

OUR LADY OF MERCY CATHOLIC COLLEGE BURRANEER



STAGE 5 ASSESSMENT HANDBOOK YEAR 9 2017

OUR LADY OF MERCY CATHOLIC COLLEGE BURRANEER

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Responsibilities of Stage 5 Students

In receiving this Stage 5 (Year 9) Assessment Handbook you have taken on the responsibility to follow the procedures outlined.

As a student of Our Lady of Mercy Catholic College

- I understand that I am to complete and present all assessment tasks to the best of my ability by the due date; and to be present for those assessment tasks held at the College.
- If I am absent on the day of an assessment task I should contact the College and explain my absence.
- I realise that if I fail to hand in an assessment task by the due date I will be penalised accordingly unless I follow the correct process.
- If I miss any assessment task (speech, exam or assignment) I must report to the subject teacher immediately on my return to school.
- If I am unable to complete an assessment task for reasons of injury or ill-health, I must complete the ***Illness/Misadventure/Leave Form*** and submit a letter from a parent/carer.
- If I fail to submit an assessment task, it will be recorded in my student diary. A parent signature is required to acknowledge this.
- If I know in advance I am going to miss any task, I need to apply in writing to the Leader of Teaching and Learning before the task occurs.
- I understand that any assessment task which is missed, and for which an acceptable reason is not given, will result in the non-attainment of outcomes for that task and a zero mark recorded.
- I understand that I am to do each assessment task to the best of my ability so that I demonstrate my maximum level of achievement.
- I need to organise my time so that I can have a balance of family, study, social, and other activities in my life.
- I will ensure that any questions I have about the marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back.
- I will show that through my effort and achievement I have met all the requirements of the course.
- I agree that it is my responsibility to consult with my relevant subject teacher or Key Learning Area Coordinator if I experience problems in interpreting the College Assessment Handbook, or in fulfilling the course requirements.

College Information

COLLEGE LEADERSHIP TEAM:

Principal	...	Ms Gilda Pussich
Assistant Principal	...	Mrs Christine Harding
Leader of Religious Education	...	Mrs Letitia Layton
Leader of Teaching and Learning	...	Mr Juan Gonzaga
Leader of Wellbeing	...	Mrs Janine Janssen

KEY LEARNING AREA COORDINATORS:

Religious Education Coordinator		Mrs Letitia Layton
Creative and Performing Arts Coordinator		Mrs Joanne Furnari
English Coordinator		Mrs Adla Coure
Human Society and its Environment Coordinator		Mr Anthony Moore
Languages		Mr Juan Gonzaga
Mathematics Coordinator		Mrs Vanessa Bauer
Personal Development/Health/ Physical Education Coordinator		Ms Kim Tregoning
Science Coordinator		Mrs Therese Waterhouse
Technology and Applied Studies Coordinator		Mrs Judith Young
eLearning/Information and Resource Coordinator		Mr Andrew Mackenzie

YEAR CO-ORDINATORS

YEAR 7 Coordinator	...	Mrs Alison Kritzler
YEAR 8 Coordinator	...	Mrs Linda Noort
YEAR 9 Coordinator	...	Mrs Kerrie-Marie Baxter
YEAR 10 Coordinator	...	Mrs Helena Christoforidis

Office Hours:

The College Office is open from 8.00am until 4.00pm.

Teachers can be contacted between these times.

Street Address: 62-66 Dominic Street, Cronulla NSW 2230

Postal Address: As above

Phone: 02 9544 1966

Fax: 02 9544 1328

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Assessment Policy

(updated February 2017)

Rationale

Our Lady of Mercy Catholic College, Burraneer regards assessment as an important and integral aspect of the teaching and learning process. Authentic Learning enables students to apply their knowledge and skills creatively in a range of situations, engage in work that is rigorous and challenging, believe that they are capable learners and have high expectations of themselves and engage critically with the material being learned both as individuals and in collaboration. (Statement on Authentic Learning In Sydney Archdiocesan Schools, SCS July 2015) Effective assessment processes assist students to develop awareness of their own knowledge and skills. Appropriate assessment practices and procedures are essential to ensure justice and equity in the assessment process.

Definition

Assessment is the process of identifying, gathering, evaluating and interpreting information about student learning. The purpose of assessment is to improve the teaching and learning process, allow students to understand and recognise their own strengths and areas for improvement, as well as to measure student progress and achievement. There are a variety of types of assessment, each having its own nature and purpose:

Assessment as learning

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 as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment of learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

Assessment for learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills 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 for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Principles

At Our Lady of Mercy Catholic College, Burraneer we believe that assessment should:

- be an ongoing and continuous process that is fair, just and equitable;
- be designed to take account of the age and maturity of students and to ensure that students have opportunities to experience success;
- be consistent with the outcomes-based standards reference framework;
- be consistent with the requirements of the NSW Education Standards Authority and Sydney Catholic Schools;
- follow well documented, whole school practices and procedures;
- employ a range of different types and styles of varied, interesting and valid processes;
- be appropriately adjusted to meet the requirements of students with diverse educational needs;
- provide students who have a disability or learning difficulty with disability provisions. This may include separate supervision, extra time and /or a reader and writer. Other students may apply for disability provisions should they become necessary through illness and misadventure;
- be regularly evaluated and improved to ensure optimum effectiveness.

Guidelines

- The College will establish clearly defined practices and procedures to guide the assessment process for each stage and course. These practices and procedures will be published and distributed for the benefit of teachers, students and parents.
- The Leader of Teaching and Learning is responsible for liaising with the Key Learning Area (KLA) Coordinators in determining the practices and procedures to be used in all College assessment.
- Assessment is guided by an outcomes based standards reference approach and thus is explicitly linked to the course outcomes and marking criteria. Guidelines are developed for all tasks to indicate to students where they are at in terms of what they know and can do.
- Each KLA will have documentation regarding the assessment schedule for each year group and course offered. All assessment processes, practices and procedures used by each KLA are expected to comply

with the requirements of the NSW Education Standards Authority, Sydney Catholic Schools and the College.

- The variety of tasks set will assess a wide range of syllabus objectives and outcomes. Assessment tasks will be varied and take various forms including tests, exams, assignments, research tasks, oral presentation and work portfolios.
- The use of a student portfolio in some subjects will enable students to utilise teacher feedback on class work, track their own progress and set new learning goals for the next stage of the learning cycle.
- Details regarding the nature of each assessment task will be given to students via assessment handbooks. Formal, written notification will be provided to students at least two weeks prior to the task being due. Information to the students will include the number of formal tasks per year, the nature of each task, outcomes/content being assessed, due dates and weightings.
- In Stage 4 a formal assessment task as well as class based tasks will contribute to the assessment information gathered for each semester.
- Preparing students for all aspects of an assessment task is the responsibility of the teacher and part of the learning process.

Student Assessment Guidelines and Procedures

The following guidelines apply to Years 7-10 as specified and are based upon the *College Assessment and Reporting Policy*. All faculties aim to make explicit the College's expectations regarding assessment.

1. Students are expected to follow the expectations set out by each faculty.
2. Students will be expected to complete each and every assessment task as set by the *Assessment Notification* and *Assessment Handbook*.
3. Assessment tasks are to be submitted at the start of the subject on the day they are due. If the student does not have that subject on the due date, then it must be submitted as per the instructions on the *Assessment Notification*.
4. Students are encouraged to ensure either they or the subject teacher has signed to formally acknowledge that the assessment task has been submitted on the due date.
5. Students are encouraged to use the Year 7-10 Assessment Task Submission Register in the College Diary.
6. Any student who is taking leave that may affect the submission or completion of an assessment task needs to apply in writing to the Leader of Teaching and Learning. If the leave is approved, the student will be expected to complete an *Illness/Misadventure/Leave Form* and negotiate with their class teachers and the KLA Coordinators how to catch up missed work and assessment tasks. This can be found in Student Services or on the College website. This form is to be signed by both the student and a parent/carer and submitted to the Leader of Teaching and Learning **prior** to taking leave. It is the responsibility of the student to complete all assigned work otherwise the assessment penalties will apply as stated in the *College Assessment Policy*.
7. Malpractice is any behaviour where a student seeks to gain an unfair advantage over their peers. This will result in the student being penalised. Plagiarism can include:
 - Copying directly from a text or any other source
 - Not acknowledging other people's work, ideas, images, music etc.
 - Colluding with others to submit or present work that is not your own.
8. Further requirements apply to Stage 5 (Years 9-10) students for the successful completion of the *Record of School Achievement (RoSA)*. These are noted in the relevant section of the *Assessment Handbook*.
9. Students in Year 9-10 who do not follow these guidelines will place their RoSA in jeopardy.
10. Electronic equipment failure is not an acceptable excuse given the easy access of all students to computers, the internet and printers at school. Students are expected to regularly back up all of their work onto an external hard drive and Google Drive to keep electronic copies of their drafts as evidence of their ongoing work.

11. The following table should be used as a guide if there are reasons why an assessment task is not submitted or completed by the due date:

YEAR GROUP	SITUATION AND PENALTY	DOCUMENTATION TO AVOID PENALTY
7-9	Late completion of a task/exam One day late (-10%) Two days late (-20%) (of awarded marks)	Parental note of explanation upon day of return
	Non-completion of a task/exam More than two days past due date OR Academic Malpractice = ZERO MARK	
10	Late OR non-completion of a task/exam = ZERO MARK	Illness/Misadventure/Leave Form And Medical Certification upon day of return
7-10	Misadventure (eg accident)	Illness/Misadventure/Leave Form
	Illness	Illness/Misadventure/Leave Form
	College representation or school-based activity	Illness/Misadventure/Leave Form
	Leave	Illness/Misadventure/Leave Form

Procedures for using the Illness/Misadventure/Leave Form

You must make sure that you:

- familiarise yourself with the College policies as outlined in your Assessment Handbook;
- speak with the KLA Coordinator if you are in doubt about the requirements or procedures for assessments;
- complete each assessment task to the best of your ability;
- submit assessment tasks on time;
- only submit a digital or an electronic lodgement of an assessment task (that is, email or computer disc/cd) with prior approval by the KLA Coordinator and the subject teacher concerned;
- supply a note from a parent on your return if your absence is due to illness; or
- supply evidence on your return if your absence is due to misadventure.

You must also remember that if you are absent on the due date of an assessment task, you are still responsible for:

- notifying the school of your absence by contacting the school; and
- submitting the task on time by arranging for its delivery; or
- submitting the task on your return with evidence to support why it was not handed in on time.

The Illness/Misadventure/Leave Form has been developed to assist you in applying for consideration in the event that you are unable to submit a formal assessment task on the due date because you have been:

- prevented from attending a formal assessment task (written, oral or practical) on the due date because of illness or misadventure; or
- prevented from submitting a formal assessment task on time because of illness or misadventure; or
- affected by illness or misadventure immediately before or during an assessment task.

An application will not be considered on the basis of:

- difficulties in preparation or loss of preparation time without sufficient evidence; or
- alleged deficiencies in tuition; or
- misreading an assessment task's instructions; or
- technological or printer difficulties.

NOTES:

A medical certificate may not be accepted as an excuse for late submission of an assessment task where the task was issued well in advance of the illness or misadventure and the medical certificate shows that the student was not incapacitated until 24 hours before the due date.

Applications must be submitted to the Leader of Teaching and Learning using the form on the following page as soon as you return to school. Hard copies are available from Student Services or on the College website.

Homework Policy

Rationale

The purpose of homework, like schooling, is learning. When conscientiously undertaken, homework is a valuable aspect of the learning process.

Principles

At Our Lady of Mercy Catholic College Burraneer, we believe that homework:

- is important for students of all ages as it helps them build on what they have already learnt at school;
- is valuable for teachers, as it helps them assess the progress of the students;
- provides the opportunity for students to acquire sound study habits and remove extra space constructive time-management skills;
- encourages students to make consistent, personal effort without direct adult supervision;
- helps bridge the gap between home and school, providing a partnership between home and school;
- facilitates self-discipline, independence and responsibility in students.

Guidelines

- As a guide Our Lady of Mercy Catholic College Burraneer recommends the following for home study:
 - Year 7 1 hour per night
 - Year 8 1½ hours per night
 - Year 9 2 hours per night
 - Year 10 2 hours per night
- Homework activities may vary according to the needs of the various subject areas being studied.
- Regular review of the day's lessons should be the first homework done each evening. Time should also be spent revising previous work or making use of textbooks and other resources in preparation for coming examinations.
- Homework may include the completion of written work from class, projects, research activities, assignments and reading tasks. Normally, written work may take between half and two thirds of homework time. The remaining time should be given to study and revision.
- Homework is based on work recently covered in class or work shortly to be covered.
- Homework is set for all subjects regularly.
- Homework is to be entered into a student's diary.
- Homework will be excused only with a note from a parent/carer.

- In providing the link between home and school parents are asked to be involved in their child's education by:
 - Supporting students in completing their homework.
 - Providing, if possible, a dedicated place and desk for homework and study.
 - Assisting teachers to monitor homework by checking the diary each week.
 - Communicating with teachers about any concerns with homework or their child's approach to homework.

NSW Record of School Achievement (RoSA)

Why a School Assessment Policy?

Our Lady of Mercy Catholic College Assessment Policy, which is contained in this Handbook, has been designed so that no student can be advantaged or disadvantaged by the College's system of assessment for the **Record of School Achievement (RoSA)**. Assessment at OLMC College encourages progressive development of skills and knowledge while ensuring:

- Consistency across subjects and courses;
- Fairness in marking and reporting;

The College Assessment Policy reflects the concern of this community with justice and the dignity of each person.

RoSA Eligibility

Record of School Achievement Stage 5 Course completion, is awarded by the NSW Education Standards Authority to eligible students at the end of Year 10.

To achieve satisfactory completion, students are required to study courses:

- in each year in Years 7-10 in English, Mathematics, Science, Human Society and its Environment, and Personal Development, Health and Physical Education.
- In Years 7 and 8 in Creative Arts, Technology and Applied Studies and Languages Other Than English.

RoSA Grading

Students also are awarded a grade for each of the courses they have studied in Years 9 and 10. The grades are based on a set of Course Performance Descriptors developed by the Board of Studies. They indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance. The Assessment Resource Centre (ARC) website describes this aspect of the RoSA in more detail.

Reporting of the School RoSA Credential

The NSW Record of School Achievement credential will be available to students who decide to leave the education system prior to 17 years of age.

The RoSA, which shows all Stage 5 (Years 9 and 10) courses completed includes, where appropriate:

- The Stage 5 courses that a student has completed and the grade (A-E) awarded by the student's school for each course. The Course Performance Descriptors describe typical performance by students in each grade at the end of Stage 5
- The mandatory requirements in Languages, Design & Technology, Music, Visual Arts, and Personal Development, Health and Physical Education. Mandatory requirements are reported as 'Completed', or, where they have not been met, as 'Not Completed'
- A statement as to whether the student is eligible for the RoSA.

Grades allocated by schools for the subjects presented by their students will be submitted to the NSW Education Standards Authority in late November.

Students who decide to leave the education system prior to 17 years of age must apply to the College Principal, with proof of full time work or a TAFE placement. These students are eligible for the NSW Record of School Achievement Credential.

How are RoSA Grades Determined?

The NSW Education Standards Authority grading system is concerned with describing the student's achievement at the end of each course in Stage 5.

Grades from A – E (N for unsatisfactory or non-completion) will be awarded for all subjects except Mathematics. In Mathematics, grades have been further differentiated to nine levels as follows: A10, A9, B8, B7, C6, C5, D4, D3, E2. These grades will be awarded on the basis of the Course Performance Descriptors issued by the NSW Education Standards Authority for each course. The Course Performance Descriptors describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course. They are used to indicate the student's level of achievement relative to the knowledge objectives and skill objectives of the course studied. The Course Performance Descriptors for each of the courses studied can be accessed at the and the NSW Education Standards Authority website: <https://arc.bostes.nsw.edu.au/go/sc/sc-grading/cpds/>

Achievement in this course will be measured by assessment strategies throughout the course. Where task are scheduled throughout a course, greater weight would generally be given to those tasks held towards the end of the course. Students' grades are based on the school's assessment of a student's performance against the Course Performance Descriptors in particular courses. The assessment tasks set by the school are used to provide data to assist teachers to determine which description best reflects the level of achievement in the course obtained by each student at the end of the course for that student.

The grades awarded should reflect the relative emphasis placed on the assessable objectives of school programs and the syllabus. For example, where a school has placed considerable emphasis on the development of research skills, that emphasis should be reflected in the assessment program. Objectives from the affective domain (ie values and attitudes) should not be used in determining a student's grade. Each student's achievement is compared with the descriptors and not with the rest of the group studying the course.

There is no fixed proportion of students who will receive any particular grade. The final decisions are made in relation to the Standard reached by the individual student, not in relation to performance relative to other students. It is important to note that the results of (Stage 5 Courses) Year 10 will accumulate on the new credential.

The Common Grade Scale

The NSW Education Standards Authority devised the grade scale shown below so that it can be used to report student achievement in both the primary and junior secondary years in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

Grade	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.

The NSW Education Standards Authority requires schools to submit grades for each student at the end of Year 10 for the Stage 5 Course Completion or RoSA. Subject-specific Course Performance Descriptors have been developed for teachers to use in assigning grades. It is not intended that any other subject-specific course performance descriptors be developed.

Non-Award of Record of School Achievement (RoSA)

In the following cases the NSW Education Standards Authority, will not award the RoSA. Depending on the circumstances of the case, NESA may also not award the Record of Achievement if the student:

- a. Did not meet all mandatory curriculum requirements;
- b. Left school before the final date for Year 10 without being granted an exemption;
- c. Did not comply with other requirements.

Assessment Programs

Assessing student achievement is an integral part of teaching any course. For the purposes of NSW Education Standards Authority assessment tasks should be matched to the knowledge objectives and the skill objectives of each syllabus.

While the determination of students' final RoSA grades will be based primarily on a program designed to provide a total achievement (or summative) assessment of each level of achievement, progress in individual smaller units of work also have an essential role in the teaching/learning program for any course of study.

The Board of Studies Teaching and Educational Standards (BOSTES) allows the use of other class work to supplement formal Assessment as outlined in this booklet. Thus, both formal assessment tasks and informal assessment opportunities have a place in terms of determining final grades.

For NSW Education Standards Authority assessment, there is no specific allocation of marks to various objectives, unlike the HSC Assessment System. Teachers determine the grades their students will receive by selecting the best overall description of each student's achievement.

Assessment, Course Performance Descriptors & Final Grades

Applying the Course Performance Descriptors will involve teachers in:

- Using assessment tasks which relate to the knowledge objectives and skill objectives of that course of study.
- Making assessment observations and recording their judgements.
- Making a 'summative' assessment judgement for each student, that is, what is the extent of a student's achievement at the end of the course.
- Applying the Course Performance Descriptors to determine the most appropriate overall description of each student's achievement at the completion of the course.
- Relating the level of achievement to the General Performance Descriptors to determine a grade.

Teachers will make the final judgement of the grade deserved on the basis of available information and with reference to the Course Performance Descriptors. The choice of a particular grade should be made because it relates to the best overall description of the student's achievement in that course of study.

Students should be aware of the importance of making a serious attempt at all assessment activities in Year 9 and 10. Each student should refer to the following pages in the handbook to become acquainted with the details of the tasks in each course of study that will be used to determine their final grades.

SAMPLE WARNING LETTER



OUR LADY OF MERCY CATHOLIC COLLEGE
BURRANEER

62-66 Dominic Street, Cronulla 2230
Phone: 9544 1966 Fax: 9544 1328

Dear _____

WARNING LETTER

Stage 5 – Non-Completion of Course

I am writing to advise that your daughter _____ is in danger of not meeting the Course Completion Criteria for the Stage 5 in _____.

The NSW Education Standards Authority requires schools to issue students with official warnings in order to give them the opportunity to correct the problem. Please regard this letter as the _____ (eg 1st, 2nd) official warning we have issued concerning _____.

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

Where it is determined that a student has not met the Course Completion Criteria they place themselves at risk of receiving an 'N' (non-completion of course) determination. Students who receive an 'N' determination in a mandatory course are not eligible for Stage 5 Course Completion.

_____ *is a mandatory course*
 is not a mandatory course

To date, _____ has not satisfactorily met the Stage 5 Course Completion Criteria because:

- She has not followed the course developed or endorsed by the Board of Studies
- She has not applied herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- She has not achieved some or all of the course outcomes.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____ to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed:

Task name. Course requirement or course outcome	Date task initially due (if applicable)	Action required by student	Date to be completed by (if applicable)

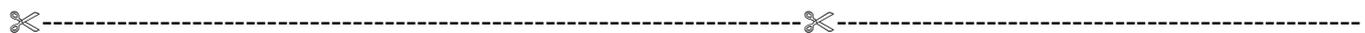
In accordance with OLMC Assessment Policy, the student will forfeit the marks allocated to this task, but she will have indicated that she has satisfactorily completed the requirements or outcomes for the Course.

Please discuss this matter with your daughter and contact the school if further information or clarification is needed.

Yours sincerely,

_____ KLA Coordinator

_____ Principal



PLEASE DETACH THIS SECTION AND RETURN IT TO THE SCHOOL.

Requirements for the Satisfactory Completion of a Stage 5 Course

- I have received the letter dated _____ indicating that _____ is in danger of not having satisfactorily completed _____.
- I am aware that this course may appear on her Record of Achievement Part A with 'N' (non-completion of course) indicated.
- I am also aware that the 'N' determination may make her ineligible for the award of the NSW Record of School Achievement (RoSA).

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

Year 9 Commerce Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING
1	Consumer Choice: Multimodal Literacy Task (IC)	5.1, 5.2, 5.3, 5.4 & 5.5	1	8	21/3	15%
2	Personal Finance: Writing Task (IC)	5.1, 5.2, 5.4, 5.5 & 5.6	2	5	16/5	25%
3	Travel: Group AV Task (HI)	5.1, 5.2, 5.7, 5.8, 5.9	3	7	29/8	30%
4	Promotion and Selling: Presentation (HI & P)	5.1, 5.2, 5.7, 5.8, 5.9	4	3 & 4	23/10 - 3/11	30%
Total						100%

(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

Information regarding specific subjects and each syllabus may be accessed at the NSW Education Authority website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>

Year 9 Drama Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING
1	Unit 1: -Mime (Making/Performing) -Logbook	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1	1	9	30/3	20%
2	Written Test	5.3.1, 5.3.2, 5.3.3	2	3	30/5	20%
3	Unit 2: -Group Performance -Logbook	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3	2	9	20/6	20%
4	Unit 3: -Group Playbuilding & Performance -Logbook -Review	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3	3	8	12/9	20%
5	Unit 4: -Individual Performance -Logbook	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	4	5-6	Assessment block	20%
Total						100%

(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

Information regarding specific subjects and each syllabus may be accessed at the NSW Education Authority website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>

Year 9 English Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING
1	Short & extended answer responses (IC)	EN5-3B, EN5-5C, EN5-8D	1	8	20/3	25%
2	Creative Writing - Biographical Text (HI)	EN5-1A, EN5-4B, EN5-7D, EN5-9E	2	4	15/5	25%
3	Essay (IC)	EN5-1A, EN5-4B, EN5-5C, EN5-7D	3	9	13/9	25%
4	Speaking Task - Representation (in class delivery / hand in script) (P)	EN5-2A, EN5-3B, EN5-6D EN5-9E	4	5	Assessment Block	25%
Total						100%

(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

Information regarding specific subjects and each syllabus may be accessed at the NSW Education Authority website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>

Year 9 Food Technology Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING
1	Food and Culture research and practical task	5.4.1, 5.1.1, 5.3.2	1	10	5/4	25%
2	Semester 1 Test	5.1.1, 5.1.2, 5.3.2, 5.2.1	2	4	17/5	20%
3	Food and nutrition research task	5.3.1, 5.4.2, 5.5.1	3	4	9/8	30%
4	Food and celebration presentation task	5.3.2, 5.4.1, 5.4.2, 5.5.1	4	6	Assessment Block	25%
Total						100%

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Year 9 French Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING
1	Reading Culture (IC)	5.UL.2 5.MBC.2	1	7	16/3	20%
2	Speaking Writing (HI)	5.UL.4 5.UL.3	2	2	2/5	20%
3	Listening (IC)	5.UL.1	2	6	30/5	10%
4	Reading Writing (IC)	5.UL.2 5.UL.3	3	6	22/8	20%
5	Listening Speaking Culture (IC)	5.UL.1 5.UL.4 5.MBC.2	4	5	Assessment Block	30%
Total						100%

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Year 9 Geography Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING
1	Exam: Extended Response (IC)	5.4, 5.5, 5.6, 5.10	3	9	28/8	30%
2	Assignment: Research/ICT Based (HI)	5.1, 5.2, 5.3, 5.7, 5.8, 5.10	4	4	30/10	35%
3	Knowledge, Skills Exam (IC)	5.1, 5.2, 5.3, 5.7, 5.8, 5.10	4	6	13/11	35%
Total						100%

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Year 9 History Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING
1	Extended Response Literacy Task (IC)	HT5-2 HT5-4 HT5-5 HT5-9	1	7	13/3	25%
2	Knowledge & Skills Exam (IC)	HT5-1 HT5-4 HT5-5 HT5-6 HT5-9	1	9	27/3	35%
3	Historical Inquiry/Research Literacy Cross KLA RE (HI)	HT5-1 HT5-2 HT5-4 HT5-7 HT5-9 HT5-10	2	5 & 6	22/5 - 2/6	40%
Total						100%

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Year 9 Industrial Technology (Multi-Media and Photography)
Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING
1	PHOTOGRAPHY SERIES (Photographs & Exhibition Brochure)	5.2.1 5.2.2 5.3.2 5.4.1	1	7	WS 13/3	20%
2	CUT OUT ANIMATION (Stop Motion Movie & Documentation)	5.4.1 5.4.2 5.5.1	2	2	WS 1/5	20%
3	MOVIE TRAILER & eFolio	5.2.2 5.3.2 5.4.1 5.4.2	3	6	WS 21/8	20%
4	Music Package Graphics	5.3.2 5.4.1 5.5.1 5.6.1	4	3	WS 23/10	20%
5	KNOWLEDGE & SKILLS EXAMINATION	5.3.1 5.7.1 5.7.2	4	6	Assessment Block	20%
Total						100%

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Year 9 Mathematics Assessment Schedule 2017

5.1, 5.2, 5.3 Pathway

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING %
1	Exam (IC)	MA5.1-12SP; MA5.2-15SP MA5.1-13SP; MA5.2-17SP	1	10	3/4	15%
2	Alternative Task: Folio Numeracy Worksheets	MA4-4NA; MA4-5NA MA4-6NA; MA4-7NA MA4-8NA; MA4-9NA MA4-10NA; MA4-11NA; MA4-12MG; MA4-13MG; MA4-14MG; MA4-15MG; MA4-16MG; MA4-17MG MA4-18MG; MA4-19SP MA4-20SP; MA4-21SP	1	5/10	Refer Notification	10%
3	Exam (IC)	MA5.1-8MG; MA5.2-11MG MA5.3-13MG; MA5.2-12MG	2	5	22/5	15%
4	Exam (IC)	MA5.1-11MG; MA5.1-10MG MA5.2-13MG; MA5.1-5NA MA5.2-7NA; MA4-8NA MA5.2-6NA	3	6	23/8	25%
5	Exam	MA4-8NA; MA5.2-6NA MA5.2-8NA; MA5.1-4NA MA5.2-4NA; MA5.1-6NA MA5.2-9NA	4	5	Assessment Block	35%
Total						100%

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Year 9 Music Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING
1	Performance (P)	5.1 5.2 5.3 5.9	1	10	4/4	20%
2	Test: Listening, Aural & Composition (IC)	5.4 5.5 5.6 5.7 5.8 5.9	2	6	30/5	30%
3	Listening & Composition (IC)	5.4 5.5 5.6	3	8	5/9	30%
4	Individual Performance (P)	5.1 5.2 5.3 5.9	4	5-6	Assessment Block	20%
Total						100%

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Year 9 PASS Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE
1	Body Systems (Examination)	1.1 4.4	Term 1	Week 9	27/3
2	Australia's Sporting Identity (P)	2.1 2.2 4.2	Term 2	Week 6	30/5
3	Dance (P)	4.1 4.3	Term 3	Week 9	13/9,14/9
4	Issues in Sport	2.1 2.2 4.4	Term 4	Week 5	7/11-14/11 Assessment Block
Total					

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Year 9 Philosophy By The Bay Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK/DATE	WEIGHTING
1	Introduction to Philosophy: 1.1 Individual 'fact file' presentation; 1.2 Group presentations (P)	KS1.1, KS 1.2, KS 1.3, KS 2.3, KS 3.2, KS 3.3 KS 4.2; VA 1	1	Part 1: Wks 5- 10; Part 2: Weeks 7/8	1) Individual dates for presentation of 'fact sheets' to be allocated 2) Group Presentations to occur week 7-9	15%
2	Related to Going Deeper (Truth). Two parts. 2.1 Individual - Open Book mini essay- concept of truth (IC) 2.2 Group - Role Play (IC)	KS 1.3;KS 2.2 KS 4.3; VA 2 VA 3	2	5 (essay) Role Plays weeks 5- 7	In-class open book essay (22/5) Group Role plays in class wks 5-7	25%
	Sem 1 Teacher observation/evaluation of classroom communication, collaboration, questioning, building upon shared ideas	KS 2.1 KS 2.2 KS 4.2 KS 4.3	2	Ongoing	Ongoing observation. Completed end Sem 1	5%
3	Related to Going Deeper (Power) Comparison of 2 women who have wielded contrasting types of power. (HI essay)	KS 1.4 KS 2.2 KS 3.2 KS 4.1; VA 3	3	8	Hand in essay (7/9) prep in class	25%
4	Related to Legacy. Students undertake research people/events who have left a lasting legacy.	KS 2.1 KS 2.2 KS 4.2 KS 3.3 VA 2 VA 3	4	6	Week 6 (14/11) Open Book in class writing task	25%
	Note: 5% Semester 2 mark reserved for assessment of developing ability to formulate well-articulated arguments in formalised real-world application: students choose from a variety of alternatives	KS 1.1; KS 3.3; VA 1	4	Ongoing	Can be completed at any point in the year.	5%
Total						100%

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Year 9 PDHPE Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING
1	Bronze Star Aquatics (P)	5.4 5.14	1	6 (onwards)	6/3	25%
2	Enhancing Resilience (IC task - Case Study)	5.1 5.2	2	5	22/5	25%
3	Nutrition Throughout Life (HI Research Task)	5.7 5.15	3	7	28/8	25%
4	Rhythmic Gymnastics (P)	5.4 5.5 5.14	4	6	14/11-9C,9L 17/11-9O,9B,9M	25%
Total						100%

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Year 9 Religion Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING
1	LITERACY TASK (Exam) (IC)	D9.1, D9.2, D9.3	1	6	6/3	25%
2	****ICT Task (Joint with HSIE) (HI)	C9.1, C9.2, C9.3	2	5	22/5	25%
3	RESEARCH TASK (Prepared Exam) (IC)	A9.1, A9.2, A9.3	3	4	7/8	25%
4	INDIVIDUAL TASK (P)	B9.1, B9.2, B9.3	4	5/6	Assessment Block	25%
Total						100%

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Information regarding the Religious Education syllabus may be accessed at the Sydney Catholic Schools website:

<https://scsreonline.wordpress.com/>

Year 9 Science Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING
1	Formal Task 1 Research (HI)	SC5-2VA; SC5-3VA SC5-4WS; SC5-5WS SC5-7WS; SC5-8WS SC5-9WS; SC5-10PW SC5-11PW	1	6	7/3	25%
2	Formal Task 2 Semester 1 Examination	SC5-1VA; SC5-4WS SC5-5WS; SC5-6WS SC5-7WS; SC5-8WS SC5-9WS; SC5-14LW	2	5	23/5	25%
3	Formal Task 3 Practical Examination	SC5-1VA; SC5-4WS SC5-5WS; SC5-6WS SC5-7WS; SC5-8WS SC5-9WS; SC5-10PW SC5-11PW	3	6	22/8	25%
4	Formal Task 4 Semester 2 Examination	SC5-1VA; SC5-2VA SC5-4WS; SC5-5WS SC5-6WS; SC5-7WS SC5-8WS; SC5-9WS SC5-10PW; SC5-11PW SC5-14LW; SC5-15LW	4	5/6	Assessment block	25%
Total						100%

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Year 9 Textiles Technology Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING
1	Knowledge and Skills Test	5.1.1 5.1.2 5.3.1	1	4	WS 15/3	15%
2	DESIGN PROJECT - COSTUME DESIGN Folio, Accessory & Corset	5.1.2 5.2.2 5.4.1 5.5.1 5.5.2 5.5.3 5.6.1	2	5	WS 22/5	30%
3	DESIGN PROJECT - APPAREL Folio & Hoodie	5.2.2 5.4.1 5.5.1 5.5.2 5.5.3	3	9	11/9	30%
4	DESIGN PROJECT - TEXTILE ART Bling a Bra Folio & Artwork	5.2.2 5.2.3 5.4.1 5.5.1 5.5.3	4	6	Assessment Block	25%
Total						100%

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Year 9 Visual Arts Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING
1	Part A: Art-making: Painting & VAPD (HI)	5.1 5.2 5.3 5.4 5.5 5.6	1	9	28/3	35%
	Part B: Crit/hist presentation (P)	5.7 5.8 5.9 5.10	2	6	30/5	
2	Art-making: Body of Work & VAPD (HI)	5.1 5.2 5.3 5.4 5.5 5.6	3	4	8/8	20%
3	Critical/Historical Exam (IC)	5.7 5.8 5.9 5.10	3	8	7/9	25%
4	Art-making: Sculpture (mask) & VAPD (HI)	5.1 5.2 5.3 5.4 5.5 5.6	4	5-6	Assessment block	20%
Total						100%

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