



SAN CLEMENTE
CATHOLIC COLLEGE
MAYFIELD

2025 ASSESSMENT HANDBOOK

YEAR 9



YEAR 9

Introduction

The purpose of this Assessment Handbook is to provide information to parents / carers and students regarding their studies in Year 9. The procedures in this handbook are based on those required for the Preliminary and HSC courses and as such reference to the HSC is made at times in this handbook. Our aim at San Clemente Catholic College is for students to be prepared for their Stage 6 studies and be treated fairly for all courses studied.

NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) is the government agency responsible for education in NSW. Information can be accessed at their website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Responsibility of Students

Students are required to both understand and comply with the Year 9 Assessment Policy as outlined in this handbook. Please note: ignorance is NOT an excuse.

Evaluation

This policy will be reviewed annually as required by NSW Education Standards Authority (NESA).

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1. Achieving the RoSA

1.1 Achieving the ROSA

The RoSA provides information on a student's performance throughout Stage 5 and Stage 6, up to a student's completion of HSC requirements. [1] Mandatory curriculum requirements are listed on the RoSA under a separate heading with the notation 'Completed'. From the end of Year 10, students can access their cumulative results and the courses they are enrolled in by downloading their eRecord in Students Online. The Student eRecord is an interim report, not a formal credential. [6] However, Students who leave school before the completion of Year 10 are not eligible for the RoSA or Transcript of Study. [5]

1.1.1 Eligibility for the RoSA

To be eligible for the RoSA, a student who leaves school at or after the completion of Year 10, but before completing the HSC, must have:

- a. attended a government school, an accredited non-government school, a school outside NSW recognised by NESAs or a TAFE NSW institute, and
- b. participated in, and satisfactorily completed the mandatory curriculum requirements for Years 7–10, and
- c. complied with any other regulations or requirements mandated by the Minister or NESAs. [7]

Students completing outstanding requirements for the award of the RoSA may accumulate courses while undertaking Stage 6 courses or until the date they leave school. [9]

Accumulation is when a student satisfactorily completes and accrues one or more courses. Students may be entered into Stage 5, Preliminary and/or HSC courses within the same calendar year eg Accelerated Advanced Mathematics. [ACE Rules 12.2.1]

Principals must:

- inform Student Records if a student becomes eligible for the RoSA while undertaking Stage 6 courses by emailing records@nesa.nsw.edu.au, and
- provide all outstanding data to NESAs. [10]

Schools must not disclose submitted Stage 5 (Year 10) course grades or Life Skills outcomes achieved to students until NESAs releases final grades to schools on the Year 10 Results Release dated outlined in the Timetable of actions for secondary schools. [22]

1.1.2 Appealing NESAs's decision to withhold the RoSA

Students wishing to appeal against NESAs's decision to withhold the RoSA should email Student Support at studentsupport@nesa.nsw.edu.au. [23]

2. Assessment, results and appeals

Assessment Principles – Standards-Referenced Assessment

Assessment is used to analyse and interpret the knowledge, understanding and skills that students demonstrate throughout the learning process. Assessment provides information about student learning and achievement at a point in time and the progress students have made

Standards-referenced assessment refers to the process of interpreting information about student learning in relation to standards. It is used to compare student performance to a standard with objective criteria rather than to the performance of other students. Standards-referenced assessment can provide meaningful feedback about student achievement and support consistent assessment and reporting.

What are standards?

A standards-referenced approach is used to assess and report student achievement in NSW. This approach comprises 2 components:

- syllabus outcomes and content describe what students are expected to learn
- how well students demonstrate achievement is described in performance standards such as the Common Grade Scale.

Syllabus outcomes are used by teachers to:

- plan and develop learning and assessment opportunities in relation to content
- assess student progress and achievement in relation to intended learning
- report student progress and achievement at key points in time.

Performance standards used to report student achievement in NSW include:

- Common Grade Scale (Years 1 to 10)
- Stage 5 Course Performance Descriptors (end of Year 10)

Note: Formative and Summative Assessment

There are a wide range of terms used when educationalists refer to assessment. To clarify these terms and provide a context for their use, definitions will be provided for *formative* and *summative* assessment.

In defining formative assessment, Black and William (1998b, as cited in William, 2016) use, “the general term assessment to refer to all those activities undertaken by teachers – and by students in assessing themselves – that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet student needs. (p.140)”

To avoid confusion for all members of San Clemente Catholic College community (students, teachers and parents), the term *Formative Assessment* will be used in all communications when identifying informal assessment.

Stiggins and DuFour (2009, as cited in DuFour et al., 2010), outline summative assessment as “attempts to determine if students have met intended standards by a specified deadline. It provides helpful information regarding the strengths and weaknesses of curricula and programs in a district, school or department, and it often serves as a means of promoting institutional accountability. The infrequency of these end-of-process measurements, however, limits their effectiveness in providing the timely feedback that guides teacher practice and student learning. (p.75)”

Formal assessment, and assessment of learning are also possible terms used when referring to summative assessment terms. To ensure a common language is used in all literature and conversations, the term *Summative Assessment* will be used in all communications.

2.1 Formal assessment programs and tasks

The primary role of assessment in Stages 4 and 5 is to establish where students are in their learning so that teaching can be differentiated, feedback provided and learning progress can be monitored over time. Assessment in Stages 4 and 5 is integrated in teaching and learning programs and may consist of formative and summative assessment tasks.

At San Clemente, students in Years 9 and 10 receive an Assessment Handbook specifically for that year which outlines:

- assessment schedule for each subject – indicating:
 - number of tasks
 - term and week of task
 - weighting of task
- procedures for submission
- requirements for Illness and/or Misadventure.

Students in Years 9 and 10 will be required to complete a maximum of **FOUR** Summative Assessment Tasks each year per course or **TWO** Summative Assessment Tasks each semester per course.

2.1.10 Formal assessment tasks with multiple parts

Students may only be issued a formal assessment task that has:

- a. one due date, and
- b. assesses student achievement at a point in time, and
- c. may contain more than one part.

However, a formal assessment task with more than one part must have the same due date and will contribute to the maximum weighting for that task.

2.1.13 Task Notifications

Formal assessment task notifications must be given out fourteen calendar day of the due date. The notification must include:

- a. course components and component weightings,
- b. syllabus outcomes assessed, and
- c. type of the assessment task, and
- d. scheduled date and time for attempting or submitting the task, and
- e. marking criteria, where appropriate.

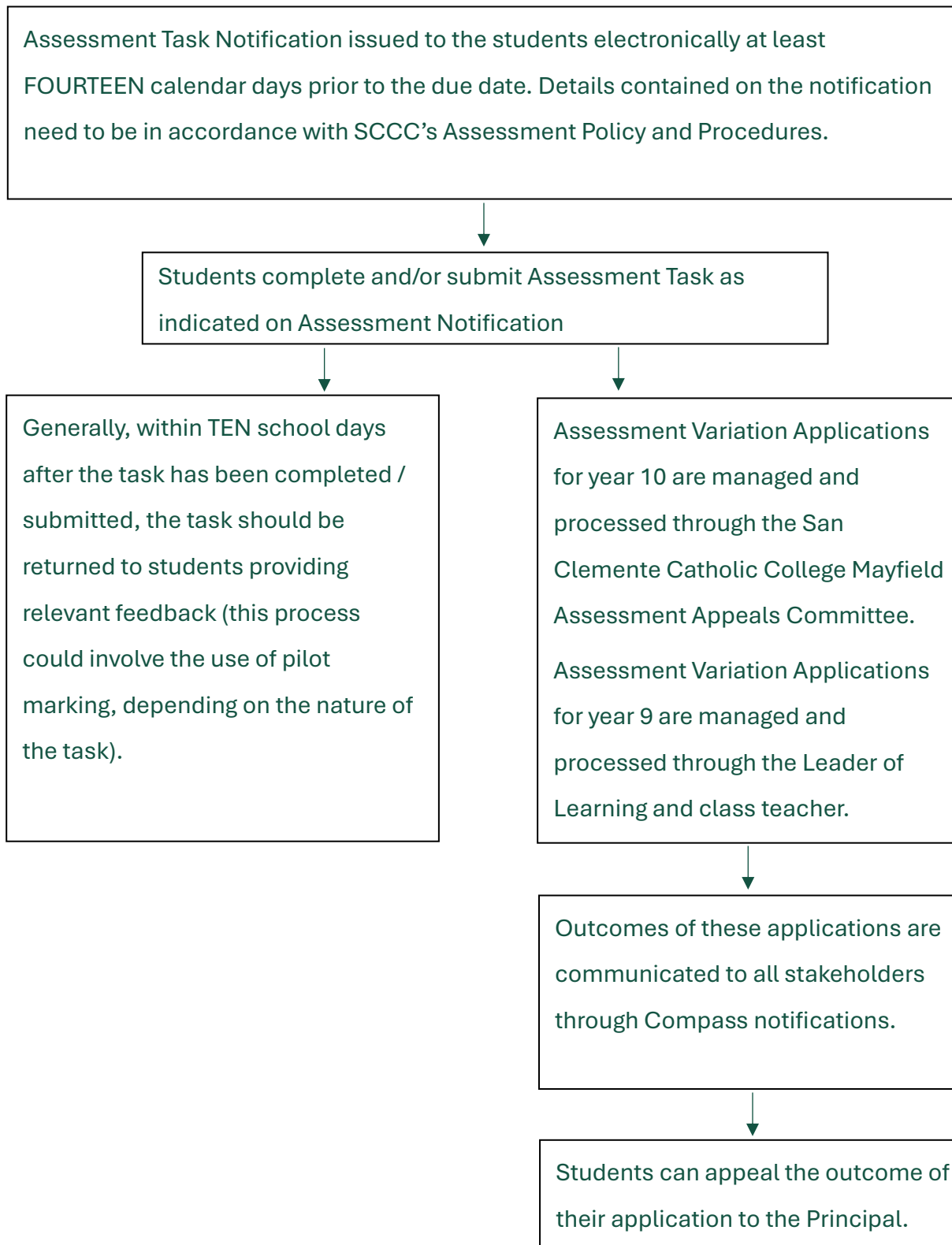
A formal assessment task with more than one part, the notification must detail the requirements for each part, including that all parts are to be submitted and/or completed together.

2.1.15 Substituting assessment tasks

Students in Years 9 and 10 are expected to attempt all assessment tasks. If a student has a valid reason for not completing an assessment task, San Clemente must provide the student with an opportunity to attempt the assessment task by either:

- a. providing an extension of time to complete the original assessment task (as long as this extension does not diminish the validity of the original task), or
- b. providing the student with a substitute assessment task.

San Clemente Catholic College Assessment Procedure



San Clemente Catholic College Procedures for Submission of Assessment Tasks

There are two general types of Summative Assessment Tasks:

- **In-Class Summative Assessment Tasks** – examples of these types of tasks include examinations, in-class responses, oral tasks, practical tasks and performance tasks (eg: music or drama performances)
- **Submitted Summative Assessment Tasks** - examples of these types of tasks include research tasks, written / scientific reports and extended responses.

In-Class Assessments Tasks will be completed on the nominated date and the specified lesson. This information will be identified on the Summative Assessment Task Notification.

Submitted Assessment Tasks can be submitted in a range of ways, depending on the nature of the task. The process for submission will be clearly outlined on each Summative Assessment Task's Notification. The ways tasks can be submitted include:

- a. Online / Electronic submission via Compass:
 - Students are responsible for submitting their task by **8:45am** on the specified date on the Assessment Task Notification.
 - Students completing Oral Summative Assessment Tasks will be required to submit a copy of their speech on the due date.
- b. Hand in submissions (examples include models, design folios etc):
 - Students are responsible for submitting their task by **8:45am** on the nominated date.

San Clemente Catholic College Penalties for Late / Non-Submission of Assessment Tasks

Students need to clearly understand that there are significant penalties if Assessment Tasks are not completed and submitted by the specified due date and there are no valid reasons and / or supporting evidence. Furthermore, penalties can also be applied for academic malpractice and / or non-compliance with San Clemente Catholic College Assessment / Examination Etiquette requirements.

Penalties are as follows and are applicable to students from Years 9 - 10:

Description of Circumstance	Penalty Details
Summative Assessment Task / Examination submitted and or completed ONE day late	25% of maximum mark
Summative Assessment Task / Examination submitted and or completed TWO days late	50% of maximum mark
Summative Assessment Task / Examination submitted and or completed THREE days or more late	Zero Marks for task
Non-completion of a Summative Assessment Task / Examination with no valid reason and or supporting evidence	Zero Marks for task N Warning given
Academic Malpractice and or non-compliance with Assessment / Examination Etiquette requirements	Zero Marks for task

NB: Weekends will count as TWO days

Scenario 1:

Student submits Summative Assessment Task ONE day late with Summative Assessment Variation Form and supporting evidence. Reason approved by San Clemente Catholic College Assessment Appeals Committee.

Likely Outcome:

No penalty of marks applied

Scenario 2:

Student submits Summative Assessment Task ONE day late without Summative Assessment Variation Form or supporting evidence and no valid reason.

Likely Outcome:

Penalty of 25% of the maximum marks.

Example:

Total marks for Summative Assessment Task is 80 marks.

Student scores 45 marks for task

Task is submitted ONE day late – penalty is loss of 25% of the maximum marks.

$\therefore 25\% \text{ of } 80 = 20$

To determine the student's score to be recorded the 20 mark penalty is deducted from their original score of 45 ie: $45 - 20 = 25$

The score recorded for this task for the student is 25 marks

Scenario 3:

Student submits Summative Assessment Task TWO days late without Summative Assessment Variation Form or supporting evidence and no valid reason.

Likely Outcome: Penalty of 50% of the maximum marks.

Example: Total marks for Summative Assessment Task is 90 marks.
Student scores 53 marks for task
Task is submitted TWO days late – penalty is loss of 50% of the maximum marks.
∴ 50% of 90 = 45
To determine the student's score to be recorded the 45 mark penalty is deducted from their original score of 53 ie: $53 - 45 = 8$
The score recorded for this task for the student is 8 marks

Scenario 4:

Student submits Summative Assessment Task THREE days late without Summative Assessment Variation Form or supporting evidence and no valid reason.

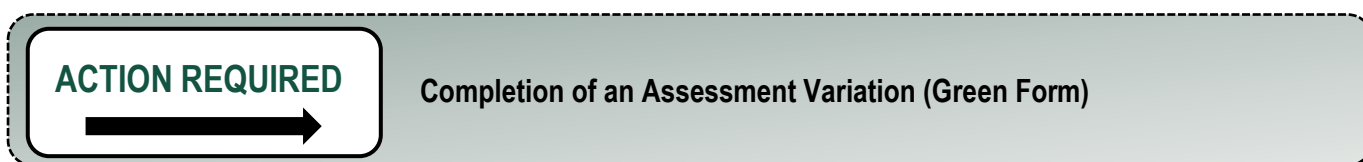
Likely Outcome: ZERO marks for the summative assessment task.

Scenario 5:

Student does NOT complete Summative Assessment Task. Student does not submit supporting evidence or a valid reason within FIVE days after the original due date of the task.

Likely Outcome: ZERO marks for the Summative Assessment Task. Task stills need to be attempted and submitted. N Warning letter issued.

Absences due to Illness



For all absences due to medical illnesses, an Assessment Variation Form must be submitted

In addition the following conditions also apply:

- Students must submit a completed Assessment Variation Form including supportive evidence to Student Services within FIVE school days of the assessment task due date.
- In circumstances where students need to attend a scheduled medical appointment (eg: Paediatricians Appointment or Orthodontists Appointment etc) and this appointment coincides with an Assessment Task an Assessment Variation Form **MUST** be submitted at least FIVE school days prior to the date of the Assessment Task.

- In these situations, the student may complete the Summative Assessment Task prior to attending the scheduled appointment. In this instance, the student will be expected to complete an Assessment Variation Declaration where they agree to NOT share any details related to the task with any peers until all students have completed the task. The declaration will be completed at the conclusion of the task.

Failure to follow any of these procedures could result in a zero mark being awarded.

Absences due to Acceptable Unforeseen Circumstances (eg Funeral)

ACTION REQUIRED



- **Completion of a Assessment Variation**

In circumstances where a student needs to be absent for an Assessment Task due to an unforeseen reason, the following actions must take place:

- Parent needs to advise the Assistant Principal of the circumstances. In some situations, written notification may be required.
- Student must submit a completed Assessment Variation Form to Student Services within FIVE school days of the assessment task due date.
- The missed Assessment Task **must** be completed immediately upon return to school or at a time that is suitable to the school. Students will be required to report to the Library period 2 on their first day on return to school where the student will complete the task.
- If possible, the student may complete the task prior to the leave. In this instance the student will be expected to complete an **Assessment Variation Declaration** where they agree to NOT share any details related to the task with any peers until all students have completed the task. The declaration will be completed at the conclusion of the task.
- The Principal and Assistant Principal-Teaching and Learning or SCCC's Assessment Appeals Committee will be the final arbiter of the acceptability of the reason for the absence.
- In cases where the task is a Submitted Task and the Assessment Task Notification has been issued at least TEN school days prior to the due date of the task, a student will generally not be granted an extension.

Absences due to Acceptable Foreseen School Circumstance (eg Extra Curricula Activities - Public Speaking, Sport, Work Placement etc)

ACTION REQUIRED



Completion of a Assessment Variation including all details and submitted to Student Services **FIVE SCHOOL DAYS** prior to the due date of the Assessment Task

Students representing the school in an extra-curricular activity or participating in an internal school-based activity are required to follow the procedure outlined below:

- Student must submit a completed Assessment Variation Form to Student Services FIVE school days prior to the due date of the Assessment Task.
- In situations where the task is a Submitted Task and the Assessment Task Notification has been issued at least TEN school days prior to the due date of the task, a student will generally not be granted an extension.
- The missed Assessment Task **must** be completed immediately upon return to school or at a time that is suitable to the school. Students will be required to report to the Library period 2 on their first day on return to school where the student will complete the task.
- If possible, the student may complete the task prior to the leave. In this instance the student will be expected to complete a **Summative Assessment Variation Declaration**, where they agree to NOT share any details related to the task with any peers until all students have completed the task. The Summative Assessment Declaration will be completed at the conclusion of the task.
- Students with a demonstrated pattern of non-compliance (eg two occasions) with respect to submitting the Assessment Variation Form FIVE days prior to the due date of the Assessment Task, will place future opportunities to represent the school in doubt.

Absence with approved leave from school (eg Principal approved holidays)

ACTION REQUIRED



Completion of an Assessment Variation form following approval of Extended Leave or Exemption forms.


San Clemente discourages students taking leave for holidays during the school term. If leave is required, students are required to follow the procedures below:

- Completion and submission of External Leave or Exemption application to College Principal
- On approval of leave and before going on leave, complete Assessment Variation form and submit to Student Services with acknowledgement of approved leave
- SCCC Assessment Appeals Committee will determine outcome of task:
 - Task to be completed before leave

- Task to be completed on return
- Alternate task given
- Date of submission for the outcome of task will be advised.

Acceptable Absences during an Extended Time Assessment

ACTION REQUIRED



- Completion of Assessment Variation
- Provide Supporting Evidence

If an acceptable absence occurs during the period of an extended time for Assessment Tasks (eg practical project or large research assignment) an extension of the due date can be applied for. However, students should not assume that an extension will be granted. If an extension of time is granted the time could be of a pro-rata nature. For example, three school days illness may warrant three school days extension.

2.1.3 Adjustments to school-based assessment

Schools must ensure that students with disability can access and participate in education on the same basis as other students. The school must determine, and implement, reasonable adjustments for a student with disability for school-based assessment tasks. Adjustments are actions taken that enable a student with disability to access syllabus outcomes and content on the same basis as their peers.

Schools are responsible for any decision to determine adjustments to school-based assessment activities and tasks, including in-school tests. Adjustments at a school level are not disability provisions for the HSC. Adjustments for school-based assessment tasks may be different to disability provisions approved for HSC exams. However, schools must still provide adjustments for school-based assessment.

San Clemente Catholic College disability provisions are applicable for all Summative Assessment Tasks, including examinations. San Clemente Catholic College procedures aim to ensure:

- Consistent academic standards applied to all students.
- Any adjustments or access arrangements made must maintain the academic rigour of the Summative Assessment Task and the integrity of the credential being studied.
- The principle of non-discrimination must be balanced with the maintaining of rigour and integrity and equity for all students.
- The use of assistive technologies to complete Summative Assessment Tasks be investigated where necessary as long as equal rigour and challenge are maintained.
- That there is an appeal process as part of the procedures.

2.3 Allocating and submitting Stage 5 grades

Providing all available evidence, students will have the opportunity to demonstrate their full range of achievement at the completion of the 100-hour or 200-hour course and relative to the Common Grade Scale.

Teachers will submit an A to E grade to NESAs for every student entered into a 100-hour or 200-hour graded Stage 5 course. This grade is submitted also for students who have been assigned an 'N' for their achievement, should they successfully appeal against the 'N' determination.

2.4 Retaining student work samples and assessment activities

A selection of student work samples from all graded Stage 5 courses (ACE 2.4.2.11) is kept by the school in order to:

- provide NESAs with samples for grade monitoring and determining consistency with state-wide standards
- be used by schools to strengthen consistency of professional judgements when allocating grades consistent with student achievement
- undertake a school review.

2.4.1 Selecting and retaining student work samples and corresponding assessment activities

The work samples must be:

- a. students' original work and identify the course and grade represented, and preferably without:
 - i. student identifying information
 - ii. teachers' comments on a performance or submitted work.
- b. drawn from assessment activities conducted in the latter half of the course
- c. based on outcomes and content from the current syllabus for the course, and
- d. demonstrate performance towards the end of the course that is typical of students awarded a particular grade by the school.

Work samples may be drawn from:

- a. written or practical assessment (recording of performance tasks or images) activities
- b. the same assessment activity or from different assessment activities
- c. the same student or different students, and
- d. past years for Stage 5, provided the outcomes assessed are based on the current syllabus and the pattern of grades awarded has not changed significantly.

4. Course Completion

4.1.1 Course Completion – Stage 5 courses

To be considered as completed a course, as student must:

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

NESA does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements. (ACE 4.1.1)

San Clemente Catholic College is required to apply the NESA Course Completion (Stage 5) criteria to the ROSA credential. To support the implementation of these NESA requirements, San Clemente Catholic College outlines the following points:

- The Principal may determine that, as a result of absences, a student may not have completed the course.
- Students have to 'satisfactorily' complete the ROSA credential requirements prior to commencing study in preliminary courses and in turn they have to 'satisfactorily' complete the Preliminary Course requirements before commencing study of the HSC courses
- Students are expected to make a **serious attempt** at all assessment tasks.
 - The 2024 HSC Rules and Procedures explicitly outlines that students are required to "make a serious attempt at the exam by answering a range of question types (Note: answering only multiple-choice questions is not considered a serious attempt – you may have the course cancelled) (p.22)."

<https://www.nsw.gov.au/sites/default/files/2023-10/2024-rules-and-procedures-guide.pdf>
 - Where concerns arise in a particular course students and families will be advised formally in writing.

If a student is deemed not to have completed a course, the student will receive an 'N' determination. The course will be listed as 'Not Completed' on the students Record of School Achievement, and this may mean that they are not eligible for the RoSA in that year.

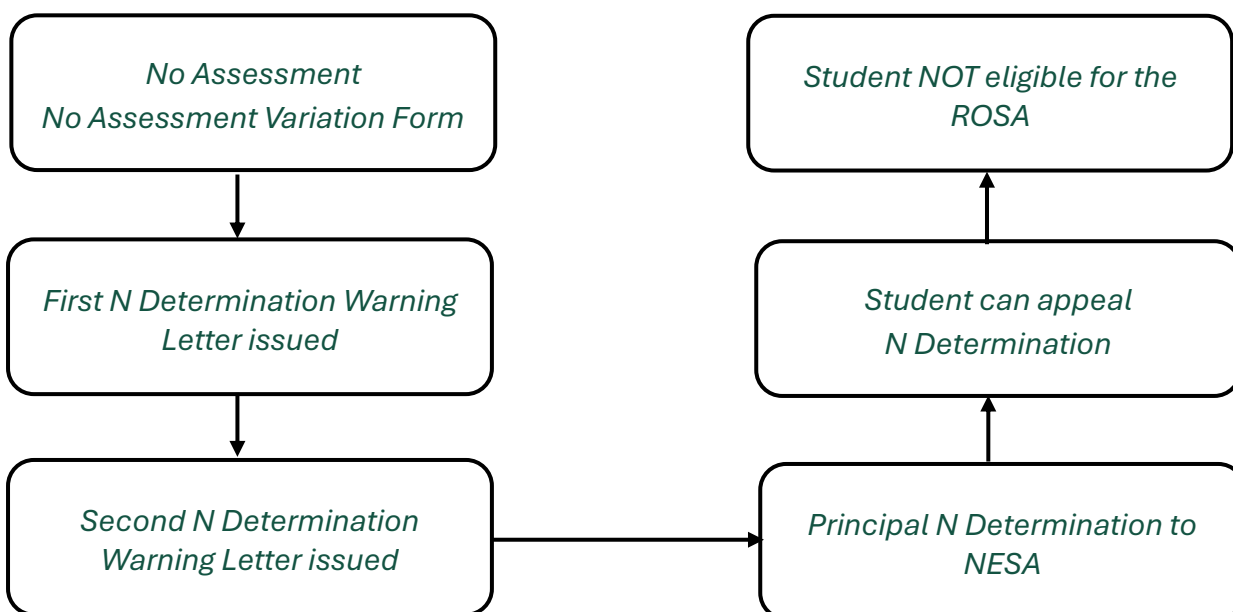
San Clemente Catholic College Attendance Expectations

In light of the attendance and absence advice from NESA outlined above, San Clemente Catholic College has the following expectations:

- In general, families who are aware in advance that their child will be absent from school for a period of time need to apply in writing to the Principal identifying the dates of the leave and the reason. In cases where the leave is greater than TEN days a 'Certificate of Exemption from Attendance' will be issued by the school on behalf of the NSW Department of Education.
- In instances where there is a pattern of absence from school of students in Years 7 – 10 without valid reasons, San Clemente Catholic College will communicate these concerns to the families.

Satisfactory ROSA (Stage 5) Course Completion Flowchart

The flowchart below provides a summary of the process which San Clemente Catholic College will follow when there are concerns related to the Satisfactory Completion of a Stage 5 Course. This process follows the requirements outlined by NESA.



Record of School Achievement – attendance in relation to satisfactory completion of a Stage 5 course

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

In cases of prolonged absence and/or where the principal is not satisfied that course completion criteria can be met or that progress can be maintained, the principal may judge that catching up is not feasible. As far as possible, early warning of the consequences for a student of such an absence should be given.

Absence through illness and/or physical injury

In the case of prolonged or recurring illness or injury, a medical certificate will be accepted as satisfactory evidence of legitimate absence.

In many instances, school work may be undertaken while at home or in hospital. In this way, the principal may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.

A student affected by long-term illness may elect to accumulate the Record of School Achievement. The student will then be graded with the cohort of students with whom he or she completes each course.

Absence on holidays

Holidays during school term periods are to be avoided. If leave is required, parents / carers must complete relevant Extended Leave or Exemption forms. In most cases, students will complete / submit the task before their departure.

It may be possible for compensatory assignments to be negotiated, completed and posted back to school by students who are absent on holidays. In this way, the principal may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.

Some students may be judged able to catch up missed work upon return, in order to meet course requirements and achieve the outcomes of the course.

Absences without satisfactory explanation

Any unsatisfactorily explained absence, or series of unexplained absences, if the length or pattern is extensive, may result in a course(s) not being satisfactorily completed. Warning letters to the student/parent must indicate how the absence may result in non-completion of course requirements and must set out the steps necessary for the student to satisfactorily complete the course(s).

Absence prior to the final date for Year 10

It is a requirement for the award of the Record of School Achievement that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by NESAs, are met.

This information is taken from the ACE Manual: ACE 4.1 – Record of School Achievement – procedures for dealing with absences in Years 7–10

5. Curriculum Requirements

The Record of School Achievement (RoSA) is available to eligible students who leave school before completing the HSC. For students to satisfactorily complete mandatory curriculum requirements to be eligible for the RoSA, they will undertake:

- 400 hours of English to be studied substantially throughout each of Years 7–10, and
- 400 hours of Mathematics to be studied substantially throughout each of Years 7–10, and
- 400 hours of Science to be studied substantially throughout each of Years 7–10, and
- 400 hours of HSIE:
 - 100 hours of mandatory History throughout Years 7–8, and Years 9–10
 - 100 hours of mandatory Geography throughout Years 7–8, and Years 9–10, and
- 300 hours of PDHPE to be studied substantially throughout each of Years 7–10, and
- 200 hours of Technology Mandatory in Years 7–8, and
- 100 hours of Visual Arts in Years 7–8 to be taught as coherent units of study, and
- 100 hours of Music in Years 7–8 to be taught as coherent units of study, and
- 100 hours of a Language other than English over one continuous 12-month period between Years 7–10, preferably in Year 7 or Year 8. Stage 4 outcomes and content must be covered.

6. Disability provisions and appeals

Disability provisions address students' exam needs impacted by one or more of following categories of disability:

- i. Learning, and/or
- ii. medical, and/or
- iii. vision, and/or
- iv. hearing.

Disability provisions are determined on the basis of functional evidence and provide practical support for students with disability to access (HSC) exams, not to achieve potential.

San Clemente Catholic College disability provisions are applicable for all Assessment Tasks, including examinations. San Clemente Catholic College procedures aim to ensure:

- Consistent academic standards applied to all students.
- Any adjustments or access arrangements made must maintain the academic rigour of the Assessment Task and the integrity of the credential being studied.
- The principle of non-discrimination must be balanced with the maintaining of rigour and integrity and equity for all students.
- The use of assistive technologies to complete Assessment Tasks be investigated where necessary as long as equal rigour and challenge are maintained.
- That there is an appeal process as part of the procedures.

6.1.2.4 Applying for disability provisions

Families will make an application on behalf of their child to San Clemente Catholic College Learning Support Coordinator for disability provisions. Accompanying the application will be the following information:

- Identification of disability
- Reports from Registered Medical Practitioners and Registered Clinical Psychologists
- Vision or hearing test results
- Other supporting documentation (eg: Mental Health Plans)

In the case of students who have been diagnosed with a Mental Health Condition, they will need to have a letter of diagnosis from the relevant Medical Professional (eg: Registered Clinical Psychologists; Registered Paediatrician). This diagnosis cannot be any older than twelve months.

Furthermore, the student should be receiving ongoing intervention from the relevant Medical professional (eg: Psychologist). In situations where the student has a Mental Health Plan this should be provided to the College.

The Learning Support Coordinator will determine if additional information is required (eg classroom observations etc) prior to presenting the application along with the supporting evidence to San Clemente Catholic College Learning Support Committee for determination.

6.1.3.8 Adjustments for school-based assessment tasks

Schools must ensure that students with disability can access and participate in education on the same basis as other students, as required under the *Disability Standards for Education 2005*.

The school must determine, and implement, reasonable adjustments for a student with disability for school-based assessment tasks, that enable a student with disability to access syllabus outcomes and content on the same basis as other students.

Schools are responsible for any decision to determine adjustments to school-based assessment activities and tasks, including in-school tests.

9. Illness/Misadventure

9.1.1 Illness/Misadventure program

As examination marks are intended to be a measure of a student's actual examination performance, applications must relate to illness or misadventure suffered immediately before or during the examination(s) that has affected the student's performance.

NESA administers the Illness/Misadventure program to support students who:

- a. experience illness or misadventure immediately before or during an (HSC) exam
- b. are prevented from attending or impacted during an (HSC) exam.

Illness is defined as: or illness or injury suffered directly by the student which allegedly affected the students' performance (eg influenza, asthma attack, cut hand)

Misadventure is defined as: any other event beyond the student's control which allegedly affect the students performance (eg death of a friend or family member, involvement in a traffic accident)

9.1.1.5 Illness/Misadventure program exclusions

Application for appeal does NOT cover:

- a. attendance at a sporting or cultural event, or family holiday, or
- b. alleged inadequacies of teaching, or
- c. long-term matters relating to loss of preparation time, or loss of study time or facilities, or
- d. disabilities for which NESA has already granted disability provisions, unless:
 - i. an unforeseen episode occurs during the exam; or
 - ii. further difficulties with the approved provision(s) occur during the exam; or
- e. long-term illness (for example glandular fever, asthma, and epilepsy), unless the student has a 'flare-up' of the condition immediately before or during the HSC exam, or
- f. matters avoidable by the student (such as misreading the examination timetable, or misinterpreting the exam paper or not ensuring appropriate safeguards to protect their work).

Technology and Assessment Tasks

Most students now use some form of electronic technology to produce their submitted Assessment Tasks. Some Assessment Tasks will require that students submit the task in electronic form, and this will be specified on the Assessment Task Notification.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date.

Technology failure is NOT, in itself, a valid reason for failure to submit a Assessment Task on time.

Technology breakdown, as grounds for extension, will only be considered in extreme circumstances.

To minimise problems in relation to technology, students should adhere to the following protocols:

- continually back up all work on the hard drive of their computer and on an external portable storage device (such as a USB drive) or in a relevant cloud based storage facility (eg OneDrive).
- tasks which are to be submitted electronically should follow the specific instructions outlined on the Assessment Task Notification in relation to file format / software programs. In circumstances, where students may utilise unconventional file formats / software programs they should consult with their teacher at least 48 hours prior to submission.
- send a copy of the final version of your task to an email address that can be accessed at school (such as yourname@mnstu.catholic.edu.au email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of a task, print the task at home. During busy times, there may be difficulty accessing the school printers. If the task cannot be printed at home, download the task onto an external portable storage device (such as a USB drive) and bring it to school for printing. **Note: printing at school must be completed prior to the time and date of submission.**

9.1.1.7 Expectation to attend scheduled exams

NESA recommends where at all possible students should attend their exams except when unsafe to do so, or against specific documented medical advice.

Students unable to attend an exam should submit necessary paperwork, including an Illness/Misadventure form to support their absence.

9.1.2 Illness / misadventure applications

San Clemente Catholic College procedures for Students in Years 9 – 10 related to Illness / Misadventure will reflect the expectations of the NESA guidelines identified above. Therefore:

- Students may lodge an Illness / Misadventure application using the **Assessment Variation Form** if they believe that circumstances occurring immediately before or during a Assessment Task, and which were beyond their control, diminished their performance in the Assessment Task.
- Students are responsible for submitting the Assessment Variation Form through Student Services, except in circumstances where this is not possible due to severe illness. Only one Assessment Variation form is required where illness/misadventure has affected multiple subjects; however, the subjects need to be identified on the form.

- Students Assessment Variation Form must be submitted within 5 school days after the exam or due date of submission of task. Failure to submit a Variation form within 5 school days will result in appropriate penalty applied in accordance with number of days late submission.
- If a student's circumstances prior to undertaking a Assessment Task are such that they believe they will be applying for Illness / Misadventure after the task, *the student must advise the supervising teacher prior to the commencement of the task*. This will allow the supervising teacher to observe the student during the task and make the relevant notes. This information will be presented to the San Clemente Catholic College Assessment Appeals Committee when they determine the outcome of the Illness / Misadventure application.
- A student **CANNOT** make an application for Illness / Misadventure on the basis of:
 - Difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness
 - Alleged deficiencies in teaching
 - Loss of study time or access to facilities
 - Long-term illness such as glandular fever, unless the student has a suffered a flare-up of the condition immediately prior or during the task – *A Medical Certificate would be required to support the reoccurrence of the illness*
 - The same grounds for which a student usually receives disability provisions, unless the student experiences additional unrelated difficulties during the task.
 - Misreading the Assessment Schedule / Examination Timetable
 - Misreading the Assessment / Examination instructions
 - Other commitments, such as participation in entertainment, work, or sporting events or attendance at examinations conducted by other education organisations
 - Technology failure – this in itself is NOT a valid reason for failure to submit a Summative Assessment Task on time.

9.1.2.14 Independent evidence – Illness

The Assessment Variation form must be accompanied by documentation from an appropriately qualified medical professional and contain:

- a. illness experienced by the student
- b. contemporary evidence of the illness
- c. date of onset of the illness
- d. statement about how the student's performance may have been impacted.

9.1.2.15 Independent evidence – misadventure

The Assessment Variation form must be accompanied by documentation that highlights:

- a. details of the misadventure, and
- b. the date(s) and time(s) of the occurrence(s).

Students in Year 10 are required to provide supporting information (medical certificate, certificate from pharmacist) along with the Assessment Variation form. Students in Year 9 are only required to submit the Assessment Variation form.

San Clemente Catholic College Assessment Appeals Committee (made up of the Assistant Principal – Teaching & Learning, and minimum of TWO Leaders of Learning) will meet to consider the following applications and appeals for students in Year 9-10:

- Assessment Variation applications
- Illness/Misadventure Appeals

Students will submit their applications via an Assessment Variation Form. These applications must be submitted to **Student Services** by the specified timeframes.

Once the application has been considered by the Assessment Appeals Committee, students and families will be advised via Compass of the outcome of the application.

9.1.4.22 Appealing declined illness/misadventure applications

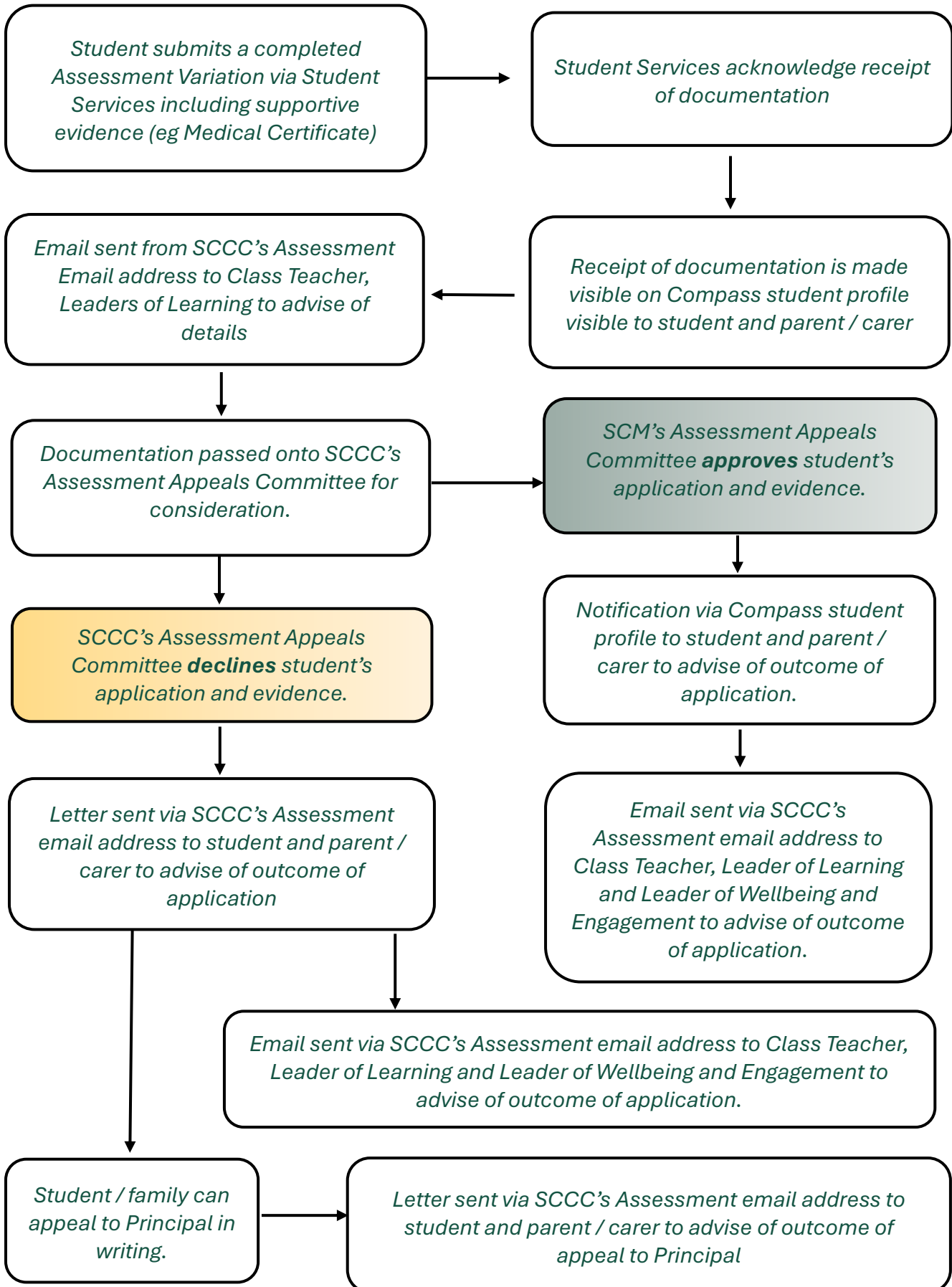
Appeals must:

- a. outline the reason(s) for the appeal
- b. be supported by new evidence, and
- c. include the student's name.

Students and families can appeal to the Principal if they disagree with the outcome determined by the Assessment Appeals Committee. The appeal must be submitted to the Principal in writing stating the grounds for review. The appeal must be submitted to the Principal within THREE school days of being notified of the outcome determined by the Assessment Appeals Committee.

An Overview of the Assessment Variation Process (Example used: Absence due to Illness)

A similar process will be applied for other situations where an Assessment Variation Form has been submitted.



10. Integrity of school based assessment and exams

NESA outlines the honesty of students in completing assessment tasks, exams and tests underpins the integrity of the school based assessment and exams. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

10.1 Malpractice

Malpractice is any attempt to gain an unfair advantage over other students. It is broken into four categories:

- Misrepresentation
- Plagiarism
- Collusion
- Breach of assessment conditions

All work presented in assessment tasks must be a student's own or acknowledged appropriately. Any form of malpractice could lead to students receiving zero marks and may jeopardise their award of the RoSA.

10.1.1.9 Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- a. making up journal entries for a project, and/or
- b. submitting falsified or altered documents¹, and/or
- c. referencing incorrect or non-existent sources, and/or
- d. contriving false explanations to explain work not handed in by the due date.

10.1.1.11 Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- a. copying someone else's work in part or in whole, and presenting it as their own, and/or
- b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- c. building on the ideas or words of another person without appropriate acknowledgement, and/or

- d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

10.1.1.14 Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- a. sharing answers to an assessment with other students, and/or
- b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- c. contract cheating by outsourcing work to a third party, and/or
- d. **unauthorised use of artificial intelligence technologies.**

10.1.1.16 Breach of assessment conditions

All students undertaking an exam must comply with the assessment conditions set by NESAs and San Clemente Catholic College.

When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction of the supervisor. At all other times, students must adhere to the rules prescribed by their school.

10.3 Non-serious attempts

NESA expects students to make a serious attempt at all school-based assessment tasks, exams, and HSC minimum standard tests.

Students who do not make a serious attempt in an exam may not receive a result in the course concerned. This may render some students ineligible for the award of the RoSA.

Non-serious attempts include but are not limited to:

- a. answering only multiple-choice questions, and/or
- b. responses containing objectionable material:
 - i. abuse directed at a member of school staff, and/or
 - ii. obscene symbols, drawings, or comments.

San Clemente Catholic College Principles and Procedures regarding Assessment / Examination Etiquette

San Clemente Catholic College Assessment / Examination Etiquette Principles and Procedures have been based on the HSC guidelines and are applicable for all students at the College. These principles and procedures will be communicated to students and families at regular times throughout the year.

Student Conduct During Assessment Tasks and Examinations – In any cases where student conduct is outside the rules, the Leader of Learning / Assistant Principal should be notified.

- You must follow the day-to-day rules of the school when you sit for your examinations. Failure to observe these rules may result in zero marks for the assessment task or examination, no result for the course, or non-award of a Higher School Certificate or ROSA. The Principal has the discretion to require all students to remain in the examination room until the end of each examination.
- You must behave in a polite and courteous manner towards the supervisors and other students at all times
- You must make a serious attempt at the exam
- You must NOT:
 - speak to any person other than a supervisor during an assessment / examination
 - behave in any way likely to disturb the work of any other student or upset the conduct of the assessment / examination
 - attend an assessment / examination while under the influence of alcohol or illegal drugs
 - eat in the assessment / examination room, except as approved by the San Clemente Catholic College or NESAs, eg for diabetic students

If you do not follow these rules, or if you cheat in the assessment / examination in any way, you may be asked to leave the assessment / examination room. The Assistant Principal – Teaching & Learning and Leader of Learning will be contacted. The penalty may be:

- Zero for the assessment / examination
- cancellation of the course concerned, or of all courses
- Answers not written in English, except where required or permitted by the question paper, will have zero marks awarded.
- Actions that may be illegal may be reported to the police.

Approved Equipment to be brought to Assessment Tasks / Examinations

You should bring the equipment you know you will need and is allowed for each summative assessment task / examination. Make sure that your equipment is in good working order, because misadventure applications will not be upheld (or supported / accepted) for equipment failure.

You can bring the following items into your exams:

- black pens (no pens with ink that can be erased)
- pencils (must be at least 2B), erasers and a sharpener

- a ruler marked in millimetres and centimetres
- highlighter pens
- clear plastic bag / pencil case containing the required equipment;
- a clear bottle of water with no label
- a watch (**not** a programmable or smart watch), which you must take off, place on your desk in clear view and not touch during the Summative Assessment Task / exam.

You may need to bring other certain equipment, like a calculator for some Assessment Tasks / Examinations. Students need to ensure that their scientific calculator is an approved model.

When equipment is listed for an examination, it means that you might need it to answer some questions. If equipment is listed as optional, it is not essential for answering any questions, but you can bring and use it if you wish.

Items NOT Permitted in an Assessment Task / Examination Room

You are not permitted to bring any of the following items into assessment tasks / examinations. They are to be left outside the room. These include:

- mobile phones - at San Clemente Catholic College, mobile phones must be turned off and in the students' bag. The College will not be responsible for them;
- programmable watches, like smart watches - they must be turned off and stored in the students' bag. The College will not be responsible for them;
- any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, electronic dictionaries or earphones (eg AirPods);
- stopwatches
- paper or any printed or written material, including your examination timetable;
- dictionaries, except in language examinations, if allowed;
- correction fluid or correction tape;
- writing on your body, even if it is unrelated to the exam
- wallet.

Students cannot borrow equipment during Assessment Tasks / Examinations. Teachers / Supervisors may inspect your equipment when you enter the room, and will tell you where to place any unauthorised items. They are not responsible for these items.

If any writing is visible on your body before the exam, you will be asked to remove it. If writing is discovered during the exam, supervisors will follow malpractice procedures.

San Clemente Catholic College procedures regarding Malpractice

In circumstances, where a student is suspected of not complying with the expectations outlined above with respect to Malpractice, San Clemente Catholic College will apply the following course of action;

- Classroom teacher consults with Leader of Learning regarding suspected malpractice
- Students will be required to demonstrate that all unacknowledged work is entirely their own – this process will be overseen by the Leader of Learning.

For students in Year 9:

- Consultation between the classroom teacher, Leader of Learning and the Assistant Principal – Teaching & Learning will occur to determine the final outcome
- Parents will be notified of any cases regarding malpractice
- If an established case of plagiarism is found, the student will be awarded a mark of ZERO. An N Warning Letter may also be issued depending on the circumstances and year.
- Students will be required to resubmit Summative Assessment Task

Scenario 1:

Student is found with study notes in a Summative Assessment Task / Examination which is relevant to the task / examination being completed.

Likely Outcome: ZERO marks for the Summative Assessment Task / Examination and interview with student's family.

Scenario 2:

Student is talking in a Summative Assessment Task / Examination that may or may not distract other students.

Likely Outcome: ZERO marks for the Summative Assessment Task / Examination and interview with student's family.

Scenario 3:

Summative Assessment Task is due on a Thursday and a student does not submit the task until the following Monday. They do not present supporting evidence and / or a valid reason.

Likely Outcome: ZERO marks for the Summative Assessment Task.

Assessment Schedules

Mandatory Courses:

Religion

	Task description	Scheduled for	Weighting
Task 1	Research task	Term 2 – Week 6	25%
Task 2	Project	Term 3 – Week 8	35%
Task 3	Case Study	Term 4 – Week 6	40%

English

	Task description	Scheduled for	Weighting
Task 1	In-class Imaginative response	Term 1 - Week 9	25%
Task 2	Examination – Discursive response	Term 2 – Week 7	25%
Task 3	In-class Essay	Term 3 – Week 9	25%
Task 4	Examination – Short answer response	Term 4 – Week 6	25%

Mathematics

	Task description	Scheduled for	Weighting
Task 1	Examination	Term 1 - Week 7	20%
Task 2	Examination	Term 2 – Week 7	30%
Task 3	Examination	Term 3 – Week 7	20%
Task 4	Examination	Term 4 – Week 6	30%

Science

	Task description	Scheduled for	Weighting
Task 1	In-class Skills Task	Term 1- Week 6	25%
Task 2	Examination	Term 2 – Week 7	25%
Task 3	Vaccination In class Task	Term 3 – Week 6	25%
Task 4	Examination including Excursion Booklet	Term 4 – Week 6	25%

HSIE (Semester 1 - History ~ Semester 2 - Geography)

	Task description	Scheduled for	Weighting
Task 1	Research/In-Class written response	Term 1- Week 10	25%
Task 2	Examination	Term 2 – Week 7	25%
Task 3	Research – Development Proposal	Term 3 – Week 8	25%
Task 4	Examination	Term 4 – Week 6	25%

PDHPE

	Task description	Scheduled for	Weighting
Task 1	Fitness Testing/Practical	Term 1 - Ongoing	25%
Task 2	Research Task	Term 1 – Week 9	25%
Task 3	Research Task	Term 3 – Week 9	25%
Task 4	Skills Testing/Practical	Term 4 – Week 4	25%

Elective Courses:

Child Studies

	Task description	Scheduled for	Weighting
Task 1	Examination	Term 1 – Week 8	25%
Task 2	Research Task	Term 2 – Week 6	25%
Task 3	Research Task	Term 3 – Week 8	25%
Task 4	Research Task	Term 4 – Week 5	25%

Commerce

	Task description	Scheduled for	Weighting
Task 1	Literacy Task	Term 1 – Week 8	25%
Task 2	Research Task	Term 2 – Week 6	25%
Task 3	Project – Running a Business	Term 4 – Week 2	30%
Task 4	Examination	Term 4 – Week 6	20%

Design and Technology

	Task description	Scheduled for	Weighting
Task 1	Research Task	Term 1 – Week 9	15%
Task 2	Design Project 1	Term 2 – Week 4	35%
Task 3	Design Project 2	Term 3 – Week 5	30%
Task 4	Design Project 3	Term 4 – Week 7	20%

Food Technology

	Task description	Class	Scheduled for	Weighting
Task 1	Practical and Theory Task	09FOD.A /C 09FOD.B	Term 1 – Week 8 Term 1 – Week 9	25%
Task 2	Examination	All classes	Term 2 – Week 7	25%
Task 3	Practical and Theory Task	09FOD.B 09FOD.A /C	Term 3 – Week 7 Term 3 – Week 8	25%
Task 4	Examination	All classes	Term 4 – Week 6	25%

Industrial Technology – Metal

	Task description	Scheduled for	Weighting
Task 1	Project 1 – Sheet Metal Toolbox	Term 1 – Week 8	25%
Task 2	Project 2 – Nail Punch / Centre Punch	Term 2 – Week 6	25%
Task 3	Project 3 – Camp Stool and folio	Term 4 – Week 6	30%
Task 4	Examination	Week 6	20%

Industrial Technology – Timber

	Task description	Scheduled for	Weighting
Task 1	Project/s 1 - Footstool	Term 1 – Week 10	25%
Task 2	Project 2 – Keepsake Box and Folio	Term 2 – Week 6	25%
Task 3	Project 3 – Bedside Table and Folio	Term 4 – Week 6	30%
Task 4	Examination	Term 4 – Week 6	20%

iSTEM

	Task description	Scheduled for	Weighting
Task 1	STEM Fundamentals Project Portfolio	Term 1 – Week 10	25%
Task 2	CAD CAM Project Portfolio	Term 2 – Week 8	25%
Task 3	Aeronautical Engineering SKYLAP Project	Term 3 – Week 9	25%
Task 4	Mechatronics & Robotics Historical Aspects & Portfolio	Term 4 – Week 7	25%

Marine and Aquaculture Technology

	Task description	Scheduled for	Weighting
Task 1	Practical Skill & First Aid Assessment	Term 1 – Week 10	25%
Task 2	Fish Dissection Instructional Presentation	Term 2 – Week 5	25%
Task 3	Rock Platform Study	Term 3 – Week 7	25%
Task 4	Snorkelling Assessment	Term 4 – Week 5	25%

Multimedia

	Task description	Scheduled for	Weighting
Task 1	Website Design Project	Term 1 – Week 9	25%
Task 2	Python Text Game	Term 2 – Week 6	25%
Task 3	Stop Motion Animation Task	Term 3 – Week 9	25%
Task 4	2D Game-maker Task	Term 4 – Week 6	25%

Music

	Task description	Scheduled for	Weighting
Task 1	Composition	Term 1 – Week 9	25%
Task 2	Performance	Term 2 – Week 7	25%
Task 3	Performance	Term 3 – Week 9	25%
Task 4	Listening	Term 4 – Week 5	25%

PASS

	Task description	Scheduled for	Weighting
Task 1	Research Task	Term 1 – Week 7	25%
Task 2	Practical Skills Grading	Term 2 – Ongoing	25%
Task 3	Research & Practical Task	Term 3 – Week 6	25%
Task 4	Examination	Term 4 – Week 6	25%

Visual Arts

	Task description	Scheduled for	Weighting
Task 1	VAPD and Body of Works	Term 2 – Week 6	40%
Task 2	Critical / History Study	Term 3 – Week 6	20%
Task 3	VAPD and Body of Works	Term 4 – Week 5	0%

Assessment Calendar – Year 9

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	PDHPE - Ongoing Fitness Testing									
						Science NAPLAN	Mathematics PASS	Commerce FoodTech (A/C) Child Studies IndTech-Metal	English PDHPE Music Des&Tech Food Tech (B) Multimedia	History Aqua iSTEM IndTech-Timber
Term 2	PASS - Ongoing Skills Grading Practical									
				Des&Tech	Aqua	Religion Commerce Multimedia IndTech-Timber IndTech-Metal Child Studies Vis. Arts	Exam Week English Science History Mathematics Music Food Tech IndTech	iSTEM		
Term 3					Des&Tech	Science PASS Vis. Arts	Mathematics Aqua Food Tech (B)	Geography Religion Child Studies Food Tech (A/C)	English iSTEM Music Multimedia PDHPE	
Term 4	PDHPE - Ongoing Skills Grading Practical									
		Commerce Science		PDHPE	Aqua Child Studies Music Vis. Arts	Ind. Tech Multimedia Exam Week Religion English Mathematics Science Geography PASS Food Tech IndTech Commerce	iSTEM Des&Tech			

