in the test room but you may bring in water in a clear bottle
- Attending a test while under the influence of alcohol or illicit drugs is a serious offence in will incur the appropriate consequences. Parents will also be notified.

Note: If you miss an examination it is your responsibility to see the Head Teacher of the subject immediately on your return to school. A note or Doctor's Certificate must be handed to the Head Teacher as well as an Illness & Misadventure form signed by your parents/carers. You will complete the examination as arranged by staff.



Referencing

At Great Lakes College Tuncurry Campus, it is expected that you show references to demonstrate that you have researched and considered other people's intellectual property when completing assignments and assessments.

It also prevents plagiarism, which is where you use someone else's thoughts, words, ideas or images as if they were your own. It is technically stealing and can lead to an automatic failure in your assessment.

What is the difference between a Bibliography and a List of References?

A bibliography is a full list of all the reading and research sources you used, including background reading, to do your assignment.

A list of references has only the sources you have acknowledged in the text or images of your assignment.

What doesn't require referencing?

General knowledge does not need to be referenced, for example:

Canberra is the capital of Australia.

Also, any images, tables or photographs that you produced yourself.

What does require referencing?

If you use information in your assessment that has been discovered, proven, produced or published by someone else then you are using their intellectual property. As a student, you must acknowledge this. This is called "attribution" and often appears as a statement showing the source of your information or image.

When are quotes used?

Quotes are used as either direct quotes (word-for-word) or as indirect quotes (paraphrased into your own words). They must be referenced to acknowledge where they came from, in other words the source.

Indirect quotes - For example:

Shop-bought food is the second highest cause of climate pollution after coal-fired power stations in Australia (Mobbs, 2012).

Mobbs (2012) argues that growing our own food can be one of the single most valuable things to sustain our resources.

Direct quotes - (notice that the font has changed to italics and the text is indented from the margin to indicate the quote being used is the exact text. For example:



Great Lakes College

Even a casual reading of history shows that under the right circumstances any one, or any combination of political turmoil, climatic extremes, or resource abuse can bring down a society. (Mobbs, 2012, p 225).

How do you reference images?

Just like the intellectual property of text, words and ideas, you must also acknowledge if you use images, artworks, graphs or tables. This is done at the point where you use them. For example:

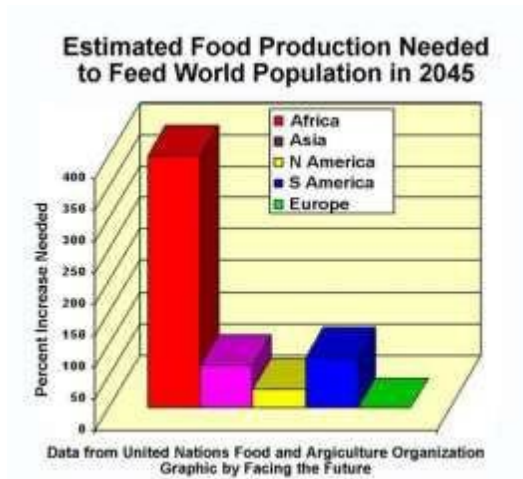


Table showing food production needed by 2045: (United Nations Food and Agriculture Organisation, 2015)



Drawing of sustainable food (*Four reasons to eat sustainable food*, 2014)



An image of sustainable food. (Sustainability, 2015)

When do you start your reference list?

The easiest way is to start the moment you begin your research. This will save you time and effort at the end of your assignment. As soon as you find a source, list the details that you need for the bibliography. There are tools in Word to assist with this. It would look something like this.

BIBLIOGRAPHY

BOOKS

Mobbs, M. (2012). *Sustainable food*. Sydney: Choice Books.

INTERNET

Four reasons to eat sustainable food. (2014). Retrieved October 13, 2015, from Ten Rivers Foodweb: <https://www.facingthefuture.org>

Sustainable food. (2015, May). Retrieved October 13, 2015, from Sustainability: <http://www.uq.edu.au/sustainability/sustainable-food>

Sustainability. (2015, July). Retrieved October 23, 2015, from Wikipedia: <https://en.wikipedia.org/wiki/Sustainability>

United Nations Food and Agriculture Organisation. (2015, April). Facing the future. Retrieved October 13, 2015, from Global sustainability curriculum: <https://www.facingthefuture.org/Portals/0/Images/Trends/foodneeded.jpg>

Subject Assessment Schedules

Child Studies

| SEMESTER 1 | | | | |
|------------|--------------------------|------------------|-----------|-----------------------------|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 1 | Preparing for Childbirth | Term 1 Week 9 | 25% | CS5- 1 CS5- 5 CS5- 9 |
| Task 2 | Newborn Growth and Care | Term 2 Week 5 | 25% | CS5- 2 CS5- 6 CS5- 10 |

| SEMESTER 2 | | | | |
|------------|-----------------------------------|------------------|-----------|-------------------|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 3 | Play and the Developing Child | Term 3 Week 9 | 25% | CS5- 4 CS5- 8 |
| Task 4 | Media and Technology in Childhood | Term 4 Week 4 | 25% | CS5- 3 CS5- 5 |

COURSE OUTCOMES

| OUTCOME | DESCRIPTION |
|---------|---|
| CS5-1 | Identifies the characteristics of a child at each stage of growth and development |
| CS5-2 | Describes the factors that affect the health and wellbeing of the child |
| CS5-3 | Analyses the evolution of childhood experiences and parenting roles over time |
| CS5-4 | Plans and implements engaging activities when educating and caring for young children within a safe environment |
| CS5-5 | Evaluates strategies that promote the growth and development of children |
| CS5-6 | Describes a range of appropriate parenting practices for optimal growth and development |
| CS5-7 | Discusses the importance of positive relationships on the growth and development of children |
| CS5-8 | Evaluates the role of community resources that promote and support the wellbeing of children and families |
| CS5-9 | Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing |
| CS5-10 | Demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts |
| CS5-11 | Analyses and compares information from a variety of sources to develop an understanding of child growth and development |
| CS5-12 | Applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development |

| SEMESTER 1 | | | | |
|------------|---|------------------|-----------|--|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 1 | Visual Presentation Task – Option 2: Investing | Term 1 Week 9 | 25% | COM5-1 COM5-3 COM5-4 COM5-7 COM5-8 |
| Task 2 | Research Task – Option 6: Travel | Term 2 Week 6 | 25% | COM5-4 COM5-7 COM5-8 COM5-9 |

| SEMESTER 2 | | | | |
|------------|---|------------------|-----------|--------------------------------------|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 3 | Multimodal Presentation – Option 3: Promoting and Selling | Term 3 Week 4 | 25% | COM5-1 COM5-5 COM5-6 COM5-8 |
| Task 4 | Examination – Core 1: Consumer and Financial Decision | Term 4 Week 5 | 25% | COM5-4 COM5-5 COM5-7 |

COURSE OUTCOMES

| OUTCOME | DESCRIPTION |
|----------|---|
| COMS 5-1 | Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts |
| COMS 5-2 | Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts |
| COMS 5-3 | Examines the role of law in society |
| COMS 5-4 | Analyses key factors affecting decisions |
| COMS 5-5 | Evaluates options for solving problems and issues |
| COMS 5-6 | Develops and implements plans designed to achieve goals |
| COMS 5-7 | Researches and assess information using a variety of sources |
| COMS 5-8 | Explains information using a variety of forms |
| COMS 5-9 | Works independently and collaboratively to meet individual and collective goals within specified timeframes |

| SEMESTER 1 | | | | |
|------------|-----------------------|-------------------|-----------|--|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 1 | Analytical Response | Term 1 Week 10 | 35% | EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01 |
| Task 2 | Storyboard & Analysis | Term 2 Week 10 | 35% | EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01 |

| SEMESTER 2 | | | | |
|------------|----------------------------------|------------------|-----------|--|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 3 | Creative Task – Romeo and Juliet | Term 3 Week 9 | 30% | EN5-RVL-01 EN5-URC-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01 |

COURSE OUTCOMES

| OBJECTIVE | DESCRIPTION |
|------------|--|
| EN5-RVL-01 | uses a range of personal, creative and critical strategies to interpret complex texts |
| EN5-URA-01 | analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures |
| EN5-URB-01 | evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes |
| EN5-URC-01 | investigates and explains ways of valuing texts and the relationships between them |
| EN5-ECA-01 | crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning |
| EN5-ECB-01 | uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts |



Food Technology

| SEMESTER 1 | | | | | |
|------------|---|-------------------|-----------|---------------------------|-----------------|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed | |
| Task 1 | Food and Australian Identity. WHS, food preparation skills, hygiene, food presentation | Term 1 Week 10 | 25% | FT5-8 FT5-10 FT5-12 | FT5-9 FT5-11 |
| Task 2 | Food Selection and Health. Investigate food consumption in Australia and develop a food product | Term 2 Week 9 | 25% | FT5-3 FT5-8 FT5-12 | FT5-7 FT5-11 |

| SEMESTER 2 | | | | | |
|------------|--|-------------------|-----------|---------------------------|-----------------|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed | |
| Task 3 | Food Product Development. Develop a food product and document the process. | Term 3 Week 10 | 25% | FT5-1 FT5-10 FT5-13 | |
| Task 4 | Food equity. Inadequate access to food written task. | Term 4 Week 6 | 25% | FT5-2 FT5-6 FT5-13 | FT5-5 FT5-11 |

COURSE OUTCOMES

| OUTCOME | DESCRIPTION |
|---------|---|
| FT5-1 | Demonstrates hygienic handling of food to ensure a safe and appealing product |
| FT5-2 | Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food |
| FT5-3 | Describes the physical and chemical properties of a variety of foods |
| FT5-4 | Accounts for changes to the properties of food which occur during food processing, preparation and storage |
| FT5-5 | Applies appropriate methods of food processing, preparation and storage |
| FT5-6 | Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities |
| FT5-7 | Justifies food choices by analysing the factors that influence eating habits |
| FT5-8 | Collects, evaluates and applies information from a variety of sources |
| FT5-9 | Communicates ideas and information using a range of media and appropriate terminology |
| FT5-10 | Selects and employs appropriate techniques and equipment for a variety of food-specific purposes |
| FT5-11 | Plans, prepares, presents and evaluates food solutions for specific purposes |
| FT5-12 | Examines the relationship between food, technology and society |
| FT5-13 | Evaluates the impact of activities related to food on the individual, society and the environment |

Geography

| SEMESTER 2 | | | | |
|------------|------------------|------------------|-----------|-------------------------|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 1 | Research Task | Term 3 Week 8 | 50% | GE5-2 GE5-7 GE5-8 |
| Task 2 | Examination | Term 4 Week 6 | 50% | GE5-1 GE5-3 GE5-4 |

COURSE OUTCOMES

| OUTCOME | DESCRIPTION |
|---------|--|
| GE5-1 | explains the diverse features and characteristics of a range of places and environments |
| GE5-2 | explains processes and influences that form and transform places and environments |
| GE5-3 | analyses the effect of interactions and connections between people, places and environments |
| GE5-4 | accounts for perspectives of people and organisations on a range of geographical issues |
| GE5-5 | assesses management strategies for places and environments for their sustainability |
| GE5-6 | analyses differences in human wellbeing and ways to improve human wellbeing |
| GE5-7 | acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry |
| GE5-8 | communicates geographical information to a range of audiences using a variety of strategies |

| SEMESTER 1 | | | | |
|------------|------------------|------------------|-----------|--------------------------|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 1 | Research Task | Term 1 Week 8 | 50% | HT5-4 HT5-7 HT5-10 |
| Task 2 | Examination | Term 2 Week 5 | 50% | HT5-1 HT5-2 HT5-9 |

COURSE OUTCOMES

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



Industrial Technology Timber

| SEMESTER 1 | | | | |
|---|---|------------------|-----------|---|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 1 Safety Test | Workplace Health & Safety, hand tools and machines, materials use | Term 1 Week 6 | 20% | IND5-1 IND5-3 IND5-5 |
| Task 2 Folio Message Board | Workplace Health & Safety, hand tools and machines, materials use. Evaluation of final project | Term 2 Week 5 | 30% | IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 |

| SEMESTER 2 | | | | |
|--|---|------------------|-----------|--|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 3 Research Task | How communication techniques and emerging technologies impact on society, the environment and the globe | Term 3 Week 6 | 20% | IND5-5 IND5-9 IND5-10 |
| Task 4 Folio Hall Table | Workplace Health & Safety, hand tools and machines, materials use. Evaluation of final project | Term 4 Week 5 | 30% | IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 |

COURSE OUTCOMES

| OUTCOME | DESCRIPTION |
|---------|---|
| IND5-1 | Identifies, assesses, applies and manages the risk and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies |
| IND5-2 | Applies design principles in the modification, development and production of projects |
| IND5-3 | Identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects |
| IND5-4 | Selects, justifies and uses a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects |
| IND5-5 | Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects |
| IND5-6 | Identifies and participates in collaborative work practices in the learning environment |
| IND5-7 | Applies and transfers skills, processes and materials to a variety of contexts and projects |
| IND5-8 | applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects |
| IND5-9 | Describes, analyses and uses a range of current, new and emerging technologies and their various application |
| IND5-10 | Describes, analysis and evaluates the impact of technology on society, the environment and cultural issues locally and globally |



Industrial Technology Metal

| SEMESTER 1 | | | | |
|---|---|------------------|-----------|---|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 1 Safety Test | Workplace Health & Safety, hand tools and machines, materials use | Term 1 Week 6 | 20% | IND5-1 IND5-3 IND5-5 |
| Task 2 Folio Tack Hammer | Workplace Health & Safety, hand tools and machines, materials use. Evaluation of final project | Term 2 Week 5 | 30% | IND5-2 IND5-3 IND5-4 IND5-5 IND5-7 IND5-8 |

| SEMESTER 2 | | | | |
|-------------------------------------|---|------------------|-----------|--|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 3 Research Task | How communication techniques and emerging technologies impact on society, the environment and the globe | Term 3 Week 6 | 20% | IND5-5 IND5-9 IND5-10 |
| Task 4 Folio F Clamp | Workplace Health & Safety, hand tools and machines, materials use. Evaluation of final project | Term 4 Week 5 | 30% | IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 |

COURSE OUTCOMES

| OUTCOME | DESCRIPTION |
|---------|---|
| IND5-1 | Identifies, assesses, applies and manages the risk and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies |
| IND5-2 | Applies design principles in the modification, development and production of projects |
| IND5-3 | Identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects |
| IND5-4 | Selects, justifies and uses a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects |
| IND5-5 | Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects |
| IND5-6 | Identifies and participates in collaborative work practices in the learning environment |
| IND5-7 | Applies and transfers skills, processes and materials to a variety of contexts and projects |
| IND5-8 | Applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects |
| IND5-9 | Describes, analyses and uses a range of current, new and emerging technologies and their various application |
| IND5-10 | Describes, analysis and evaluates the impact of technology on society, the environment and cultural issues locally and globally |

Marine and Aquaculture Technology

| SEMESTER 1 | | | | |
|------------|---|------------------|-----------|-------------------|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 1 | Water Safety Practical and Written Test | Term 1 Week 8 | 25% | MAR5-1 MAR5-10 |
| Task 2 | Dangerous Marine Creatures Written Test | Term 2 Week 5 | 25% | MAR5-7 |

| SEMESTER 2 | | | | |
|------------|---|------------------|-----------|--------------------|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 3 | Aquariums Journal Assignment | Term 3 Week 1 | 25% | MAR5-10 |
| Task 4 | Closed Water Snorkelling Skills Test and Written Test | Term 4 Week 5 | 25% | MAR5-14 MAR5-11 |

COURSE OUTCOMES

| OUTCOME | DESCRIPTION |
|---------|--|
| MAR5-1 | Identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships |
| MAR5-10 | Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations |
| MAR5-7 | Identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment |
| MAR5-14 | Recalls aspects of the marine environment using relevant conventions, terminology and symbols |
| MAR5-11 | Identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits |



Mathematics (CORE)

| SEMESTER 1 | | | | |
|------------|------------------|------------------|-----------|--|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 1 | Test | Term 1 Week 8 | 25% | MA5-FIN-C-01 MA5-ALG-C-01 |
| Task 2 | Exam | Term 2 Week 5 | 25% | MA5-EQU-C-01 MA5-ARE-C-01 MA5-VOL-C-01 |

| SEMESTER 2 | | | | |
|------------|------------------|------------------|-----------|--|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 3 | Project | Term 3 Week 4 | 25% | MA5-DAT-C-01 MA5-PRO-C-01 |
| Task 4 | Exam | Term 4 Week 6 | 25% | MA5-GEO-C-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-TRG-C-01 |

COURSE OUTCOMES

| OUTCOME | DESCRIPTION |
|--------------|--|
| MAO-WM-01 | develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly |
| MA5-GEO-C-01 | identifies and applies the properties of similar figures and scale drawings to solve problems |
| MA5-ALG-C-01 | simplifies algebraic fractions with numerical denominators and expands algebraic expressions |
| MA5-TRG-C-01 | applies trigonometric ratios to solve right-angled triangle problems |
| MA5-MAG C-01 | solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures |
| MA5-ARE-C-01 | solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids |
| MA5-VOL-C-01 | solves problems involving the volume of composite solids consisting of right prisms and cylinders |
| MA5-IND-C-01 | simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases |
| MA5-FIN-C-01 | solves financial problems involving simple interest, earning money and spending money |
| MA5-EQU-C-01 | solves linear equations of up to 3 steps, limited to one algebraic fraction |
| MA5-LIN-C-01 | determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools |
| MA5-LIN-C-02 | graphs and interprets linear relationships using the gradient/slope-intercept form |
| MA5-PRO-C-01 | solves problems involving probabilities in multistage chance experiments and simulations |
| MA5-DAT-C-01 | compares and analyses datasets using summary statistics and graphical representations |

Mathematics (Path)

| SEMESTER 1 | | | | |
|------------|------------------|------------------|-----------|--|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 1 | Test | Term 1 Week 8 | 25% | MA5-FIN-C-01 MA5-ALG-C-01 MA5-ALG-P-01 |
| Task 2 | Exam | Term 2 Week 5 | 25% | MA5-EQU-C-01 MA5-ARE-C-01 MA5-ARE-P-01 MA5-VOL-C-01 MA5-VOL-P-01 |

| SEMESTER 2 | | | | |
|------------|------------------|------------------|-----------|--|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 3 | Project | Term 3 Week 4 | 25% | MA5-DAT-C-01 MA5-PRO-C-01 MA5-PRO-P-01 |
| Task 4 | Exam | Term 4 Week 6 | 25% | MA5-GEO-C-01 MA5-GEO-P-01 MA5-GEO-P-02 MA5-LIN-C-01 MA5-LIN-C-02 MA5-LIN-P-01 MA5-TRG-C-01 MA5-TRG-C-02 MA5-TRG-P-01 |

COURSE OUTCOMES

| OUTCOME | DESCRIPTION |
|--------------|--|
| MAO-WM-01 | develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly |
| MA5-GEO-C-01 | identifies and applies the properties of similar figures and scale drawings to solve problems |
| MA5-GEO-P-01 | establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes |
| MA5-GEO-P-02 | constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes |

| | |
|---------------------|--|
| MA5-ALG-C-01 | simplifies algebraic fractions with numerical denominators and expands algebraic expressions |
| MA5-ALG-P-01 | simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions |
| MA5-TRG-C-01 | applies trigonometric ratios to solve right-angled triangle problems |
| MA5-TRG-C-02 | applies trigonometry to solve problems, including bearings and angles of elevation and depression |
| MA5-TRG-P-01 | applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings |
| MA5-MAG C-01 | solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures |
| MA5-ARE-C-01 | solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids |
| MA5-ARE-P-01 | applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems |
| MA5-VOL-C-01 | solves problems involving the volume of composite solids consisting of right prisms and cylinders |
| MA5-VOL-P-01 | applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids |
| MA5-IND-C-01 | simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases |
| MA5-FIN-C-01 | solves financial problems involving simple interest, earning money and spending money |
| MA5-EQU-C-01 | solves linear equations of up to 3 steps, limited to one algebraic fraction |
| MA5-LIN-C-01 | determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools |
| MA5-LIN-C-02 | graphs and interprets linear relationships using the gradient/slope-intercept form |
| MA5-LIN-P-01 | describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems |
| MA5-PRO-C-01 | solves problems involving probabilities in multistage chance experiments and simulations |
| MA5-PRO-P-01 | solves problems involving Venn diagrams, 2-way tables and conditional probability |
| MA5-DAT-C-01 | compares and analyses datasets using summary statistics and graphical representations |

PASS

| SEMESTER 1 | | | | |
|------------|--|---------------------------------------|-----------|---------------------------------|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 1 | Body Systems Examination | Term 1 Week 10 | 25% | PASS5-1 PASS 5-2 PASS5-10 |
| Task 2 | Practical Tasks: Team Building, Olympic Sports | Ongoing completed Term 2 Week 5 | 25% | PASS5-5 PASS5-9 |

| SEMESTER 2 | | | | |
|------------|---|---------------------------------------|-----------|---|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 3 | Physical Fitness / Nutrition | Term 4 Week 3 | 25% | PASS5-1 PASS5-7 PASS5-8 PASS5-10 |
| Task 4 | Practical Tasks: Football Games, Alternate Physical Activity, Fitness | Ongoing completed Term 4 Week 6 | 25% | PASS5-6 |

COURSE OUTCOMES

| OUTCOME | DESCRIPTION |
|----------|---|
| PASS5-1 | Discusses factors that limit and enhance the capacity to move and perform |
| PASS5- 2 | Analyses the benefits of participation and performance in physical activity and sport |
| PASS5-3 | Discusses the nature and impact of historical and contemporary issues in physical activity and sport |
| PASS5-4 | Analyses physical activity and sport from personal, social and cultural perspectives |
| PASS5-5 | Demonstrates actions and strategies that contribute to active participation and skilful performance |
| PASS5-6 | Evaluates the characteristics of participation and quality performance in physical activity and sport |
| PASS5-7 | Works collaboratively with others to enhance participation, enjoyment and performance |
| PASS5-8 | Displays management and planning skills to achieve personal and group goals |
| PASS5-9 | Performs movement skills with increasing proficiency |
| PASS5-10 | Analyses and appraises information, opinions and observations to inform physical activity and sport decisions |

| SEMESTER 1 | | | | |
|------------|---|--------------------------|-----------|--------------------------|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 1 | Let's Talk About Sex | Term 1 Week 10 | 25% | PD5-3 PD5-9 PD5-10 |
| Task 2 | Practical Tasks: Fitness, Invasion Games, Athletics | Ongoing Term 2 Week 5 | 25% | PD5-4 PD5-5 |

| SEMESTER 2 | | | | |
|------------|--|---------------------------------------|-----------|--------------------------|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 3 | Practical Tasks: Net/Court Sports Striking Games | Ongoing completed Term 4 Week 5 | 25% | PD5-4 PD5-5 |
| Task 4 | Mind, Body and Soul | Term 3 Week 7 | 25% | PD5-1 PD5-2 PD5-10 |

COURSE OUTCOMES

| OUTCOME | DESCRIPTION |
|---------|---|
| PD5-1 | Assesses their own and others' capacity to reflect on and respond positively to challenges |
| PD5-2 | Researches and appraises the effectiveness of health information and support services available in the community |
| PD5-3 | Analyses factors and strategies that enhance inclusivity, equality and respectful relationships |
| PD5-4 | Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts |
| PD5-5 | Appraises and justifies choices of actions when solving complex movement challenges |
| PD5-6 | Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity |
| PD5-7 | Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities |
| PD5-8 | Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity |
| PD5-9 | Assesses and applies self-management skills to effectively manage complex situations |
| PD5-10 | Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts |

Photographic and Digital Media

| SEMESTER 1 | | | | |
|------------|---|------------------|-----------|-------------------|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 1 | Photographical Historical Research | Term 1 Week 6 | 20% | 5.7 5.8 |
| Task 2 | Portfolio of Photographic Works including Art Diary | Term 2 Week 3 | 30% | 5.2 5.3 5.5 |

| SEMESTER 2 | | | | |
|------------|---|------------------|-----------|----------------------------------|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 3 | Critical Writing Task & Portfolio of Photographic Works including Art Diary | Term 4 Week 4 | 50% | 5.1 5.4 5.6 5.9 5.10 |

COURSE OUTCOMES

| OUTCOME | DESCRIPTION |
|---------|--|
| 5.1 | Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works |
| 5.2 | Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience |
| 5.3 | Makes photographic and digital works informed by an understanding of how the frames affect meaning |
| 5.4 | Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works |
| 5.5 | Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works |
| 5.6 | Selects appropriate procedures and techniques to make and refine photographic and digital works |
| 5.7 | Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works |
| 5.8 | Uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works |
| 5.9 | Uses the frames to make different interpretations of photographic and digital works |
| 5.10 | Constructs different critical and historical accounts of photographic and digital works |

| SEMESTER 1 | | | | |
|------------|------------------|------------------|-----------|-----------------------------|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 1 | Skills Test | Term 1 Week 7 | 20% | SC5-6WS, SC5-7WS, SC5-8WS |
| Task 2 | Mid-Year Exam | Term 2 Week 5 | 30% | SC5-11PW, SC5-10PW, SC515LW |

| SEMESTER 2 | | | | |
|------------|--------------------------|------------------|-----------|---|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 3 | Student Research Project | Term 3 Week 5 | 20% | SC5- 4WS, SC5-5WS, SC5-8WS, SC5-9WS, SC5-1VA, SC5-2VA |
| Task 4 | Semester 2 Exam | Term 4 Week 6 | 30% | SC5-12ES, SC5-16CW, SC5-14LW, SC5-15LW |

COURSE OUTCOMES

| OUTCOME | DESCRIPTION |
|----------|--|
| SC5-1VA | appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them |
| SC5-2VA | shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures |
| SC5- 4WS | Develops questions or hypotheses to be investigated scientifically. |
| SC5-5WS | produces a plan to investigate identified questions, hypotheses or problems, individually & collaboratively. |
| SC5-6WS | Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively. |
| SC5-7WS | processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions |
| SC5-8WS | applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems |
| SC5-9WS | presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations |
| SC5-14LW | analyses interactions between components and processes within biological systems |
| SC5-15LW | Explains how new biological evidence changes people's understanding of the world. |
| SC5-11PW | explains how scientific understanding about energy conservation, transfers and transformations is applied in systems |
| SC5-10PW | applies models, theories and laws to explain situations involving energy, force and motion |
| SC5-16CW | explains how models, theories and laws about matter have been refined as new scientific evidence becomes available |
| SC5-12ES | describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community |

Visual Arts

| SEMESTER 1 | | | | |
|------------|--------------------------|---------------------|-----------|-------------------|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 1 | Historical Research Task | Term 1 Week 7 | 20% | 5.8 5.10 |
| Task 2 | Portfolio of Artworks | By Term 2 Week 3 | 30% | 5.4 5.5 5.6 |

| SEMESTER 2 | | | | |
|------------|-----------------------------|------------------|-----------|-------------------|
| | Task Description | Scheduled For | Weighting | Outcomes Assessed |
| Task 3 | Critical & Historical Study | Term 3 Week 8 | 20% | 5.7 5.9 |
| Task 4 | Portfolio of Artworks | Term 4 Week 4 | 30% | 5.1 5.2 5.3 |

COURSE OUTCOMES

| OUTCOME | DESCRIPTION |
|---------|---|
| 5.1 | Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks |
| 5.2 | Makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience |
| 5.3 | Makes artworks informed by an understanding of how the frames affect meaning |
| 5.4 | Investigates the world as a source of ideas, concepts and subject matter in the visual arts |
| 5.5 | Makes informed choices to develop and extend concepts and different meanings in their artworks |
| 5.6 | Demonstrates developing technical accomplishment and refinement in making artworks |
| 5.7 | Applies their understanding of aspects of practice to critical and historical interpretations of art |
| 5.8 | Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art |
| 5.9 | Demonstrates how the frames provide different interpretations of art |
| 5.10 | Demonstrates how art criticism and art history construct meanings |

Year 9 Assessment Matrix

ONE COLLEGE • THREE CAMPUSES • UNLIMITED OPPORTUNITIES

Term One

| Course/Task/Weighting | | | |
|-----------------------|---|-----------------------------------|---|
| Week | Core | | Elective |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | Industrial Tech Metal Safety Test 20% | | PDM Research 20% |
| 7 | Science Skills Test 20% | | Industrial Tech Timber Safety Test 20% |
| 8 | Marine Studies Practical and Written Test 25% | Mathematics Test 25% | Visual Arts Research Task 20% |
| 9 | Child Studies Preparing for Childbirth 25% | | History Research Task 50% |
| 10 | Food Technology Food and Australian Identity 25% | PASS Examination 25% | Commerce Visual Presentation 25% |
| 11 | PDHPE Let's Talk About Sex 25% | | English Analytical Response 35% |

Year 9 Assessment Matrix

ONE COLLEGE • THREE CAMPUSES • UNLIMITED OPPORTUNITIES

Term Two

| Course/Task/Weighting | | | | | | | | |
|-----------------------|--|--|--|---|--|---|--|-------------------------------|
| Week | Core | | | | Elective | | | |
| 1 | | | | | | | | |
| 2 | History Research Task 50% | | | | | | | |
| 3 | | | | | PDM Portfolio 30% | | Visual Arts Portfolio 30% | |
| 4 | | | | | | | | |
| 5 | History Exam 50% | Mathematics Examination 25% | Child Studies Newborn Growth and Care 25% | Industrial Tech Metal Folio Tack Hammer 30% | Marine Studies Written Test 25% | Industrial Tech Timber Folio 30% | PASS Practical 25% | Science Exam 30% |
| 6 | Commerce Research Task 25% | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | Food Technology Food Selection and Health 25% | | | | | | | |
| 10 | English Storyboard and Analysis 35% | | | | | | | |

Year 9 Assessment Matrix

ONE COLLEGE • THREE CAMPUSES • UNLIMITED OPPORTUNITIES

Term Three

| Course/Task/Weighting | | | |
|-----------------------|---|--|---|
| Week | Core | | Elective |
| 1 | | | Marine Studies Journal Assignment 25% |
| 2 | | | |
| 3 | | | |
| 4 | | | Commerce Multimodal Presentation 25% |
| 5 | Science Student Research Project 20% | | |
| 6 | Mathematics Project 25% | | IT Timber Research Task 20% |
| 7 | PDHPE Mind, Body and Soul 25% | | IT Metal Communication Techniques and Technologies 20% |
| 8 | | | Visual Arts Critical Study 20% |
| 9 | English Creative Task 30% | Geography Research Task 50% | Child Studies Play and the Developing Child 25% |
| 10 | Food Technology Food Product Development 25% | | |

Year 9 Assessment Matrix

Term Four

| Course/Task/Weighting | | | | | | |
|-----------------------|--|--|---|---|---|--|
| Week | Core | | | Elective | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | PASS Physical Fitness/Nutrition 25% | | | | | |
| 4 | Child Studies Media and Technology in Childhood 25% | | | PDM Critical Writing Task & Portfolio of Photographic Works including Art diary 50% | Visual Arts Portfolio 30% | |
| 5 | PDHPE Practical 25% | IT Timber Folio Hall Table 30% | IT Metal Folio F Clamp 30% | Commerce Examination 25% | Marine Studies Snorkelling Skills and Written Test 25% | |
| 6 | Geography Examination 50% | Mathematics Examination 25% | Science Examination 30% | Food Technology Food Equity 25% | PASS Practical 25% | |
| 7 | | | | | | |
| 8 | IT Timber Evaluation of Final Project 30% | | | IT Metal Evaluation of Final Project 30% | | |
| 9 | | | | | | |
| 10 | | | | | | |

Great Lakes College Tuncurry Campus

Illness/Misadventure/Extension Appeal Form

The **Great Lakes College Tuncurry Campus Assessment Policy** aims to support and encourage students to take responsibility for completing and submitting formal school-based assessment tasks on time. The purpose of this form is to provide parents/carers with the opportunity to explain why the student was not able to submit or complete the task on the due date. Completing this form does not guarantee approval of your application or exemption from penalty. Please refer to the **Assessment Policy** for further details. This form must be submitted to the classroom teacher within ONE week of the assessment task due date.

| | |
|--|-------------------------|
| Name: | Subject: |
| Class: | Teacher: |
| Assessment Task: | |
| Task due date: | Task notification date: |
| Contact made with Front Office on day of task: (School use only) Yes / No | |

Student or Parent/Carer Statement (Please tick the appropriate option)

- I was unable to attempt the assessment task on the scheduled date due to illness/misadventure
- I did not submit the assessment task on the scheduled date due to illness/misadventure
- I believe my performance in the assessment task was impacted due to illness/misadventure
- I have a planned absence due to school business (e.g. sport, excursion, work experience etc.)
- I have a planned absence due to personal reasons (e.g. orthodontic appointment, driving test etc.)

Student or Parent/Carer Explanation

Medical certificate attached

I hereby request: An extension A mark estimate No penalty for late submission

Student signature: _____

Date: _____

Parent/carers signature: _____

Date: _____



Classroom Teacher Comment

I have noted the appeal request and have made the following recommendation:

Classroom Teacher signature: _____ Date: _____

Head Teacher to complete

Based on the above details, action to be taken:

Work to be accepted as is

Estimate based on other tasks

Alternative task to be completed

Sit task for practice/outcomes

Mark to be considered in light of other tasks

Non-attempt to be recorded ('N' Determination warning process to be followed)

Zero marks to be recorded

Extension of due date

Other

| |
|--|
| |
| |
| |
| |
| |
| |
| |
| |
| |

Head Teacher signature: _____ Date: _____

Classroom teacher is to store the completed form with the Assessment Task Register.

Students are to be immediately notified by the classroom teacher of the outcome of this appeal. If students have any questions, they are free to discuss their concerns with the faculty Head Teacher.