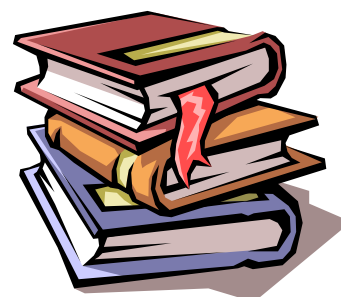




Girraween High School



2019



Year 9

Assessment Policy Booklet

as at Tuesday 5th March 2019



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SCHOOL ASSESSMENT PROCEDURES

THE PURPOSE OF ASSESSMENT

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. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

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

NSW syllabuses promote an integrated approach to teaching, learning and assessment. *Assessment for learning*, *assessment as learning* and *assessment of learning* are approaches that can be used to gather evidence about student achievement and to improve student learning.

Assessment for learning involves teachers using evidence about students' skills, knowledge and understanding to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment for learning and *assessment as learning* incorporate some common elements, such as: self-assessment and peer assessment; strategies for students to actively monitor and evaluate their own learning; feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Some of the tasks that students will be given in a subject will not be assessment tasks. Students are required to complete all *set tasks*, not only those for assessment.

Gathered evidence is used by teachers for *assessment of learning*, sometimes referred to as 'summative assessment', to rank or grade students. This usually takes place at key points in the learning cycle, such as at the end of Semester 1 and Semester 2, when students receive reports identifying the levels of skill, knowledge and understanding they have achieved.

ASSESSMENT SCHEDULE BOOKLET AND TIME-FRAME

This Assessment Booklet provides you with an assessment schedule for each of your subjects (see pages 11 – 20). Each assessment schedule lists for each task: type of task, **approximate date** (Term and Week), anticipated Areas of Learning to be assessed and weightings. At the conclusion of the subject assessment schedules in this Assessment Booklet is a Summary of Assessment Tasks (see pages 21, 22) – this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

Note that the dates listed in the assessment schedules and in the Summary of Assessment Tasks are APPROXIMATE.

Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.

Note that the teacher notification has precedence over any information listed in the assessment schedules and Summary of Assessment Tasks contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, date of the task, Areas of Learning to be assessed, and weightings) may change from the date of issue of the booklet, so the notification given by the teacher will be used to list the correct details for each assessment task.

1. ATTENDANCE

Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed.

Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/caregiver to explain any absence. Unsatisfactory attendance may mean that a student does not satisfactorily complete a course and they may not be eligible to receive a Record of School Achievement.

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. Students who are absent on any day are responsible for ascertaining if any assessment task has been set for any course missed during their absence. No automatic extension is granted to students who are absent on the day the notice of a task is given.

2. SUBMISSION OF TASKS

For assessment tasks which are completed outside the classroom:

- a *Statement of Authenticity and Academic Integrity* (which will be issued to the student when notification of the task is given) must be signed by the student and submitted with the completed assessment task (see Section 11)
- students must use and follow the school's *Acknowledging Sources in Assessment Tasks* (see Section 14) to acknowledge any component of the student's work that has been written, created or developed by others
- all tasks are to be submitted by the designated day and time (as per the teacher notification).

All tasks submitted after the designated time will be deemed to be LATE unless there are exceptional circumstances.

Failure to submit a task by the designated time will result in:

- a note being sent home (a copy of this note will be placed in the student's central file and given to the Year Adviser and Deputy Principals)
- the student will lose 20% of their marks per day for that task until the task is handed in, with a maximum loss of 100% after 5 days late. This included weekends. For example, if a task was due on Thursday, and not handed in till the following Monday, the student will lose 80%.

All faculties must maintain a record of tasks submitted. Tasks must be submitted in accordance with the instructions from the faculty.

3. EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION

An extension of time for completion of tasks may only be granted by the appropriate Head Teacher. Students must apply to the Head Teacher responsible well before the due date of the task. Extensions will only be granted in cases of severe illness or other exceptional circumstances.

If your extension is not granted, you must submit the incomplete task on the due date.

Unless prior application for an extension has been approved by the appropriate Head Teacher, the late submission of a task will result in a deduction of marks for that task (see Section 2 above).

4. PRIOR KNOWLEDGE OF ABSENCE

Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the relevant Head Teacher.

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must NOTIFY THE HEAD TEACHER AND THEIR CLASS TEACHER, and submit the work before the due date.

5. ABSENCE DUE TO ILLNESS/MISADVENTURE

It is the student's responsibility to perform/submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time. Unless prior application for an extension has been approved by the appropriate Head Teacher, the late submission of a task will result in a deduction of marks for that task (see Section 4 above). If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the appropriate Head Teacher).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the school **IMMEDIATELY** if circumstances will prevent them from doing so.

6. TECHNOLOGY AND ASSESSMENT TASKS

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in **extreme circumstances**.

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

- when working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
- when working at school, save the latest version of your work to your personal files on the school server (see Mr Albanese for assistance if you are experiencing difficulties with the school server or you have forgotten your confidential username and password)
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
 - check the compatibility of your home software with the school's technology
 - save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers / printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. Inform your class teacher of this. (Note: printing at school should only be a last resort and must be completed before the due hand in time.)

No student may have a **mobile phone** or **technological device** (including a **programmable watch** such as an Apple watch) with them during an in-class assessment task or major examination (such as a Yearly Examination). In this case, students must follow teacher instructions as to what they are required to do with their mobile phones and technological devices.

Teacher instructions could include:

- for in-class assessment tasks and major examinations conducted in classrooms: students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor near the student or, if possible, at the front / back / side of the room.
- for major examinations conducted in the MPC: students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor in the MPC near the wall closest to the Canteen. At times it may be deemed appropriate for students to switch off or set to silent their mobile phone or technological device then place it in a box as they enter the MPC.

Any student who is found with a **mobile phone** or **technological device** (including a **programmable watch** such as an Apple watch) during an in-class assessment task or major examination (such as a Yearly Examination) will have **breached the school examination rules**. Penalties can include a mark of **ZERO** for this task (see Section 11 below).

7. ORAL TASKS

Oral tasks usually consist of two components – a written submission and the oral presentation itself. The form of the written submission will be explained by your teacher when the task is distributed.

All written submissions must be handed in by the designated time on the due date. All written submissions handed in after this time will be deemed LATE, unless there are exceptional circumstances, and the student will receive a mark deduction for the written submission component of the task (see Section 4).

In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified time and day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students **MUST** attend class at the time indicated for their oral presentation. It is the student's responsibility to be ready to give their oral presentation at the designated time on the designated date. Any student that is not present to give their oral presentation at the designated time on the designated date will be deemed LATE, unless there are exceptional circumstances, and the student will receive a mark deduction for the oral presentation component of the task (see Section 4).

In some circumstances, the written submission is the transcript of the oral presentation. If this transcript is not submitted by the designated time on the designated date, the student will receive a mark deduction for the task, unless there are exceptional circumstances (see Section 4).

8. ZERO MARKS

A **ZERO** mark will be awarded when a student:

- submits a task later than 5 days from the due date (without a valid reason)
- does not attempt a task (non-attempt)
- does not make a serious attempt at a task (non-serious attempt)
- is found to be involved in malpractice (see Section 9 below).

In such cases:

- parents/guardians will be informed in writing
- a copy of this parental notification will be placed in the student's central file and given to the Year Adviser and Deputy Principals.

9. MALPRACTICE IN ASSESSMENT TASKS

Each student's mark in an assessment task will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the school's ***Acknowledging Sources in Assessment Tasks*** (see Section 12). Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating.

Malpractice in any form, including plagiarism is unacceptable.

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism (see 12.2 below), could lead to students receiving **ZERO marks** for that task.

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

- cheating, attempting to cheat, or assisting others to cheat
- 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 appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks* (see Section 14)
- building on the ideas of another person without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks* (see Section 14)

- 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 to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks* (see Section 14)
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting an assessment task in any way
- breaching school examination rules (this includes being found with a **mobile phone** or **technological device**, including a **programmable watch** such as an Apple watch, during an in-class assessment task or major examination (such as a Yearly Examination) (See Section 8 above)
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date.

In the case of suspected plagiarism (see 14.2 below), 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.

Any student found involved in malpractice in completing an assessment task will be awarded a mark of **ZERO** for that task.

The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Head Teacher of the course involved, and notified immediately to the Principal.

The Principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

If malpractice is proven, a mark of **ZERO** will be awarded (see Section 10 above).

10. DISPUTES REGARDING ASSESSMENT TASKS

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted.

Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned.

11. ASSESSMENT CONCERNS

Where circumstances arise in the administration of assessment for the Junior Years not covered by the procedures described in this document, they should be referred to, and discussed with, the Principal for resolution.

Note: **The Principal is the final arbiter in all assessment matters.**

If the Principal is absent, students should see the Deputy Principal responsible for their Year, or the other Deputy Principal if this is not possible.

ACKNOWLEDGING SOURCES IN ASSESSMENT TASKS

12.1 REFERENCING

Referencing is a method of acknowledging the variety of sources of information and ideas that you have used while completing assessment tasks outside the classroom. Its purpose is to acknowledge the original source of ideas and work that is not your own. Direct quotations, facts and figures, as well as ideas and theories, from both published and unpublished works, must be referenced. Referencing is necessary to avoid plagiarism, to verify quotations and paraphrasing, and to enable readers (and markers) to follow up and read more fully the cited author's work.

Information that you are required to reference includes:

- quotations (exact words), or paraphrasing (information rewritten in your own words)
- ideas, arguments or specific information (such as statistics) proposed and developed by someone else.

The following types of sources do not need to be acknowledged:

- your own experiences or experimental results
- your original ideas, arguments or compositions
- common knowledge.

Common knowledge includes:

- facts that are commonly known (such as there are 12 months in a year)
- statements of facts that are easily available in a number of different kinds of sources (such as World War II began in 1939).

Referencing generally has two key elements:

- ❶ an in-text reference (that is, within the text of the assessment task) that indicates you have used a phrase, idea or concept from someone else (see 14.3.1 below)
- ❷ a complete Reference List at the end of the assessment task giving full details of all sources referred to in the assessment task (see 14.3.2 below).

There are many referencing systems available. At Girraween High School, the **Harvard Style** of referencing is to be used when completing assessment tasks outside the classroom (see 14.3 below). If an assessment task is not referenced in the required format, you may be suspected of plagiarism (see Section 11 above, 14.2 below). All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism (see 14.2 below), could lead to students receiving **ZERO marks** for that task.

12.2 PLAGIARISM

Plagiarism is a form of **malpractice** or **cheating** (see Section 11 above).

Plagiarism is presenting another person's work as your own work by copying or reproducing it without acknowledgement of its source.

Plagiarism includes, but is not limited to:

- substantial parts of your presented or submitted assessment task has been copied from the work of someone else
- your assessment task contains a substantial body of copied material (including from the internet) without acknowledgement of the source through correct referencing
- engaging another person to produce or conduct research for your assessment task.

Plagiarism is seldom an issue when students properly acknowledge the source of the material. When completing an assessment task outside the classroom, to avoid the risk of plagiarism, students need to do two things – use in-text references and complete a Reference List (see 12.1 above, and 12.3 – 12.4 below).

Students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task (see Section 11 above).

12.3 HARVARD STYLE REFERENCING GUIDE

12.3.1 In-text References

If you directly quote an author, discuss their idea, research or paraphrase their text in your assessment task, you must provide an in-text reference (that is, within the text of your task) acknowledging their name, the year of publication and the relevant page number(s) of their publication.

You must then list all the references cited in your task, with full bibliographic details in alphabetical order, in your **Reference List** at the end of your task.

Quote

This is where you copy the exact words from the original source. You must use the author's surname, the year of publication, and the page number(s).

Example: 'As discussed previously, a satellite can be put into Earth orbit. The required orbital velocity depends on the radius of the orbit.' (Warren 2008, p. 17)

' ' Single quotation marks are used for quotes of fewer than 30 words to show where the quote begins and ends, followed by the in-text reference.

When 30 or more words are quoted, quotation marks are NOT used. Instead, begin quoting the material on a new line and indent the text 5 spaces (use the Indent tool to keep all lines of the quote evenly indented) and include specific page number(s) in your in-text reference.

Paraphrase

This is where you use someone else's ideas, information, theories etc, but rewrite it in your own words (including grammar, vocabulary, sentence structure, and style). Note that no quotation marks are used here.

Example: Satellites can be out into orbit around the Earth, the orbital velocity depends on the altitude above the Earth's surface. In other words orbital velocity depends on the radius of orbit. (Warren 2008, p. 17)

Electronic/Internet/Web source

Exactly the same rules: Author's last name date, 'page' reference. Where there is no 'page' reference, you cite Author's last name date and paragraph number. Use the same methods as above if there are no identifiable authors, use the group name, or failing that, the short title of the site/page (University of Sydney, 2008).

Example: 'The easiest way to think about this is in two dimensions. Think of space and time as a piece of paper, which is bent over on itself. If a weight is put on top of the paper it will sag towards the centre. If there is another weight on the opposite side, it will also sag towards the centre. If the two bulges eventually meet, a wormhole could form and join two regions of space.' (BBC 2008, para 4)

12.3.2 Creating a References List

Your references must appear at the end of your task in a new section entitled **Reference List**. The references listed are arranged alphabetically by author. Where an item has no author, it is cited by its title, and ordered in the list alphabetically by the first significant word of the title. Start a new line for each reference.

A **Reference List** only includes material from other sources such as books, journals and electronic sources, including the internet, that are cited within the assessment task.

For some courses, such as Stage 6 Society and Culture, a **Bibliography** may be required. A Bibliography is a list of relevant sources of all materials you read while preparing and writing your task, even if they were not all referenced within the actual assessment task. Your teacher will inform you if a Bibliography is needed and the format to be used.

12.3.3 Inbuilt References Generator

Microsoft Word has an inbuilt References Generator. To use this within a Word document:

- Step 1: In the *References* tab (top of the screen), look for the *Citations & Bibliography* section. If necessary, select the *Style* tab in the drop down menu and change the style to *Harvard*.
- Step 2: When required to add an in-text reference, select *Insert Citation*, complete the required information, then hit *OK* to return to the document.

Create Source

Type of Source: Book Language: Default

Bibliography Fields for Harvard - Anglia 2008

Author: [] Edit

☐ Corporate Author []

Title: []

Year: []

City: []

Publisher: []

Edition: []

☐ Show All Bibliography Fields

Tag name: Placeholder1

OK Cancel

Step 3: Upon completing the document, select *Bibliography*, then in the drop down menu select *Insert Bibliography*. Documents cited will then be automatically inserted. An appropriate heading would then need to be entered at the start of the list.

Books:

- Name of author/s (surname, first names)
- Year of publication,
- *Title*, (in italics and with minimal capitalisation)
- Edition (if applicable, edn),
- Publisher,
- Place of publication.

Examples:

Butler M, Hopkins D, & Willis J 2001, *Physics 2*, Macmillan Education Australia, South Yarra.

Healey, J (ed.) 2005, 'Wealth and inequality', in *Issues in Society*, vol. 226, The Spinney Press, Thirroul, N.S.W.

McLarty, R 2005, *The memory of running*, Time Warner, London.

Encyclopaedia Articles:

- 'Title of article'
- *Title of encyclopaedia in italics*
- Year of publication,
- Publisher,
- Place of publication,
- Vol. no,
- Page no/s.

Example:

'Germany', *World Book Encyclopedia* 2004, World Book, Sydney, vol. 8, pp. 114-116.

Magazine Articles:

- Name of author/s
- Year of publication,
- 'Title of article',
- *Magazine name*,
- Month/volume/issue number,
- Page no/s.

Examples:

Low, T 2006, 'Sweet country', *Australian Geographic*, January-March, p. 68.

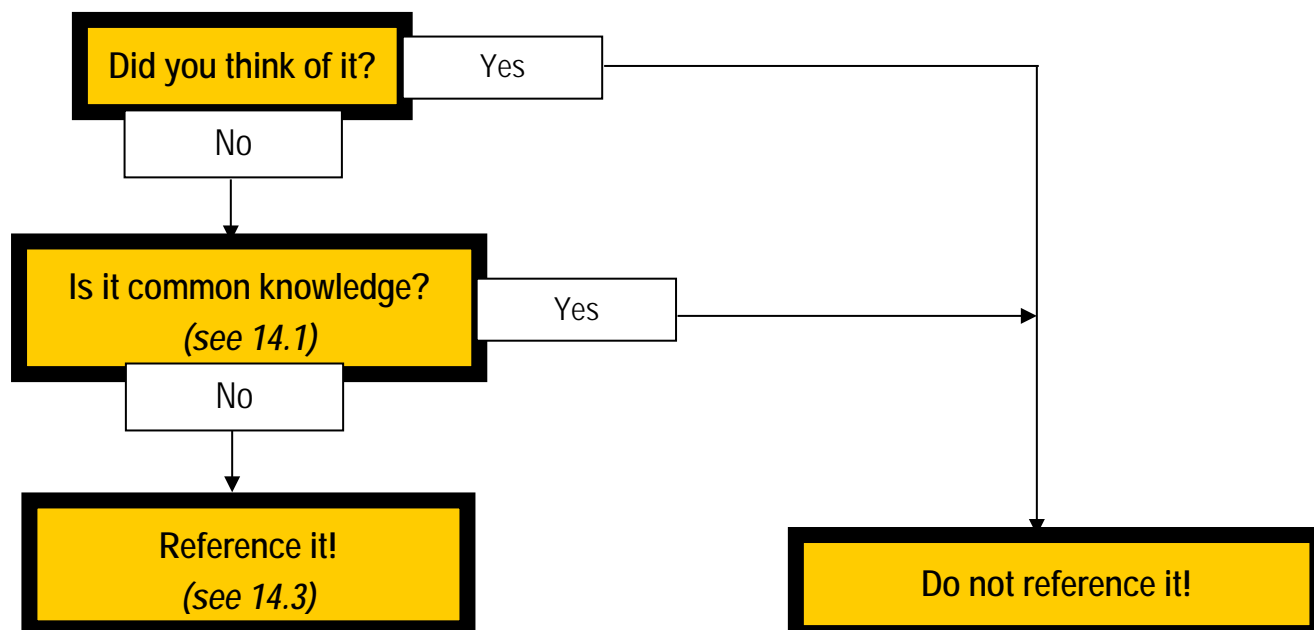
Nolch, G 2006, '21st Century food', *Australasian Science*, Vol. 14, no. 3, pp. 14-19.

Newspaper Articles:

- Name of author/s
- Year of publication,
- 'Title of article',
- *Newspaper name*,
- Day and month,
- Page no/s.

Example:

Kerbaj, R 2006, 'Brother of terror suspect speaks', *The Australian*, 9 February, p. 4.

12.4 REFERENCING SUMMARY**What is Referencing?**

Referencing is a method of acknowledging the sources of information and ideas that you have used while completing assessment tasks.

It has two key elements:

- an **in-text reference** that indicates you have used a phrase, idea or concept from someone else
- a complete **Reference List** at the end of the assessment task giving full details of all sources referred to in the task.

**Why do you have to reference properly?**

- to acknowledge your sources
- to give your readers information to identify and consult your sources
- to ensure your information is accurate.

**What if you don't reference properly?**

- you may be suspected of **plagiarism** (that is, not acknowledging someone else's ideas or writing)
- students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.

Individual Subjects

Core Subjects

YEAR 9 ASSESSMENT SCHEDULE:**2019****SUBJECT: English**

Task	Type and Description of Task	Mode(S)	Overall Weighting	Outcomes	Due Date
1. Constructing Reality	<p>Pitch (10%) Students will adopt a designated role to deliver a pitch to a TV network with the intention being to persuade them to accept their idea for a new Reality TV show.</p> <p>Extended Written Response (15%) This task will require students to compose a discursive essay related to the <i>Constructing Reality</i> unit. A discursive essay is a piece of formal writing which discusses a particular issue, situation or problem but does not attempt to persuade the responder to a particular perspective.</p>	Viewing and Representing Writing	25%	EN5-2A, EN5-4B, EN5-6C, EN5-9E	Term 1 Weeks 9 and 10
2. Shakespeare and Film	<p>Written Response to Shakespeare This task is a test in which students respond to a question in essay form assessing the appropriation of and making detailed reference to Shakespeare's <i>Romeo and Juliet</i> and Baz Luhrmann's <i>Romeo + Juliet</i>.</p>	Reading Writing	25%	EN5-1A, EN5-3B, EN5-7D, EN5-8D	Term 2 Week 9
3. Novel -Area of Study - Individual and Society	<p>Speech or Multimodal Presentation Students will plan and present a speech or multimodal presentation in response to a question on Harper Lee's <i>To Kill a Mockingbird</i> and one related text of their own choosing.</p>	Speaking Listening Representing	20%	EN5-2A, EN5-3B, EN5-5C, EN5-8D	Term 3 Weeks 9, 10
4. Yearly Examination	<p>Part A – Reading Task (15%) This task is a test that will require short responses to unfamiliar texts related to each of your units of study this year.</p> <p>Part B – Extended Written Response (15%) This section will require students to compose a piece of creative writing related to the <i>Individual and Society</i> unit.</p>	Reading Writing	30%	EN5-5C, EN5-4B, EN5-3B, EN5-1A	Term 4 Week 1
			100%		

YEAR 9 ASSESSMENT SCHEDULE: 2019**SUBJECT: HISTORY (MANDATORY)**

Task	Type and Description of Task	Comprehension	Analysis and Use of Sources	Research	Explanation and Communication	Overall Weighting	Outcomes	Due Date
Research Oral Presentation	Progressive Ideas and Movements: Students work in groups to research one progressive idea or movement. Students conduct a creative presentation based on their research to convince class members to support their idea or movement.	5%	-	10%	10%	25%	HT5.1, HT5.2, HT5.3, HT5.9, HT5.10	Term 1, Week 9
Source Analysis	Progressive Ideas and Movements: Students will conduct a scaffolded analysis of an unseen source in class time. The source will relate to the focus study of the unit – Imperialism.	5%	10%	5%	5%	25%	HT5.5, HT5.6, HT5.8, HT5.9,	Term 2, Week 4
Research Essay	Rights and Freedoms: This task will involve students completing an in-class essay on the contribution of a key figure to civil rights in Australia. Students will also develop an accurate bibliography and reflection statement.	-	5%	15%	5%	25%	HT5.1, HT5.4, HT5.7, HT5.10	Term 3, Week 7
Examination	Yearly Examination: All topics taught will be assessed in the Yearly Examination. The examination will include objective response/multiple choice questions, source-based and extended responses.	5%	10%	5%	5%	25%	HT5.1-HT5.10 (all outcomes)	Term 4, Week 1
		15%	25%	35%	25%	100%		

YEAR 9 ASSESSMENT SCHEDULE:**2019****SUBJECT: Geography**

Task	Type and Description of Task	Knowledge	Skills	Inquiry	Overall Weighting	Outcomes	Due Date
1. Skills Test	Stimulus and skills based: Students will do a 45 minute skills test based on maps, altitude, longitude/latitude, density and bearing.		25		25	GE5-2, GE4-2, GE5-3, GE5-5, GE5-7, GE5-8	Term 1 Week 9
2. Research Assignment (Sustainable Biomes)	Students undertake independent research on the topic Sustainable Biomes. They assess the extent to which climate change affects food production.			25	25	GE5-2, GE4-2, GE5-3, GE5-5, GE5-7, GE5-8	Term 2 Week 5
3. Research Assignment (Changing Places)	Students undertake group research on the topic Changing Places. Factors affecting internal and international migration and causes and consequences of urbanisation.			25	25	GE5-2, GE4-2, GE5-3, GE5-5, GE5-7, GE5-8	Term 3 Week 8
4. Yearly Examination	Students will undertake a 45 minute examination which will test all aspects of the Year 9 Geography. The examination consists of multiple choice, short answer and extended response questions.	25			25	GE5-2, GE4-2, GE5-3, GE5-5, GE5-7, GE5-8	Term 4 Week 1
					100%		

YEAR 9 ASSESSMENT SCHEDULE:		2019	SUBJECT: Mathematics	
Task	Type and Description of Task	Overall Weighting	Areas of Learning	Due Date
1	In Class test: 20 minute non - calculator test 70 minute test using calculators	10%	Number and Algebra	Term 1 Week 6A
2	In Class test: 20 minute non - calculator test 70 minute test using calculators	10%	Number and Algebra Measurement and Geometry	Term 2 Week 3A
3	In Class test: 20 minute non - calculator test 70 minute test using calculators	34%	Number and Algebra Measurement and Geometry	Term 3 Week 3A
4	Yearly Examination: 90 minute test using calculators (20 minute non - calculator test : Term 3, Week 10B)	46%	Number and Algebra Measurement and Geometry Statistics and Probability	Term 4 Week 1A
		100		

YEAR 9 ASSESSMENT SCHEDULE:**2019****SUBJECT: PDHPE**

Task	Type and Description of Task	Knowledge	Skills	Overall Weighting	Outcomes	Due Date
Practical Assessment	Students learn several sets of extended sequences in the Bush Dance genre demonstrating technical dance skills, movement retention and performance skills. In groups they choreograph an additional sequence of new movement to create a short dance that reflects the intent of the original set sequences.	10	15	25%	PD5- 4 PD5- 11 PD5- 10	Term 1, Weeks 8-10
Health Assignment & Class Work	Using the knowledge acquired during the mental health unit students are required to create a Mental Health Promotion Campaign that targets a specific mental health issue. Class work will monitored continuously throughout the semester.	5	10	15%	PD5- 1 PD5- 2 PD5- 9	Term 1, Week 10A
Practical Assessment	Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the year.	10	20	30%	PD5- 5 PD5-10 PD5- 4	Terms 2, Ongoing,
Health Examination & Class Work	In class examination based on semester 2 content. Class work will monitored continuously throughout the semester.	15	15	30%	PD5- 2 PD5 - 9	Term 3, Week 10B
		40	60	100%		

YEAR 9 ASSESSMENT SCHEDULE:**2019****SUBJECT: Science**

Task	Type and Description of Task	Knowledge & Understanding	Skills in Working Scientifically	Overall Weighting	Outcomes	Due Date
VALID8	An online test with a variety of objective-response and short answer questions to assess scientific skills and knowledge & understanding.	5%	5%	10%	SC4-4WS, SC4-5WS, SC4-7WS, SC4-8WS, SC4-10PW, SC4-11PW, SC4-12ES, SC4-13ES, SC4-14LW, SC4-15LW, SC4-16CW, SC4-17CW	Term 4, Year 8
Data Processing Task	This task assesses students' ability to process data. This can include manipulating quantitative or qualitative data provided as a stimulus to present it in new ways or to answer questions about the data.	-	10%	10%	SC5-8WS, SC5-9WS	Term 1, Week 6
Half-yearly Examination	This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	15%	5%	20%	SC5-9WS, SC5-14LW, SC5-10PW	Term 2, Week 4
Science Competition	This is an externally run competition comprising objective response questions that focus on students' problem solving skills, incorporating their knowledge and understanding of the different areas of Science.	5%	10%	15%	SC5-4WS, SC5-7WS, SC5-8WS, SC5-10PW, SC5-12ES, SC5-14LW, SC5-16CW	Term 2, Week 5
Practical task	This task assesses skills in working scientifically and a small amount of knowledge and understanding content. Tasks could include analysing and processing data and information, planning and conducting practical investigations, research and problem solving.	-	20%	20%	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS	Term 3, Week 5
Yearly examination	This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	15%	10%	25%	SC5-9WS, SC5-13ES, SC5-16CW, SC5-11PW, SC5-14LW	Term 4, Week 1
		40%	60%	100%		

YEAR 9 ASSESSMENT SCHEDULE:**2019****SUBJECT: Accelerated Science**

Task	Type and Description of Task	Knowledge & Understanding	Skills in Working Scientifically	Overall Weighting	Outcomes	Due Date
Student Research Project	This is an independent project conducted by students to investigate the scientific relationship between two variables. Students conduct the experiment and write a scientific report.	-	20%	20%	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Term 1, Week 10
Half-yearly Examination	This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	15%	5%	20%	SC5-9WS	Term 2, Week 4
Science Competition	This is an externally run competition comprising objective response questions that focus on students' problem solving skills, incorporating their knowledge and understanding of the different areas of Science.	5%	10%	15%	SC5-4WS, SC5-7WS, SC5-8WS, SC5-10PW, SC5-12ES, SC5-14LW, SC5-16CW	Term 2, Week 5
Practical task	This task assesses skills in working scientifically and a small amount of knowledge and understanding content. Tasks could include analysing and processing data and information, planning and conducting practical investigations, research and problem solving.	-	20%	20%	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS	Term 3, Week 5
Yearly examination	This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	20%	10%	25%	SC5-9WS	Term 4, Week 1
		40%	60%	100%		

Electives

YEAR 9	ASSESSMENT SCHEDULE:	2019	SUBJECT: Commerce
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Task	Type and Description of Task	Overall Weighting	Outcomes	Due Date
Consumer Choice Media Presentation	Students will work in groups to complete a multimedia advertisement to educate youth on a consumer issue of their choice. Students will be marked as a group and from a peer assessment.	25%	5.2, 5.4, 5.7, 5.9	Term 1, Week 9
Investment Portfolio	Students will be given the role of a financial advisor to create an investment portfolio for a prospective client. Students will be given an amount of money to which they have to advise a client to invest their money in- property, shares and term loans.	25%	5.1, 5.2, 5.4, 5.7, 5.9	Term 2, Week 5
Commerce Stalls	Students will form into groups to design and develop a Commerce Stall. They will work cooperatively together to develop the stall idea, create marketing for the stall and run the operations of the stall. Each student will be required to submit a progress booklet on the stall. At the completion of the stall students will be required to critically reflect on the stall.	25%	5.5, 5.6, 5.7, 5.9	Term 3, Week 9
Yearly Examination	The examination will comprise of multiple choice, short answer and an extended response question. The topics covered in the examination are: Consumer Choice, Personal Finance, Running a Business and Promotion and Selling.	25%	5.1, 5.2, 5.4, 5.5	Term 4, Week 1
		100%		

YEAR 9 ASSESSMENT SCHEDULE:**2019****SUBJECT: Drama**

Task	Type and Description of Task	Overall Weighting	Outcomes	Due Date
1. Mime, Movement and Commedia Dell'Arte	<p>Practical (20%) Students work with stock characters and story arcs from Commedia Dell'Arte to develop their own performance piece. They are required to use masks and elements of slapstick comedy to enhance their piece.</p> <p>Written Response (10%) Students are to select ONE character that they are performing in their practical task to research. They are to submit a report detailing the iconic features and status of their character and their history within the theatrical style of Commedia Dell'Arte.</p>	30%	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.1, 5.3.3	Term 1 Week 11
2. Shakespeare	<p>Practical (20%) Students are required to select an extract from the play they are studying to perform with their group. In their performance they are to focus on elements of physical comedy and vocal projection.</p> <p>Costume Design (10%) Students are required to design a costume for their character within the context of their performance. This is to be accompanied with a written rational that justifies the decisions made</p>	30%	5.1.1, 5.2.2, 5.1.3, 5.3.2, 5.3.1	Term 2 Week 10
3. Children's Theatre	<p>Practical (20%) Students work as a class to produce a piece of theatre aimed at a primary school aged audience. They employ theatrical devices that are aimed at connecting with the young audience in order to achieve the actor/audience connection.</p> <p>Set Design (10%) Students are to design their ideal set for the class performance. In this design, they are to consider the restrictions in terms of space, practicality and functionality. This design is to be accompanied with a written rational that justifies the creative decisions made.</p>	30%	5.1.3, 5.1.4, 5.2.2, 5.3.1	Term 3 Week 10
4. Yearly Examination	<p>Written Reflection (10%) Students will be given a discursive question to answer in which they need to discuss the conventions of theatre that they have learnt throughout the year. Their logbooks will be used as a revision tool, allowing them to develop their understanding of the theatrical styles.</p>	10%	5.3.1, 5.3.2, 5.3.3	Term 4 Week 1
		100%		

YEAR 9 ASSESSMENT SCHEDULE:**2019****SUBJECT: Food Technology**

Task	Type and Description of Task	knowledge and understanding	skills researching evaluating	skills in designing producing	Overall Weighting	Outcomes	Due Date
1 Research Task 1: Food Selection and Health	researching, evaluating and communicating issues in relation to food food consumption and an appreciation of the consequences of food choices on health		10	10	20	5.4.1 5.4.2 5.6.1	Weeks 9.10 Term 1
2 Food Preparation and Processing Skills	skills related to food hygiene, safety and the provision of quality food food properties, processing and preparation and an appreciation of their interrelationship to produce quality food		10	20	30	5.1.1 5.1.2 5.2.2 5.2.3	Week 2 Term 2
3 Research Task: Food in Australia	designing, producing and evaluating solutions for specific food purposes appreciation of the significant role of food in society		10	10	20	5.5.1 5.5.2 5.6.2	Weeks 3.4 Term 3
4 Yearly Examination	All topics: 45 minute written examination that will test all course content. The examination will include multiple choice, short answer and extended responses.	30			30	5.2.1 5.3.1 5.3.2	Week 1 Term 4
		30	30	40	100		

YEAR 9 ASSESSMENT SCHEDULE:**2019****SUBJECT: JAPANESE**

Task	Type and Description of Task	Reading	Writing	Listening	Speaking	Overall Weighting	Outcomes	Due Date
1 Reading and Writing	<u>Reading:</u> Students will demonstrate understanding of the written language in diverse contexts <u>Writing:</u> Students will write in Japanese using linguistic patterns and structures to convey information and to express own ideas	10%	10%			20%	LJA5-6U LJA5-1C	Term 1, Week 9
2 Listening, Reading and Writing	<u>Listening:</u> Students will listen to various texts and answer questions in English. <u>Reading:</u> Students will read short texts in Japanese and respond in English. <u>Writing:</u> Students will apply a range of linguistic structures to express ideas in writing	5%	5%	10%		20%	LJA5-5U LJA5-6U LJA5-1C	Term 2, Week 4
3 Speaking	<u>Speaking:</u> Using ICT students will work in pairs and present an interview in Japanese.				20%	20%	LJA5-1C LJA5-2C	Term 3, Week 7
4 Yearly Examination	<u>Reading/ Listening</u> Students will listen to and read a variety of texts in Japanese and respond in English or Japanese. <u>Writing:</u> Students will apply a range of linguistic structures to express own ideas in writing	10%	10%	20%		40%	LJA5-5U LJA5-6U LJA5-1C	Term 4, Week 1
		25%	25%	30%	20%	100%		

YEAR 9 ASSESSMENT SCHEDULE:**2019****SUBJECT: INFORMATION AND SOFTWARE TECHNOLOGY**

Task	Type and Description of Task	Overall Weighting	Outcomes	Due Date
1 Major Project 1 : Group component	Students will be creating their own version of a movie trailer for the movie 'The Parent Trap' demonstrating their understanding of Green Screen (VFX) technology to create the double role/twin effect while applying all the multimedia elements to their project. This will be a group project.	40%	5.4.1 5.4.2 5.6.1	Weeks 3, Term 2
2 Major Project 2	Students will be demonstrating their understanding of HTML and Internet/Website constructs by applying all the HTML/CSS concepts learned during the unit to their individual Website Project on a topic allocated.	30%	5.1.1 5.1.2 5.2.2 5.2.3	Week 5, Term 3
3 PowerPoint Project	Students will use and apply the previous knowledge of digital media, Photoshop and HTML concepts gained during units 1 & 2 to create a digitally sound high-level PowerPoint Game enriched with powerful multimedia elements.	15%	5.5.1 5.5.2 5.6.2	Weeks 3, Term 4
4 Database Project : Group component	Students will identify and analyse how database engines work. They will work in groups to create a mini DBMS system with a working user Interface that communicates with Microsoft Access Database.	15%	5.2.1 5.3.1 5.3.2	Week 9, Term 4
		100%		

YEAR 9 ASSESSMENT SCHEDULE: 2019 SUBJECT: Music

Task	Type and Description of Task	Performance	Composition	Musicology/ Listening	Overall Weighting	Outcomes	Due Date
1. Music and the Use of Technology (Recording)	Topic Performance (recorded cover)	30%			Semester 1 =100%	5.1, 5.2, 5.3	Term 1 Week 8
	Free Choice Performance	20%					Term 2 Week 3
	Composition Skills & Publishing		20%			5.4, 5.5, 5.6	Term 1 Week 11
2. Beyond Popular Music	Genre Research & Viva-Voce Presentation			30%		5.7, 5.8, 5.9	Term 2 Week 4
3. Music for Small Ensembles	MADD Performance & Preparation	10%			Semester 2 =100%	5.1, 5.2, 5.3	Ongoing
4. An Introduction to Jazz	Topic Performance - Jazz	20%				5.1, 5.2, 5.3	Term 3 Week 9
	Free Choice Performance	20%				5.1, 5.2, 5.3	Term 4 Week 2
	Jazz Composition (Written Blues Solo)		30%			5.4, 5.5, 5.6	Term 3 Week 10
	Yearly Aural Examination			20%		5.7, 5.8, 5.9	Term 4 Week 3

YEAR 9 ASSESSMENT SCHEDULE: 2019**SUBJECT: Physical Activity and Sport Studies**

Task	Type and Description of Task		Knowledge	Skills	Overall Weighting	Outcomes	Due Date
Unit Assignment	Assessment/Presentation on Body Systems and their link to performance during physical activity		10	15	25	1.1 4.1 4.2	Term 1, Week 9B
Practical Assessment	Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.		5	20	25	4.3	Terms 1-2, Ongoing
Practical Assessment	Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.		10	10	20	3.1 3.2 4.4	Term 3-4, Ongoing
Yearly Examination	Formal in class examination that covers all content that has been taught throughout the year.		15	15	30	1.1 3.1, 3.2 4.1, 4.2, 4.3, 4.4	Term 4. Week 1A
			40	60	100		

YEAR 9 ASSESSMENT SCHEDULE:	2019	SUBJECT: Visual Arts
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Task	Type and Description of Task	Practical	Art History Criticism	Overall Weighting	Outcomes	Due Date
1. Practical Assessment History & Criticism	Practical tasks that are due at the end of term that focus on material practice related to Skate On (skate board/Street Art) Students work on research task and/or classwork that relates to the practical tasks.	15	10	25	5.1 to 5.10	Term 1 Semester 1
2. History Criticism	Students work on research task and/or classwork that relates to the practical tasks. Light Camera Action (set and costume design)		25	25	5.1 to 5.10	Term 2 Semester 1
3. Practical Assessment	Practical tasks that are due at the end of term that focus on material practice related to the theme of Light Camera Action (set and costume design)	25		25	5.1 to 5.10	Term 3 Semester 2
4. Practical Assessment History & Criticism	Practical tasks that are due at the end of term that focus on material practice related to theme Portaiture Students work on research task and/or classwork that relates to the practical tasks.	15	10	25	5.1 to 5.10	Term 4 Semester 2
		60	40	100		



SUMMARY OF YEAR 9 ASSESSMENT TASKS

Note that the dates listed in this summary are APPROXIMATE.

Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.

Semester 1

Term 1

WEEK	
1B	
2A	
3B	
4A	
5B	
6A	Mathematics, Science
7B	
8A	PDHPE, Music
9B	English, History, Commerce, Food Tech, Japanese, PASS, Geography
10A	Accelerated Science, PDHPE
11B	Drama, Music

Term 2

WEEK	
1A	
2B	Food Tech
3A	Mathematics, Music, IST
4B	Science, Accelerated Science, History, Japanese, Music
5A	Science, Accelerated Science, Commerce, Geography
6B	
7A	
8B	
9A	English
10B	Drama

Semester 2

Term 3

WEEK	
1A	
2B	
3A	Mathematics, Food Tech
4B	
5A	Science, Accelerated Science, IST
6B	
7A	History, Japanese
8B	Geography
9A	English, Commerce, Music
10B	PDHPE, Drama, Music

Term 4

WEEK	
1A	Yearly Examination Week – All subjects
2B	Music
3A	Music
4B	IST
5A	
6B	
7A	
8B	
9A	
10B	