



# Deniliquin High School

Year 9 Assessment Program  
2022



# Year 9 Assessment Calendar 2022

Week	Term 1	Term 2	Term 3	Term 4
1				EXCURSION
2		Visual Arts Timber Metal		Timber Metal Child Studies
3			Timber Metal	Science Agriculture Music
4		HSIE	Mathematics	English HSIE
5		Mathematics	HSIE Food Technology	Mathematics Visual Arts
6		Music	Music	PDHPE Food Technology
7	Child Studies	Agriculture Commerce	PASS Commerce	
8	HSIE Food Technology	PDHPE	Crimes & Mysteries Visual Arts	
9	Crimes & Mysteries PDHPE	Crimes & Mysteries Science	English Science	
10	English Science	English Child Studies	PASS	
11	PASS Commerce Mathematics			

# The Course Performance Descriptors

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Teachers will use their professional judgement in applying the Course Performance Descriptors to determine students' final grades. They describe the main features of a typical student's performance at each level of achievement measured against the syllabus objectives and outcomes for that course.

The five columns contain descriptions of different levels of student achievement of the syllabus objectives and outcomes. The descriptions range from **Limited Achievement** to **Outstanding Achievement**. The descriptors are expressed in positive terms to emphasise what students can, rather than cannot, do. Each course of study has its own specific Course Performance Descriptors, a copy of which can be obtained from Head Teachers or classroom teachers. Below are listed the generic Course Performance Descriptors as issued by NSW Educational Standards Authority (NESA).

<b>Grade</b>	<b>General Performance Descriptors</b>
<b>A</b>	Outstanding Achievement 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>B</b>	High Achievement 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.
<b>C</b>	Sound achievement 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.
<b>D</b>	Basic achievement The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.
<b>E</b>	Limited achievement 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.

# Attendance in relation to the satisfactory completion of a course

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It is the responsibility of students to attend school every day. Studies show clear links between attendance and academic achievement. Regular attendance gives students the greatest chance of success and enables them to keep abreast of class work and assessment requirements. It also ensures that the course criteria within individual subjects is being met.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is valid and that the progress of the student towards course outcomes will not be unduly affected. In these situations, students should ask their Year Adviser to collect work from classroom teachers for them to complete while they are absent from school so that they can stay up-to-date with the class work they will miss.

# The Student's Responsibilities

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Students are required to perform **ALL tasks**, whether they are formal tasks listed in this booklet or any other task given by the classroom teacher, to the best of their ability and to sit for all tests and examinations scheduled as part of this assessment program. It is expected that students will demonstrate respect of the intellectual property of others by ensuring that all work submitted is their own. Any suspicion of malpractice will be investigated and handled accordingly.

Although the times for most tasks are listed in this document, teachers will give prior written notification of any upcoming assessment tasks. This will be done using a standardised proforma which clearly communicates;

- when the task will occur
- the outcomes being assessed
- the marks available and the contribution of the task towards the student's overall grade
- the task outline, including the content covered and how the task is to be prepared and presented
- the assessment criteria against which the task will be marked
- the due date and timing of the submission of the task

Each faculty area has its own policy concerning the penalties applied for tasks which are late or not submitted. The following advice is given to students to ensure that they do not incur such penalties;

- Where assessment tasks are scheduled during school time, students are expected to be at school on that day and to present themselves at the place and time scheduled for the completion of the task
- If a student is aware beforehand that they will not be at school on that day, prior application to the class teacher concerned to complete the task at an alternative time, must be made well **BEFORE** the day of the task.
- If a student is absent, sick or a misadventure occurs, on the day of an in-class assessment task, it would be appropriate for a parent to contact the teacher or Head Teacher. However, where assessment tasks are scheduled to be completed at home and handed in by a due date, students should have someone else submit their task on their behalf, or the task may be emailed directly to their class teacher.
- If circumstances are such that a student will find it impossible to meet the due date, **PRIOR** application must be made to the Head Teacher at least **THREE DAYS** prior to the deadline for an extension of time to be granted.
- On most occasions, students should submit what they have done by the due date rather than submit nothing at all.
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A range of support services exist within the school to assist students in meeting assessment requirements. These include;

- The Homework Club in the library which operates two afternoons per week, where teachers are available to guide students with homework and assessment tasks.
- Case Managers for students with special needs.
- Seeking assistance from class teachers outside of class time.

## Key Learning Area: English

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KLA: English		Course: English		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 10	Viewing/representing Writing Speaking	Recorded Speech	25%
2	Term 2 Week 10	Reading Writing	Imaginative Response	25%
3	Term 3 Week 9	Reading Writing	Critical Response	25%
4	Term 4 Week 4	Listening Reading Writing	Yearly Examination	25%

## Key Learning Area: Mathematics

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KLA: Mathematics		Course: Mathematics		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 11	Earning & Taxation	Project + Class Test	20%
2	Term 2 Week 5	Topics to be notified	Class Test	25%
3	Term 3 Week 4	Topics to be notified	Class Test	25%
4	Term 4 Week 5	Topics to be notified	Examination	30%

# Key Learning Area: Human Society & It's Environment (HSIE)

<b>KLA: HSIE</b>		<b>Course: Geography (Semester 1) History (Semester 2)</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Week 8	Sustainable Biomes	Report	25%
2	Term 2 Week 4	Changing Places	Class Test	25%
3	Term 3 Week 5	Industrial Revolution	Research and Report	25%
4	Term 4 Week 4	Industrial Revolution and World War I	Class Test	25%

<b>KLA: HSIE</b>		<b>Course: Crimes and Mysteries</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Week 9	Alexander the Great	Report	30%
2	Term 2 Week 9	Missing Persons	Class Presentation	35%
3	Term 3 Week 8	Course to date	Class Test	35%

<b>KLA: HSIE</b>		<b>Course: Commerce</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Week 11	Consumer Decisions	Report	30%
2	Term 2 Week 7	Research	Presentation	35%
3	Term 3 Week 7	Course to date	Class Test	35%



# Key Learning Area: Science

KLA: Science		Course: Science		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 10	Gathering and Communicating Information Task	In class task	25%
2	Term 2 Week 9	Working Scientifically Task - SRP	In-class/at-home investigation	25%
3	Term 3 Week 9	Working Scientifically Task - Investigations Test	In-class test	25%
4	Term 4 Week 3	Final Exam (All topics) - Knowledge & Understanding - Communication - Working Scientifically	Yearly Examination	25%

KLA: Science		Course: Agriculture		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Semester 1 ongoing	Safety, Plants & Animals	Practical skills	25%
2	Term 2 Week 7	Plants/Animals	Research	25%
3	Semester 2 ongoing	Plants & Animals	Practical skills	25%
4	Term 4 Week 3	Plants/Animals	In class test	25%

# Key Learning Area: Personal Development, Health & Physical Education (PDHPE)

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<b>KLA: PDHPE</b>		<b>Course: PDHPE</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Week 9	Appreciating Diversity	In-class Task	30%
2	Term 2 Week 8	ALARM task	Submission of Learning Package	30%
3	Term 4 Week 6	Practical Skills	Ongoing	40%

<b>KLA: PDHPE</b>		<b>Course: Physical Activity &amp; Sports Studies</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Week 11	Physical Fitness and Promoting Active Lifestyles	Reflection	30%
2	Term 3 Week 7	Physical Activity and Sport for All	Case Study	30%
3	Term 3 Week 10	Practical skills	Prac Mark (ongoing)	40%

# Key Learning Area: Creative & Performing Arts (CAPA)

KLA: CAPA		Course: Music		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 2 Week 6	Aural	Listening Task	30%
2	Term 3 Week 6	Composition	Composition Task	35%
3	Term 4 Week 3	Performance	Performance Task	35%

KLA: CAPA		Course: Visual Arts		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 2 Week 2	Drawing Traditions & Contemporary Methods: realistic drawing techniques	1. Realistic human eye sketch (15%)  1. Surrealist Human Eye composition (15%)	30%
2	Term 3 Week 8	Modernist Masters: 1. Appropriated modernist painting  2. Modernism Essay	1. A3 acrylic on canvas (20%)  2. Extended Response (15%)	35%
3	Term 4 Week 5	Artist Book: Mixed Media re-contextualised book	1. Artmaking: conceptual meaning, mixed media techniques and resolved work (20%)  2. VAPD: design drafts, conceptual development, techniques, experimentation (15%)	35%

# Key Learning Area: Technological & Applied Studies (TAS)

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<b>KLA: TAS</b>		<b>Course: Food Technology</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Week 8	You Are What You Eat	Modifying a recipe task with risk assessment	25%
2	Term 3 Week 5	Food for Special Occasion	Celebration Cake	35%
3	Term 4 Week 6	Food Trends	Food Styling Folio	40%

<b>KLA: TAS</b>		<b>Course: Child Studies</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Week 7	Relationships	Research Task	30%
2	Term 2 Week 10	Genetic Disorders	Pamphlet	30%
3	Term 4 Week 2	Real Care Baby	Evaluation Report	40%

# Key Learning Area: Technological & Applied Studies (TAS)

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<b>KLA: TAS</b>		<b>Course: Industrial Technology - Timber</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 2 Week 2	Careers in the Timber Industry	Investigation	15%
3	Term 3 Week 3	Tool Caddy	Project and Folio	35%
4	Term 4 Week 2	Side table	Project and Folio	50%

<b>KLA: TAS</b>		<b>Course: Industrial Technology - Metal</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 2 Week 2	WH & S	Risk Assessment	15%
2	Term 3 Week 3	Tool Box & Tool Assembly	Project and Planning Report	35%
3	Term 4 Week 2	Side Table	Project and Evaluation Report	50%



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