



Deniliquin High School

Year 9
Assessment Program
2024

Year 9 Assessment Calendar 2024

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

Common Marking Scale

Teachers will use the common marking scale (below) to determine your final grades for all courses you have completed. They describe your achievement measured against the syllabus outcomes for that course. These are also what you will be reported against each semester.

The descriptors emphasise what you 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).

Grade	General Performance Descriptors
A 90 - 100	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 70 - 89	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.
C 45 - 69	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.
D 30 - 44	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.
E < 30	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

If your attendance falls below 85% of lesson time for a course, the Head Teacher of a subject may determine that, as a result of absence, the course completion criteria may not be met due to you not showing sustained effort and diligence. A phone call home and a letter may be issued, warning your parent's that you may not satisfactorily complete the course requirements.

The Principal decides if you satisfy course requirements and will consider:

- The nature and duration of the absence;
- The standing of the student within the course at the time of the absence;
- The student's prior pattern of attendance, application and achievement;
- The ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. When the Principal grants leave, such leave should not, of itself; jeopardise the student's eligibility for the RoSA. The Principal may ask your teacher to provide an estimate mark for assessment if he/she approves extended leave.

Your Responsibilities

- To make a serious attempt at **all** tasks, whether they are formal tasks listed in this booklet or any other task given by the classroom teacher
- If absent when a **notification** of an assessment occurs, you need to regularly check online learning platforms for digital copies of assessment notifications.
- To ensure that tasks are entirely your own work and that the work of others is acknowledged or referenced accordingly. Plagiarism is when you claim another's persons work as your own. You may get a 0-mark awarded or the copied parts will be removed from the marking. Contact will be made with your parent/caregiver and the task will need to be resubmitted if you plagiarise.
- You must be present for scheduled in-class assessments and submit at home assessments by the due date.

School Processes

- Assessment Notifications

All assessments will use the Deniliquin High School assessment notification sheet that will be given to you at least two weeks before the task is due. See an example of the notification (Appendix A). You will also be asked to sign an assessment register to record (Appendix B) when you receive a task and when you submit the task.

- Extensions

If circumstances are such that you 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. You must complete a form (see Appendix C)

- Absence on the day an assessment task is due

If an at home assessment task is due, you should still try to submit on the online platform OR you should have someone else submit their task on your behalf. However you will have the opportunity to complete and submit the task in the next scheduled lesson of that subject. If you are absent, sick or a misadventure occurs, on the day of an in-class assessment task, it would be appropriate for a parent/carer to contact the teacher or Head Teacher.

- Non-submission of an assessment task

If a task has not been submitted and there is no valid reason, your teacher will award a 0 mark and contact made with your parent/caregiver. You will be required to submit the whole task **within two weeks** of the due date, making a serious attempt. This is so your teacher has evidence of how you can meet the outcomes of that task for your semester report. On most occasions, you should submit what they have done by the due date rather than submit nothing at all.

- Return of tasks

Your teacher must return your assessment task to you within two weeks after you have submitted it. They will provide you with a mark and meaningful feedback which will include how they have marked you (a marking rubric) and written comments.

- Adjustments

Some students will require [adjustments](#) in order to demonstrate what they know and can do. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Each faculty works with the Learning and Support Team to decide which students require adjustments.

Adjustments may be:

- adjustments to the assessment process such as additional time, rest breaks, the use of a reader and/or scribe or specific technology
- adjustments to assessment activities such as rephrasing questions, using simplified language or alternative formats for questions
- alternative formats for responses such as writing in point form, scaffolded structured responses, short objective questions or multimedia presentations.

- Life Skills

If you are completing Life Skills courses, you are not required to complete formal assessment tasks, however, you will be assessed on the outcomes identified in individual Life Skills programs.

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.
- Learning and Support teachers for students who require adjustments.
- Seeking assistance from class teachers outside of class time.
- Multi-categorical class teachers supporting students with a disability through adjustments/accommodations.

Key Learning Area: English

KLA: English Course: English				
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 10	Poetry and Place	In class task	25%
2	Term 2 Week 10	Shakespeare	Imaginative Response	25%
3	Term 3 Week 9	Novel/Film comparison	Critical Response	25%
4	Term 4 Week 4	Course to date	Yearly Examination	25%

Key Learning Area: Mathematics

KLA: Mathematics Course: Mathematics				
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 11	As per assessment notification	In-class test	30%
2	Term 2 Week 4	As per assessment notification	In-class Test	30%
3	Term 3 Week 4	As per assessment notification	In-class Test	30%
4	Term 4 Week 6	Trigonometry	Project	10%

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

KLA: HSIE Course: History				
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 11	The Industrial World	Multimodal task	25%
2	Term 2 Week 7	Australia and WWI	Source-based task	25%
3	Term 3 Week 5	Australia and World War II	Research task	25%
4	Term 4 Week 4	Rights and Freedoms; Course to date	Class Test	25%

KLA: :HSIE Course: Commerce				
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 2 Week 1	Consumer Decisions	Report	30%
2	Term 2 Week 9	Economic and Business Environment	Presentation	35%
3	Term 4 Week 1	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 8	Working Scientifically Task - SRP	In-class/at-home investigation	25%
3	Term 3 Week 7	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 6	Plants/Animals	In class task	25%
3	Semester 2 ongoing	Plants & Animals	Practical skills	25%
4	Term 4 Week 2	Plants/Animals	Yearly examination	25%

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

KLA: PDHPE Course: PDHPE				
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 9	Appreciating Diversity	In-class Task	25%
2	Term 2 Week 7	ALARM task	Submission of Learning Package	25%
3	Ongoing	Practical Skills	Ongoing	50%

KLA: PDHPE Course: Physical Activity & Sports Studies				
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 2 Week 2	Physical Fitness and Promoting Active Lifestyles	Reflection	30%
2	Term 3 Week 8	Physical Activity and Sport for All	Case Study	30%
3	ongoing	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 5	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. Acrylic on Canvas (20%) 2. Extended Response (15%)	35%
3	Term 4 Week 6	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)

KLA: TAS Course: Food Technology				
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 8	You Are What You Eat	Modifying a recipe task with risk assessment	25%
2	Term 3 Week 2	Food for Special Occasion	Celebration Cake	30%
3	Term 3 Week 10	Food Trends	Food Styling Folio	45%

KLA: TAS Course: Child Studies				
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 2 Week 1	Relationships	Research Task	30%
2	Term 2 Week 9	Genetic Disorders	Pamphlet	30%
3	Term 4 Week 1	Real Care Baby	Evaluation Report	40%

Key Learning Area: Technological & Applied Studies (TAS)

KLA: TAS Course: Industrial Technology - Timber				
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 7	Careers in the Timber Industry	Investigation	15%
3	Term 3 Week 1	Tool Caddy	Project and Folio	35%
4	Term 4 Week 2	Kitchen/Storage Set	Project and Folio	50%

KLA: TAS Course: Industrial Technology - Metal				
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 7	WH & S	Risk Assessment	15%
2	Term 3 Week 1	Tool box Carryall	Project and Planning Report	35%
3	Term 4 Week 2	BBQ	Project and Evaluation Report	50%



Assessment Task Notification

Year Level	
Subject Name	
Module Name	
Task Name	
Teacher	
Task Number	
Notification Date	Term _____ Week _____
Weighting (%)	
Due Dates	Draft Due Date: Term _____ Week _____ Due Date: Term _____ Week _____ by 8.50am
Preferred submission method(s):	
Class time allocated	

Referencing/Plagiarism: Tasks that are not entirely a student's own work will result in a 0 mark awarded and contact made with the parent/caregiver; the task will also need to be resubmitted.

Non-submission:

If you are absent on the due date, you have the chance to submit the task with no penalty in the next scheduled class you are present for. If you continue to be absent for two weeks after the submission date, an automatic 0 mark will be issued. Non-submission means parent contact will be made and a 'Failure to submit assessment' letter will go home. You will still be required to submit the task for reporting purposes.

Outcomes

Task Description and Instructions

Head Teacher Checked and Signed: _____

Assessment Criteria

Common Grade Scale

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.

If you receive an E, this may be classed as a non-serious attempt and re-submission may be required. However the original mark will be maintained.

What is the difference between referencing and bibliographies?

Referencing: Referencing is needed when you use a direct quote or information from a source.

For example;

“The ability of the heart, lungs and circulatory system to supply oxygen and nutrients efficiently to working muscles and remove waste products” (PDHPE Preliminary Core 2: The Body in Motion, Class notes, 2020, page 25) OR

According to *Australia’s Health 2018* cancer causes the greatest burden of disease in Australia.

Bibliographies: Bibliographies include all sources used to inform and develop your response. This includes all sources you have referenced.

For example;

Australian Institute of Health and Welfare, Australia’s Health 2018. [ONLINE] Available at <https://www.aihw.gov.au/getmedia/7c42913d-295f-4bc9-9c24-4e44eff4a04a/aihw-aus-221.pdf.aspx?inline=true> [Accessed 10 May 2020] OR

PDHPE Preliminary Core 2: The Body in Motion, Class notes, 2020

BIBLIOGRAPHY

- Film production → *Australia* (2008), motion picture, producers B Luhrmann, G MacBrown and C Knapman, director B Luhrmann, Twentieth Century Fox, Australia.
- Government publication from a specific department → Australian Institute of Health and Welfare (2006), *Disability and disability services in Australia*, Australian Government Publishing Service, Canberra.
- Website → Centre for Policy Development (2007), <http://cpd.org.au/>, 17 October 2009. → Date accessed
- Book with multiple authors → Cornelius, H, Faire, S & Cornelius, E (2006). *Everyone Can Win—Responding to Conflict Constructively* (2nd edition), Simon & Schuster, Sydney.
- Podcast → Fidler, R. (2008) Conversations: Leith Harding. ABC local radio, backyard@uour.abc.net.au, 2 December.
- Newspaper article → Ham, M., 'Part-time gives you more time', *My Career, Sydney Morning Herald*, 13 December, p. 3.
- Book (with general editor) → Healey, J (ed) (2001), *Family values, Issues in Society*, Spinney → Publisher Press, Australia.
- Video production → *Inside Story: Conflict Resolution* (2007), Video Education Australia, Victoria.
- Conference paper → Katz, I (2007), 'Resilience and diversity in children and families', *Australian Welfare 2007 Conference*, Canberra, pp. 26–42. → Page numbers
- Journal article → Qu, L. (2008), 'Work and family balance: Issues in research and policy', *Family Matters*, Australian Institute of Family Studies, Melbourne, 80, pp. 12–21. → Volume number
- Educational resource kit/package → Slee, P, Flanagan, A & Mitchell, B (1995), *Stressed Out and Growing Up*, Children and Adolescent Psychological and Educational Resources, Flinders University, South Australia.
- Personal interview → Taylor, L, personal interview, 12 August 2009. → Date interviewed
- Television program → *Today Tonight* recording, Channel Seven, 20 November 2009. → Date of recording
- Personal email → Weißen, L. weißen@optusnet.com.au personal email, (29 October 2009). → Date posted
- Book with single author → Ziegler, H. (2004), *Changing lives, changing communities*, (Revised edition) Wesley Mission, Melbourne. → Place of publication



Application for an Extension on Due Date of Assessment

****This form must be submitted at least three (3) days prior to the assessment due date****

Student Name Teacher

Subject Task Name

Due Date of Task

I hereby apply for consideration of my absence for the assessment task outlined above. (Year 9 electives - documentary evidence required).

The facts as outlined below, which affected my ability to complete this Assessment Task by the due date are an accurate record of my situation.

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Student's Signature

Parent / Caregiver Signature

Decision of Head Teacher

Teacher's Signature

Date



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