



Deniliquin High School

**Year 9 Assessment
Program 2019**

Year 9 Assessment Calendar 2019

Week	Term 1	Term 2	Term 3	Term 4
1				Elective 2 (Timber) Elective 3 (Metal + Engineering)
2		Elective 2 (Timber) PASS	Elective 3 (Metal + Engineering)	English HSIE
3		NAPLAN	Elective 2 (Timber)	Science Agriculture Music
4		HSIE	Mathematics	EXCURSION
5		Mathematics	HSIE	Mathematics Food Technology Elective 2 (Visual Arts)
6	Mathematics	Music English	Food Technology Music	PDHPE
7	Science	Agriculture	PASS	
8	HSIE Food Technology		Elective 1(Crimes and Mysteries) Elective 2 (Visual Arts)	
9	Elective 1(Crimes & Mysteries) Elective 3 (Metals + Engineering)	Elective 1(Crimes and Mysteries) Science	English Science	
10	English Elective 2 (Visual Arts)	PDHPE	Mathematics PASS	
11	Agriculture PDHPE			

The Course Performance Descriptors

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 the Board of Studies.

Grade	General Performance Descriptors
A	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	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	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	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	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

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

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.

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

KLA: English		Course: English		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 10	Viewing/representing Speaking Writing	Speech	25%
2	Term 2 Week 6	Reading Writing	Essay	25%
3	Term 3 Week 9	Reading Writing	Imaginative Response	25%
4	Term 4 Week 2	Listening Writing	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 6	Earning & Taxation	Assignment	25%
2	Term 2 Week 5	Topics to date	Examination	25%
3	Term 3 Week 10	Topics to Date	Class Test	25%
4	Term 4 Week 5	Topics to Date	Class Test	25%

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

KLA: HSIE		Course: Geography (Semester 1) History (Semester 2)		
Task #	When	Area(s) to be assessed	Task Format	Weighting
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 2	Industrial Revolution and World War I	Class Test	25%

KLA: HSIE		Course: Crimes and Mysteries		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 9	American Crime Figures	Report	30%
2	Term 2 Week 9	Frontier Conflict	Class Presentation	35%
3	Term 3 Week 8	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 7	Communication Task - Circles of Life	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	Term 1 Week 11	Communicates data using a range of information & communication technologies	Model & Written	15%
	Semester 1 Ongoing	Safety & WH&S Plants & Animals	Practical skills	25%
2	Term 2 Week 7	Plant production	ALARM Research	15%
	Semester 2 ongoing	Plants & Animals	Practical Skills	25%
3	Term 4 Week 3	Animal production	In class test	20%

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 11	Appreciating Diversity	In class task	30%
2	Term 2 Week 10	Dynamic Dimensions	ALARM Task	30%
3	Term 4 Week 6	Practical Skills	Observation - ongoing	40%

KLA: PDHPE		Course: Physical Activity & Sports Studies –		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 2 Week 2	Predicting Champions	In-class task	30%
2	Term 3 Week 7	Fuelling Performance & Event Management	Take home task	30%
3	Term 3 Week 10	All Units	End of Year Examination	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	Australian Music	Listening	30%
2	Term 3 Week 6	Theatre Music	Research Task	35%
3	Term 4 Week 3	Popular Music	Performance/Composition	35%

KLA: CAPA		Course: Visual Arts		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 10	Drawing Traditions & Contemporary Methods: realistic drawing techniques	1. Realistic human eye sketch (15%) 2. 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 4	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 6	Food Creations	Design a dish – practical task	25%
3	Term 4 Week 5	All practical skills	Overall Mark	20%
			Yearly Practical Examination	30%

KLA: TAS		Course: Engineering		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 9	Design Challenge	Evaluation Report	20%
2	Term 3 Week 2	Model Bridge	Booklet	40%
3	Term 4 Week 1	Trebuchet	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 2 Week 2	Dog Feeder	Project & Planning Report	35%
3	Term 3 Week 3	Industry Investigation	Site Visit & Report	15%
4	Term 4 Week 1	Kitchen Set	Project & Portfolio	50%

KLA: TAS		Course: Industrial Technology -Metal		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 9	WH & S	Risk Assessment	15%
2	Term 3 Week 2	Tool Box	Project and Planning Report	5%
3	Term 4 Week 1	Tool Assembly	Project and Evaluation Report	50%