

# Year 9

## Assessment Policy

# 2024

This document includes:

- **What are Assessment Tasks**
- **What are the rules surrounding Assessment Tasks**
- **What are N Determinations**
- **Disability Provisions**
- **Faculty Assessment Schedules**
- **Assessment Calendar**
- **Illness and Misadventure appeal form**



# Gloucester High School

## Year 9 Assessment Policy

### What are Assessment Tasks?

Assessment Tasks are used to measure total student achievement at the end of a course in Year 9. They cover core syllabus content and outcomes but do not include information about student attitudes, behaviour or conduct. Student assessment marks are gathered during Year 9 through a variety of Assessment Tasks and are used to allocate grades based on performance descriptors. These grades are then recorded on each student's Record of School Achievement (ROSA). The descriptors are:

A	-	Excellent Achievement
B	-	High Achievement
C	-	Substantial Achievement
D	-	Satisfactory Achievement
E	-	Elementary Achievement

### What are the Rules surrounding Assessment Tasks?

- Students must be notified by the teacher that an Assessment Task is approaching. Written notification of the task will be given to students a minimum of two weeks before the task date. This notification should include:
  - a clear outline of what the task expects the student to complete. This may take the form of marking criteria or rubric;
  - the percentage weighting of the task; and
  - the date on which the task is due (in the case of assignments) or the task is to be conducted (in the case of tests, performances, etc)
- Assessment Tasks must be completed on or by the due date. If a student is sick or away on the due date, an explanatory note from home, a Doctor's Certificate or other documentation must be sent to their teacher as soon as possible. Phone contact with the school speaking with the student's teacher as early as possible would be greatly appreciated.
- Students who have missed a task still need to complete that task, or an alternative task, immediately upon their return to school. Ideally, the student should see their teacher before school (that is, before 9 am) on the day of their return. Where the assessment task is an examination and the student is unable to return to school the following day to complete the examination, an estimate based on other evidence may be awarded.
- Unexplained or late submission of a task, a non-serious attempt or cheating, plagiarising or using of the work of others, may result in a zero mark being awarded for that task.

### What are N Determinations?

N Determination in a subject means that a student has not satisfactorily met the requirements of that subject. N Determinations in core subjects (English, Mathematics, Science, History, Geography and PDHPE) may jeopardise a student's continuation into Years 11 and 12.

An N Determination will take place if a student fails to:

- follow the course developed by the Board of Studies; or
- apply themselves with diligence and sustained effort to set tasks and experiences; or
- achieve some or all of the course outcomes; or
- submit or attempt Assessment Tasks to a total greater than 50% weighting.

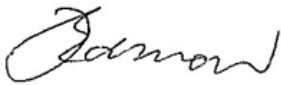
Students who have not met these requirements will be issued with an N Determination Warning Letter, advising them of the steps needed to “redeem” the situation, and the time period in which to do so. Failure to redeem an Assessment Task means that that task’s weighting does not contribute to a student’s final Assessment mark and will contribute to the possibility of an N Determination for that subject.

### **Subject Assessment Schedules**

The following pages contain the Assessment Schedules for each subject. These schedules outline the type of task, the weighting for each task and the due date for the task (ie the date assignments are due to be handed in, or when tests or practical examinations are to be conducted).

As formal Assessment Tasks are important indicators of student achievement, it is critical that significant time at home be allocated to their completion or preparation. A well-organised study plan is essential, and needs to be supported by hard work and commitment.

Please contact me at school if you wish to discuss any matter related to this policy.



Mrs Trudi Edman  
**Principal**

23 February 2024

## ASSESSMENT - DISABILITY PROVISIONS

Students with disability/individual learning needs work towards syllabus outcomes identified through the collaborative curriculum planning process. They can be given a range of opportunities to demonstrate achievement of these outcomes.

Class teachers can ensure that assessment activities are accessible to students with disability. This is a requirement under the *Disability Standards for Education 2005*. Some students with disability need adjustments to assessment activities to enable access to the task. They also need an equitable opportunity to demonstrate what they know and can do. In some cases alternative assessment strategies may be needed.

Decisions are made by Classroom teacher in consultation with the Learning Support Team to offer adjustments to students with disability in school-based assessment tasks, including examinations.

**Adjustments** enable a student with disability to access syllabus outcomes and content on the same basis as their peers. They are intended to provide equitable opportunities for students with disability rather than give an advantage. The types of adjustments made will vary according to the needs of the individual student.

**Evidence** (documentation can be provided by, but is not limited to, a Doctor, a Psychologist, an Occupational Therapist or a Speech Pathologist) of the individual student need must be provided to the Learning and Support Coordinator to support all Disability Provisions applications.

Teachers/Learning Support Coordinator/Year Adviser may talk with parents/carers to identify possible adjustments for the student and decide on and **approve any adjustments** for school-based assessment tasks that will allow the student to demonstrate what they know.

Some students may require:

- adjustments to the assessment process
- adjustments to the assessment activities
- alternative formats for responses

Please refer to the following website for further information.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/assessment-and-reporting>

Parents/carers should contact the school if they feel their child is eligible for Disability Provisions and you would like to discuss your child's individual needs.



Mrs Margo Cameron  
**Learning and Support Coordinator**

# Year 9 Schedule of Assessment Tasks 2024

## COMPULSORY SUBJECTS

### ENGLISH (Common Tasks Only)

Nature of task	Task 1 Advertising Pitch	Task 2 Half Yearly Examination	Task 3 Yearly Examination	Total
Date	T1 W8	T2 W7	T4 W6	
	Persuasive advertising pitch	Reading (15%) and Writing (15%)	Reading (15%) and Writing (15%)	
<b>Total %</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

### HISTORY (Common Tasks Only)

Nature of task	Task 1 Source Analysis	Task 2 Half-yearly examination	Task 3 Empathy Task	Task 3 Yearly Examination	Total
Date	T1 W11	T2 W7	T3 W8	T4 W6	
	Movement of People		WWII	Australians at War	
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

### GEOGRAPHY

Nature of task	Task 1 Research Task – Sustainable Biomes	Task 2 Research and Analysis Task - Urbanisation	Task 3 Yearly Examination	Total
Date	T2 W9	T4 W2	T4 W6	
Geographical Knowledge	15%	15%	20%	50%
Geographical inquiry and skills	15%	20%	15%	50%
<b>Total %</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

## MATHEMATICS

Nature of task	Task 1 Ongoing Assessment	Task 2 Half-yearly examination	Task 3 Ongoing Assessment	Task 4 Yearly Examination	Total
Date	T1 W2-11	T2 W7	T3 W10	T4 W6	
	Topic Tests, Bookwork	Written examination	Topic Tests, Bookwork	Written examination	
<b>Total %</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

## PD/HEALTH/PE

Nature of task	Task 1 Topic Test	Task 2 Health Services Assignment	Task 3 Resilience Assignment	Task 4 Team Challenge and Peer Evaluation	Task 5 Movement Skills	Total
Date	T1 W10/11	T2 W5	T3 W6	T4 W4	Terms 1-4	
	Let's Talk About Sex	The Health of Young People	A Happier Me	Show some initiative	Ongoing Practical Assessment	
<b>Total %</b>	<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>10%</b>	<b>50%</b>	<b>100%</b>

## SCIENCE

Nature of task	Task 1 Research Task	Task 2 Science Skills	Task 3 Practical	Task 4 Yearly	Total
Date	T1 W9	T2 W7	T3 W8	T4 W6	
Knowledge & Understanding	10%	5%	10%	15%	40%
Working Scientifically	10%	5%	20%	15%	60%
<b>Total %</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

# ELECTIVE SUBJECTS

## AGRICULTURE

Nature of task	Task 1 Written task	Task 2 Half-yearly Examination	Task 3 Written task	Task 4 Yearly Examination	Task 5 Practical	Total
Date	T1 W9	T2 W7	T3 W9	T4 W6	Terms 1-4	
<b>Total %</b>	<b>12.5%</b>	<b>12.5%</b>	<b>12.5%</b>	<b>12.5%</b>	<b>50%</b>	<b>100%</b>

## DESIGN AND TECHNOLOGY

Nature of task	Task 1 Structured Design Project	Task 2 Application Project	Task 3 Design Portfolio + Project	Task 4 Case Study Design Project	Total
Date	T1 W10	T2 W7	T3 W9	T4 W6	
	Project Based Learning	Design Processes	Design Processes		
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

## DRAMA

Nature of task	Task 1 Research Task and Practical Performance	Task 2 Research, Storyboard, Script, Short Film	Task 3 Playbuilt Performance	Task 4 Class Performance & Logbook	Total
Date	T1 W9	T2 W7	T3 W9	T4 W7	
	Verbatim Theatre	Short Film	Non-realistic Theatre	Physical Theatre	
<b>Total %</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

## FOOD TECHNOLOGY

Nature of task	Task 1 Research Task/Practical	Task 2 Half-Yearly Examination	Task 3 E-folio/ Presentation	Task 4 Yearly Examination	Total
Date	T2 W4	T2 W7	T3 W10	T4 W4 prac T4 W6 theory	
	Food Selection and Health	All topics to date	Food in Australia	All topics to date	
<b>Total %</b>	<b>20%</b>	<b>15% Exam 15% Practical</b>	<b>20%</b>	<b>15% Exam 15% Practical</b>	<b>100%</b>

## INDUSTRIAL TECHNOLOGY METAL/AUTOMOTIVE

Nature of task	Task 1 Practical exercise	Task 2 Practical exercise	Task 3 Practical exam	Task 4 Practical exercise	Task 5 Practical exercise	Task 6 Yearly exam	Total
Date	T2 W5	T2 W5	T2 W7	T3 W10	T4 W6	T4 W6	
	Sheet metal project	Angle bracket	All topics to date	Vehicle	2 stroke	All topics to date	
<b>Total %</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>15%</b>	<b>30%</b>	<b>25%</b>	<b>100%</b>

## INDUSTRIAL TECHNOLOGY TIMBER

Nature of task	Task 1 Project 1	Task 2 Half Yearly	Task 3 Project 2	Task 4 Project 3	Task 5 Research task	Task 6 Yearly exam	Total
Date	T1 W9	T2 W3	T2 W10	T3 W9	T4 W3	T4 W6	
	Practical Project	Practical Exam	Practical Project - turned item	Practical Project plus design folio	Research Task	All topics to date	
<b>Total %</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>25%</b>	<b>10%</b>	<b>20%</b>	<b>100%</b>

## MUSIC

Nature of task	Task 1 Viva Voce /Performance	Task 2 Performance/ Aural Skills	Task 3 Composition /Process Diary	Task 4 Yearly Examination	Total
Date	T1 W10	T2 W5	T3 W6	T4 W4	
	Submission of research project and 7 minute discussion/ presentation with a teacher	Presentation of 1 Performance piece + answer 3 aural questions based on the concepts of music	Presentation of 1 Performance and submit a Composition and process Diary	Presentation of 2 Performances and a written aural task	
Performance	10%	15%	10%	15%	<b>50</b>
Composition			10%		<b>10</b>
Musicology	15%				<b>15</b>
Aural		10%		15%	<b>25</b>
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>



## PHYSICAL ACTIVITY & SPORTS STUDIES (PASS)

Nature of task	Task 1 Body Systems Assignment	Task 2 Half Yearly Examination	Task 3 Fitness Assignment	Task 4 Yearly Examination	Task 5 Movement Skills	Total
Date	T1 W10	T2 W7	T3 W9	T4 W6	Terms 1-4	
	All Systems Go	Body Systems /Fitness	How FITT am I?	All topics	Ongoing Practical Assessment	
<b>Total %</b>	<b>10%</b>	<b>10%</b>	<b>15%</b>	<b>15%</b>	<b>50%</b>	<b>100%</b>

## VISUAL ARTS

Nature of task	Task 1 Multimodal Presentation	Task 2 3D Ceramics	Task 3 2D Landscapes	Task 4 Yearly Examination	Total
Date	T1 W5	T2 W4	T4 W4	T4 W6	
Critical & Historical Studies	15%			30%	45%
Artmaking		20%	35%		55%
<b>Total %</b>	<b>15%</b>	<b>20%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>

## FEE SCHEDULE 2024

JUNIOR CONTRIBUTION		Online Payment Reference	
<b>Years 9 &amp; 10</b>	Whole year	910CN	\$48.00
By Four Instalments	Per term		\$12.00
<b>ELECTIVE SUBJECTS - Years 9 &amp; 10</b>			
Agriculture	9/10	910AG	\$50.00
Design and Technology	9/10	910DT	\$60.00
Drama	9/10	910DR	\$15.00
Food Technology (\$30 per term)	9/10	910FT	\$120.00
Industrial Technology Metal/Automotive	9/10	910MT	\$60.00
Industrial Technology Timber	9/10	910TM	\$60.00
Music	9/10	910AM	\$50.00
Visual Arts	9/10	910PH	\$35.00

### ASSESSMENT SUMMARY NOTE

Students should note that every endeavour has been made to limit the number of tasks in any one week. Sometimes ongoing tasks will be due in a week when other tasks are also due.

**STUDENTS MUST PLAN TO ENSURE THAT TASKS ARE COMPLETED AHEAD OF DUE DATES RATHER THAN LEAVING UNTIL A WEEK WHEN OTHER TASKS ARE DUE.**

## YEAR 9 ASSESSMENT CALENDAR 2024

### Term 1

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	Visual Arts
Week 6	
Week 7	
Week 8	<b>NAPLAN</b> , English
Week 9	Agriculture, Drama, Science, Timber Tech
Week 10	Design and Tech, Music, PASS
Week 11	History, PDHPE

*Note Mathematics has ongoing assessment throughout the term and that assessment of Agriculture Practical Skills and PASS and PDHPE Movement Skills is ongoing throughout the year*

### Term 2

Week 1	
Week 2	
Week 3	Timber Tech, <b>Beef Week</b>
Week 4	Food Tech, Visual Arts
Week 5	Metal Tech, Music, PDHPE
Week 6	<b>Assessment Free Week</b>
Week 7	<b>HALF YEARLY ASSESSMENT (EXAMINATION) WEEK:</b> Agriculture, Design and Tech, Drama, English, Food Tech, History, Mathematics, Metal Tech, PASS, Science
Week 8	
Week 9	Geography
Week 10	Timber Tech

### Term 3

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	Music, PDHPE
Week 7	
Week 8	History, Science
Week 9	Agriculture, Design and Tech, Drama, Timber Tech, PASS
Week 10	Food Tech, Mathematics, Metal Tech

### Term 4

Week 1	
Week 2	Geography
Week 3	Timber Tech
Week 4	Food Tech (prac), Music, PDHPE, Visual Arts
Week 5	<b>Assessment Free Period</b>
Week 6	<b>YEARLY ASSESSMENT (EXAMINATION) WEEK:</b> Agriculture, Design and Tech, English, Food Tech (theory), Geography, History, Mathematics, Metal Tech, PASS, Science, Timber Tech, Visual Arts
Week 7	Drama
Week 8	
Week 9	
Week 10	

## ILLNESS-MISADVENTURE APPEAL FORM

### PROCEDURES FOR ILLNESS-MISADVENTURE

An illness-misadventure form is used when an assessment task is:

- not submitted on time
- submitted incomplete
- due and student is absent the day prior
- during extra-ordinary circumstances

Where a student experiences a misadventure, she/he should obtain an Illness-Misadventure Appeal form from within the Assessment Schedule Booklet, school office or from [Gloucester High School website](#). This must be done on the same day where possible or the next day of attendance including the submission of the task and/or negotiation with Class Teacher and Head Teacher when the examination or practical task will be undertaken after the misadventure.

### Completing the Illness/Misadventure Appeal

**PART A:** This section is to be completed by the student. Reasons for the Illness-Misadventure appeal must be documented in this section.

**PART B:** Relevant documentation (e.g. doctor's certificate, statutory declaration, other) must be attached. This section is signed by the student and parent/carer. Please note that the doctor's certificate must state the condition that will affect their performance in completing the task.

It is the student's responsibility to complete the Illness-Misadventure Appeal and return it to the Head Teacher within **three school days** of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances. Students cannot submit an appeal on the basis of:

- difficulties in preparation or loss of preparation time / technology fault
- alleged deficiencies in teaching
- long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- misreading the examination timetable
- misreading assessment task or examination instructions
- other commitments such as holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations. Special consideration for changes to the scheduled date must be made in writing, addressed to the Principal and well in advance of the event.
- illness once the assessment paper is opened during the reading time, or after the examination commences.

**PART C:** Recommendations for the appeal are then completed by the Head Teacher (within policy guidelines). The Head Teacher may:

- i) recommend to uphold the appeal
- ii) recommend to dismiss the appeal
- iii) recommend to impose a penalty.

The appeal is then presented at the Appeals committee for final approval.

**PART D:** The Appeals Committee shall be convened by the Deputy Principal.

The committee will:

- i) uphold the appeal
  - ii) dismiss the appeal
  - iii) impose a penalty.
- The committee should communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark.
  - All documents related to the appeal should be placed in the student's file.



# ILLNESS-MISADVENTURE APPEAL

ROSA / Preliminary HSC/ HSC Assessment (Circle one)

**PART A – TO BE COMPLETED BY THE STUDENT** (Please return to the appropriate Head Teacher)

Name of Candidate: ..... Teacher: .....

Subject: ..... Course: .....

Assessment Task: ..... Due Date: .....

Reasons for failure to meet requirements: (Please outline your reasons)  
.....  
.....  
.....  
.....

**PART B – DOCUMENTATION** (Please attach evidence)

- |  |     |    |
|--|-----|----|
| 1. Medical Certificate (Clearly stating how the illness would affect the student's performance in the relevant exam or task) | YES | NO |
| 2. Other Documentation (Independent Evidence of Misadventure and/or Statutory Declaration)                                   | YES | NO |

Student Signature: ..... Parent/Carer Signature: ..... Date: .....

**SUBMIT THIS FORM TO THE HEAD TEACHER WITHIN 3 DAYS OF THE ILLNESS-MISADVENTURE**

**PART C – TO BE COMPLETED BY THE HEAD TEACHER** after consultation with Classroom Teacher

- Recommend to uphold the appeal
- Recommend to dismiss the appeal
- Other (explain)

.....  
.....  
.....

Head Teacher : ..... Date: .....

**PART D – TO BE COMPLETED BY THE APPEAL COMMITTEE**

Scheduled Meeting Date: ..... Venue: .....

- Uphold the appeal
- Dismiss the appeal

.....  
.....  
.....

Deputy Principal: ..... Date: .....

Principal: ..... Date: .....

Year Adviser: ..... Date: .....

