



Year 9
2021 Assessment Guidelines

Parent, Student & Staff Handbook

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Introduction

The school is responsible for awarding each student a grade A, B, C, D, or E to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5. In Mathematics, grades have been further differentiated to nine levels A10, A9, B8, B7, C6, C5, D4, D3 and E2. The grade awarded is reported on the student's Record of School Achievement. A Non [N] Determination will be used to signify cases of non-satisfactory completion of a course.

Course Performance Descriptors

What are course performance descriptors?

Course performance descriptors are statements that summarise various levels of student achievement in a course. They describe what a student can do.

Applying the course performance descriptors

Teachers use their professional judgement in applying the course performance descriptors. The descriptor that provides the best overall description of the student's achievement will determine the grade awarded.

Determining Stage 5 grades?

During the course teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

Types of Assessment

Both formal assessment tasks and informal assessment provide important information about student achievement and outcomes. Most of the assessment information will come from formal tasks undertaken by every student in the course(s). Informal observation can be used to assist in determining a student's achievement of outcomes, but will be a minor contributor in the assessment process. The following schedules detail formal tasks for each course.

What are assessment tasks?

Assessment tasks allow students to demonstrate their achievement in a variety of ways that are appropriate for the outcomes being assessed.

Formal tasks

The majority of courses will have three to five formal assessment tasks in Year 10. The results of assessment tasks will be used to give students an indication of their achievement relative to the course performance descriptors.

Other assessment tasks

Students will also be required to complete a range of other tasks throughout the course that are less formal but nevertheless important as these tasks assist students to develop and refine knowledge and skills. Student performance on these tasks may be used by teachers to make an accurate judgement about the level of student achievement.

Assessment of the affective domain

Assessment tasks seek to measure achievement related to knowledge and skills outcomes of the syllabi and will not assess the affective domain such as values, attitudes, behaviour. However, student behaviour, effort and attitude to learning directly affects a student's ability to demonstrate the achievement of outcomes.

How will tasks be scheduled?

Where possible, students will be given at least two weeks' notice of a formal task. Staff will endeavour to ensure that students are not over-burdened at any one time.

Students should be informed about the following:

- the scope of the task including the outcomes to be assessed;
- the form the assessment task will take; and
- proposed timing and duration of the task.

What happens with invalid tasks?

Should a task be deemed invalid or unreliable by a Head Teacher, e.g. if the task has been interrupted, the task may be cancelled and a substitute task given.

What procedures will be used where there is more than one class following the same course?

Courses with multiple classes will undertake common tasks with similar conditions and assessment procedures.

What feedback should be given to students on formal tasks?

Students will be given clear and honest feedback on their performance on each task. This will show the extent to which they have achieved particular outcomes of the task and a mark and an indication of the standard of their performance in relation to syllabus expectations.

What is the formal assessment period?

Assessment will commence at the beginning of Term 1 in Year 10.

What are students' responsibilities?

Students must carefully read each subject's policy for each subject being studied. These policies will inform students of the following:

- (a) the number and nature of the tasks for the subject eg. assignment, essay etc;
- (b) the value of each task in comparison to the whole course; and
- (c) any special requirements for each of the tasks.

It is the student's responsibility to be aware of the above and not knowing about a task, the nature of a task or when a task will take place will not be accepted as an excuse for failing to do a task or for not doing well in a task. It is the student's responsibility to check if a task has been given during their absence.

- Where tasks are attempted at school, the onus is on the student to hand the task to the teacher conducting the task.
- Where a task is completed at home, the task must be handed to the teacher conducting the task when requested by the teacher during the lesson on the due date.
- If the teacher is absent, then the task is to be handed to the Head teacher or the Subject Coordinator or in the last instance the Deputy Principal responsible for Year10. Students must not leave the task at the office or on the teacher's desk in the staffroom or classroom. If the deadline for a task is not met then the task will receive zero.

It is the responsibility of students to ensure that hard copies of assessment tasks are submitted by the due date for all subjects. Soft copies of assignments on various media will not be accepted unless there is a specific requirement for this with regard to the course being studied.

What are the penalties in relation to assessment tasks?

1. Late or non-submission of an assessment task

On the day of an assessment task, students must attend school at their normal starting time. Students may not be absent from school prior to the task and simply attend school in time to either submit or attempt an assessment task. If this situation occurs, students must supply a Doctor's Certificate or they will incur a penalty of 50% per day for the assessment task. Head Teachers may grant an exemption under extenuating circumstances presented in writing. If there is no acceptable reason for the absence or non-submission of the task, a penalty of 50% per day will be given.

Assessment tasks that are submitted **late will incur a penalty**. A penalty of **50% per day** of the total mark will be deducted for late tasks – weekends will incur a 50% late penalty.

Assessment tasks must be submitted during the lesson on the day the task is due. Students must not submit an assessment task later in the day, or at the conclusion of the school day, whether or not they have been absent from school during the day. Such tasks will be treated as late submissions.

If work is submitted late, due to illness however, students must supply a Doctor's Certificate. In this situation, students must submit the task to the relevant teacher, Head Teacher or the Subject Coordinator **as soon as practicable on the first day back** at school following the absence. Head Teachers may grant an exemption or accept late assessments under extenuating circumstances, presented in writing and supported with independent evidence. If there is no acceptable reason for the absence or non-submission of the task, late penalties or a mark of zero may apply.

2. Missing an in-school task

It is important for students to be present for all tasks. If an in-school task is missed for any reason considered by the Head Teacher to be unreasonable, then a **penalty of 50% per day** of the total mark will be deducted.

If a student misses a task due to illness, they will be required to *provide a Medical Certificate*. If the student is ill during an assessment task at school, then the student must inform the teacher at the time of the assessment task. A medical certificate *may* be required to validate the student's claim to illness. All medical certificates and extenuating circumstances presented in writing and supported with independent evidence may be considered by the Head Teacher. These are to be given to the Head Teacher or Subject Coordinator of the subject on the ***student's first day back at school, even if they do not have a lesson in the course from which the task was missed.***

It is the student's responsibility to see the relevant Head Teacher or Subject Coordinator to make arrangements to complete the task(s). Where appropriate, the Head Teacher or Subject Coordinator will organise for the task to be completed on that day, or negotiate an alternative period for the student to complete the task. The same rules for an absence on an alternative day negotiated with the Head Teacher or Subject Coordinator apply if the student is absent on that day. In the case of a prolonged absence or when a substitute task is inappropriate, the Principal may decide to give an estimate.

Students who miss an in-school task may be given an alternate task, the same task, the same task used as an indicator for the award of an estimate, or an estimate based on teacher judgement.

3. Non-serious attempt

If a student fails to make a serious attempt at a task, the Head Teacher will give students a formal warning about a non-serious attempt which may jeopardise their attainment of the RoSA. Parents will also be advised of this matter.

A non-serious attempt or failure to submit or complete a task displays a lack of sustained diligence and effort and will be considered as nil achievement. This may lead to an 'N' Determination (Non Award).

4. Malpractice

Cheating, copying, plagiarism or any other form of malpractice is a serious offence. Should a student have a mobile phone (or other electronic device) on or if the mobile phone rings or is used during a formal assessment task, then the Head Teacher may deem this a form of malpractice and zero may be awarded. All assessment tasks/examinations must be a student's own work. A zero may be given in cases where any malpractice, such as cheating or any attempt to cheat occurs. An N letter may be issued and the task may need to be re-attempted.

Where malpractice occurs teachers may not have sufficient evidence of the student's ability to demonstrate their level of achievement of the outcome of the task. This is very likely to affect the grade received by the student for the RoSA. It may also lead to the non-award [N-Award] of a course or the entire RoSA.

5. Mobile phones, smart watches

Should a student be in possession of smart technology that is on, or if a mobile phone rings, or is used during a formal assessment task, then the Head Teacher may deem this a form of malpractice and zero may be awarded.

Smart watches are banned from assessment tasks and exams.

6. Use of Computer Based Technologies

Students who need to, or elect to prepare any assessment task material using computer based technology, such as a word processor or the Internet must take any necessary precautions to ensure that technical difficulties do not lead to late submission. This may include precautions such as backing up files, installing anti-virus software for system protection or ensuring sufficient time is left to produce a hard copy of the task using a printer. Under no circumstances will an assessment task be accepted as a soft copy unless it is a specific requirement of the course, nor will any technical problem be considered as a valid reason for late submission. Late submission of any task due to any computer related problem will incur a penalty of 50% per day for the assessment task.

How do we know if a student has satisfied requirements for the RoSA?

Principals are required to certify that students have satisfactorily completed the Record of School Achievements. The Record of School Achievement completion criteria, as outlined in the Assessment, Certification and Examination (ACE) Manual, are:

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 or endorsed by the Board; and*
- (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 of the course outcomes.*

What will happen to students who are not working

N Determinations

N Determinations [Non Awards] are given to students who have not satisfactorily completed a course.

If the student is at risk of receiving an "N" determination in any course the Principal will warn the student as soon as possible and advise the parent or guardian in writing.

A student who receives an "N" Determination in any of the mandatory subjects (English, Mathematics, Science, Australian History, Australian Geography, PD/Health/PE) will **not** be awarded a Record of School Achievement.

Can students appeal an assessment task?

Any concern about the results achieved on an assessment task must be discussed with the teacher no later than the end of the lesson in which the task was returned. An assessment review will focus on the school's procedures for determining the final assessment mark or grade. ***The teacher's judgement of the task's worth is not subject for review.*** The review will be conducted within the school; however, students may have the right to appeal to the NSW Education Standards Authority if they are not satisfied with the school's review. The NESA will only consider whether the school's review process was adequate for determining the result. ***There is no appeal against the marks or grades awarded for individual assessment tasks.*** Disputes concerning a specific assessment task that cannot be resolved with the relevant teacher on the return of the task should be lodged in writing as an appeal addressed to the Principal. The appeal must be made within 3 days of the return of the assessment task and detail which areas are the basis for the appeal.

Can students appeal an N Award in a course?

Students must be able to demonstrate that they have satisfied all the NESA's requirements for satisfactory completion of the RoSA. Students also have the right to appeal an "N" determination. Such appeals will be heard within the school, or if necessary, by NESA. Such appeals must be submitted in writing to the Principal.

Where else can students go for advice?

There are a number of people that students may speak to if they have any queries about the RoSA. In the first instance, students may speak to their Head Teacher, Subject Coordinator, Deputy Principal or Principal. They may wish to also speak to the NESA Liaison Officer who may be contacted via the NESA website.

Where will I find the most recent version of this document?

On the Sylvania High website.

Year 9 Course Assessment Schedules start on the next page.

ENGLISH

Year 9 Mandatory Course

TASK	DATE DUE	COMPONENTS	TASK TYPE	WEIGHTING
1	Term 1 Week 7	The Poetic Experience: Study of a Poet	In class essay	20%
2	Term 2 Week 5-6	Gender stereotypes in texts	Written task – text type	25%
3	Term 3 Week 3	When Words and Images Meet: A study of picture books	Multi – modal	25%
4	Term 4 Week 5-6	Close Study of Text- Novel Study	Examination Comprehension and Extended response	30%

GEOGRAPHY

Year 9 Mandatory course

TASK	DATE DUE	COMPONENTS	TASK TYPE	WEIGHTING
1	Term 1 Week 8 or Term 3 Week 8	Sustainable biomes	Research task	50%
2	Term 2 Week 5-6 or Term 4 Week 5-6	Sustainable biomes Changing places	Examination	50%

Note: Geography and History are semesterised, hence you will complete two tasks in either Term 1/2 **or** Term 3/4.

HISTORY

Year 9 Mandatory Course

TASK	DATE DUE	COMPONENTS	TASK TYPE	WEIGHTING
1	Term 1 Week 8 or Term 3 Week 8	Movement of peoples	Research Task	50%
2	Term 2 Week 5-6 or Term 4 Week 5-6	Movement of peoples Rights and freedoms	Examination	50%

Note: History and Geography are semesterised, hence you will complete two tasks in either Term 1/2 **or** Term 3/4.

MATHEMATICS 5.1, 5.2 & 5.3

Year 9 Mandatory Course

TASK	DATE DUE	COMPONENTS	TASK TYPE	WEIGHTING
1	Term 1 Week 7	Knowledge, Skills & Applications of Core Concepts	Examination	20%
2	Term 2 Week 5-6	Knowledge, Skills & Application of Core Concepts	Examination	30%
3	Term 3 Week 3	Knowledge, Skills & Applications of Core Concepts	Project	20%
4	Term 4 Week 5-6	Knowledge, Skills & Applications of Core Concepts	Examination	30%

PDHPE

Year 9 Mandatory course

TASK	DATE DUE	COMPONENTS	TASK TYPE	WEIGHTING
1	Term 1 Weeks 8-9	Difference and diversity	Research & In Class Assessment	25%
2	Term 1 Week 7 Term 2 Week 4	Court games Cultural games	Practical Assessment	25%
3	Term 3 Weeks 9-10	The Dating Game	Case Study & In Class Assessment	25%
4	Term 3 Weeks 4-5 Term 4 Week 4	Strategy games Catching & striking games	Practical Assessment	25%

NOTE: Practical assessment does NOT require research or written time, it is ongoing throughout each semester. It does require sports uniform. Assessments may be subject to change to accommodate course organisation and structure.

SCIENCE

Year 9 Mandatory Course

TASK	DATE DUE	COMPONENTS	TASK TYPE	WEIGHTING
1	Term 1 Week 5	Research Project: Disasters	Written report and presentation	25%
2	Term 2 Week 5-6	Exam based on scientific theory and experimental tasks	Examination	20%
3	Term 3 Week 5	Communicating, understanding and investigating skills	Investigation and Science Skills	25%
4	Term 4 Week 5-6	Exam based on scientific theory and experimental tasks	Examination	30%

ECO RANGERS

Year 9 100 Hour Elective

1	Term 1 Week 9	Leadership	Report	25%
2	Term 2 Week 6	Uluru Journey	Presentation	25%
3	Term 3 Week 9	Global Participant	Media Report	25%
4	Term 4 Week 5	Project Portfolio	Report	25%

FOOD TECHNOLOGY

Year 9 100 Hour Elective

1	Term 1 Week 8	Investigating and research Communicating	Research Task	25%
2	Term 2 Week 5-6	Knowledge and understanding Communicating	Examination	20%
3	Term 3 Week 6	Problem Solving Communication	Research Task	25%
4	Term 4 Week 5-6	Knowledge and understanding	Examination	30%

HISTORY, MYSTERY AND FORENSICS

Year 9 100 Hour Elective

TASK	DATE DUE	COMPONENTS	TASK TYPE	WEIGHTING
1	Term 1 Week 9	Investigation	Research Task	30%
3	Term 3 Week 7	Research and communicating	Report	40%
4	Term 4 Week 5-6	Knowledge and Understanding	Examination	30%

INDUSTRIAL TECHNOLOGY - TIMBER

Year 9 100 Hour Elective

TASK	DATE DUE	COMPONENTS	TASK TYPE	WEIGHTING
1	Term 2 Week 3	Practical skills	Folio and Video	25%
2	Term 2 Week 5-6	Use of appropriate tools, processes and subject knowledge	Examination	15%
3	Term 4 Week 6-7	Use of appropriate tools, processes and subject knowledge	Examination	25%
4	Term 4 Week 5	Practical and management skills	Project and Folio	35%

INDUSTRIAL TECHNOLOGY - MULTIMEDIA

Year 9 100 Hour Elective

1	Term 1 Week 8	Photoshop Essentials Skills	Practical Task	25%
2	Term 2 Week 3-4	Web Design Idea Development	Practical Task	10%
3	Term 2 Week 8	Web Design	Practical Task	15%
4	Term 3 Week 8	Video Production	Practical Task	25%
5	Term 3 Week 5-6	Animation	Practical Task	25%

PHYSICAL ACTIVITY & SPORT STUDIES

Year 9 100 Hour Elective

TASK	DATE DUE	COMPONENTS	TASK TYPE	WEIGHTING
1	Term 1 Week 7-8 Term 2 Week 4-5	Disc Games World Games	Practical Assessment	25%
2	Term 2 Week 4-5	Body Systems & Energy for Physical Activity	Unit Class Test	25%
3	Term 3 Week 8-9 Term 4 Week 3-4	Exercise and Fitness Leisure and Recreation Activities	Practical Assessment	25%
4	Term 3 Week 10	Australia's Sporting Identity	Research Task and Presentation	25%

COMMERCE

Year 9 200 Hour Elective

TASK	DATE DUE	COMPONENTS	TASK TYPE	WEIGHTING
1	Term 1 Week 8	Consumer & Financial Decisions	Report	20%
2	Term 2 Week 5-6	Consumer & Financial Decisions Economic & Business Environment	Examination	30%
3	Term 3 Week 2	Investing	Report	20%
4	Term 4 Week 5-6	All Topics	Examination	30%

DANCE

Year 9 200 Hour Elective

TASK	DATE DUE	COMPONENTS	TASK TYPE	WEIGHTING
1	Term 1 Week 6	Shapes in Space- Making, Performing & Appreciating Dance	Partner Performance Submission of Logbook	20%
2	Term 2 Week 4-5	Stimulus/Dynamics- Making, Performing & Appreciating Dance	Small group Composition Performance Interview, Logbook	30%
3	Term 3 Week 5-6	Classical Ballet- Making, Performing & Appreciating Dance	Performance, Questionnaire and Research Task	20%
4	Term 4 Weeks 4-6	Making, Performing & Appreciating Dance	Composition, Interview Submission of logbook	30%

DRAMA

Year 9 200 Hour Elective

TASK	DATE DUE	COMPONENTS	TASK TYPE	WEIGHTING
1	Term 1 Week 8	Making Drama Performing Drama Appreciating Drama	Group Playbuilding performance and logbook	25%
2	Term 2 Week 5	Making Drama Performing Drama Appreciating Drama	Scripted drama small group performance Extended response and logbook	25%
3	Term 3 Week 4	Making Drama Performing Drama Appreciating Drama	Monologue performance Rationale and Logbook	20%
4	Term 4 Week 6	Making Drama Performing Drama Appreciating Drama	Commedia Dell'arte group performance, mini research project and logbook	30%

FOOD TECHNOLOGY

Year 9 200 Hour Elective

TASK	DATE DUE	COMPONENTS	TASK TYPE	WEIGHTING
1	Term1 Week 8	Investigating and research Communicating	Research Task	25%
2	Term 2 Week 5-6	Knowledge and understanding Communicating	Examination	20%
3	Term 3 Week 6	Investigating and research Problem Solving Communication	Research Task	25%
4	Term 4 Week 5-6	Knowledge and understanding	Examination	30%

Note: In order to achieve course outcomes, students must attend classes with all necessary equipment. Students will not be permitted to participate in practical lessons without appropriate safety equipment. This includes the wearing of fully enclosed leather shoes, aprons and where necessary, hair restraint.

INDUSTRIAL TECHNOLOGY - TIMBER

Year 9 200 Hour Elective

TASK	DATE DUE	COMPONENTS	TASK TYPE	WEIGHTING
1	Term 2 Week 3	Practical skills	Folio and Video	25%
2	Term 2 Week 5-6	Use of appropriate tools, processes and subject knowledge	Examination	15%
3	Term 4 Week 5-6	Use of appropriate tools, processes and subject knowledge	Examination	25%
4	Term 4 Week 5	Practical and management skills	Project and Folio	35%

Note: In order to achieve course outcomes, students must attend classes with all necessary equipment. Students will not be permitted to participate in practical lessons without appropriate safety equipment. This includes the wearing of fully enclosed leather shoes, aprons and where necessary, hair restraint.

INFORMATION SOFTWARE AND TECHNOLOGY

Year 9 200 Hour Elective

TASK	DATE DUE	COMPONENTS	TASK TYPE	WEIGHTING
1	Term 1 Week 8	Simulation & Modelling Spreadsheet task	Practical Task	25%
2	Term 2 Week 5-6	Simulation & Modelling Networking Systems	Examination	25%
3	Term 3 Week 8	Database Design	Practical Task	25%
4	Term 4 Week 5-6	Simulation & Modelling Networking Systems Database Design Authoring & Multimedia	Examination	25%

MUSIC

Year 9 200 Hour Elective

TASK	DATE DUE	COMPONENTS	TASK TYPE	WEIGHTING
1	Term 1 Week 9	Musicology	Research Assignment	20%
2	Term 2 Week 5-6	Aural	Examination	25%
3	Term 3 Week 8	Composition	Composition Task	25%
4	Term 4 Week 4-5	Performance	Performance	30%

PHYSICAL ACTIVITY & SPORT STUDIES

Year 9 200 Hour Elective

TASK	DATE DUE	COMPONENTS	TASK TYPE	WEIGHTING
1	Term 1 Week 7-8 Term 2 Week 4-5	Disc Games World Games	Practical Assessment	25%
2	Term 2 Week 4-5	Body Systems & Energy for Physical Activity	Unit Class Test	25%
3	Term 3 Week 8-9 Term 4 Week 3-4	Exercise and Fitness Leisure and Recreation Activities	Practical Assessment	25%
4	Term 3 Week 10	Australia's Sporting Identity	Research Task and Presentation	25%

NOTE: Practical assessment does NOT require research or written time, it is ongoing throughout each semester. It does require sports uniform. Assessments may be subject to change to accommodate course organisation and structure.

VISUAL ARTS

Year 9 200 Hour Elective

TASK	DATE DUE	COMPONENTS	TASK TYPE	WEIGHTING
1	Term 2 Week 1	Making Artworks Historical/Critical Study	Drawing and Research Assessment	35%
2	Term 2 Week 7	Making Artworks	Etching Artwork	15%
3	Term 3 Week 7	Making Artworks Historical/Critical Study	Sculpture Artwork & Research Assessment	35%
4	Term 4 Week 4	Making Artworks	Contemporary Pop Painting	15%