

# Snowy Mountains Christian School



**Stage 5**

**Year 9 /10**

**Curriculum Handbook**

**2024**

## Contents

Introduction .....	3
Education in NSW .....	4
NESA and Key Learning Areas.....	4
Length of courses .....	4
Acceleration.....	4
Record of School Achievement (RoSA) .....	5
Minimum curriculum requirements.....	5
Satisfying RoSA requirements.....	5
Grading .....	6
Special Examination Provisions .....	6
Life Skills.....	6
What is the Purpose of Assessment? .....	6
The School’s Assessment Policy.....	7
Subjects.....	8
English.....	9
Mathematics.....	10
Science.....	11
Geography .....	11
History .....	13
Personal Development, Health and Physical Education (PD/H/PE) .....	14
Christian Perspectives and Peer Support .....	15
Photographic and Digital Media.....	16
Music .....	17
Food Technology .....	18
Appendix 1: Assessment Task Extension Application.....	19
Appendix 2: Example of an ‘N’ Warning letter .....	21
Appendix 3: Common Grade Scale .....	23

## INTRODUCTION

Welcome to Stage 5; a two-year course comprising of Year 9 and Year 10.

Work completed in Stage 5 is included in the Record of School Achievement (RoSA).

This is a cumulative record of all Stage 5 (Years 9 and 10) courses completed, along with grades awarded by the school and hours of study.

- The RoSA is the credential that formally recognises your school achievement if you leave school before completing the HSC.
- It is a **cumulative** credential that doesn't have an end of Year 10 deadline but records all results up until the time that the student leaves school.
- It is not a credential for everyone – it is specifically for those students who choose to leave school after the end of Year 10, but before they receive their HSC.
- The results shown on the RoSA are based on moderated (this is a process undertaken by the NSW Education Standards Authority (NESA) school-based assessments – not external tests.

To qualify for a RoSA a student must have attended an accredited school, completed courses of study that satisfy the NESA curriculum and assessment requirements and completed Year 10: they must attend school up until the final day of Year 10.

Syllabus documents for all NESA developed courses (i.e. all courses except Christian Perspectives) are available for download on the NSW Education Standards Authority web site (<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>). These documents can be very useful for working through areas of weakness when studying for exams.

Developing good study habits in Year 9 will greatly assist students in their preparation for Year 10.

Time is devoted to student devotions, assembly, primary buddy time, and all students study the Bible. We encourage each individual to learn and grow in their knowledge and love of God and his Word.

Leadership opportunities exist in High School to encourage servant-like leadership.

As you read this Stage 5 Curriculum Book, take time to pray about what God has in mind for you in future years and how you can be equipping yourself now to meet the challenges of future life.

Mrs Ella Meyer

Principal

## EDUCATION IN NSW

### NESA AND KEY LEARNING AREAS

NESA controls the provision of curriculum in all schools in NSW. NESA develops courses and distributes syllabuses to New South Wales schools. A number of subjects that are related in some way are grouped together into Key Learning Areas (KLA).

There are eight KLAs in NSW Schools. These are:

- English
- Mathematics
- Science
- Human Society and its Environment (HSIE) – History, Geography
- Languages Other Than English (LOTE)
- Creative and Performing Arts (CAPA) – Music, Visual Arts and Drama
- Technological and Applied Studies (TAS)
- Personal Development/Health/Physical Education (PD/H/PE)

### LENGTH OF COURSES

Each course has an amount of time which indicates how many hours a student must study that course to satisfy the requirements of that course as set down by NESA.

The times given by NESA are **indicative** which means that they are an indication for how long the average student will take to achieve the objectives and outcomes for any given course. At Snowy Mountains Christian School we do more than the bare minimum for each course as we feel that each course needs time to develop fully the content knowledge and skills as well as the attitudes and values necessary to understand fully and appreciate the different courses.

It is possible for a gifted student to complete the course earlier than other students and in this case there are options for that student to consider.

### ACCELERATION

If a student is deemed to be able to successfully finish a course well before the indicative time is completed, it may be possible for that student to be advanced to the next level of study.

Such a programme is possible at Snowy Mountains Christian School.

Students who might be considered for such a programme will have been identified by the time they enter into Year 9. Students who feel they might be in a situation where they could accelerate in a subject should consult with their teacher to see if their expectation of their own performance is realistic.

# RECORD OF SCHOOL ACHIEVEMENT (ROSA)

## MINIMUM CURRICULUM REQUIREMENTS

To satisfy the requirements of RoSA, NESA requires students undertake a programme of courses which by the end of Year 10 will have included at least the following:

- 400 *hours* in length in each of **English, Mathematics and Science**, with the study being spread over Years 7 – 10;
- 200 *hours* of **Geography** and 200 *hours* of **History** in by the end of year 10;
- 200 *hours* of **Creative Arts** comprising 100 *hours* in each of **Visual Arts** and **Music**;
- A minimum of 100 *hours* continuous study of a **Language**;
- 200 *hours* in the **Technological and Applied Studies**;
- 300 *hours* in an integrated study of **Personal Development, Health and Physical Education** with the study being spread over Years 7 – 10.
- 400 *hours* elective subjects in Year 9 and 10.

Students at Snowy Mountains Christian School in Year 7 to Year 10 will satisfy the requirements for the award of RoSA as set down by the Authority provided they complete the set work and apply themselves to their studies. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

As stated above, at Snowy Mountains Christian School we offer more than these minimum curriculum requirements as we feel it is necessary to give more time to each subject so that the students can more fully appreciate the course and benefit from the more intensive study. To cut the time spent on a course may lead to that course being studied superficially and this will be of little benefit to any student.

## SATISFYING ROSA REQUIREMENTS

As well as having to study a course for the times indicated above, students must also provide enough evidence to teachers, and the Principal that the student has:

- followed the course as set down in the syllabus;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course;
- achieved some or all the course outcomes;

The evidence necessary will be in the form of test and exam results, completion of homework and assignments, participation in excursions and activities, co-operative behaviour in class, and the display of an appropriate attitude in class.

Where a student's attendance level falls below 70% the Principal may determine that the course requirements cannot be met. This will then lead to an 'N' award appearing on RoSA; which is the award given when a student fails to satisfy the requirements of a course.

The most important aspect of all these regulations is that it is incumbent upon the students to ensure that they satisfy all the criteria listed above by attempting to do all the

work set and continuing to apply themselves to the work throughout all of Years 9 and 10.

## **GRADING**

Students will be awarded grades (A, B, C, D, E, N) by the School, in core and elective subjects, on the basis of their performance, as measured against Course Performance Descriptors. See Appendix 3 for the common grade scale.

## **SPECIAL EXAMINATION PROVISIONS**

Special Examination Provisions may be granted to address the effects of a special need on test performance. Regardless of the nature of the special need, the provisions granted will solely be determined by the implications of that need on test performance. Provisions may include Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a personal computer, establishment of a special test centre, separate supervision, permission to take medication, or others judged necessary.

## **LIFE SKILLS**

God has given all students the capability of learning, however, not all students can participate fully in learning experiences and assessment activities provided by the regular syllabus outcomes and content. For a small percentage of students with special education needs, the Life Skills outcomes and content in each syllabus can provide a more relevant, accessible and meaningful curriculum option.

Life Skills courses, sometimes called a Special Programme of Study, represent an alternative pathway to RoSA and Higher School Certificate. The courses are designed to allow students to study a more flexible programme of study incorporating work experience and where necessary units of functional literacy, numeracy and everyday skills for living.

## **WHAT IS THE PURPOSE OF ASSESSMENT?**

The rules and regulations which guide the preparation of assessments are set out by NESAs.

Assessment relates to your overall achievement in a course. Assessment in a course relates to the stated objectives and outcomes of the syllabus.

Assessments of student achievement are constructed as student's complete assessment tasks. An assessment task is an instrument prepared by the course teacher to measure achievement in the knowledge and skills components of the course.

## THE SCHOOL'S ASSESSMENT POLICY

"Be diligent to present yourself approved to God as a workman who does not need to be ashamed". (2 Timothy 2:15)

Snowy Mountains Christian School is committed to a system of ongoing assessment of student performance which includes:

- formative and summative appraisal,
- regular informal and formal reporting to parents, as well as
- formal semester reports.

The assessment procedures are founded on the principle that assessment should be for learning as well as accountability. From the school's viewpoint, assessment is therefore designed to enhance teaching and improve learning. Assessment allows for evaluation of knowledge, strategies and skills already achieved and identification of the knowledge, strategies and skills that should be included in future programming and assessment.

All assessment tasks will give students opportunities to produce work that will lead to the development of knowledge and achievement of the desired strategies and skills.

Snowy Mountains Christian School aims to conduct the assessment program in an open and equitable manner. We encourage students to view their assessment as a positive process - one which opens the way to steady academic improvement if the student is willing to take responsibility for their learning and approach their work in a systematic and disciplined manner.

The Snowy Mountains Christian School High School Assessment Policy on the school's website has been designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment.

The Snowy Mountains Christian School Assessment Policy reflects the concern of the community with justice and the dignity of each person. Assessment is a process of gathering information about your achievement at various stages in the given course. Assessment is also a part of maintaining and monitoring the quality of teaching and student learning.

The variety of tasks set assesses a wide range of syllabus objectives and outcomes. Many tasks are in assignment form; others are in examination form. Some assessment tasks will be completed totally in class time, while others will require work to be completed at home.

For more information, please access *The Snowy Mountains Christian School High School Assessment Policy* on the school's website.

## **SUBJECTS**

At Snowy Mountains Christian School, students have the opportunity to study a wide variety of courses. These include compulsory subjects that every student aiming to complete their RoSA must undertake, as well as the option of several electives which a student is required to select two courses.

### **Compulsory Subjects in Year 9 & 10:**

- English
- Mathematics
- Science
- History
- Geography
- Personal Development/Health/Physical Education
- Christian Perspectives

### **Elective Subjects in Year 9 & 10:**

- Photographic and Digital Media
- Food Technology
- Music

Students can also learn, develop new skills and participate in the non-assessable classes of sport, Christian Perspectives and Peer Support.



## ENGLISH

The teaching of English in Years 9 and 10 at Snowy Mountains Christian School is based on an approved course by the NSW Education Standards Authority. The course builds upon the foundations laid in Years 7 and 8. The objectives of the course involve students exploring the following activities and areas: talking and listening, reading, writing, literature, print media, electronic media, film. We aim to develop students' understanding, knowledge and skills in all of these areas and to foster their love of language and literature and to develop intelligent and capable thinkers.

### Stage 5 English ASSESSMENT – 2024

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Book Report	EN5-RVL-01	<b>Term 4: Week 4</b>	20%
2.	Speech	EN5-ECA-01, EN5-ECB-01	<b>Term 1: Week 9</b>	10%
3.	Listening Test	EN5-RVL-01, EN5-URB-01	<b>Term 2: Week 3</b>	15%
4.	Essay	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01	<b>Term 2: Week 8</b>	15%
5.	Creative Writing	EN5-ECA-01, EN5-ECB-01	<b>Term 3: Week 8</b>	15%
6.	In Class Test	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01	<b>Term 4: Week 5</b>	15%
7.	Class work	ALL	<b>Continuous</b>	10%
			<b>TOTAL</b>	100%

## MATHEMATICS

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavour. Digital technologies provide access to new tools for continuing mathematical exploration and invention. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

Mathematics in Years 7–10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

NESA. (2022). *Mathematics in Kindergarten to Year 10*. Retrieved from NSW Education Standards Authority: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics>

Mathematics is the universal language. It is the discovery of patterns and information as it was designed to work by our great creator. The Lord God has created a world of order, reason, logic and functionality. In Mathematics we discover the patterns which underpin the magnificence of this creation, showing the indelible marks of intelligent design and the full breadth of his created order. New information in Mathematics is not created, or invented, it is discovered.

### Mathematics Assessment Schedule 2024

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Topic Tests	MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01, MA5-FNC-P-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01, MA5-RAT-P-01, MA5-RAT-P-02, MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-01, MA5-TRG-P-02, MA5-GEO-C-01, MA5-GEO-P-01, MA5-GEO-P-02, MA5-CIR-P-01, MAO-WM-01.	At the conclusion of each Topic	49%
2.	Mid-Year Exam	MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01, MA5-FNC-P-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01, MAO-WM-01	Term 2: Week 6	25.5%
3.	End-of-Year Exam	MA5-RAT-P-01, MA5-RAT-P-02, MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-01, MA5-TRG-P-02, MA5-GEO-C-01, MA5-GEO-P-01, MA5-GEO-P-02, MAO-WM-01	Term 4: Week 6	25.5%
			<b>TOTAL</b>	100%

## SCIENCE

Stage 5 Science is studied in Years 9 and 10. It will develop students' scientific knowledge and understanding, together with skills, values and attitudes within broad areas of science. These encompass the traditional disciplines of Physics, Chemistry, Biology and the Earth and Space Sciences. As well as acquiring scientific knowledge and skills, students apply their knowledge to everyday life and develop an appreciation of science as a human activity. Students learn about the need to conserve, protect and maintain the environment. They also learn about the importance of technology in advancing science, and the role of science in advancing technology. Students also develop an appreciation of, and skills in, selecting and using resources and systems to solve problems.

### Stage 5 Science Assessment Schedule 2024

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Model	SC5-1VA, SC5-2VA, SC5-3VA, SC5-17CW	<b>Term 1: Week 10</b>	20%
2.	In Class Test	SC5-16CW, SC5-17CW, SC5-12ES	<b>Term 2: Week 4</b>	15%
3.	Poster	SC5-1VA, SC5-2VA, SC5-3VA, SC5-12ES	<b>Term 2: Week 9</b>	20%
4.	Research Paper	SC5-1VA, SC5-2VA, SC5-3VA, SC5-15LW	<b>Term 3: Week 9</b>	20%
5.	In Class Test	SC5-15LW, SC5-10PW	<b>Term 4: Week 3</b>	15%
6.	Class work and lab safety	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	<b>Ongoing</b>	10%
			<b>TOTAL</b>	100%

## GEOGRAPHY

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

### Stage 5 Geography Assessment Schedule 2024

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Research Paper	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	<b>Term 3: Week 8</b>	20%
2.	In Class Test	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	<b>Term 3: Week 9</b>	20%
3.	Presentation	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7	<b>Term 4: Week 5</b>	20%
4.	Class Debate	GE5-1, GE5-3, GE5-5, GE5-6	<b>Term 4: Week 4</b>	20%
2.	Class Work and Field Study	ALL	<b>Beginning Term 3 Week 1</b>	20%
			<b>TOTAL</b>	100%

## HISTORY

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others in the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.

### Stage 5 History Assessment Schedule 2024

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Research Report	HT5-1, HT5-3, HT5-8, HT5-9, HT5-10	<b>Term 1: Week 8</b>	20%
2.	Class Debate	HT5-1, HT5-3, HT5-4, HT5-7, HT5-9, HT5-10	<b>Term 1: Week 10</b>	20%
3.	Presentation	HT5-1, HT5-3, HT5-4, HT5-7, HT5-9, HT5-10	<b>Term 2: Week 5</b>	20%
4.	In class test	HT5-1, HT5-4, HT5-5, HT5-9	<b>Term 2: Week 6</b>	20%
5.	Class work and Site Study	ALL	<b>Beginning Term 1 Week 1</b>	20%
			<b>TOTAL</b>	100%

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PD/H/PE)

PD/H/PE is a compulsory course which is studied for 300 hours in Years 7 – 10.

Part of the need for the personal development of the whole person is derived from the Christian belief about the essential nature of people. God has created people in His own image, and though they have become sinful, God still loves them and places immense value on them. Because individuals are so valuable, it is God's will that they find purpose in their existence, enjoy life and reach their full potential of being human.

There is ample evidence to indicate that, despite a high standard of living, significant spiritual, emotional and health problems exist in Australia. The high cost of these problems both to the community and its individual members, strongly supports the need for our school to assist parents and the church to challenge its students to develop healthy lifestyles and attitudes based on the Lordship of Jesus Christ as outlined in the Bible.

As individuals grow they will gain a satisfying concept of self-worth if they understand that God made them and loves them and has forgiven them. As well, a loving family plus a strong Church and school community of caring friends provides the ideal environment for the development of a healthy body and healthy self-image.

### Stage 5 PDHPE Assessment Schedule 2024

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Weekly in-class theory tasks	<b>ALL</b>	<b>On-going Terms 1-4</b>	20%
2.	<b>Theory:</b> Presentation	<i>ACPPS092</i>	<b>Term 1: Week 10</b>	10%
3.	<b>Practical:</b> Sports Skills Test	<i>ACPMP099</i> <i>ACPMP101</i>	<b>Ongoing Terms 1-4</b>	20%
4.	<b>Practical:</b> Weekly Practical Participation	<b>ALL</b>	<b>Ongoing Term 1-4</b>	20%
5.	<b>Theory:</b> Written Response	<i>ACPPS094</i>	<b>Term 2: Week 10</b>	10%
6.	<b>Theory:</b> Research & Proposal	<i>ACPPS096</i>	<b>Term 3: Week 10</b>	10%
7.	<b>Theory:</b> Quiz	<b>ALL</b>	<b>Term 4: Week 5</b>	10%
			<b>TOTAL</b>	100%

## CHRISTIAN PERSPECTIVES AND PEER SUPPORT

Christian Perspectives is a non-assessable course which each High School student attends once a week. It involves mostly discussion regarding the world through the eyes of the Bible and in particular, Jesus' death and resurrection. Issues that come up in the world are examined in light of what the Bible says so students are able to critique the many aspects of living today.

Each Friday students spend time with their buddy from Primary school. During this time, students are encouraged to serve others which include peer support with K - 6 classes and serving the community of the Monaro.



<https://www.thepoachedegg.net/2013/10/three-steps-to-the-cross.html>

## PHOTOGRAPHIC AND DIGITAL MEDIA

Photographic and digital media powerfully communicates ideas, identity, values and culture through images. The study of photographic and digital media enables young people to develop an interest in and enjoyment of investigating the rapidly evolving ideas, practices and technologies of this art form. Through critical reflection and acquiring understanding, knowledge and skills, students respond to the ideas, art and arts practice of others, through creatively developing their own ideas and photographic and digital artworks.

### Stage 5 Photographic and Digital Media Assessment Schedule 2024

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Journal Review	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Week 9 of each term	45%
2.	Portfolio Review	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Week 9 of each term	45%
3.	Mid-Year Exam	5.7, 5.8, 5.9, 5.10	Term 2: Week 5	5%
4.	End-of-Year Exam	5.7, 5.8, 5.9, 5.10	Term 4: Week 5	5%
			<b>TOTAL</b>	100%



## MUSIC

The music elective builds on the previous year's music course with more emphasis on the six concepts of music and the students' own musical talent. The course has three main outcome areas relating to **Listening, Composing** and **Performing**.

### STAGE 5 Music Assessment Schedule 2024

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Individual performance	5.1, 5.2, 5.3	<b>Term 1: Week 10</b>	10%
2.	Listening and theory	5.7, 5.8, 5.9, 5.10, 5.11, 5.12	<b>Ongoing</b>	30%
3.	In Class Test	5.7, 5.8, 5.9, 5.10, 5.11, 5.12	<b>Term 2: Week 9</b>	10%
4.	Song Composition	5.3, 5.4, 5.5, 5.6	<b>Term 4: Week 2</b>	20%
5.	Performance	5.1, 5.2, 5.3	<b>Term 4: Week 3</b>	20%
6.	In Class Test	5.7, 5.8, 5.9, 5.10, 5.11, 5.12	<b>Term 4: Week 5</b>	10%
			<b>TOTAL</b>	100%

## FOOD TECHNOLOGY

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

### STAGE 5 Food Technology Assessment Schedule 2024

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Weekly Practical	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5	Ongoing	25%
2.	In Class Test	ALL	Term 1: Week 11	15%
3.	Product Development	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11, FT5-12, FT5-13	Term 2: Week 9	20%
4.	Healthy Menu	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11, FT5-12, FT5-13	Term 3: Week 8	20%
5.	Research and recipe development	ALL	Term 4: Week 4	20%
			<b>TOTAL</b>	100%

# APPENDIX 1: ASSESSMENT TASK EXTENSION APPLICATION



**Snowy Mountains Christian School**  
Cnr. Baroona Avenue & Boona Street PO Box 53, Cooma NSW 2630  
T 02 6452 4333 E office@smcs.nsw.edu.au W www.smcs.nsw.edu.au  
ACN 076 793 863 ABN 76 076 793 86 3

## Snowy Mountains Christian School Assessment Task Extension Application

**Ensure appropriate documentation is attached. Return to your teacher before the tasks' due date.**

Student name: \_\_\_\_\_ Subject: \_\_\_\_\_  
Assessment task: \_\_\_\_\_ Due date: \_\_\_\_\_  
Teacher's name: \_\_\_\_\_

---

### Reason for Application for Extension

Attach appropriate documentation (*Tick box*)

Illness  Misadventure  Other \_\_\_\_\_  
*Medical Certificate must be attached* *Attach documentation* *Please specify*

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**Outline details of the circumstances that have adversely affected your ability to complete the Assessment by the due date. (Attach extra sheets if necessary)**

□
□
□
□

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent / Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Comments: \_\_\_\_\_

---

### Office Use Only

Determination:  Approved  Not Approved  
Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
High School Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Comments: \_\_\_\_\_

*Educating children... for the journey of life*

*Original Application Form to be placed in Student file*

**Assessment Task Extension – Approval Notice (to be attached to Assessment Task by student)**

Student's Name: \_\_\_\_\_

Assessment Task: \_\_\_\_\_ Teacher: \_\_\_\_\_

Original Due Date \_\_\_\_\_ New Date Approved: \_\_\_\_\_

**Reason for Approval**

Illness       Misadventure       Other \_\_\_\_\_

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

## APPENDIX 2: EXAMPLE OF AN 'N' WARNING LETTER



**Snowy Mountains Christian School**

Cnr. Baroona Avenue & Boona Street PO Box 53, Cooma NSW 2630  
T 02 6452 4333 E office@smcs.nsw.edu.au W www.smcs.nsw.edu.au  
ACN 076 793 863 ABN 76 076 793 863

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

Dear [Parent/Guardian]

Re: OFFICIAL WARNING – Non-completion of a NSW Education Standards Authority (Authority) Stage 5 Course

I am writing to advise that your son/daughter \_\_\_\_\_ is in danger of not meeting the Course Completion Criteria for Stage 5 in \_\_\_\_\_.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the \_\_\_\_\_ (1<sup>st</sup>; 2<sup>nd</sup>) **official warning** we have issued concerning \_\_\_\_\_.

A minimum of two course specific warnings must be issued prior to a final 'N' determination being made for a course.

### Course Completion Criteria

Where it is determined that a student has not met the Course completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination.

\_\_\_\_\_  is a mandatory course  is **not** a mandatory course.

To date, \_\_\_\_\_ **has not** satisfactorily met the Course Completion Criteria by not:

- a.  **following** the course developed or endorsed by NSW Education Standards Authority; and
- b.  **applying** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c.  **achieving** some or all of the course outcomes

*Educating children... for the journey of life*

SNOWY MOUNTAINS CHRISTIAN SCHOOL  
'In Christ We Strive for Excellence'



**Snowy Mountains Christian School**  
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The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.

In order for \_\_\_\_\_ to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed:

Task Name/Course Requirement/Course Outcome	Date Task Initially Due (if applicable)	Action required by student	Date to be completed by (if applicable)

Please discuss this matter with \_\_\_\_\_ and contact the school if further information or clarification is needed.

Yours sincerely

**PLEASE DETACH THIS SECTION AND RETURN TO THE SCHOOL**

**REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A SCHOOL CERTIFICATE COURSE**

- I have received the letter dated indicating that is in danger of not having satisfactorily completed (course name)
- I am aware that this course may appear on his/her Record of School Achievement Part A with 'Not Complete' indicated.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

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

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## APPENDIX 3: COMMON GRADE SCALE

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

**A:** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

**B:** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

**C:** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

**D:** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

**E:** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.