

# YEAR 9

## ASSESSMENT HANDBOOK and schedule



Innovation  
Excellence  
Opportunity



# 2025

# Table of Contents

MANDATORY CURRICULUM REQUIREMENTS 7-10 .....	3
AT THS, STUDENTS ARE EXPECTED TO AIM HIGH: .....	4
GOOGLE CALENDAR: AN ORGANISATIONAL TOOL .....	5
ROSA: YEAR 9 AND YEAR 10.....	6
N DETERMINATIONS .....	7
ASSESSMENT SCHEDULE: YEAR 9 .....	8
LAYOUT OF ASSESSMENT TIMELINE - INDIVIDUAL .....	9
HOMEWORK.....	11
POMODORO TECHNIQUE.....	11
ASSESSMENT .....	12
PURPOSE OF ASSESSMENT: .....	12
STUDENT WITH DISABILITIES .....	13
ATTENDANCE & ACHIEVEMENT: ILLNESS & OTHER .....	14
ILLNESS/MISADVENTURE/EXTENSION APPLICATION FORM.....	15
YEAR 9 AND 10 ONLY AND MUST BE EMAILED TO THE DEPUTY PRINCIPAL .....	15
EXTENDED LEAVE: TRAVEL & OTHER.....	16
TECHNOLOGY & DIGITAL CLASSROOMS .....	17
STUDENT PRINTING OF ASSESSMENTS .....	18
GROUP WORK .....	19
PRESENTATION & PERFORMANCE ASSESSMENTS .....	20
YEARLY EXAMINATIONS.....	21
WHERE STUDENTS IN A YEAR GROUP OR COURSE (WITH 2 OR MORE CLASSES) ARE COMPLETING EXAMINATIONS .....	21
MALPRACTICE: CHEATING, PLAGIARISM AND AI.....	23
EFFECTIVE FEEDBACK.....	25

# Mandatory Curriculum Requirements 7-10

Course	Number of Hours
<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>HSIE (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</b>	100 hours to be completed in one language in one Board Developed syllabus over one continuous 12-month period between Years 7–10 but preferably in Year 7 or Year 8.
<b>TAS (Technological and Applied Studies)</b>	The Board Developed Technology Mandatory syllabus to be studied for 20 hours in Years 7-8.
<b>CAPA (Creative and Performing 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>PDHPE (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.
<b>SPORT (mandatory)</b>	Students in Years K-10 participate in planned moderate activity with some vigorous physical activity across the school week. This time includes planned weekly sport.

## **At THS, students are expected to aim high:**

A student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

**followed the course developed or endorsed by NESA**

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

**achieved some or all of the course outcomes**

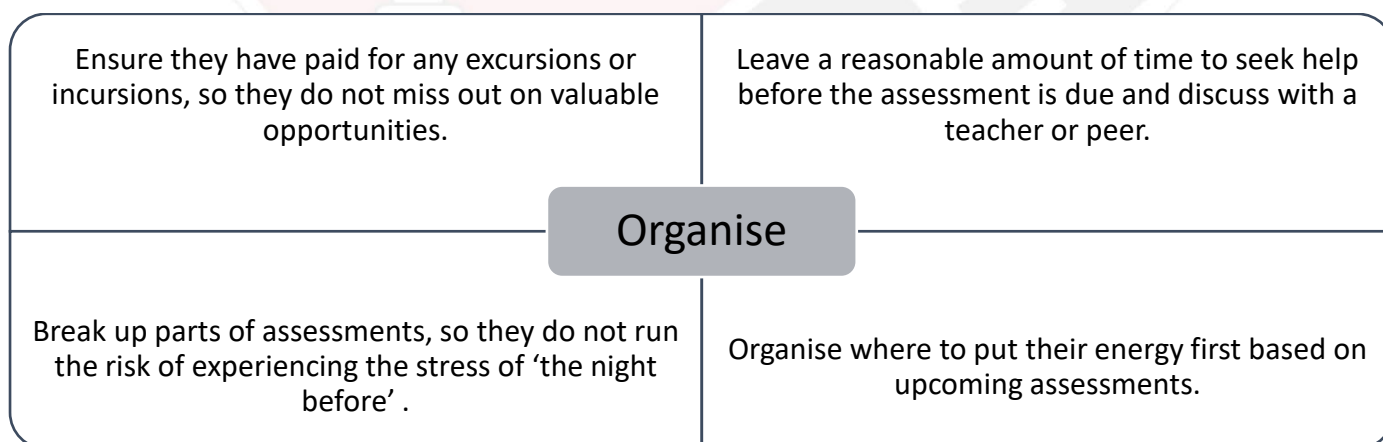
# GOOGLE CALENDAR: An Organisational Tool

We encourage our students to develop strong organisational habits that enable them to succeed.

While we understand that students have different ways of organising themselves, we would like to see students adopt Google Calendar which has featured strongly in many of our success stories at Tempe High School.

When students enter their **homework, assessments, excursions, and incursions** in Google Calendar, it saves them having to enter all the different digital classrooms to check homework and assessment. The calendar becomes one spot they can go to find out what they need to do that day, that week or that month.

**Students can then:**







## ROSA: Year 9 and Year 10

The NSW Education Standards Authority (NESA) issues the **Record of School Achievement (RoSA)** to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

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

Students who leave school before finishing Year 10 are not eligible for a RoSA.

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

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

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that may have been sat
- date the student left school.

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

When teachers determine your RoSA grade, they will consider your performance in assessments and the Stage 5 Common Grade Scale. You can find these [common grade scale here](#).

More information on achieving the RoSA can be found by [clicking on this link](#) which takes you to the most **updated ACE Rules**.



# N Determinations

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

Students are warned via an **N warning letter** from their school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, **they will not be eligible for the RoSA**. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

## Students not eligible for the RoSA

1. Schools may nominate students leaving school after Year 10 who are ineligible for the award of the RoSA, for a Transcript of Study.
2. Nominated students may download a Transcript of Study in Students Online from the end of Year 10.
3. The Transcript of Study outlines a student's:
  - a. completed [7–10 mandatory curriculum requirements](#)
  - b. results for completed Stage 5 and/or Stage 6 courses, and
  - c. current enrolments in courses not yet completed.

## Eligibility requirements for a Transcript of Study

1. To be eligible for a Transcript of Study, a student must:
  - a. have completed a minimum of one course of study, and
  - b. be nominated as a school leaver after Year 10.

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

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

# Assessment Schedule: Year 9

<b>TERM 1 – 4 2025</b> <b>Assessment Notifications on Google Classroom will have the final dates.</b>				
<b>Subjects</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>English</b>	<b>Week 9:</b> Task 1: Multimodal	<b>Week 8:</b> Task 2: Imaginative Hand In	<b>Week 10:</b> Task 3: Comparative Essay	<b>Week 2- 4</b> Yearly Examination
<b>Mathematics</b>	<b>Week 11:</b> Task 1	<b>Week 10:</b> Task 2	<b>Week 9:</b> Task 3	<b>Week 2-4</b> Yearly Examination
<b>Science</b>	<b>Week 8:</b> Practical Exam	<b>Week 3:</b> Written Exam	<b>Week 4:</b> Student Research Project	<b>Week 2-4:</b> Yearly Examination
<b>PDHPE</b>	<b>Week 7:</b> Trampoline Assessment	<b>NA</b>	<b>Week 10:</b> Enhancing Performance Video	<b>No</b> assessment
<b>Geography</b>	<b>Week 10:</b> Coastal Management Report	<b>Week 4:</b> Research Task and In-Class Response	<b>Week 8:</b> Presentations	<b>Week 2-4:</b> Yearly Examination
<b>Child Studies</b>	<b>Week 10:</b> Miracle of Life	<b>Week 2</b> Gender Reveal/Baby Shower	<b>Week 5:</b> The Growing Child	<b>Week 5:</b> Child Development Booklet
<b>Commerce</b>	<b>Week 8:</b> Comparative Shopping	<b>Week 6:</b> Presentation	<b>Week 6:</b> Topic Test	<b>NA</b>
<b>Design and Tech</b>	<b>Week 9:</b> Project Proposal	<b>Week 9:</b> Research and evaluation	<b>Week 9:</b> Playground research	<b>Week 9:</b> Model



# Layout of Assessment

<b>Drama</b>	<b>Week 9:</b> Performance	<b>Week 4:</b> Director's Vision <b>Week 7:</b> Performance	<b>Week 6:</b> Planning Doc	<b>Week 2-4:</b> Exam
<b>Elective Maths</b> <b>TBA</b>	<b>Week 10:</b> Task 1 Preliminary Acceleration Mathematics	<b>Week 8:</b> Task 2 Preliminary Acceleration Mathematics	<b>Week 9:</b> Task 3 Preliminary Acceleration Mathematics	NA
<b>Food</b> <b>Technology</b>	<b>Week 8:</b> Part A Food Product <b>Week 10:</b> Part B Design Folio	NA	<b>Week 8:</b> Part A Food Product <b>Week 10:</b> Part B Design Folio	<b>Week 8:</b> Part A Food Product <b>Week 10:</b> Part B Design Folio
<b>IT</b> <b>(Multimedia)</b>	<b>Week 9 and 10:</b> Group Short Film Project	<b>Week 6:</b> Character Design Folio	<b>Week 9 and 10:</b> Animation and Folio	<b>Week 5:</b> Film storyboards
<b>IT</b> <b>(Timber)</b>	<b>Week 8:</b> Mug Tree Folio	<b>Week 3:</b> Mug Tree Practical	<b>Week 7:</b> Jewellery box	<b>Week 10:</b> Exam
<b>Computer Tech</b>	NA	<b>Week 1:</b> Website project	<b>Week 1:</b> Website testing outcome	<b>Week 5:</b> Prototyping
<b>ISTEM</b>	<b>Week 9:</b> STEM fundamentals	NA	<b>Week 1:</b> Spinning Tops	<b>Week 1:</b> Propeller Car Assess
<b>Languages</b>	<b>Week 10</b> Presentation	<b>Week 4:</b> Mid-Year Exam	<b>Week 6:</b> V Log	<b>Week 2-4</b> Yearly Examination
<b>Music</b>	<b>Week 8:</b> Harmony Day Performance/Research	<b>Week 4:</b> Performance	<b>Week 9:</b> Performance	<b>Week 3:</b> Written and practical examination
<b>PASS</b>	<b>Week 9:</b> Body Systems exam	<b>Week 5:</b> Media Review	<b>Week 9:</b> NA	No Assessment
<b>Psychology</b>	<b>Week 6</b> Gallery Walk	<b>Week 4</b> Research Methods	<b>Week 2</b> Bio Basis Exam	<b>Week 2</b> Science of Success Hand In task
<b>Visual Arts</b>	<b>Week 10:</b> Artmaking and Topic Test	<b>Week 5:</b> Exam <b>Week 7:</b> Artmaking	<b>Week 10:</b> Artmaking	<b>Exam in Exam Block</b> <b>Week 8: Artmaking</b>

Consider how you might chunk time spent on assessments across the weeks.

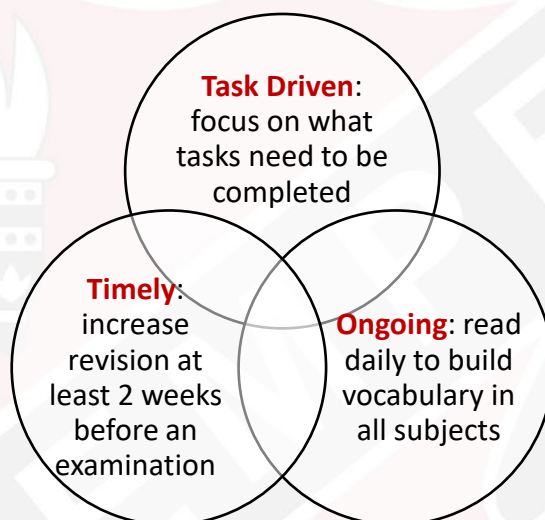
Weeks	Term 1	Term 2	Term 3	Term 4
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

# Homework

We expect that students will diligently complete homework where:

- it is reasonable
- proposed in a realistic time frame
- and relevant to the course of study.

We believe that students should not be driven by how many hours to study but by the following aspects:



## Pomodoro technique

Students are encouraged to use the POMODORO technique which is based on research and can support students in staying motivated when working on homework and/or assessments... or any new type of learning in fact.



Where a student does not consistently complete homework and there is no valid reason or an IEP (Individual Education Plan) explaining the reason, the teacher may organise for them to complete it during break time. The teacher will first check in with the student and investigate the reason before determining that a detention is needed or waived.

## Purpose of 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 and skills are a suitable basis for future learning.

We are committed to engaging students with a range of assessments so that we can have a complete understanding of student abilities and provide students with different opportunities to excel or show growth areas.

### Assessment for Learning:

#### *Formative Assessment*

involves formal and informal assessment activities as part of learning and to inform the planning of future learning

### Assessment as Learning: Students are their own assessors

- requires students to ask questions about their learning
- encourages peer assessment, self-assessment and reflection.

### Assessment of Learning:

#### *Summative Assessment:*

Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students.

## All assessment tasks/notifications should have the:

- Task number
- Due date and nature of hand in
- Syllabus outcomes
- Marking grid/criteria for assessment
- Clear instructions
- Penalties for lateness/non submission

**Note:** the date that the assessment was posted on the digital classroom is considered the date that the assessment was handed out. Students who are away cannot claim that they were not aware of the assessment. It is up to the individual student to ensure that they have joined the teacher's digital classroom (Google Classroom or Microsoft Teams or other) from its first day of operation.

**Assessment notifications must be provided to students at least 2 weeks prior to the task due date.**

# Student with Disabilities



Students with disability needs may require adjustments to assessment AND HOMEWORK activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Providing an adjustment does not restrict a student's access to the full range of grades.

These can include:

- **adjustments to the assessment process**, for example, scaffolded instructions, additional guidance provided, highlighted keywords or phrases, the use of specific technology, extra time in an examination
- **adjustments to assessment activities**, for example, rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- **alternative formats for responses**, for example, written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

**Students with an IEP (Individual Education Plan)** may be permitted assessment modifications which include extra time (as per a rest break), a scribe and/or separate supervision. Contact the **Learning Support Team** to find out more information about this support. Documentation from a counsellor, psychologist or other will support the student to access these assessment modifications.

**Formal examination periods:** the learning support team will support the arrangement of disability provisions.

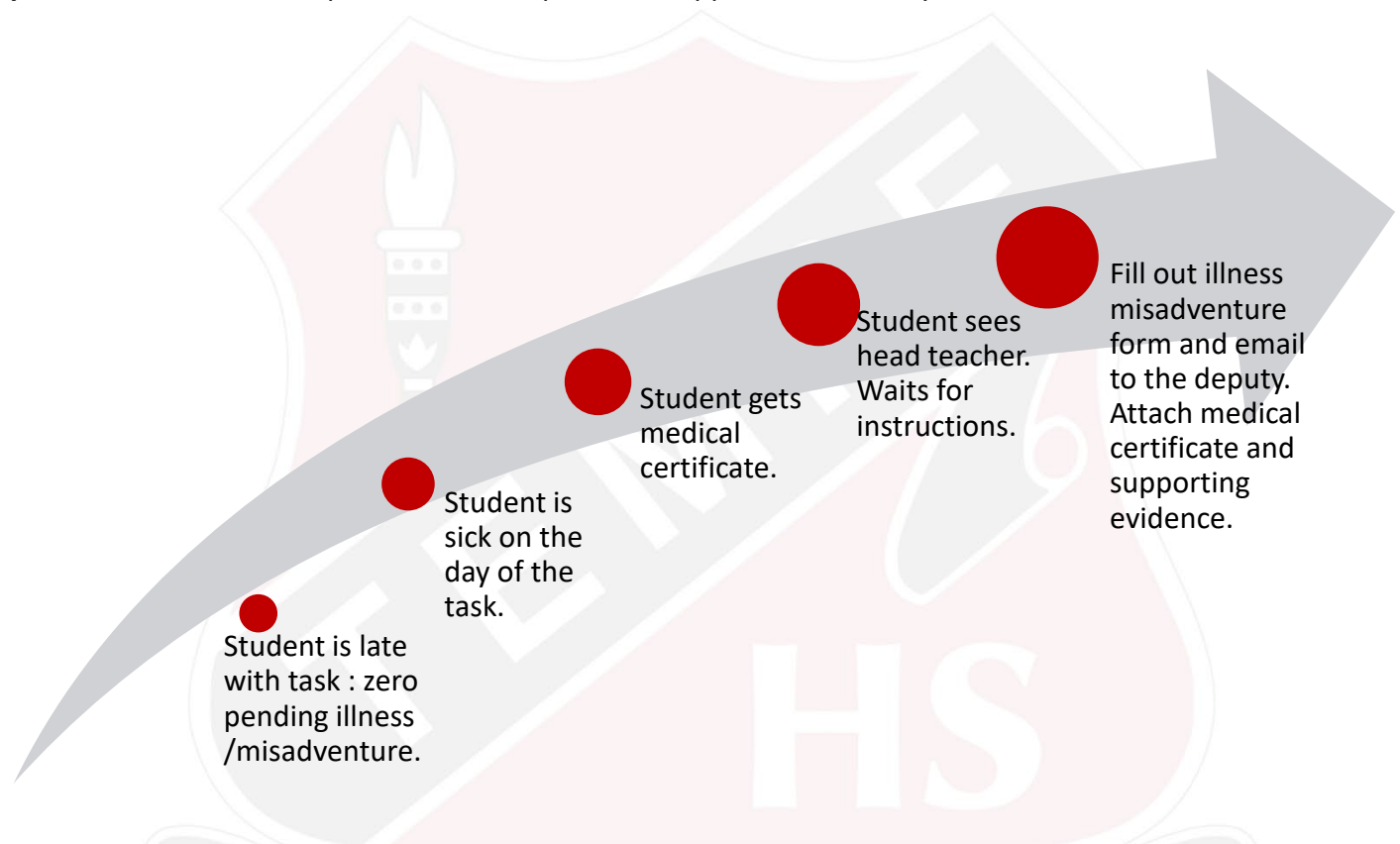
**Class-based exams/assessment tasks:** the class teacher must consider the duration of the task and arrange for student assessment modifications to be followed. This could include ensuring the exam is no longer than 45 minutes in class to ensure time is left for rest breaks. Class teachers should check their rolls beforehand to ensure students have been catered for. However, we strongly encourage students with assessment modifications to remind the teacher that they have these provisions to ensure there is no misunderstanding. This should occur when they receive the assessment notification and can be communicated via email.



# Attendance & Achievement: Illness & Other

We expect a **high attendance rate (90% and above)** because we know that the higher the attendance, the higher the academic achievement and social and emotional wellbeing. For students to successfully complete a course, they must demonstrate a high level of attendance.

Where this is not the case, the Year Adviser and Head Teacher Wellbeing will **arrange a meeting with parents/carers** and set up an attendance plan that supports consistency in attendance.



**ALL STUDENTS ARE EXPECTED TO ATTEND SCHOOL FOR EACH SCHEDULED PERIOD PRIOR TO THEIR ASSESSMENT TASK AND AFTER.** In cases where a student is late to school on the day of the assessment task, a faculty may decide to apply the 10% per day lateness penalty if it is a period or more. It is not fair to other students if students are absent because they are working on assessments.

Where a student is on **suspension** for an examination/ assessment hand in, they must email the assessment hand in to the deputy by 4pm or earlier if stated on the assessment notification. A suspension is not a reason for not handing in an assessment on time. Examinations may be negotiated on a case-by-case basis with the deputy principal.

**EXTENSIONS FOR TASKS: SEE YOUR DEPUTY IMMEDIATELY and fill in an illness/misadventure form.** Extensions may only be granted by the deputy and only where there is strong evidence.

**Students receiving a zero are still expected to complete the task to meet course outcomes.**

# Illness/Misadventure/Extension Application Form

## Year 9 and 10 Only and MUST be emailed to the Deputy Principal

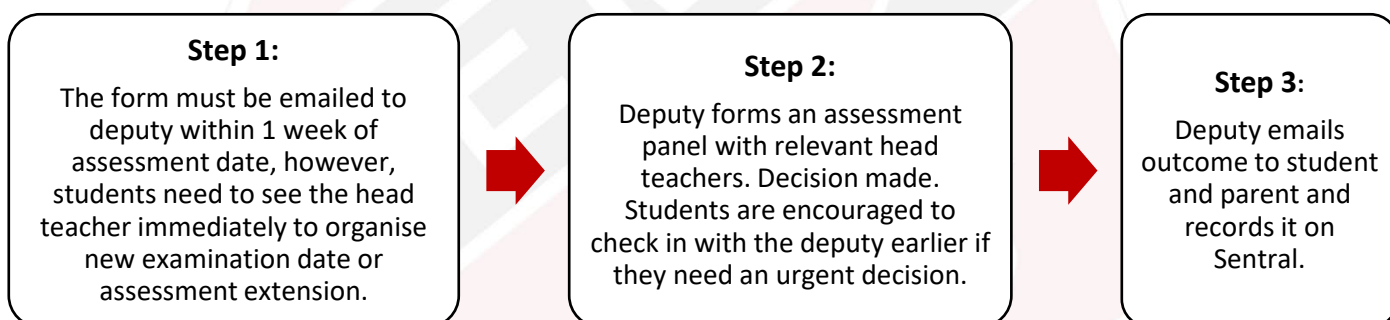
If a Year 9 or 10 student is away on the date of an assessment task/examination, or there is an unexpected circumstance preventing them from completing the assessment, they must fill in an illness/misadventure form and email it to the relevant year deputy the next day of their return. They must also tick that they have notified the head teacher that they have submitted this form.

Students are NOT to leave the form on any desk and assume that this is an acceptable hand in.

Students must still complete a task even if they receive a zero. This action is necessary for completing the course.

If it is found that a student has been experiencing an event or situation for a while and has suddenly requested an illness/misadventure outcome, this may not be accepted as a valid reason. Allow for the school to know what you are experiencing well in advance (where possible), and this will support your case.

An illness/misadventure form can be found on the school website or [click here](#).



In the case of **travel reasons**, an [extended leave form](#) must be filled in and the principal must sign off those assessments can be completed on return or before travel.

**Sporting events and cultural days** are generally considered not to be acceptable reasons for illness/misadventure. This can be negotiated with the principal, but the student must inform the principal well before the date and let their class teachers know.

**Work experience** is not considered an acceptable reason for not handing in or sitting for an assessment. The student must come into school and complete the examination or hand in/upload the assessment as per date for other students.

Where a student is on **suspension** for an examination/ assessment hand in, they must email the assessment hand in to the deputy by 4pm or earlier if stated on the assessment notification. A suspension is not a reason for not handing in an assessment on time. Examinations may be negotiated on a case-by-case basis with the deputy principal.

# Extended Leave: Travel & Other

If a family intends to travel for a holiday, to see a sick relative or another reason, they must first apply for extended leave with the principal. If this does not occur, a student's leave may be recorded as unjustified and contribute to a low attendance. If this form has not been completed, a student may receive a zero for their task if they end up on a holiday without following the proper procedures below.

## Step 1:

Student/Parent downloads the form from the school website.



## Step 2:

Principal provides student with a form where the student asks teachers for any work they must complete when overseas or states any changes to assessment.



## Step 3:

Family receives a certificate from the principal which grants the leave as justified.

An **extended leave form** can be found by heading to the Tempe High website or clicking [here](#).



VectorStock®

VectorStock.com/156989



# TECHNOLOGY & DIGITAL CLASSROOMS

Tempe High expects students to use technology reliably and responsibly during class, for homework and when completing assessments and examination.

Assessment Notifications will be placed in the digital classroom in a clear area. **Assessment Notifications will also be placed on the Sentral Calendar by the Head Teacher/Coordinator of the subject/course.**

If a student finds this not to be the case, see the class teacher/ head teacher first. If a head teacher cannot be found, see the relevant deputy.

**WHERE A STUDENT REQUESTS A HARD COPY OF THE ASSESSMENT FROM THE CLASS TEACHER,** the teacher should comply with this request, provided that is requested in a timely manner. A teacher should be given at least 2 days.

**When uploading an assessment to the digital classroom, students must:**

- **Allow time** for any issues with uploading because late uploading may incur a penalty (including a zero)
- **Check that the upload has occurred successfully**, and the right document has been uploaded
- **Immediately contact the teacher/head teacher** (during school hours) to let them know of any difficulty or concerns and see if there is a solution.

All assessments on digital classrooms **are due by 4pm** unless otherwise stated on the assessment notification. The hand-in method must be on the assessment notification.

If the method of hand in is not on a digital classroom, students should ensure they are fully aware of the hand in method prior to the date. **In the case of assessments which are made up of parts, such as a hand in speech/performance and presentation on another date, the student must be ready to present/perform each day from the assessment due date otherwise they will incur a penalty.**

**Tip:** it is a good idea to have a copy of the PowerPoint on a USB in case there are problems loading to your Google Drive or other folder. A USB allows quick access to a presentation as a backup and is encouraged.

If the issue is with the student's drive/access only and not a school system error, **the student's digital product may not be included in the final assessment** and could impact their final grade so they should always have a PLAN B.

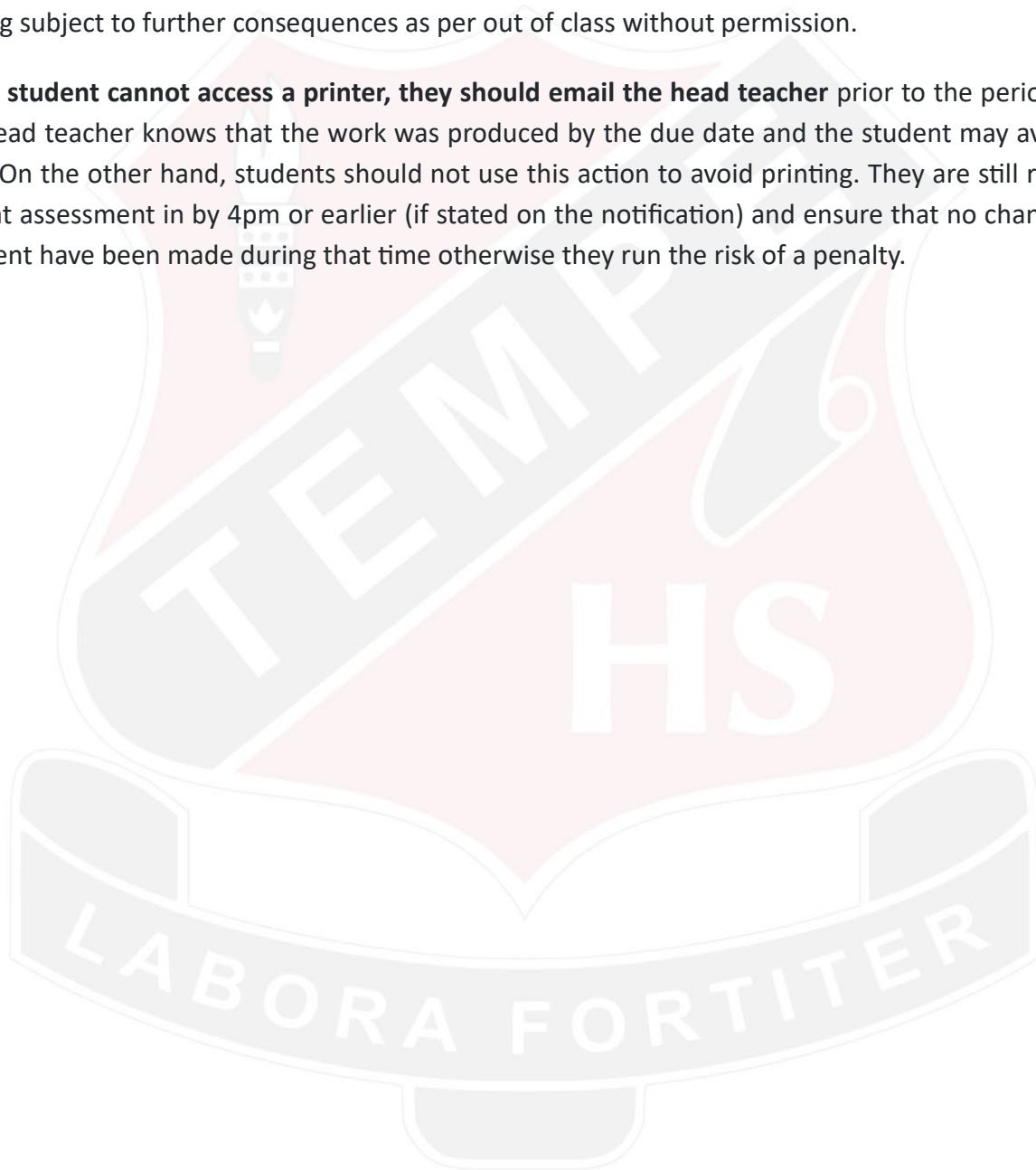


# Student Printing of Assessments

Students should not rely on the school printers to print off their assessments, especially on the day of the examination/assessment. Students should print assessments prior to the assessment date to ensure there is no penalty.

**Students MUST NOT use class time to print off their assessment tasks.** This includes using another subject's class time in the period before. This may result in the student being placed on a truancy or fractional truancy and being subject to further consequences as per out of class without permission.

**Where a student cannot access a printer, they should email the head teacher** prior to the period it is due so the head teacher knows that the work was produced by the due date and the student may avoid a zero penalty. On the other hand, students should not use this action to avoid printing. They are still required to hand that assessment in by 4pm or earlier (if stated on the notification) and ensure that no changes to the assessment have been made during that time otherwise they run the risk of a penalty.







# Group Work

Some assessment tasks will require students to participate in group work.

Where a teacher has used group work as an assessment or part of an assessment, the following should be considered:

- Group assessments require each student to **fully participate**, and the task should be complex enough that one student would find it complex to achieve the assessment independently.
- Group assessments have **clearly defined roles**, which are scaffolded, so that each group member is accountable for their contribution.
- **Check ins** with students enables the teacher to see the progress of each group member.

If a student believes that other students in the group are not contributing in a fair and equitable manner, they must approach the teacher in a timely manner (no later than at least a week before) to allow for the teacher to make changes, monitor the group closely or offer alternatives. It is important to put any complaints in writing and email the class or head teacher first. If the resolution is not satisfactory, see the relevant deputy.

**Any complaint made after the assessment has been handed in or when marks are received will not be considered.**



# Presentation & Performance Assessments

Where a student has been given an assessment which requires them to present or perform, the assessment notification must clearly state the time limit and any penalties or exceptions. The method of presentation must also be clear; for example, palm cards may be used, or a PowerPoint is mandatory.

**If a student has an IEP**, there may be consideration given to performances and presentation. There must always be an audience present in these cases, but the type of audience can be negotiated with the class teacher and head teacher.



# Yearly Examinations

Year 7-10 have Yearly Examinations in Term 4 and many of these examinations may be in the Hall/Gym. The Head Teacher Admin will send out an examination schedule of any Yearly Examination at least 2 school weeks before the examination period.

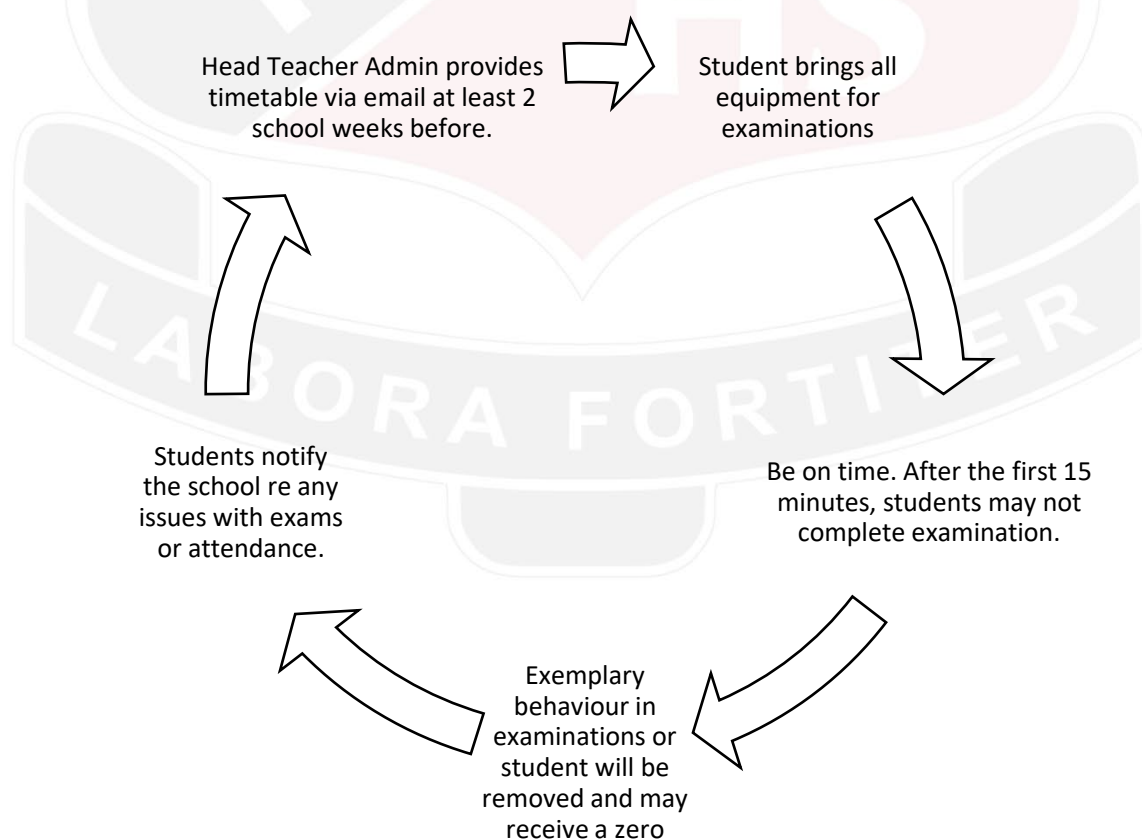
7-10 Examinations are typically in Week 2 -4 of Term 4. This may be subject to change slightly if unexpected events or limited resourcing becomes an issue.


Yearly Examinations are important assessments that prepare junior students for the expectations of senior study and often demonstrate developed understanding of what has been studied and achieved throughout the year.

## Where Students In A Year Group Or Course (With 2 Or More Classes) Are Completing Examinations

The head teacher will let staff know at least a week before that those students/classes will be completing the task at the same time. This is to reduce the likelihood of students sharing answers before others have an opportunity to complete the examination in another period.

This may mean that a student has the examination on when they would normally have another subject that day. Students are to check Sentral notices and det emails to remain in the loop with any changes or ask their teachers, not their friends, if they are confused with any details.



- 
- Assessment notifications will indicate whether a student requires a ruler, protractor, calculator, blue or black pen or pencil.
  - It is up to the head teacher to decide whether the student's lateness warrants them completing an alternative examination on a different day.

**Students with an IEP** will be contacted by a member of the Learning Support Team to see if they require or want to make use of their assessment modifications. If they decline these modifications, the parent will be contacted by Learning Support so that they know that the student has declined.

Students must have an already established IEP if they are to be considered for separate supervision during examination.



# Malpractice: Cheating, Plagiarism and AI

Cheating or malpractice is about doing the wrong thing by behaving dishonestly. Students who do this are attempting to **gain an unfair advantage** and this is what we refer to as malpractice.

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

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- **Wearing a digital device during an examination that can store information that could be used to unfairly access information. An example of this is an Apple watch.**

In the case of **suspected plagiarism**, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

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

Students who are found to have engaged in malpractice will be awarded a zero and students who have been found to be complicit in that student's plagiarism may also receive a zero.

A zero in Year 10, especially for English, may reduce the likelihood of entering an Advanced English course

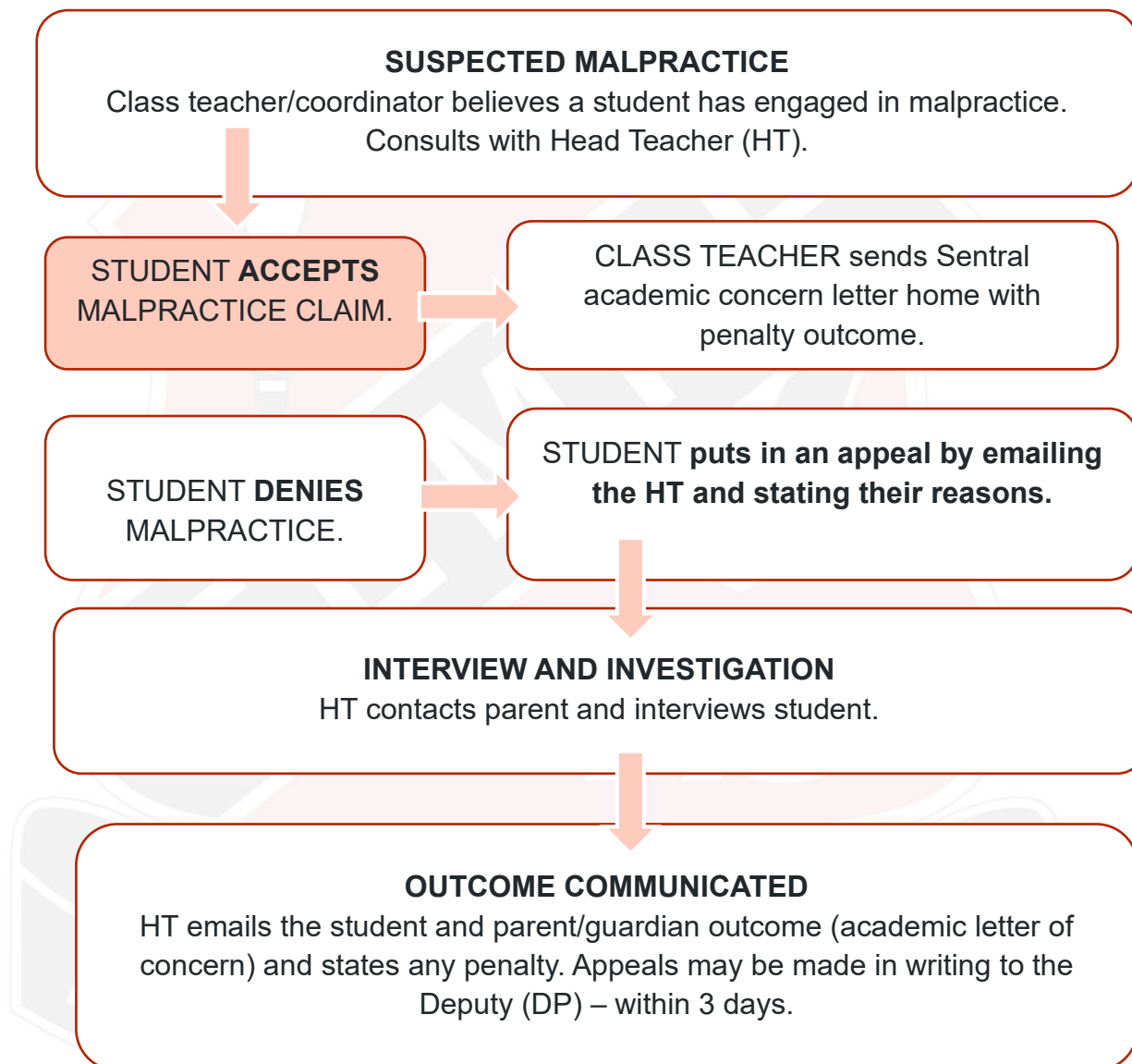
**Where the student has engaged in malpractice for a part of the assessment, the assessment panel may still decide to add a significant penalty that reduces the mark or may require the student to complete the assessment again in a limited time frame.**

where an A or B grade is used to determine class entry. This may also apply to Maths courses.



# Malpractice Procedures

Student in Years 7-9  
Class and Head Teacher





# Effective Feedback

At Tempe High School, teachers aim to return student assessments no more than **3-4 school weeks** after a task is completed. Where this is not the case, the head teacher will email students and parents with an explanation.

**We understand that effective assessment is:**

- is timely, specific and related to the learning and assessment intention
- is constructive and provides meaningful information to students about their learning in a variety of forms
- focuses on the activity and corrects misunderstandings
- identifies and reinforces students' strengths
- provides information about how they can improve
- facilitates the development of and provides opportunities for self-assessment and reflection during the learning process
- informs future teaching and learning opportunities.

**Feedback can occur at any point in the teaching, learning and assessment cycle. It may:**

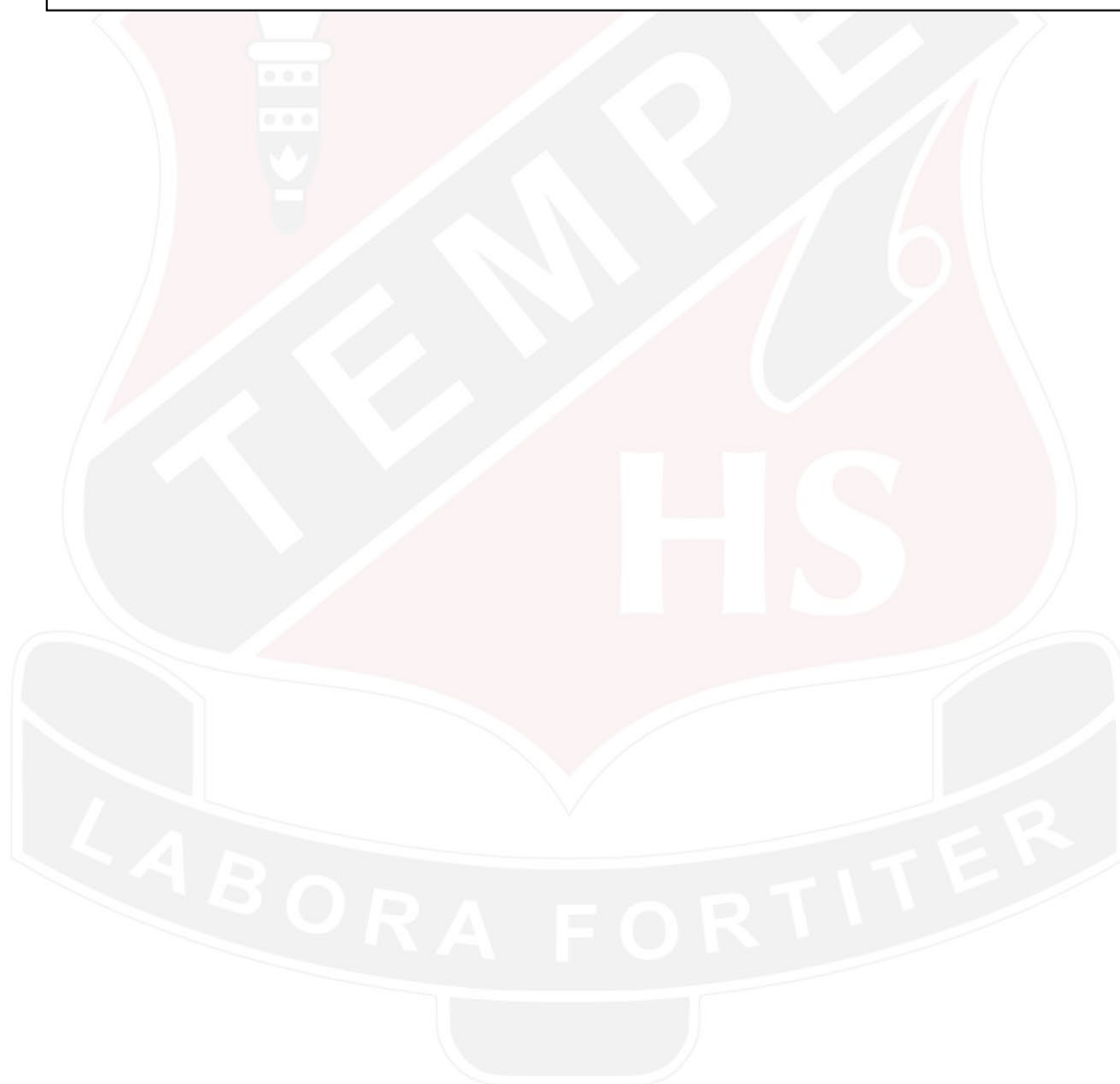
- include regular teacher–student dialogue to guide student learning
- focus on particular knowledge, understanding and skills related to content, and/or processes applied to an activity.

**Teachers may consider the following forms of feedback to support teaching, learning and assessment:**

- whole-class discussions to clarify the task during the activity, including blogs, wikis and forums
- whole-class or individual student comments about aspects of the activity where students performed well, and how to improve
- peer and self-assessments and self-reflections
- checklists, criteria sheets, comments or grades
- ongoing oral or written comments, including questioning students' understanding
- cues, reinforcements or prompts to redirect learning
- drafts and resubmissions
- peer collaborations using online tools
- written, audio or digital annotations
- discussion of a range of student work samples and other examples beyond the classroom in relation to criteria

## Homework Club /Library

Students who require support when it comes to class work or assessments can attend Homework Club on Tuesdays or seek the help of the librarian on Wednesdays and Thursdays after school until 4pm.





### Year 9 and 10 Illness/ Misadventure Form

EMAIL TO THE DEPUTY 1 WEEK FROM THE ORIGINAL DUE DATE

#### Student Details and Course

Student Name:

Parent/Carer mobile number:

Class/ Year Group:

Original date of task:

Task Name:

Task Weighting:

Course/Subject:

#### Class Teacher Information

Name:

Faculty:

Head Teacher notified:

☐

#### Reasons for Application and Evidence

Illness/misadventure/appeal:

What outcome are you asking for?

Medical certificate attached:

☐



## Year 9 and 10 Illness/ Misadventure Form

EMAIL TO THE DEPUTY 1 WEEK FROM THE ORIGINAL DUE DATE

Reason for request: what happened to impact your ability to submit/complete assessment on/ by due date?

By submitting/emailing this form to the deputy, you agree that all the information contained in this form is accurate and true. If there is any dishonesty found in this application, the application may be declined, and you may receive a zero.

Students can appeal to the school principal via email, but this must be done within one week of receiving the outcome

in writing (via email) from the deputy.

Supporting person:

Supporting person signature:

Support statement here:

Please send this form to your Deputy Principal:

Year 9 and 12: Ms Bourke: [sheree.bourke@det.nsw.edu.au](mailto:sheree.bourke@det.nsw.edu.au)

Year 7 and 11: Ms Fountoulis: [ms.fontis@det.nsw.edu.au](mailto:ms.fontis@det.nsw.edu.au)

Year 8 and 10: Ms Taoube: [wafa.taoube@det.nsw.edu.au](mailto:wafa.taoube@det.nsw.edu.au)