

**ST BEDE'S  
CATHOLIC COLLEGE**

**YEAR 9  
ASSESSMENT HANDBOOK**



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Dear Parents and Students,

In today's educational environment, 'assessment' cannot be separated from 'learning'. If assessment is appropriately connected to what we are learning then we can clearly understand if learning is really taking place and to what level of success. It is said by many educational leaders that 'assessment drives learning'. Knowing where students are at with their learning assists the class teacher in their planning.

This Assessment Handbook is a valuable resource for you throughout 2020. The Handbook should be used in conjunction with the Elective Subject Handbook (Stage 5) which gives detailed information about the courses, both mandatory and elective, offered in Stage 5 and the processes in selecting electives. The purpose of this document is to provide you with detailed information regarding assessment throughout the year, course expectations and policy. You are notified of the various assessment tasks and when they will go ahead. Additional specific course and assessment task requirements may be issued by individual teachers and the Studies Coordinators as deemed necessary due to the nature of each task.

It is each student's responsibility to become familiar with all the requirements for assessment and with the particular requirements of each course being undertaken. Successful learners are conscious of workloads and manage their time to ensure they complete all assessment tasks by the due date. A balanced approach to homework and study is vital to the wellbeing of all students.

Despite our best intentions in putting together this assessment program, changes may occur. Any change, if it does occur, is expected to be minor and ample forward notice will be given to the relevant students.

I wish all students every success over the course of the year.

*Brett Donohoe*  
*Assistant Principal*

# Introduction

This assessment handbook provides information to parents and students about the curriculum and a range of assessment and reporting matters such as:

- Subjects taught
- The structure of classes
- The scheduling and weighting of formal assessment tasks to be conducted in each subject in Year 9 over the duration of the 2020 school year
- Standards-Referenced Assessment and how grades are determined
- Rules and regulations regarding the completion of assessment tasks
- Details of Reporting
- Other relevant information about assessment and reporting.

# Year 9 Curriculum 2020

## Bell Times

### Monday, Tuesday and Thursday

<b>Session</b>	<b>Begins</b>	<b>Ends</b>
Homeroom	8.45am	9.00am
Period 1	9.00am	10.05am
Period 2	10.05am	11.10am
Break 1	11.10am	11.50am
Period 3	11.50am	12.50pm
Period 4	12.50pm	1.50pm
Break 2	1.50pm	2.10pm
Period 5	2.10pm	3.10pm

### Wednesday (Wellbeing/Assembly Day)

<b>Session</b>	<b>Begins</b>	<b>Ends</b>
Wellbeing/Assembly	8.45am	9.35am
Period 1	9.35am	10.25am
Period 2	10.25am	11.15am
Break 1	11.15am	11.55am
Period 3	11.55am	12.55pm
Period 4	12.55pm	1.55pm
Break 2	1.55pm	2.15pm
Period 5	2.15pm	3.10pm

### Friday (Sport Day)

<b>Session</b>	<b>Begins</b>	<b>Ends</b>
Homeroom	8.45am	9.00am
Reflective Prayer	9.00am	9.05am
Period 1	9.05am	10.10am
Period 2	10.10am	11.15am
Break 1	11.15am	11.45am
Period 3	11.45am	12.50pm
Break 2	12.50pm	1.10pm
Sport	1.10pm	3.10pm

## Subjects Taught Stage 5 (Year 9 and 10)

St Bede's Catholic College provides the opportunity for students to attempt TWO elective subjects to complement the mandatory core subjects for the Stage 5 component of their secondary education.

### **Core (mandatory) Subjects**

- *Religious Studies*
- *English*
- *History*
- *Geography*
- *Mathematics*
- *Personal Development, Health and Physical Education*
- *Science*

### **Elective Subjects**

- *Commerce*
- *Drama*
- *Food Technology*
- *Industrial Technology – Timber*
- *iSTEM*
- *Music*
- *Physical Activity & Sport Studies*
- *Visual Arts*

Each elective offered is a 200-hour course over two years (i.e. both Year 9 and 10). Students are not able to change electives mid-course as they will not meet the requirement hours and the course would thereby not qualify as completed for the Record of School Achievement (RoSA).

Students must follow and complete a set pattern of courses determined by the NSW Education Standards Authority (NESA). Students are also required to apply themselves to set tasks and experiences. The College provides the set tasks and experiences.

Completion requires a satisfactory record of application (effort) to the set tasks and experiences provided by the school in each of the subjects studied and attendance as deemed satisfactory by the Principal.

There will be no specific elective levies. A set resource fee will be charged to all parents for tuition expenses at the beginning of the academic year. There may be other additional costs associated with specific electives to cover upcoming excursions or camps.

## Structure

The College operates on a fortnightly timetable (cycle). In each school term the odd weeks will be Week A, whilst the even weeks will be Week B in their timetable.

There are six Mathematics classes and six English classes in Year 9. These classes occur across 7 periods each cycle. Mathematics and English classes are timetabled so that when half the year are learning Mathematics, the other half are learning English. The additional two teachers are timetabled in these subjects to create smaller class sizes for extension and support. English lessons are co-located (clustered) with three teachers and up to sixty students. Mathematics classes are in separate learning spaces as these classes are streamed according to the pathways offered.

There are four classes in both Science and HSIE and these classes occur across 6 periods each cycle. Similarly, these classes are timetabled so when half the year are learning Science the other half of the year are learning HSIE. HSIE lessons are clustered with two teachers and up to sixty students. Science classes are held in independent Science laboratories.

There will be four streams of up to 30 students in each of the classes in Religious Studies and PDHPE. Each of these subjects have five periods every cycle. When half the year are learning Religious Studies, the other half of the year are learning PDHPE. Religious Studies classes are clustered with two teachers and up to sixty students. The PDHPE classes are timetabled as paired classes to begin each lesson but generally practical and theory lessons will be run separately. Practical lessons occur twice each cycle. Students will be notified which lessons will be practical at the beginning of the year.

There are four Homeroom classes of up to 30 students and each homeroom is associated with a given house. The Homeroom teacher is also the teacher of the wellbeing session period 1 each Wednesday in Week B.

### Contemporary Learning Spaces

A variety of furniture types, including smaller round tables, rectangular tables and amphitheatre style seating, are in most learning spaces to cater for a variety of teaching and learning methods. Furniture is lightweight and easy to move to arrange classes into different configurations.

Teachers use the learning spaces to personalise learning and cater for the needs of the students. Teaching and learning approaches include:

- Specialised direct teacher instruction
- Integrated Curriculum (for example, combining English and HSIE where learning covers outcomes in both subjects)
- Small group work
- Independent learning
- Project Based Learning
- Learning through technology
- Combinations of the above at one time
- Three tier Literacy Intervention Program

## Learning Technology

- Students utilise Office 365 for education, with particular focus on Microsoft Teams and OneNote Classroom. They are supported by a range of other educational software and services such as digital textbooks, Mathsonline and Clickview.
- The College operates a specific BYOD scheme. The device nominated is a DELL hybrid 2-in-1 education device with active digital stylus.

## Satisfactory Completion of a Course

When students enter Stage 5 they are commencing a pattern of study that eventually will result in the student being eligible for a Record of Student Achievement (RoSA). 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:

- a) followed the course developed by the Board of Studies (NESA)
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all the course outcomes. Attendance at school is an important component for the satisfactory completion of a course.

As a guide, if a student's pattern of attendance does become an issue, the Principal may determine that, because of frequent absence, the above criteria may not be met. Absences will be regarded seriously by the Principal who will give the student early warning of the consequences if further absence from school continues.

## Learning Preparation

Teachers often give assignments consisting of reading, problem solving or writing that the students must do after class—usually at home. The purpose of homework is to help reinforce what was taught in class.

Students in Year 9 may receive approximately 15-20 minutes (75 minutes a night) of learning preparation for subjects they have on any given day. Each evening they can expect to have approximately one hour of learning preparation.



## Assessment and Reporting

Students who are unable to sit or submit an assessment task on the scheduled day are required to complete and submit an 'Illness, Misadventure Form' with the relevant supporting documentation attached, upon return to school. The 'Illness, Misadventure Forms' are available on the College website in forms under the title 'Parent Information' and a copy is also found in Appendix 1 of this Handbook.

**Important Note:** All Assessment Tasks must be the students' own work and acts of malpractice and plagiarism are not tolerated at the College.

Students receive reports at the end of each semester. These reports are forwarded online to parents and carers via the School Management System.

## Year 9 School Assessment Policy

### Assessment and its Purpose

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. It is the ongoing process of collecting, analysing and recording information about student progress towards achievement of syllabus outcomes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally or informally to gather evidence about student achievement and to improve student learning.

#### Assessment

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding is a suitable basis for future learning.

## Responsibilities

It is the responsibility of the College to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- develop quality assessment tasks and well-constructed marking guidelines aligned to the NESA common grade scale
- provide ongoing regular effective feedback to students in relation to their strengths and areas for development
- provide opportunity for students to reflect on their own work to identify their individual strengths and learning needs
- develop an assessment schedule with weightings for tasks and when tasks are due for each subject
- provide an assessment notification through Compass at the commencement of the unit prior to the assessment due date
- provide an evenly balanced schedule of tasks across the year such that students do not have a concentrated assessment block in any given period
- collate all evidence of learning from assessment tasks, both formal and informal, to make a sound judgement of where each student is at in their learning cycle.

It is the responsibility of each student to:

- be aware of their various assessment instruments (essays, presentations etc). This involves reading this booklet carefully and managing their own schedule
- know the date that each assessment is due. Students will be supplied with an assessment schedule at the beginning of the course. Any change in date will be communicated through the assessment notification.
- ensure that all work is submitted by the due date
- understand if they are absent on the day the assessment task is given they must collect a copy of the task from the teacher on return. Students cannot assume an automatic extension – application must be made
- notify class teachers if other College commitments, such as debating or sport, clash with assessment dates
- use feedback from teachers, or opportunities to self-assess, as the basis for developing skills, knowledge and understanding

## Absence and Misadventure

Students absent on the day of a formal in-class assessment task or examination, must produce a suitable written explanation of the absence through the Illness, Misadventure and Request for Extension Form (Appendix 1). This form must be completed and sent to the class teacher. The teacher and Studies Coordinator will sign this form with alternate arrangements and provide the completed documentation back to the student. It is up to the student to return the completed form back to Student Services so it may be processed and recorded.

The written explanation must be an acceptable reason. Parents must also contact the school office indicating absence on the day of the assessment.

The following are acceptable reasons:

### 1. Absent due to illness

- notify the school office on the day of the task for which the student is absent
- complete the Illness, Misadventure and Request for Extension Form
- the student is to see their class teacher at the beginning of the day of their return to provide their form with an attached parent/carer note explaining the circumstances. Arrangements will then be made with the class teacher for when they will complete the task.

### 2. Absent due to an acceptable unforeseen circumstance (e.g. funeral)

- notify the school office on the day of the task for which the student is absent
- complete the Illness, Misadventure and Request for Extension Form
- student is to submit this form to their class teacher on immediate return to the College so alternate arrangements can be made to complete the task.

### 3. Absent due to an acceptable school activity (e.g. representative sport, debating)

The Assistant Principal determines whether the activity warrants a change of circumstance for an approved College representation. In such circumstances the student is to advise their subject teacher prior to the assessment task so that suitable arrangements can be made to complete the task. Generally, the student will complete the task on the

following school day and alternate arrangements will be communicated to parents through Compass.

#### 4. Absent due to other acceptable reasons (e.g. granted leave)

Family holidays are strongly discouraged during school periods. Holidays should not be taken during scheduled assessment tasks. Leave from the College during school periods must be applied for in advance, in accordance with the College leave policy. In exceptional circumstances where leave is granted during an assessment period, parents are required to complete the Illness and Misadventure form prior to the leave period and submit this form accompanied by the relevant leave form to the class teacher. The assessment task is to be completed on the day of return to the College. The student must see their class teacher at the beginning of the school day on return. All leave forms and the Absence and Misadventure form are found on the College website in Parent Information. Leave forms are also found at Appendix 2 and 3.

### Submission of Tasks

The assessment notification provided by the subject teacher via Compass to students will identify the due date for submission of a task. If a task is due during a lesson, this will be indicated on the assessment task notice. Unless specified otherwise, all tasks will be due at the beginning of the respective subject.

Students must submit tasks in accordance with the instructions provided by their teacher. Failure to submit required work must be accompanied by an acceptable reason and submitted in writing to the relevant Studies Coordinator. Poor organisation of time and/or social events is not considered acceptable.

Tasks that are electronically submitted are to be uploaded via the Student's Portal in Compass. Feedback for all formal Assessment Tasks is provided via Compass and made visible to parents and students. Parents and students will be able to view all notifications, task details and feedback via the respective Parent and Student Portal.

No responsibility will be taken if a student gives their assessment to another student, teacher or office staff member. If a student is absent on the due date, parents must contact the relevant teacher via Compass to explain their circumstances.

## Late or Non-Submission of Assessment Task

### Teacher Responsibilities

Teacher responsibilities each day the Learning Task is late include:

- Speak to student and implement strategies to support student in completing the task. This may include removing the student from the yard.
- Advise Studies Coordinator and possibly the Learning Support Coordinator (LSC)
- Enter notification via Compass – Academic Concern Failure to Submit assessment Task each day it is late. Select Stage 1, 2, 3 or 4.
- Deduct 20% of marks allocated to the task each day it is late.
- Upload students name to Non-Submissions folder on SharePoint on each day the task is not submitted.
- Continually monitor and keep the Studies Coordinator updated

### Studies Coordinator Responsibilities

- On the fifth day the Studies Coordinator will enter a Stage 5 notification via Compass – Academic Concern Failure to Submit assessment Task. This notice advises the parents the student will receive an E Grade for non-submission.
- Organise with the teacher and possibly the LSC, a parent and student interview to develop a plan for completing the task.
- Following the meeting, where the student doesn't comply it may be escalated to the Assistant Principal.
- Continually monitor and keep the Assistant Principal informed.
- Repeated pattern within subject area may warrant additional interviews with parents earlier in process

### Student Coordinator and Assistant Principal Responsibilities

- Repeated pattern across subject areas requires the student coordinator, Assistant Principal and possibly LSC intervention
- Where pattern continues, or tasks are not completed the Assistant principal may escalate the matter to the Principal for a question on the student's enrolment.

## Plagiarism

Plagiarism refers to the practice of presenting the ideas of another person as your own. This may be in the form of;

- Downloading information from the Internet (cut/ paste)
- Taking information from a published source without acknowledgement
- Copying another student's work
- Getting help or ideas from another person without acknowledgement

Students who plagiarise an assessment task may be removed from opportunities such as time in the yard, to complete a reflection activity and resubmit their assessment task.

## Cheating

Cheating is regarded as a non-genuine attempt and will automatically receive a consequence in accordance with the College Student Behaviour Management Policy. Breaching school examination rules, buying/stealing another person's work, paying someone to write material, assisting another student in malpractice are regarded as cheating. Such offences will be communicated to parents via Compass and may result in the student's removal from opportunities, such as time in the yard to complete a reflection activity. Resubmission of the task may also be required.

## Information Technology Misadventure

Students may undertake several IT related assessment tasks within each subject area. Students will need to be aware that it is their responsibility to ensure that IT related tasks are attempted and submitted by the due date.

Technical problems and malfunctions (hard drive failure, loss of internet provider, lost/corrupted email attachment, printing glitches, USB or software incompatibility) are not an acceptable excuse for the late submission of any IT related assessment tasks. All students should use OneDrive CSMN to store their work, thereby ensuring they have a backup.

Students that submit an assessment task late due to technical difficulties or malfunctions will be regarded as a late or non-submission of an assessment task and treated accordingly. The only exception to this rule is when the student can provide the relevant Studies Coordinator with hard evidence (earlier draft copies) of the content and standard of the outstanding assessment task. This

evidence will need to be presented to the Studies Coordinator no later than recess on the day that the assessment task is due.

It is strongly recommended that when students are using technology to produce an assessment task, they should aim to complete the task ahead of time so that last minute technical problems/ malfunctions may be resolved.

### Non-Serious Attempts

Where an assessment task is submitted and determined to be of an unacceptable standard, the class teacher will bring this to the attention of the relevant Studies Coordinator. The student will be interviewed, and parents will be notified via Compass. The student may be removed from yard during breaks to resubmit the task or complete the task to an acceptable standard.

### Extensions

All extensions for assessment tasks must be requested by completing the Illness, Misadventure and Request for Extension form. Requests must be submitted to the class teacher prior to the due date of the assessment task. The outcome will be communicated to the student through this form.

### Appeals Policy

Any disputes over an individual task must be resolved at the time the task is returned to the student. Where the matter cannot be resolved, the class teacher will consult with the relevant Studies Coordinator to resolve the matter.

## Standards-Referenced Assessment

All schools in NSW adopt a standards-referenced approach to assessment and reporting. Teachers collect assessment data and their professional judgement to decide which grades best match the standards that students have achieved.

## Allocating Grades within a Standards-Referenced Framework

The Common Grade Scale describes performance at five levels. The scale lets teachers report student achievements in terms of clear, common standards. It summarises how well students achieve at each grade by describing the depth of knowledge and understanding and the range of skills which students at that standard typically demonstrate.

### The Common Grade Scale

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



## Allocation of Grades

- Allocation of grades requires teachers to use their professional judgement in relation to standards.
- A professional judgement does not come from a single piece of work such as an end of semester task. Teachers weigh up the information collected for a student up to the time of compilation of the Semester Report. This information comes from formal assessments and informal observations and is accumulated over time.
- a 'C grade' indicates the student has achieved a sound understanding of the content.
- A grade does not label a student; it labels a standard.

## Half-Yearly and Yearly Parent Teacher Student (PTS) Interviews

The focus of these interviews is about how well the student achieved the overall standard, the level of achievement in each area of assessment, what needs to be done to improve or maintain achievable standards, not about comparisons with other students.

PTS interviews are an integral second part of the reporting process that will follow shortly after the distribution of reports. When reports are released online parents and carers will receive an email notification advising them of that PTS Interviews are open for making bookings. Parents will make all bookings through the Parent Portal on Compass. Interview bookings will close at 8am on the day of the PTS interviews.

# Mandatory Curriculum Requirements for the Award of the Record of School Achievement

The BOSTES mandatory curriculum requirements for the award of a RoSA apply to all NSW schools, and for all students who are candidates for the RoSA.

<b>Religious Studies</b>	The Board Endorsed syllabus to be studied substantially throughout each of Years 9–10. 200 hours to be completed by the end of Year 10.
<b>English</b>	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Mathematics</b>	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Science</b>	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Human Society and Its Environment</b>	The Board Developed syllabuses are to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in each Stage.
<b>Languages Other than English</b>	100 hours to be completed in one Board Developed syllabus or Board Endorsed language course over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
<b>Technological and Applied Studies</b>	The Board Developed Technology (Mandatory) syllabus to be studied for 200 hours in Years 7–8.
<b>Creative Arts</b>	200 hours to be completed consisting of the Board Developed 100-hour mandatory courses in each of Visual Arts and Music. It is an expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
<b>Personal Development, Health and Physical Education</b>	The Board Developed mandatory 300-hour integrated syllabus in Personal Development, Health and Physical Education to be studied in each of Years 7–10.

# Individual Course Details

At the end of each semester students will receive a report that contains outcomes taught in the semester, their achievement in the formally gazetted Learning Tasks and an overall grade.

The overall grade is an on-balance judgement by the teacher based on informal and formal assessment.



## Year 9 2020 Religious Studies Assessment Schedule

Subject	Religious Studies
Teachers	Mrs F Duque, Mrs A Unicomb, Mrs K James, Mr N Marsh
Subject Coordinator	Mrs F Duque

### Overview

The middle secondary years of schooling mark the beginning of a period of transition to adulthood. Students have a clearer sense of their strengths, interests and goals. They begin to see themselves as active players in community life and are often concerned about major social and environmental issues and the ethical implications of human activity and knowledge. The Religion Curriculum enables students in Years 9 to learn about various ways in which humans understand and express the mystery of God or 'the Other', including insights from the major world religions. Students develop their understanding of the experience of sin throughout human history, some ways in which the Church has responded to the presence of good and evil, and the various sources that guide the Church's action in the world. They learn about various sources of inspiration, strength and guidance for believers today.

### Areas of Study

- Building Community
- Understanding the Bible
- A World of Religions
- A Christian Message of Hope
- Church History – The Reformation

### Semester 1

	Task 1	Task 2
Due Date	Term 1, Week 8	Term 2, Week 6
Nature of Task	Research	Online Exam
Weight (%)	50	50
Outcomes	JS 5.2, HB 5.5, JM 5.2	JS 5.1, JS 5.3, JS 5.4

### Semester 2

	Task 1	Task 2
Due Date	Term 3, Week 4	Term 4, Week 3
Nature of Task	Oral Presentation	Analysis
Weight (%)	50	50
Outcomes	HB 5.1, HB 5.3, HB 5.5, CP 5.1, CP 5.2	JS 5.2 HB 5.5



## Year 9 2020 English Assessment Schedule

Subject	English
Teachers	Mrs T Powell, Mrs J Hutchinson, Ms E Martin, Ms K Bradley
Subject Coordinator	Mrs T Powell

Overview
<p>During Stage 5 students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language. Students display a developing personal style in their personal, imaginative, critical and analytical compositions. Through close and wide engagement with texts students extend their imaginations and engage with real and imagined worlds. By critically evaluating texts, students identify strengths and weaknesses and can articulate coherent responses. Students are encouraged to read regularly.</p>

Areas of Study
<ul style="list-style-type: none"> <li>• Poetry</li> <li>• Shakespearean Drama</li> <li>• Narrative</li> <li>• Film and Documentary</li> <li>• Presenting ideas</li> <li>• Literacy</li> </ul>

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 9	Term 2, Week 6
Nature of Task	Poetry Multimodal Project (Integrated with History)*	Extended Response Task
Weight (%)	50	50
Outcomes	EN5-2A, EN4-4B, EN5-6C	EN5-1A, EN5-3B, EN5-8D

Semester 2		
	Task 3	Task 4
Due Date	Term 3, Week 6	Term 4, Week 5
Nature of Task	Speaking Task (Integrated with Mathematics)*	Writing Portfolio*
Weight (%)	40	60
Outcomes	EN5-2A, EN5-5C	EN5-3B, EN5-5C, EN5-9E

\* Tasks that are an accumulation of work over the duration of a unit and are due in this given week.



## Year 9 2020 History Assessment Schedule

Subject	History
Teachers	Mr A Cornwall, Mrs Unicomb, Mrs J Nemeth
Subject Coordinator	Mr A Cornwall

Overview
In Stage 5, students describe, explain and assess the historical forces and factors that shaped the modern world and Australia. They sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. Students explain and analyse the causes and effects of events and developments in the modern world and Australia. Students explain the context for people's actions in the past. They explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Areas of study
<ul style="list-style-type: none"> <li>• Depth Study 1c: Progressive ideas and Movements</li> <li>• Depth Study 3a: Australians at War</li> </ul>

Semester 1	
	Task 1
Due Date	Thursday 26 March 2020 Term 1, Week 9
Nature of Task	Multimedia project
Weight (%)	50
Outcomes	HT5.6, HT5.9, HT5.10

Semester 2	
	Task 2
Due Date	Thursday 20 Aug 2020 Term 3, Week 5
Nature of Task	Collection of student work (portfolio)
Weight (%)	50
Outcomes	HT5-2, HT5-5, HT5-7



## Year 9 2020 Geography Assessment Schedule

Subject	Geography
Teachers	Mr A Cornwall, Mrs Unicomb, Mrs J Nemeth
Coordinator	Mr A Cornwall

### Overview

In Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

### Areas of study

- Sustainable Biomes
- Changing Places

### Semester 1

	Task 1
Due Date	Thursday 18 June 2020 Term 2, Week 8
Nature of Task	Total Field Study/ Sustainable Biomes proposal
Weight (%)	60
Outcomes	GE5-1; GE5-3; GE5-5; GE5-7

### Semester 2

	Task 2
Due Date	Thursday 12 November 2020 Term 4, Week 5
Nature of Task	Urban-nation report
Weight (%)	40
Outcomes	GE5-2; GE5-3; GE5-8



## Year 9 2020 Mathematics Assessment Schedule

Subject	Mathematics
Teachers	Mr N Moroney, Ms G Cugaly, Ms E Russell, Mr N Marsh
Subject Coordinator	Mr N Moroney

### Overview

The Stage 5 Mathematics course aims to develop to students' knowledge, skills and understanding of the content strands Number and Algebra, Geometry and Measurement and Statistics and Probability. The Stage 5 curriculum is comprised of three connected pathways, 5.1, 5.2 and 5.3. Each pathway continues to develop on the concepts introduced in Stage 4 are designed to offer a continuum of learning in Years 9 and 10, with the more advanced content covered in the 5.3 outcomes. Students will be given the opportunity to develop an appreciation and understanding of the importance of Mathematics as an essential part of life and find links between mathematical ideas and other curriculum areas. Students develop skills in critical thinking, ability to communicate, reason and solve problems with and without the aid of digital technologies.

### Areas of Study

<ul style="list-style-type: none"> <li>• Numbers of any magnitude</li> <li>• Trigonometry</li> <li>• Algebraic Techniques</li> <li>• Indices</li> <li>• Coordinate Geometry</li> <li>• Proportion</li> <li>• Earning Money</li> </ul>	<ul style="list-style-type: none"> <li>• Surface Area and Volume</li> <li>• Statistics</li> <li>• *Equations (5.2)</li> <li>• *Simultaneous Equations (5.3)</li> <li>• Probability</li> <li>• Similarity</li> </ul>
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### Semester 1

	Task 1	Task 2
Due Date	Term 1, Week 10	Term 2, Week 6
Nature of Task	Trigonometry Investigation	Examination
Weight (%)	30	70
Outcomes	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-10MG, MA5.2-2WM, MA5.2-3WM, MA5.2-13MG	MA5.1-5NA, MA5.1-6NA, MA5.1-7NA, MA5.1-9MG, MA5.1-10MG, MA5.2-6NA, MA5.2-7NA, MA5.2-9NA, MA5.3-5NA, MA5.3-6NA, MA5.3-15MG

### Semester 2

	Task 1	Task 2
Due Date	Term 3, Week 6	Term 4, Week 6
Nature of Task	Financial Maths Investigation (integrated with English)	Examination
Weight (%)	30	70
Outcomes	MA5.1-4NA, MA5.2-2WM, MA5.2-3WM	MA5.1-8MG, MA5.1-12SP, MA5.1-13SP, MA5.2-8NA, MA5.2-16SP, MA5.2-11MG, MA5.2-12MG





## Year 9 2020 PDHPE Assessment Schedule

<b>Subject</b>	PDHPE
<b>Teachers</b>	Mrs S Millen, Mrs B Denham
<b>Subject Coordinator</b>	Mrs T Borkowski

### Overview

PDHPE develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

In Year 9, students focus on different ways that they can take ownership and look after their own health and wellbeing. They put on the role of a health detective in order to develop the skills and abilities to determine credible and reliable health sources, information and services. They explore a variety of different issues that impact young people's overall health and ways they can look after their own and others health and wellbeing. Students investigate the impact change and transition has on our relationships and how they can respond appropriately in such situations. They also explore ways that they can be more active and ways that they be active participants of lifelong physical activity.

In practical, students perform a variety of different movement sequences, across a variety of physical activity contexts. They reflect on their skills, abilities and participations and will be given the opportunity to demonstrate leadership, fair play and cooperation. Students will be graded on an ongoing basis throughout their practical lessons.

### Areas of Study

PDH (Theory)	PE (Practical)
<ul style="list-style-type: none"> <li>Health Detective</li> <li>State of Mind</li> <li>Changes &amp; Challenges</li> <li>Move More</li> </ul>	<ul style="list-style-type: none"> <li>Team Challenges</li> <li>Health Programs</li> <li>Athletics</li> <li>Fundamental Movement Skills</li> <li>Performance Evaluations</li> </ul>

### Semester 1

	Task 1	Task 2
Due Date	Term 1, Week 8	Term 2, Week 5
Nature of Task	Awareness of Health Issues	Practical Portfolio
Weight (%)	50	50
Outcomes	PD5-2	PD5-4, PD5-5, PD5-7, PD5-11

### Semester 2

	Task 1	Task 2
Due Date	Term 4, Week 5	Term 4, Week 6
Nature of Task	Practical Portfolio	Examination
Weight (%)	50	50
Outcomes	PD5-4, PD5-5, PD5-11	All



## Year 9 2020 Science Assessment Schedule

Subject	Science
Teachers	Mrs L Buckley, Mrs R Dawber, Mrs A Bohatko
Subject Coordinator	Mrs L Buckley

### Overview

Students use scientific inquiry by actively engaging in using and applying the processes of Working Scientifically to increase their understanding of and about the world around them. Students will apply models, theories and laws to explain phenomena and situations involving energy, force and motion. They will describe changing ideas about the structure of the Earth, origins of the universe and the diversity of life on the Earth. They describe situations where advances in scientific understanding may depend on developments in technology, and that technological advances are frequently linked to scientific discoveries. Students explain how scientific understanding has contributed to knowledge about global patterns of geological activity and interactions between global systems. They analyse interactions between components and processes within biological systems and their responses to external changes. Students explain the organisation of the periodic table, chemical reactions and natural radioactivity in terms of atoms. They describe how different factors influence the rate of chemical reactions and the importance of a range of types of chemical reactions in the production of substances.

### Areas of Study

- Chemical World
- Living World
- Physical World
- Earth and Space

### Semester 1

	Task 1	Task 2
Due Date	Term 1, Week 9	Term 2, Week 6
Nature of Task	Living World Project	Physical World Electricity & Energy Efficiency Quizzes and Project
Weight (%)	50	50
Outcomes	SC5-14LW; SC5-15LW SC5-7WS; SC5-8WS; SC5-9WS	SC5-11PW SC5-4WS; SC5-5WS; SC5-6WS; SC5-7WS; SC5-8WS; SC5-9WS

### Semester 2

	Task 1	Task 2
Due Date	Term 3, Week 9	Term 4, Week 6
Nature of Task	Earth and Space Geological activity & Global Systems Working Scientifically	Chemical World Atomic Structure & Periodic Table Semester 2 Exam
Weight (%)	50	50
Outcomes	SC5-14LW; SC5-13ES SC5-4WS; SC5-5WS; SC5-6WS; SC5-7WS; SC5-8WS; SC5-9WS	SC5-5-16CW SC5-7WS; SC5-8WS



## Year 9 2020 Commerce Assessment Schedule

Subject	Commerce (Elective)
Teachers	Mr A Cornwall
Subject Coordinator	Mr A Cornwall

### Overview

Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.

### Areas of Study

- Core 1: Consumer and Financial Decisions integrated with:
  - Option 4: Running a Business
  - Option 3: Promoting and Selling
- Core 3: Employment and Work Futures integrated with:
  - Option 7: Towards Independence

### Semester 1

	Task 1	Task 2
Due Date	Wed 8 April 2020 Term 1, Week 11	Wed 27 May 2020 Term 2, Week 5
Nature of Task	Business Portfolio Task	Business Proposal
Weight (%)	60	40
Outcomes	COM5-1; COM5-2	COM5-4; COM5-5; COM5-6

### Semester 2

	Task 1	Task 2
Due Date	Wed 23 Sept 2020 Term 3, Week 10	Wed 18 Nov 2020 Term 4, Week 6
Nature of Task	Employment Project	Employment Portfolio
Weight (%)	60	40
Outcomes	COM5-7; COM5-8; COM5-9	COM5-2; COM5-3



## Year 9 2020 Drama Assessment Schedule

Subject	Drama (Elective)
Teachers	Mrs E Martin
Subject Coordinator	Mrs L Buckley

Overview
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Students engage in the integrated practices of making, performing and appreciating drama. They manipulate the elements of drama and demonstrate performance and acting skills that allow them to imagine, create and integrate demanding aspects of characters and roles. Students develop skills in making drama through improvisation and playbuilding, and through interpreting, creating and enacting scripts and texts. They enter into the collaborative process of devising drama, using a range of dramatic devices and performance techniques to create and perform original and engaging work.

Students appreciate the function of drama and theatre in reflecting social and cultural aspects of human experience. They analyse and communicate the contemporary and historical contexts of drama. Students evaluate and interpret drama using appropriate drama terminology, with an awareness of the unique relationship which exists between performer and audience. They make meaning of their world and reflect and challenge audiences through devised and scripted works. Students develop collaborative skills at each stage of their work and appreciate the notion of the ensemble in drama.

Areas of Study
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- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Elements of Drama</li> <li>Shakespeare in Performance</li> <li>Improvisation</li> </ul> | <ul style="list-style-type: none"> <li>Playbuilding</li> <li>Comedy</li> <li>Reflective writing</li> </ul> |
|--|--|

Semester 1
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	Task 1	Task 2
Due Date	Term 1, Week 8	Term 2, Week 7
Nature of Task	Logbook and Solo Performance Task*	Performance Task*
Weight (%)	50	50
Outcomes	5.1.1, 5.1.3, 5.3.1, 5.3.3	5.1.3, 5.2.1, 5.2.3, 5.3.2

Semester 2
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	Task 1	Task 2
Due Date	Term 3, Week 9	Term 4, Week 6
Nature of Task	Performance and Logbook Task*	Making and Appreciating Task*
Weight (%)	60	40
Outcomes	5.1.2, 5.1.4, 5.2.2, 5.3.1, 5.3.3	5.1.1, 5.1.2, 5.2.1, 5.3.2, 5.3.3

\* Tasks that are an accumulation of work over the duration of a unit and are due in this given week.



## Year 9 2020 Food Technology Assessment Schedule

Subject	Food Technology (Elective)
Teachers	Mrs T Borkowski
Subject Coordinator	Mrs T Borkowski

Overview
The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

Areas of Study
<ul style="list-style-type: none"> <li>• Food Selection and Health</li> <li>• Food Product Development</li> <li>• Food in Australia</li> <li>• Food Equity</li> </ul>

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 11	Term 2, Week 6
Nature of Task	Food Selection and Health Theory & Practical	Food in Australia Theory & Practical
Weight (%)	50	50
Outcomes	FT5-7, FT5-8, FT5-3, FT5-11, FT5-12	FT5-8, FT5-9, FT5-10, FT5-11, FT5-12

Semester 2		
	Task 1	Task 2
Due Date	Term 3, Week 10	Term 4, week 6
Nature of Task	Food Product Development Theory & Practical	Food Equity Theory & Practical
Weight (%)	50	50
Outcomes	FT5-1, FT5-2, FT5-10, FT5-11, FT5-13	FT5-2, FT5-5, FT5-6, FT5-11, FT5-13



## Year 9 2020 Industrial Technology – Timber Assessment Schedule

Subject	Industrial Technology – Timber (Elective)
Teachers	Mr M Redman
Subject Coordinator	Mrs T Borkowski

Overview
<p>This course covers the Stage 5 Industrial Technology - Timber syllabus. The syllabus consists of two core modules that are studied in Year 9 and in the Year 10. The course extends the students skills and knowledge in working with timber, joint construction, project assembly, wood machining, design, the timber industry and related technologies.</p> <p>The Timber focus areas provide opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.</p> <p>Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies. These may include:</p> <ul style="list-style-type: none"> <li>• decorative timber products</li> <li>• furniture items</li> <li>• small bowls or turned items</li> <li>• storage and display units</li> <li>• storage and transportation products</li> </ul>

Areas of Study
Core Module: Timber 1

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 8	Term 2, Week 5
Nature of Task	Product and Portfolio (Wood Show Challenge)	Practical Test
Weight (%)	40 - 40	20
Outcomes	IND5-1, IND5-3, IND5-5, IND5-6 & IND5-8	IND5-1, IND5-3, IND5-6 & IND5-7

Semester 2		
	Task 1	Task 2
Due Date	Term 4, Week 4	Term 4, Week 5
Nature of Task	Product and Portfolio (Foot Stool)	Yearly Exam
Weight (%)	60 - 20	20
Outcomes	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9 & IND5-10	IND5-2, IND5-5, & IND5-6



## Year 9 2020 iSTEM Assessment Schedule

Subject	iSTEM (Elective)
Teachers	Mrs L Buckley
Subject Coordinator	Mrs L Buckley

Overview
<p>The STEM Fundamentals module develops an understanding of the basic principles associated with iSTEM. Students undertake a range of experimental, group work and inquiry-based learning activities. These activities will develop a deep knowledge and understanding of integrated STEM. Students develop skills in Computer Aided Design (CAD) and Computer Aided Manufacture (CAM). In this module students will learn about and manufacture three dimensional objects for which they have designed. In the Aerodynamics Unit, students will be introduced to the engineering concepts related to aerodynamics and will utilise inquiry and/or project based learning strategies to develop solutions to aerodynamic problems.</p>

Areas of Study	
<ul style="list-style-type: none"> <li>Fundamentals 1</li> <li>Fundamentals 2</li> <li>3D CAD/CAM 1</li> </ul>	<ul style="list-style-type: none"> <li>3D CAD/CAM 2</li> <li>Aerodynamics</li> </ul>

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 9	Term 2, Week 6
Nature of Task	Fundamentals 1 3D CAD/CAM 1 Project / Portfolio	Fundamentals 2 3D CAD/CAM 1 Project / Portfolio
Weight (%)	50	50
Outcomes	5.1.1; 5.1.2; 5.4.1; 5.4.2, 5.5.1; 5.6.2; 5.7.1; 5.8.1	5.1.1; 5.1.2; 5.4.1; 5.4.2, 5.5.1; 5.6.2; 5.7.1; 5.8.1

Semester 2		
	Task 1	Task 2
Due Date	Term 3, Week 9	Term 4, Week 6
Nature of Task	Aerodynamics 3D CAD/CAM 2 Project / Portfolio	Aerodynamics 3D CAD/CAM 2 Project / Portfolio
Weight (%)	50	50
Outcomes	5.1.1; 5.1.2; 5.2.1; 5.4.1; 5.4.2; 5.6.1	5.1.1; 5.1.2; 5.2.1; 5.4.1; 5.4.2; 5.6.1



## Year 9 2020 Music – Assessment Schedule

Subject	Music (Elective)
Teachers	Mrs M Burgess
Subject Coordinator	Mrs L Buckley

<b>Overview</b>
Throughout the course students will develop and deepen their understanding and appreciation for Music - both as an artform and as an academic subject. They will experience music making through performance, composition and analysis of various musical genres.

<b>Areas of Study</b>
Term 1 – Popular Music: <i>"Performance on Deck!"</i>
Term 2 – 19 <sup>th</sup> Century Music: <i>"Moody Romantics"</i>
Term 3 – Music for Small Ensembles: <i>"Do You Hear what I Hear?"</i>
Term 4 – Jazz: <i>"Ain't Misbehavin"</i>

<b>Semester 1</b>		
	<b>Task 1 – Performance I</b>	<b>Task 2 – Composition I</b>
Due Date	Term 1, Week 7	Term 2, Week 5
Nature of Task	Live performance - either solo or ensemble.	Composing and arranging of 19 <sup>th</sup> Century Art Music
Weight (%)	N/A	N/A
Outcomes	5.1,5.2, 5.3, 5.11, 5.12	5.4,5.4,5.6,5.7,5.10,5.11, 5.12

<b>Semester 2</b>		
	<b>Task 1 - Aural Musicology</b>	<b>Task 2 – Performance II</b>
Due Date	Term 3, Week 8	Term 4, Week 6
Nature of Task	Aural / Musicology written paper	Live Performance – either solo or ensemble
Weight (%)	N/A	N/A
Outcomes	5.8, 5.9, 5.10, 5.11, 5.12	5.1,5.2, 5.3, 5.11, 5.12





## Year 9 2020 PASS Assessment Schedule

Subject	Physical Activities and Sports Studies – PASS (Elective)
Teachers	Mr N Marsh, Mr M Eccleston
Subject Coordinator	Mrs T Borkowski

Overview
<p>PASS develops a student's understanding of physical activity and the many possible contexts in which individuals can build activity into their lifestyle to improve health and wellbeing. Students build on the experiences and understanding developed through the mandatory PDHPE course. Students analyse the role of body systems, physical fitness and apply their knowledge and understanding when participating and performing in various movement contexts. Students demonstrate a broad understanding of the historical, social and cultural factors that have shaped contemporary views of physical activity and sport in Australia. They identify factors, and reflect on significant changes, events and new directions that have shaped identity and increased rates of participation for groups within society.</p> <p>Students build a repertoire of strategies and techniques to develop movement skills and enhance their capacity to participate and perform. They analyse how effective these strategies are in preparing for physical activity and sport. They analyse and appraise performances and design programs to achieve performance goals. Students assess the contribution and impact of technology to participation and performance in physical activity and sport.</p>

Areas of Study
<ul style="list-style-type: none"> <li>• Body Systems and Energy for Physical Activity</li> <li>• Technology, Participation and Performance</li> <li>• Physical Fitness</li> <li>• Australia's Sport Identity</li> </ul>

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 11	Term 2, Week 5
Nature of Task	In Class Test	Research Project
Weight (%)	50	50
Outcomes	PASS5-1, PASS5-2, PASS5-9, PASS5-10	PASS5-6, PASS5-7, PASS5-10

Semester 2		
	Task 3	Task 4
Due Date	Term 3, Week 9	Term 4, Week 5
Nature of Task	Program Design	In Class Test
Weight (%)	50	50
Outcomes	PASS5-1, PASS5-2, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	PASS5-3, PASS5-4, PASS5-10



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## Year 9 2020 Visual Art Assessment Schedule

Subject	Visual Art (Elective)
Teachers	Mrs N Ross & Mrs A Pyne
Subject Coordinator	Mrs L Buckley

Overview
In Year 9, students will build an understanding of the role of art in all forms of media, both in the contemporary and historical world. Students will represent their ideas and interests in artworks and develop different material techniques and procedures in 2D, 3D and 4D forms. Students will become informed, understand and write about their contemporary world in relation to critical and historical art studies.

Areas of Study
Conceptual Framework (world/artist/audience/artwork) Frames (structural/postmodern/subjective/cultural) Artistic Practice 2D art – Graffiti Art, Painting and Printmaking 3D art – Sculpture 4D art – Digital Media Students study Modernism, graffiti art, Australian art history, contemporary Postmodern photography, and many other art movements. Students will learn practical skills in painting, printmaking, photography, stencil art, and many other artmaking techniques.

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 10	Term 2, Week 5
Nature of Task	Practical Major Work: Graffiti skateboard deck	Critical & Historical Study: Artist Research Case Study
Weight (%)	50	50
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6,	5.7, 5.8, 5.9, 5.10

Semester 2		
	Task 1	Task 2
Due Date	Term 3, Week 9	Term 4, Week 6
Nature of Task	Practical Major Work: Soft Sculpture	Part A) Practical Major Work: Landscape Lino Print Part B) Critical & Historical Study: In Class Examination
Weight (%)	40	60
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6,	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10



## Year 9 Illness, Misadventure and Request for Extension

A new form is required for each subject task. Only one form is required for cross-curricular tasks where one assessment is provided – see note below\*

Please tick the relevant box

Illness

Misadventure

Request for extension

**Section 1: To be completed by student. Form must be handed in on return to school**

NAME: \_\_\_\_\_ HOMEROOM \_\_\_\_\_

SUBJECT(S)\*: \_\_\_\_\_ TEACHER(S)\*: \_\_\_\_\_

TASK NUMBER: \_\_\_\_\_

NATURE OF TASK: \_\_\_\_\_ DUE DATE: \_\_\_\_\_

REASON FOR ABSENCE/REQUEST \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 STUDENT'S SIGNATURE

\_\_\_\_\_  
 PARENT'S SIGNATURE

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**Section 2: To be completed by the class teacher**

ACTION TAKEN: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 TEACHER'S SIGNATURE

\_\_\_\_\_  
 STUDIES COORDINATOR'S SIGNATURE\*

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Comment: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

Copy to be kept on student file and filed in the student chronicle on Compass

**\*For cross-curricular tasks ensure you write down all subjects and all teachers. A Studies Coordinator responsible for the task must sign this form before you hand this to Student Services.**



# ST BEDE'S CATHOLIC COLLEGE

CHISHOLM

## APPLICATION FOR LEAVE UP TO TEN DAYS

This form is required to be completed in cases where leave of absence for a period of three or more school days is requested. This documentation is required to be completed by both the parent/caregiver (Part A) and the student (Part B) not less than one week prior to the first day for which the first day of leave is requested.

Note also, in every case where a student is absent from a formal assessment task an Absence, Illness and Misadventure form must also be completed and attached to this request.

### Part A

*To be completed by parent/caregiver; if exemption is sought for more than one student, separate applications need to be made*

Student Details			
Family name:		Given name(s):	
Address:			Postcode:
Date of Birth:	Age:	Year:	Homeroom:

Application for Leave			
If consecutive dates: Dates exemption applied for:	From:	To:	Total number of school days:
If non-consecutive dates: Individual dates applied for:			

Reason for leave

**Parent/Caregiver Details**

Family name:	Given name(s):	
Address:		Postcode:
Contact telephone:	Relationship to student:	

**Declaration/Signature**

As the parent/caregiver of the abovementioned student, I understand that, if the leave is granted:

- I am responsible for the supervision of the student during the Period of Leave/Exemption
- the leave/exemption is limited to the period indicated
- the leave/exemption is subject to the conditions listed on the Certificate of Leave/Exemption
- the leave/exemption may be cancelled at any time.

I declare that the information provided in this Application for a Leave is, to the best of my knowledge and belief, accurate and complete. I recognise that, should statements in this application later prove to be false or misleading, any decision made because of this Application may be reversed.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Privacy Statement**

The information provided will be used to process the student's application for an exemption from the requirement to enrol at and/or attend school. It will only be disclosed for the following purposes:

- general student administration relating to the education and welfare of the student
- communication with students and parents
- to ensure the health, safety and welfare of students, staff and visitors to the school
- State and national reporting purposes
- for any other purpose required by law.

The information will be stored securely. You may access or correct any personal information. If you have any concerns or complaints about the way your personal information has been collected, used or disclosed, please contact the school.

**Part B**

**To be completed by student requesting exemption from attendance at school**

List all your subjects and teachers, including your homeroom teacher. You must show this application to each teacher to have them sign so they may discuss your intended leave period.

Subject	Teacher	Teacher signature	Assessment due during period of leave?

Student Coordinator:	Signature:
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In cases where you are absent from an assessment task, test or examination whilst you are absent you must also discuss this matter with your teacher or coordinator. You must attach an Illness/Misadventure form for any absences.

Student Declaration		
	Signature	Date
I have attached an Illness/Misadventure form for any assessments during my period of absence.		
I do not have any assessments due during my period of absence?		

Once you have completed and signed the relevant section above please return this completed form to the Assistant Principal for their comment and signature. The form will then be forwarded to the Principal for their final approval.

Assistant Principal's Recommendation		
Recommended <input type="checkbox"/>	Conditionally Recommended <input type="checkbox"/>	Not Recommended <input type="checkbox"/>
Comment:		
Signature:		Date:

Principal's Recommendation	
Approved <input type="checkbox"/>	Not Approved <input type="checkbox"/>
Comment:	
Signature:	Date:



# ST BEDE'S CATHOLIC COLLEGE

CHISHOLM

## APPLICATION FOR EXTENDED LEAVE – TEN DAYS or MORE

To be completed by parent/caregiver for leave of 10 or more days **for the purpose of travel** within Australia and/or overseas. This documentation is required to be completed by both the parent/caregiver (Part A) and the student (Part B) not less than one week prior to the first day for which the first day of leave is requested.

Note also, in every case where a student is absent from a formal assessment task an Absence, Illness and Misadventure form must also be completed and attached to this request.

### Part A

*To be completed by parent/caregiver; if exemption is sought for more than one student, separate applications need to be made*

Student Details			
Family name:		Given name(s):	
Address:			Postcode:
Date of Birth:	Age:	Year:	Homeroom:

Application for Leave			
Dates leave applied for:	From:	To:	Total number of school days:
Reason for travel:			

Relevant travel documentation, such as an eTicket (in case of flight bound travel) or itinerary (in the case of non-flight bound travel within Australia only), must be attached to this application.

<b>Are there any prior or current leave applications</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	(If yes, provide details below)
Dates of prior/current leave/exemption(s) applied for	From:	To:	No of school days:
Is a copy of prior/current Certificate of Exemption attached?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Parent/Caregiver Details (applicant)		
Family name:	Given name(s):	
Address:		Postcode:
Contact telephone:	Relationship to student:	

### Declaration/Signature

As the parent/caregiver of the abovementioned student, I understand that, if the leave is granted:

- I am responsible for the supervision of the student during the Period of Leave/Exemption
- the leave/exemption is limited to the period indicated
- the leave/exemption is subject to the conditions listed on the Certificate of Leave/Exemption
- the leave/exemption may be cancelled at any time.

I declare that the information provided in this Application for a Leave is, to the best of my knowledge and belief, accurate and complete. I recognise that, should statements in this application later prove to be false or misleading, any decision made because of this Application may be reversed.

Signature of applicant/s \_\_\_\_\_ Date \_\_\_\_\_

### Privacy Statement

The information provided will be used to process the student's application for an exemption from the requirement to enrol at and/or attend school. It will only be disclosed for the following purposes:

- general student administration relating to the education and welfare of the student
- communication with students and parents
- to ensure the health, safety and welfare of students, staff and visitors to the school
- State and national reporting purposes
- for any other purpose required by law.

The information will be stored securely. You may access or correct any personal information. If you have any concerns or complaints about the way your personal information has been collected, used or disclosed, please contact the school.



**Part B - To be completed by student requesting exemption from attendance at school**

List all your subjects and teachers, including your homeroom teacher. You must show this application to each teacher to have them sign so they may discuss your intended leave period.

Subject	Teacher	Teacher signature	Assessment due during period of leave?

Student Coordinator:	Signature:
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In cases where you are absent from an assessment task, test or examination whilst you are absent you must also discuss this matter with your teacher or coordinator. You must attach an Illness/Misadventure form for any absences.

Student Declaration		
	Signature	Date
I have attached an Illness/Misadventure form for any assessments during my period of absence.		
I do not have any assessments due during my period of absence?		

Once you have completed and signed please return this completed form to the Assistant Principal for their comment and signature. The form will then be forwarded to the Principal for their final approval.

Assistant Principal's Recommendation		
Recommended <input type="checkbox"/>	Conditionally Recommended <input type="checkbox"/>	Not Recommended <input type="checkbox"/>
Comment:		
Signature:		Date:

Principal's Recommendation	
Approved <input type="checkbox"/>	Not Approved <input type="checkbox"/>
Comment:	
Signature:	Date: