



YEAR 9 2019 ASSESSMENT SCHEDULE AND ASSESSMENT RELATED POLICIES AND PROCEDURES

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PURPOSE

The purpose of the school assessment is to provide an indication of each student's achievement in a wider range of syllabus objectives, skills, and learning dispositions. Assessment covers both examination and non-examination objectives, and includes formative and summative assessment.

SCOPE

The policy applies to the Middle Years Academy teachers and students.

BACKGROUND

In 1916, educational philosopher John Dewey argued that "if we teach today's students as we taught yesterday's, we rob them of tomorrow." The Knox Middle Academy is committed to creating the conditions for all students to achieve their personal best whilst maintaining the academic rigor required for success in senior study. Our teaching and learning programs in the Knox Middle Academy aim to support all learners as they further develop their understanding in the core subjects; additionally, students will be presented with a range of future-focused elective opportunities that will stretch them and allow space within Stage 5 for subject specialisation.

Assessments in Stage 5 will challenge students to express their understandings in a range of computational and creative endeavours. Future work skills and learning dispositions – such as agency, agility, perseverance and self-regulation – will become increasingly prevalent within the curriculum, and students in the Knox Middle Academy are expected to be courageous and take responsible risks in their learning. Our learners will leave Stage 5 as developing global citizens, committed to an academic pursuit that is underpinned by passion, play, and purpose.

POLICY STATEMENT AND PROCEDURES

1. INTERNAL ASSESSMENT PROGRAMS

Assessment programs are prepared for each course and advise students of:

- an assessment schedule developed by each faculty, indicating the timing of each assessment task;
- the nature of each assessment task (e.g. assignment, test, project, etc.);
- the mark value (weighting) of each task in relation to the total number of marks for the course;
- (if applicable) the components and their weightings for each course as specified in the NESA assessment requirements.

2. IMPLEMENTATION OF THE INTERNAL ASSESSMENT PROGRAM IN STAGE 5

a. Notification of assessment tasks

In Stage 5, an assessment schedule will be provided to each student. It is each student's responsibility to know the assessment dates and be in attendance for them.

At least two weeks prior to each assessment task, each student will be given notification of:

- outcomes to be assessed;
- the date and timing of the task;
- course components and weighting;
- a description of the scope, content and nature of the task;
- as appropriate and depending on the task, the marking criteria or the marking scheme.

When the assessment schedule is issued, any concerns or clashes must immediately be submitted by students to the relevant teacher in writing. If any unexpected clashes arise due to the timing of an assessment task (e.g. due to an excursion or sporting fixture) the affected student must immediately notify the one or more of the following people in writing:

- the relevant teacher and Head of Department;
- the Head of Academy;
- the Director of Studies.

The task notification is given in writing either in hard copy or by email to a student's school email address and is also uploaded to the Student Café. If a student returns to school after an absence, he must check with each of his subject teachers whether any information regarding assessment dates and tasks has been issued.

If he is uncertain about the precise details or the nature of a task, he must immediately submit any concern related to these details to his teacher in writing.

b. A student's responsibility in assessment tasks

Students must respect the due dates set by teachers. It is each student's responsibility to present an assessment task by the due date and time in the manner specified on the assessment notification. The default weekday deadline for a hand-in task is 8:25am unless otherwise stipulated.

It is each student's responsibility to be present and prompt for an assessment task. Illness and/or misadventure cannot be used as a reason to not complete a task. An alternative task and/or time may be arranged. An excursion is not a valid excuse for late submission of work.

The following guidelines apply for submission:

- tasks not handed in correctly may be treated as late work. (e.g. left on a desk);
- a task that has not been submitted by the indicated time on the due date is late;
- a task which is incomplete when submitted on the due date is late.

If a student submits a task late, without an approved Illness/Misadventure application, or through negotiation with his teacher, Head of Department, or Assistant Head of Department, he will attract a 10% reduction of the marks awarded the first day, and 20% reduction of the marks on the second day. If the task is submitted more than two days late, the student is subject to an overall mark reduction as determined by the Head of Department and Director of Studies on a case to case basis.

All tasks will be marked, regardless of any penalties imposed for lateness. Marks will show what the task would have received if the work had not been late, as well as the penalties imposed.

Parents and carers will be informed of a reduced or zero mark in a letter signed by the Head of Department, Head of Academy, and Director of Studies.

If a student is awarded zero marks because of failure to complete any assessment tasks worth more than 50% of the final course assessment mark, he will not be given a school assessment mark for that course and the student will be awarded an 'N' Award in that course by the School. The student and their parents and carers will be advised in writing of the 'N' award and they may appeal against this 'N' Award.

Full details concerning 'N' Awards and Appeals against 'N' Awards can be found in article 8081 of the NESA ACE (Assessment, Certification and Examination) website at <http://ace.bos.nsw.edu.au/ace-8081>.

c. Major assessment tasks

Major assessment tasks are characterised by one or more of the following:

- extended preparation time (usually at least four weeks);
- submission of work in stages over a sequence of deadlines;
- substantial weighting and task size.

Where applicable, stages of long-term assessment tasks must be presented on the due date, even if incomplete due to a student's illness during preparation time. The Head of Department will consult with the relevant Director of Studies, if necessary, to make a decision about the implications for the student and the task based on the medical information/advice. In most instances, the Head of Department might allow the completion of the original task, the assignment of an alternative task, or a grade estimate based upon evidence of progress through the duration of the project.

A student should not expect to automatically receive an extension as a result of any period of illness or misadventure during a long-term project or major assessment task. Extensions will only be granted by a Head of Department in exceptional circumstances, especially during the week leading up to the due date. The Head of Department will unlikely grant an extension in the case of:

- technical difficulties;
- misplaced work assignments;
- loss of time due to travel commitments;
- difficulties with research, or similar preliminary work, which should have been addressed by early commencement of research;
- brief periods of illness or misadventure;
- organisational problems experienced in the days leading up to a deadline;
- school trips or excursions;
- approved school leave for reasons such as holidays, sport or performances.

When illness is the reason given for an extension, the maximum extension applied cannot exceed the equivalent number of days as specified on a medical certificate explaining the absence.

Failure to hand in any stage of a long-term project will result in a zero mark for that stage. Failure to complete one component does not necessarily mean a zero mark for the whole task, but continued failure to submit stages of a long-term project may result in a zero mark for the whole task. This in turn may call into question a student's capacity to meet course requirements.

d. Illness and misadventure preventing attendance at internal tasks including examinations:

Genuine illness or misadventure that prevents a student submitting or attending an internal assessment or internal examination is defined as:

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- *Illness or accident (i.e. illness or physical injuries) suffered directly by the student, which allegedly prevented the student from submitting the task or attending to sit the task or examination and include influenza, an asthma attack, cut hand, etc.*
- Misadventure (i.e. any other event beyond the student's control), which allegedly prevented the student from submitting the task or attending to sit the task or examination and includes death of a family member, motor vehicle accident, funeral of a family member, etc. Further information on misadventure can be found on page 16.

When illness or misadventure prevents a student from submitting or attending an assessment task or examination, he must follow the procedures below:

- The student and/or parent or carer must notify the appropriate Director of Studies, Student Administration Officer, and Head of Department of circumstances prior to, or on the day the assessment is scheduled.
- The student and/or parent or carer must provide evidence to support his absence or non-submission. Acceptable evidence includes:
 - i. A note from the school clinic if a boarder or day boy is taken ill at school;
 - ii. a medical certificate from a qualified doctor, plus an explanatory note from his parent/guardian, if a day boy is taken ill at home. The medical certificate must cover the date of the task or the period being applied for by the student;
 - iii. depending on circumstances, time leading up to an assessment may be considered by the Head of Academy and/or Director of Studies.

Immediately upon return to school, the student commences the submission of an Illness/Misadventure Appeal Application. The Illness/Misadventure Appeal Application must be completed within one week of the task date. If the boy is continuously absent from school, he should contact the Director of Studies within one week of the task date. The Head of Department and the student will be notified of the receipt of the completed application and whether the application for illness/misadventure has been upheld or denied.

If a student is absent on a due date for a prepared or hand-in task, a copy of the task (or stage of the task) must then be submitted to the relevant teacher immediately on return to School, even if it is incomplete.

If a student is absent on the date of an in class task, he must assume he will sit the task (or an alternative task) on the day he returns to class. It is the student's responsibility to ensure this occurs immediately on his return, consulting his class teacher and/or Head of Department to make arrangements.

The Head of Department will make a decision about the implications for the student and the task. In most instances, the Head of Department might allow the completion of the original task, the assignment of an alternative task, or a grade estimate based upon evidence of progress through the duration of the project.

When there is evidence of exceptional circumstances, the class teacher and Head of Department will consult with the Head of Academy and/or Director of Studies. The student and parent or carer will be informed of the decision.

Every effort should be made to complete the assessment; however, an estimate will be provided in exceptional circumstances where the assessment cannot be completed. The rank of the student on that task or examination will be reviewed using the actual rank or z-score on the same or similar tasks. The mark for the task appealed may be adjusted only if the student's rank is not close to or better than their rank on the same or similar tasks. Further details concerning this process can be obtained from the relevant Director of Studies.

e. Suspension from school

If a student is under suspension from school, he must assume he will complete all assessment tasks as other students subject to the same conditions – the same tasks, in the same time period under the same rules. He may be given the opportunity to:

- return to school to complete the task;
- complete a task under supervision at a separate venue and return it to the school via another person, fax or express post;
- complete a task at a time and place designated by the Head of Department.

f. Leave from assessment tasks

If a student wishes to take leave from an assessment task, he must apply to the Head of Department and the Director of Studies providing clear evidence as to why leave should be granted. He must wait until permission is given before taking leave. He should not automatically assume leave has been granted.

If leave is granted from an assessment task on the date of a task, the Head of Department will make a decision about the consequences for the student and the task. These may include allowing him to complete the same task at another time or complete an alternative task at another. If leave is not granted, a mark of zero will be awarded if the student does not submit or sit the assessment.

g. Amendments to the assessment schedule

Changes such as revision of a due date for a task, addition or deletion of a task from the stated assessment schedule will be communicated to students in written form in hard copy or by email. Each department may issue policies relating to assessment tasks; these policies carry the same weight as the school policy. If a student observes an inconsistency between school and departmental policies, please bring this to the immediate attention of the Head of Department or the Director of Studies.

h. Use of electronic equipment – technology ‘failure’

When a piece of work relies on computer technology, each student is required to back-up his work on his school’s network drive, an external storage device or to the internet in cloud storage and in hard copy. When a technical problem occurs, he should submit one of the backups on the due date. When printers do not work, he should submit the work electronically and arrange to have the work printed as soon as possible. If he does not bring in a backed-up version of his work when a technical problem occurs on the due date, standard late penalties will be applied.

Technology failure is not an acceptable excuse for non-submission of an assessment task even if it involves the school’s network drives. However, in the event of technology ‘failure’ the student must attempt to follow the procedures set out below:

- In the event of network drive failure, the student must ask the IT Helpdesk to supply email verification of the network drive failure to the class teacher and Head of Department;
- In the event of laptop failure, the student must take his laptop to the IT Helpdesk to verify the date and time of the failure and to attempt to recover the assessment task. The student should ask the IT Helpdesk to provide an email verification of such failures to the class teacher and Head of Department;
- The student should then meet with the Head of Department to discuss the next steps in the process.

i. Ethical behaviour

Students must behave ethically in all aspects of assessment. Students are subject to normal school rules throughout the period of an assessment task. In the case of 'in-class' tasks, the *Knox Examination Code of Conduct* applies. Those who do not comply with these rules or who are responsible for malpractice in an assessment task will have marks deducted or may receive a zero mark.

3. ADJUSTMENTS TO ASSESSMENT K-12

a. Disability provisions for Stage 5 and adjustments to assessment

Under the [Disability Standards for Education \(2005\)](#) schools have legal obligations to ensure that every student is able to participate in the curriculum on the same basis as their peers. This can be achieved by making reasonable adjustments according to a student's individual circumstances.

The Learning Enhancement Team assists classroom teachers to meet the educational needs of their students and to identify appropriate adjustments that may be needed.

Parents and carers have a vital role to play in the work of the school learning and support team by taking part in discussions and planning. Adjustments to teaching and learning made in consultation with a student's parents or carers are based on the assessed or identified education needs of the student.

Consultations may also involve members of the leadership team in the relevant campus and stage, class and support teachers, professional therapists, and community service providers as well as family members and carers.

We also consult with the Association for Independent Schools (AIS) personnel who have significant knowledge and understanding of how students learn and who can help to identify how adjustments can be made.

Adjustments must be regularly reviewed through this consultation process and should be changed or withdrawn, if necessary.

Adjustments to teaching and learning may include:

- Curriculum adjustments: For some students the teacher may modify the curriculum outcomes to meet the student's individual learning needs;
- Instructional adjustments: Teachers may make changes to how the lessons are delivered to some students, such as providing alternative representations of teaching and learning materials;
- Environmental adjustments: Modifications made to the school environment which help students learn on the same basis as their peers.

b. Student assessment

Knox is responsible for any decisions made at the school level to offer adjustments to course work, assessment tasks and in-schools tests. If adjustments are made during a teaching and learning programs then similar adjustments should be made for assessment tasks. This allows students to demonstrate what they know and what they can do in relation to curriculum outcomes. Adjustments to assessment tasks may include:

- Assessment processes (e.g. scaffolds, additional, time, use of a reader and or writer, rest breaks);

- Assessment tasks (e.g. rephrasing questions, using simplified language);
- The content being assessed (e.g. fewer or alternative syllabus outcomes);
- The format of a task (e.g. written point form instead of reports or essays, oral or PowerPoint presentation instead of essay).

c. Identification and assessment

Identification of a child with a disability or a learning difficulty can occur at any age or stage of the child's development.

Knox offers access to specialist resources. For some students with disabilities, the type and nature of the disability need to be initially assessed and confirmed through the school counsellors and/or learning enhancement or external bodies.

The Learning Enhancement Team assists classroom teachers to address the educational needs of students with a disability, learning difficulty or behaviour disorder. Parents or caregivers have a vital role to play in the work of the Learning Enhancement Team through discussing and planning for their child's needs.

An Independent Education Plan will be developed in consultation with the student, parents and carers and the Learning Enhancement Team.

d. Life Skills

Students undertaking Life Skills courses at Knox will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments.

Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student.

Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

4. ASSESSMENT MARKS

a. Awarding marks

In each course, a mark will be awarded to each student for his performance in each of the tasks in the assessment program. This mark will be based on the teacher's judgement of his performance of learning outcomes, measured against the marking scheme indicated by the teacher.

b. Non Satisfactory Completion of Course 'N' Determinations

NESA has delegated to the Headmaster the authority to determine if students have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

The Headmaster; therefore, will determine if there is sufficient evidence that each student has applied himself with diligence and sustained effort to the set tasks and experiences provided in the course by the School.

While NESA does not stipulate attendance requirements, the Headmaster may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the Headmaster who must give students early warning of the consequences of such

absences. Warning letters must relate to the student's absence to the non-completion of course requirements.

c. Invalid or unreliable assessment tasks (including loss of some, or all tasks)

In the event an assessment task is found to be invalid or unreliable or some or all of the tasks are lost the following are some of the things that may occur; the task may be removed from the assessment schedule and the other tasks re-weighted or another similar task in the assessment schedule may be counted twice in the final schedule in place of the invalid or unreliable task or another task may be substituted for the task. In all cases, the student's parents and carers and staff will be informed of the outcome of the process in relation to the invalid or unreliable task.

d. The Record of School Achievement (RoSA) and reporting on assessment in Stage 5

Students will be informed of their performance on each assessment task, including their mark. Each student's final ranking will be reported on the Yearly Report.

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark;
- courses a student has participated in but did not complete before leaving school;
- results of any minimum standard literacy and numeracy tests that may have been sat;
- date the student left school.

The RoSA also includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed. Grades are:

- based on student achievement in their assessment work;
- submitted to NESA by the school in Term 4;
- monitored by NESA for fairness and consistency.

NESA work with teachers to ensure appropriate standards for grading and assessment are developed and applied. This ensures that grades awarded in one school are equivalent to the same grades awarded in another school.

Please visit the NESA website for more information about the RoSA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

e. Satisfactory completion of a course

A student will be considered to have satisfactorily completed a course if, in the Headmaster's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESA;

- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- achieved some or all of the course outcomes.

Not following the course or applying themselves with diligence or achieving some or all of the outcomes can be defined as (but not limited to):

- Instances where any formal assessment task (i.e. tasks that contribute to the final course assessment mark) including exams is late or not handed in and zero marks awarded or is incomplete or not completed to a satisfactory level that would indicate they have not applied themselves with diligence and sustained effort to the set tasks and experiences in the course.
- Instances where it is deemed the student has not made a satisfactory attempt at an examination in a course or has not demonstrated they have achieved some of the course outcomes can result in the student being required to re-sit the examination to demonstrate they have met some or all of the course outcomes. If after two re-sits of the examination the student cannot demonstrate they have met some or all of the course outcomes they may receive an 'N' Determination in this course.
- Instances where more formal in-class assignments or significant home learning tasks are submitted late or not handed in may indicate they have not applied themselves with diligence and sustained effort to the set tasks and experiences in the course.
- Instances where a student has been identified by the classroom teacher and Head of Department for not completing regular home learning on time or not completed satisfactorily would indicate they have not applied themselves with diligence and sustained effort to the set tasks and experiences in the course. Faculty notices of non-completion of homework will normally be issued after THREE non-completions.
- Instances where a student has been identified by the classroom teacher and Head of Department for not completing standard in-class learning tasks on time or not completed satisfactorily would indicate they have not applied themselves with diligence and sustained effort to the set tasks and experiences in the course. Faculty notices of non-completion of in-class learning tasks will normally be issued after THREE non-completions.

Notification of the above can occur at any time. Notification must include the reason and what needs to be done to improve the situation but a warning is not required prior to the issue of an 'N' Award Warning.

f. Stage 5 'N' determination warnings

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the Headmaster must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences of an 'N' determination in a course.

The Headmaster (or delegated representative) must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent or guardian in writing;
- request from the student/parent a written acknowledgement of the warning;
- issue at least one follow-up warning letter if the problem has not been corrected;
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course.

g. Re-sits or re-submission of unsatisfactory work

Where a student has been deemed to have not satisfactorily completed class work, homework, assessment tasks or examinations as per the guidelines above, he may be required to re-submit or re-sit the task or exam.

h. Stage 5 advising of an 'N' determination and student appeal against an 'N' determination

The Headmaster (or delegated representative) will call a meeting with the student and his parent/s or guardian. The Headmaster (or delegated representative) will present the student with the *Principal's Determination Form* and explain the reasons for the 'N' determination/s made on the form and the consequences of the determination/s.

The Headmaster (or delegated representative) will then give the student a photocopy of the *Principal's Determination Form* and a blank *Student Appeal Form* and will indicate the deadline for the student to submit a completed *Student Appeal Form* to the school for a school review of the 'N' determination. The student, parent/guardian and Headmaster will then sign the *Principal's Determination Form*.

Following the submission of a *Student Appeal Form* the school will conduct a school review of the 'N' determination. The Headmaster will appoint a review committee to conduct the appeal and the committee will complete the *School Review Principal's Report Form*.

The Headmaster (or delegated representative) will call a meeting with the student and his parent/s or guardian. The Headmaster (or delegated representative) will then give the student a photocopy of the *School Review Principal's Report Form* and will explain the reasons for the decision of the review committee.

If the student's appeal is upheld then the school will notify NESAs requesting the removal of the 'N' determination.

If the student's appeal is declined then the Headmaster (or delegated representative) will explain the process for appealing to NESAs for a review of their appeal using the *Declaration 2 – Board of Studies Review of Appeal Requested section of the School Review Principal's Report Form* and indicate the deadline for the student to submit this to NESAs. NESAs will conduct the review of the student appeal and make a final decision and advise the student and the school of their decision.

5. APPEALS AND REVIEWS

a. Grounds for appeal

In Stage 5, a student cannot submit an appeal on the basis of:

- matters relating to long-term loss of preparation time or alleged inadequacies of teaching;
- loss of study time;
- technology 'failure' (see under Implementation of Internal Assessment);
- matters that could have been avoided by the student (e.g. mis-reading of timetable, failure to enter for examination), such instances should be brought to the attention of the Head of Department or Director of Studies;

- the same grounds for which a student has received disability provisions, unless a student experiences a flare up or additional difficulties during the examination session;
- long-term illness (such as glandular fever, asthma, epilepsy, etc.) or long term misadventure (i.e. illness or misadventure in the family over a period of time) – unless there is evidence of ‘flare-up’ during the examination (assessment task). Chronic illness is not in itself an acceptable basis for an appeal;
- conditions for which a student has been granted disability provisions, unless a student experiences further difficulties;
- courses that are undertaken as a self-tuition student;
- attendance at a sporting or cultural event.

b. Stage 5 formal review procedures

Knox’s Formal Review Committee comprises the Deputy Headmaster Student & Teaching Excellence -12, the relevant Head of Academy and/or Director Studies and the relevant Team Leader (as the student’s advocate). The Review Committee will consider:

- appeals against decisions arising from the implementation of this Assessment Policy;
- appeals by students against the review of individual assessment marks that were re-marked;
- reviews of a student’s course assessment ranking. Where possible, all reviews should be resolved within the school.
- appeals against Illness/Misadventure determinations.

There is no provision for appeal against marks awarded for individual assessment tasks. The School’s Review Committee will consider only whether:

- the review of the assessment process was adequate; or
- the conduct of the review was proper.

c. Stage 5 individual assessment mark appeals procedure

If a student wishes to dispute an assessment mark or a decision made by a teacher in relation to an assessment mark, he may appeal to the teacher, marker or Head of Department. Some faculties will require a written appeal outlining the reasons for the dispute of marks. The whole task or section of the task will usually be remarked and the student informed of the result.

Disputes must be settled promptly. As time is given in class for students to receive feedback on assessment tasks, the student should request an appeal on the day they receive their marked task. If this is not possible, then the appeal must be submitted within 48 hours of receiving the task.

There is also the possibility of appealing to the Formal Review Committee. However, a student cannot appeal against a teacher’s judgement of his performance on a particular task for the mark awarded, only over the process followed in the marking and remarking.

6. APPLICATION POINT AVERAGE (APA) AND SATISFACTORY PROGRESS

The Application Point Average (APA) is an overall measure of the student’s academic endeavour, and is used to track their application and effort made in class and at home.

The student's application/effort scores for class work and homework are recorded in each course on a 5 point numerical scale where 1=Excellent, 2=Good, 3=Satisfactory, 4=Cause for Concern and 5=Intervention required.

All of these 1–5 application/effort scores from each subject are averaged to produce a single number, the Application Point Average (APA).

The student's APA is then analysed. A student with an APA of 1.5 or less may be eligible for blue academic colours in year 12.

Follow up will occur with any student whose APA indicates that their application to study and/or effort in one or more courses is poor. This may take the form of informal or formal monitoring or even weekly or daily reporting or in extreme cases, discussions concerning the student's future at Knox.

The Knox APA measures 'Application to Study'. There is a close co-relation between application and academic outcomes. The APA is used as a factor to:

- advise boys and their parents and carers of a boy's positive approach to study and reinforce this;
- advise boys and their parents and carers of a boy's lack of application and commitment and assist in developing intervention programs;
- determine the awarding of all academic colours. Student's eligible for blue, white or silver academic colours must have an APA of 1.50 or less;
- determine places in the elite sporting teams at all age levels or co-curricular programs (including optional excursions) or student exchange or GAP programs;
- determine leadership positions for boys at all levels in the senior school including cadets and SRC;
- possibly lead to further discussions concerning a boy's continuation of enrolment at Knox.

7. PLAGIARISM AND MALPRACTICE POLICY

a. What constitutes malpractice (ACE 9023)

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own;
- using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as their own;
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;

- breaching school examination rules;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date;
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas;
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

b. Stage 5 standard – honesty in assessment (ACE 9022)

To demonstrate honesty, any component of a student’s work that has been written, created or developed by others must be acknowledged. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable.

c. Stage 5 process for dealing with plagiarism or malpractice

The class teacher identifies malpractice or possible plagiarism in a student’s assignment or assessment task then attempts to identify the source of plagiarism and marks plagiarised sections in the task.

The teacher, after consulting the Head of Department, briefly discusses the possible plagiarism or malpractice with the student. If the student admits to plagiarism or malpractice then the Head of Department proceeds with *Consequences of Plagiarism or Malpractice*, (see below for details). The Director of Studies and the student’s parents and carers will be notified of plagiarism or malpractice by the class teacher or Head of Department at this point.

Students are advised of their right to a formal review of the matter with parent and student nominated staff member present in supporting role. If the student has admitted the plagiarism or malpractice and declines a formal review then the school proceeds to consequences of plagiarism. If the student requests a formal review then the interview is not to continue and the formal review is implemented.

d. Stage 5 formal review of plagiarism and procedural fairness

The student accused of plagiarism is entitled to a fair hearing as part of procedural fairness which is described as the ‘hearing rule’ and the ‘right to an unbiased decision’.

The student who denies their guilt is entitled to a formal review of their charge of plagiarism or malpractice. The Head of Department and Director of Studies or another senior executive conduct the review. The student is entitled to have a parent at the review and/or another supportive staff member (usually the Team Leader, Assistant Team Leader or Mentor). The review will be held in a “neutral” venue in the school such as the conference room or interview room.

The review should follow the pattern below:

- the reasons for suspecting plagiarism or malpractice outlined and where appropriate evidence supplied;
- the student and/or parent are allowed to reply to the allegations;
- questions should be asked, where required, clarifying any issues on both sides;
- the student is told they will be advised of the formal review decision in writing.

e. Stage 5 consequences of plagiarism or malpractice

A panel consisting of the Head of Academy, Director of Studies, the relevant Head of Department and/or teacher will meet with the student to discuss the consequences of plagiarism or malpractice.

The penalty for plagiarism or malpractice will usually be a reduction in overall marks or marks for the section where plagiarism or malpractice occurred. This may include a reduction of marks to zero.

Any student who assists a student to cheat either knowingly or unknowingly may also incur a penalty on their task as a consequence of their actions.

Letters will be written to the parents and carers and/or the student with a brief statement concerning the circumstances and penalty for plagiarism or malpractice. The student will may also receive an 'N' Award Warning Letter for not satisfactorily completing the task.

The student may be required to resubmit or re-sit the task.

8. KNOX GRAMMAR SCHOOL STAGE 5 EXAMINATION CODE OF CONDUCT

Students must be aware of the following requirements for exams, otherwise their behaviour may jeopardise their performance. Students must follow the supervisors' instructions at all times. The Presiding Officer and examination supervisors are in charge of students at the given times:

- when assembling before an examination;
- during the examination;
- after the examination until students have left.

A full copy of the Knox Grammar School specific examination rules and procedures can be found on the Knox Portal (under 'Academic Resources' on the respective year level page: "*KGS Examination Code of Conduct*") and is also routinely communicated to students at the start of examinations.

Failure to comply with these rules and procedures may result in the student's removal from the examination room and the matter brought to the attention of the Head of Academy and/or the Director of Studies.

DEFINITIONS

| | |
|-------|-----------------------------------|
| APA: | Application Point Average |
| HSC: | Higher School Certificate |
| NESA: | NSW Education Standards Authority |

RELATED LEGISLATION AND RESOURCES

Key related documents utilised in this policy include:

- ACE 9023 <https://ace.nesa.nsw.edu.au/ace-9022> Honesty in HSC Assessment – The Standard

YEAR 9 2019 ASSESSMENT OUTLINE – AGRICULTURE

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|--|--|--|
| Task 1 | 20% | 5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.2, 5.3.3, 5.4.2, 5.5.2 | Hand in task - Vegetable Production Vegetable production report and class book work. | Term 1 Week 7 Wednesday 13 March |
| Task 2 | 30% | 5.1.1, 5.1.2, 5.2.1, 5.3.4 5.4.1, 5.4.3 5.5.2 5.6.1 | In class examination - Vegetable Production /Prime Lamb Production Covers all work studied to date. Will include Introduction to Agriculture Vegetable Production unit AND work conducted to date in the Prime Lamb Production unit of work. | Term 2 Week 7 Friday 14 June |
| Task 3 | 30% | 5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.2, 5.3.4, 5.4.1, 5.4.2, 5.4.3 5.5.1, 5.5.2, 5.6.2 | In class presentation - Poultry Production Presentation on a student's own choice area of study related to the Meat or Egg chicken industry or any other chosen aspect of poultry production. | Term 3 Week 8 9 to 13 September |
| Task 4 | 20% | 5.1.1, 5.1.2, 5.2.1, 5.3.3, 5.3.4 5.4.1, 5.4.3 5.6.1 | Yearly Examination Multiple choice format - all components from the year's study. | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – COMMERCE

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|--|--|---|
| Task 1 | 25% | 5.1, 5.2, 5.4, 5.5, 5.7, 5.8, 5.9 | Research & In-class Short Response Task 'Consumer Choice' | Term 1 Week 8 Wednesday 20 March |
| Task 2 | 30% | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9 | 'Market Day' Project: 'Running a Business' & 'Promoting and Selling' Part A: Group Business Plan (20%) (Hand-in) Part B: Short Response Task (10%) (In-class) | Term 2 Part A Week 6 Tuesday 4 June Part B Week 8 Tuesday 18 June |
| Task 3 | 25% | 5.1, 5.5, 5.6, 5.7, 5.8, 5.9 | Inquiry Based Research & In-class Report 'Personal Finance' & 'Investing' | Term 3 Week 9 Monday 16 September |
| Task 4 | 20% | 5.1, 5.2, 5.3, 5.4, 5.5, 5.8 | Yearly Examination All topics assessed | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – DESIGN AND TECHNOLOGY

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|--|---|--|
| Task 1 | 20% | 5.1.2, 5.4.1, 5.5.1, 5.6.2, 5.6.3 | Design Project and Portfolio Fruit Bowl Design (Hand - In) | Term 1 Week 9 Thursday 28 March |
| Task 2 | 25% | 5.1.2, 5.4.1, 5.5.1, 5.6.2, 5.6.3 | Design Project and Portfolio Minimalist Light (Hand - In) | Term 2 Week 8 Friday 21 June |
| Task 3 | 25% | 5.1.2, 5.4.1, 5.5.1, 5.6.2, 5.6.3 | Design Project and Portfolio Candelabra (Hand - In) | Term 3 Week 7 Friday 6 September |
| Task 4 | 20% | 5.1.1, 5.5.1, 5.6.1, 5.6.2, 5.6.3 | Design Project and Portfolio "Rack - IT" Unit (Hand - In) | Term 4 Week 4 Friday 8 November |
| Task 5 | 10% | 5.1.1, 5.2.1, 5.3.1, 5.3.2 | Yearly Examination Designing and Producing, Innovation and Emerging Technologies. | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – DRAMA

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|--|--|---|
| Task 1 | 25% | 5.1.1,5.1.2, 5.1.3, 4.1.4, 5.2.1, 5.2.3 5.3.1, 5.3.3 | Task 1A: Performance Poetry (Individual mark) 20% Making 10% Performing 10% Task 2 B: Hand in log book analysis of the process and a prompt script. (5%) Appreciating 5% | Term 1 Week 9 Monday or Tuesday 25 or 26 March |
| Task 2 | 30% | 5.1.1, 5.1.2, 5.1.3, 4.1.4, 5.2.1, 5.2.2, 5.2.3 | Task 2A: Performance of a script excerpt from the specific dramatic form of Dramatic Realism (Performing 10%) Task 2 B Hand in design portfolio with Stanislavski research (Making 20%) Open ended task | Term 2 Week 7 Wed, Thurs or Friday 12, 13 or 14 June |
| Task 3 | 30% | 5.1.1, 5.1.2, 5.1.3, 4.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3 | Task 3A: Performance of a play - built presentation based on Commedia dell Arte scenarios (Individual Mark 20%) Making 10% Performing 10% Task 3B: Formal essay (hand in) in response to a stimulus question Appreciating 10% | Term 3 Week 8 Thursday or Friday 12 or 13 September |
| Task 4 | 15% | 5.3.1, 5.3.2, 5.3.3 | Task 4: Hand in formal essay Theatre in Education Appreciating 15% | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | Performing 30% | Appreciating 30% | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – ENGLISH

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|--|---|---|
| Task 1 | 20 % | EN5-1A, EN5-4B, EN5-6C, EN5-8D, EN5-9E | Listening and Viewing Task: In-class Genre Studies - Dystopia and Detective Fiction Collection of Short Stories | Term 1 Week 6 Monday 4 March |
| Task 2 | 20% | EN5-1A, EN5-4B, EN5-6C, EN5-8D, EN5-9E | Imaginative Response: In-class | Term 1 Week 10 Monday 1 April |
| Task 3 | 20 % | EN5-2A, EN5-5C, EN5-6C, EN5-7D, EN5-9E | In-class Speaking Task & Submission of Screenshot of Homepage 'Voice of Transition' <i>The Happiest Refugee</i> (Core), <i>First they killed my Father</i> (da Vinci) | Term 2 Submission: Week 8 Monday 17 June Speeches: Week 8 17 to 21 June |
| Task 4 | 25 % | EN5-2A, EN5-3B, EN5-4 B, EN5-5C | In-class Essay response Comparative Study: Journey 'The Rime of the Ancient Mariner' (Poem) <i>Life of Pi</i> (Film) | Term 3 Week 10 Monday 23 September |
| Task 5 | 15 % | EN5-1A, EN5-3B, EN5-7D, EN5-8D | Yearly Examination Conflict <i>Romeo and Juliet</i> by William Shakespeare Language and Literacy | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – GEOGRAPHY

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|-------------------------------|---|--|
| Task 1 | 20% | GE5-1, GE5-3 | In-class test on geographical skills Sustainable Biomes | Term 1 Week 9 Thursday or Friday 28 or 29 March |
| Task 2 | 25% | GE5-2, GE5-5 GE5-8 | Food Security Infographic and in-class presentation (speech) Sustainable Biomes | Term 2 Weeks 3 or 4 13 to 24 May |
| Task 3 | 30% | GE5-5, GE5-7, GE5-8 | Photographic essay / SHEEPT factors Changing Places Fieldwork Excursion – Term 3, Week 6 | Term 3 Week 9 Thursday 19 September |
| Task 4 | 10% | GE5-1, GE5-3, GE5-5, GE5-8 | Class notebook / work booklet Sustainable Biomes Changing Places | Term 3 Week 9 16 to 20 September |
| Task 5 | 15% | GE5-1, GE5-2 GE5-3, GE5-5 | Yearly Examination Sustainable Biomes and Changing Places | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – GRAPHICS TECHNOLOGY

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|---|--|--|
| Task 1 | 15% | 5.3.1, 5.4.1, 5.5.1, 5.5.2. | Project and Portfolio - Drawing and Design Introductory Basics, CAD and Hand Drafting Techniques. (Hand - In) | Term 1 Week 7 Friday 15 March |
| Task 2 | 25% | 5.1.1, 5.2.1, 5.3.1, 5.4.1, 5.5.1, 5.5.2. | Project and Portfolio – Engineered Products Engineering components, Isometric, Rendering and Orthogonal Drawing. (Hand - In) | Term 2 Week 6 Thursday 6 June |
| Task 3 | 30% | 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.6.1. | Presentation of Logo and MP3 Docking station Design 'Image is Everything': Image use in society - Knox Values Exchange Survey. (Hand - In) | Term 3 Week 7 Friday 6 September |
| Task 4 | 20% | 5.1.1, 5.3.1, 5.5.2. | Perspective drawing and Interior room design 'Keeping it in Perspective' - Using Revit 11. (Hand - In) | Term 4 Week 3 Friday 1 November |
| Task 5 | 10% | 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.6.1, 5.6.2. | Yearly Examination Graphics principles and fundamentals. | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – HISTORY CORE

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|---|---|--|
| Task 1 | 35% | HT5.1, HT5.2 HT5.3, HT5.4 HT5.5, HT5.6 HT5.7, HT5.8 HT5.9, HT5.10 | Personal Interest Project- Research Hand in task | Term 1 Week 7 Friday 4pm 15 March |
| Task 2 | 45% | HT5.1, HT5.2 HT5.3, HT5.4 HT5.6, HT5.7 HT5.9, HT5.10 | Paragraph Responses, short answer and essay In class task | Term 3 Week 2 Wed, Thurs or Friday 31 July, 1 or 2 August |
| Task 3 | 20% | HT5.1, HT5.2 HT5.3, HT5.4 HT5.5, HT5.6 HT5.7, HT5.8 HT5.9, HT5.10 | Yearly Examination Objective response questions | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – HISTORY ELECTIVE

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|---|---|--|
| Task 1 | 35% | HT5.1, HT5.2 HT5.3, HT5.4 HT5.5, HT5.6 HT5.7, HT5.8 HT5.9, HT5.10 | Personal Interest Project- Research Hand in task | Term 2 Week 8 Friday 4pm 21 June |
| Task 2 | 45% | HT5.1, HT5.2 HT5.3, HT5.4 HT5.6, HT5.7, HT5.9, HT5.10 | Paragraph Responses, short answer and essay In class task | Term 3 Week 8 Monday 9 September |
| Task 3 | 20% | HT5.1, HT5.2 HT5.3, HT5.4 HT5.6, HT5.7, | Yearly Examination Objective response questions | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – INDUSTRIAL TECHNOLOGY (TIMBER)

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|--|--|--|
| Task 1 | 20% | 5.1.2, 5.2.2, 5.4.2 | Project and Portfolio - Laminated Board Intro Basics, Cutting Board Project plus portfolio (Hand - In) | Term 1 Week 7 Friday 15 March |
| Task 2 | 35% | 5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1 | Project and Portfolio – Wine Rack (Hand - In) | Term 2 Week 9 Friday 28 June |
| Task 3 | 35% | 5.1.2, 5.2.1, 5.2.2, 5.4.2, 5.7.1 | Project and Portfolio Jewellery Box (Hand - In) | Term 4 Week 2 Friday 25 October |
| Task 4 | 10% | 5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.6.1, 5.7.1, 5.7.2 | Yearly Examination Timber Fundamentals and Processes (Multiple Choice) | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – INFORMATION AND SOFTWARE TECHNOLOGY

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|---|--|--|
| Task 1 | 30% | 5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.4.1, 5.5.1 | Design and Development of a Website using HTML and CSS Internet and Website Development (Hand - In) | Term 1 Week 9 Wednesday 27 March |
| Task 2 | 30% | 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1 | Multimedia Personal Interest Project Authoring and Multimedia (Hand - In) | Term 2 Week 8 Monday 17 June |
| Task 3 | 30% | 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.1, 5.5.2 | Part A: Design and Development of a Text Based Game 15% Software Development and Programming (Hand – In) Part B: Involvement in the NCSS Python Challenge 15% (In – Class) | Term 3 Week 8 Friday 13 September |
| Task 4 | 10% | 5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.2 | Yearly Examination Multiple Choice | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – LANGUAGES – CHINESE

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|-------------------------------|---|---|
| Task 1 | 25% | LCH5-1C LCH5-4C | <p>Part A – Speaking task Students will have a 2-3-minute conversation in Chinese with their teacher (In class)</p> <p>Part B – Writing task Students will be required to write a text in Chinese (In class).</p> | Term 1 Week 9 Monday and Tuesday 25 and 26 March |
| Task 2 | 25% | LCH5-2C LCH5-3C | <p>Part A – Reading task Students will read and respond to texts written in Chinese and answer questions in English (In class)</p> <p>Part B – Listening task Students will listen to a series of texts in Chinese and answer questions in English (In class)</p> | Term 2 Week 6 Tuesday 4 June |
| Task 3 | 30% | LCH5-1C LCH5-4C LCH5-9U | <p>Part A – Writing task Students to write a movie script in Chinese (Hand in)</p> <p>Part B – Speaking task Students will create a movie using the script from Part A (Hand in)</p> | Term 3 Week 6 Wednesday 28 August |
| Task 4 | 20% | LCH5-2C LCH5-3C | <p>Yearly Examination Multiple Choice</p> | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – LANGUAGES – FRENCH

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|-------------------------------|---|--|
| Task 1 | 25% | LFR5-1C LFR5-4C | <p>Part A - Speaking task Students to produce a video guide to their local area in French (Hand in)</p> <p>Part B - Writing task Students to write a letter to a new exchange partner describing their local area (In class)</p> | Term 1 Week 9 Tuesday 26 March |
| Task 2 | 25% | LFR5-2C LFR5-3C | <p>Part A – Reading task Students to read a variety of texts and answer questions about them in English (In class)</p> <p>Part B – Listening task Students to listen to a variety of texts and answer questions about them in English (In class).</p> | Term 2 Week 6 Tuesday 4 June |
| Task 3 | 30% | LFR5-1C LFR5-4C LFR5-8U | <p>Part A - Speaking task Students to give a speech about a fictional holiday they have been on (In class)</p> <p>Part B - Writing task Students to complete a grammar assessment (In class)</p> | Term 3 Week 6 Tuesday & Wednesday 27 & 28 August |
| Task 4 | 20% | LFR5-2C LFR5-3C | <p>Yearly Examination Multiple Choice</p> | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – LANGUAGES – GERMAN

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|-------------------------------|--|--|
| Task 1 | 25% | LGE5-1C LGE5-4C | Speaking and writing task Students to compile a guide to Taronga Zoo in German (Hand in) | Term 1 Week 9 Tuesday 26 March |
| Task 2 | 25% | LGE5-2C LGE5-3C | Part A – Reading task Students read a variety of texts relating to German food and answer questions about them in English (In class) Part B – Listening task Students to listen to a conversation that they overhear in a German restaurant and answer questions about it in English (In class) | Term 2 Week 6 Tuesday 4 June |
| Task 3 | 30% | LGE5-1C LGE5-4C LGE5-8U | Part A - Speaking task Students to give a speech about a fictional winter holiday they have been on (In class) Part B – Writing task Students to complete a grammar assessment based on the past tense and conjunctions (In class) | Term 3 Week 6 Tuesday & Wednesday 27 & 28 August |
| Task 4 | 20% | LGE5-2C LGE5-3C | Yearly Examination Multiple choice | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – LANGUAGES – JAPANESE

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|-------------------------------|---|---|
| Task 1 | 25% | LJA5-1C LJA5-4C | <p>Part A – Speaking task Students will have a 2-3-minute conversation in Japanese with their teacher (In class)</p> <p>Part B – Writing task Students will be required to write a text in Japanese introducing themselves and their family/their likes and dislikes (In class)</p> | Term 1 Week 9 Monday and Tuesday 25 and 26 March |
| Task 2 | 25% | LJA5-2C LJA5-3C | <p>Part A – Reading task Students will read and respond to texts written in Japanese and answer questions in English (In class)</p> <p>Part B – Listening task Students will listen to a series of dialogues in Japanese and answer questions in English (In class)</p> | Term 2 Week 6 Tuesday 4 June |
| Task 3 | 30% | LJA5-1C LJA5-4C LJA5-9U | <p>Cultural Research Task Students will create a PowerPoint in which they present information about home and school life in Japan, using Japanese (Hand in)</p> | Term 3 Week 6 Wednesday 28 August |
| Task 4 | 20% | LJA5-2C LJA5-3C | <p>Yearly Examination Multiple choice</p> | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – MATHEMATICS CORE 1 AND DA VINCI

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|---|--|--|
| Task 1 | 20% | MA5.2- 8NA, MA4- 8NA, MA4- 10NA, MA5.2- 1WM, MA5.2- 2WM, MA5.2- 3WM | Differentiated Examination Significant Figures Equations | Term 1 Week 6 Wednesday 6 March |
| Task 2 | 20% | MA4- 11NA, MA5.1- 6NA, MA5.2- 9NA, MA5.3- 8NA, MA5.2- 8NA, MA5.1- 1WM, MA5.1- 3WM, MA5.2- 1WM, MA5.2- 3WM, MA5.3- 1WM, MA5.3- 2WM, MA5.3- 3WM, MA5.2- 5NA | Differentiated Examination Linear Relationships | Term 2 Week 4 Wednesday 22 May |
| Task 3 | 20% | MA4- 9NA, MA5.1- 5NA, MA5.1- 9MG, MA5.2- 7NA, MA5.3- 6NA, MA5.1- 8MG, MA5.2- 11MG, MA5.2- 12MG, MA5.3- 13MG, MA5.3- 14MG, MA5.1- 12SP, MA5.2- 15SP, MA5.1- 1WM, MA5.1- 2WM, MA5.1- 3WM, MA5.2- 1WM, MA5.2- 2WM, MA5.2- 3WM, MA5.3- 1WM, MA5.3- 2WM, MA5.3- 3WM | Differentiated Examination Indices and Surds Measurement Statistics | Term 3 Week 3 Wednesday 7 August |
| Task 4 | 10% | MA5.1-6NA, MA5.1-7NA, MA5.2-9NA, MA5.2-10A | Open Ended Assignment Linear Relationships | Term 3 Week 9 Friday 20 September |
| Task 5 | 30% | MA5.1- 1WM, MA5.1- 2WM, MA5.1- 3WM, MA5.2- 1WM, MA5.2- 2WM, MA5.2- 3WM, MA5.3- 1WM, MA5.3- 2WM, MA5.3- 3WM MA5.2- 12MG, MA5.3- 13MG, MA5.3- 14MG, MA5.1- 12SP, MA5.2- 15SP, MA5.1- 1WM, MA5.1- 2WM, MA5.1- 3WM, MA5.2- 1WM, MA5.2- 2WM, MA5.2- 3WM, MA5.3- 1WM, MA5.3- 2WM, MA5.3- 3WM | Yearly Examination Indices Length, area, surface area and volume Financial Mathematics Right angled Triangles Probability and single variable analysis | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – MATHEMATICS CORE 2

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|--|--|---|
| Task 1 | 20% | MA4- 4NA, MA4- 5NA, MA4- 7NA, MA5.1- 9MG, MA5.2- 5NA MA4- 8NA, MA4- 10NA, MA5.2- 8NA, MA5.1- 1WM, MA5.1- 2WM, MA5.1- 3WM | Differentiated Examination Integers decimals fractions ratios and rates Expressions and Equations | Term 1 Week 6 Wednesday 6 March |
| Task 2 | 20% | MA4- 8NA, MA4- 10NA, MA5.2- 8NA, MA4- 11NA, MA5.1- 6NA, MA5.2- 5NA, MA5.2- 9NA, MA5.1- 7NA, MA5.1- 1WM, MA5.1- 2WM, MA5.1- 3WM | Differentiated Examination Part A: Expressions and Equations Linear Relationships Part B: Harder Equations and Indices | Term 2 Part A Wednesday 22 May Part B Wednesday 19 June |
| Task 3 | 20% | MA4- 9NA, MA5.1- 5NA, MA5.1- 9MG, MA5.2- 7NA MA4- 13MG, MA4- 14MG, MA5.1- 8MG, MA5.2- 11MG, MA4- 12MG, MA5.2- 12MG, MA5.1- 1WM, MA5.1- 2WM, MA5.1- 3WM | Differentiated Examination Indices Length, area, surface area and volume | Term 3 Week 3 Wednesday 7 August |
| Task 4 | 10% | MA5.1-6NA, MA5.1-7NA, MA5.2-9NA, MA5.2-10A | Open Ended Assignment Linear Relationships | Term 3 Week 9 Friday 20 September |
| Task 5 | 30% | MA5.1- 1WM, MA5.1- 2WM, MA5.1- 3WM MA4- 9NA, MA5.1- 5NA, MA5.1- 9MG, MA5.2- 7NA MA4- 13MG, MA4- 14MG, MA5.1- 8MG, MA5.2- 11MG, MA4- 12MG, MA5.2- 12MG, MA5.1- 1WM, MA5.1- 2WM, MA5.1- 3WM | Yearly Examination Indices Length, area, surface area and volume Financial Mathematics Right angled Triangles Probability and single variable analysis | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – MATHEMATICS CORE 3 AND 4

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|--|--|---|
| Task 1 | 20% | MA4- 4NA, MA4- 5NA, MA4- 7NA, MA5.1- 9MG, MA5.2- 5NA MA4- 8NA, MA4- 10NA, MA5.2- 8NA, MA5.1- 1WM, MA5.1- 2WM, MA5.1- 3WM | Differentiated Examination Integers decimals fractions ratios and rates Expressions and Equations | Term 1 Week 6 Wednesday 6 March |
| Task 2 | 20% | MA4- 8NA, MA4- 10NA, MA5.2- 8NA, MA4- 11NA, MA5.1- 6NA, MA5.2- 5NA, MA5.2- 9NA, MA5.1- 7NA, MA5.1- 1WM, MA5.1- 2WM, MA5.1- 3WM | Differentiated Examination Expressions and Equations Linear Relationships | Term 2 Week 4 Wednesday 22 May |
| Task 3 | 20% | MA4- 9NA, MA5.1- 5NA, MA5.1- 9MG, MA5.2- 7NA MA4- 13MG, MA4- 14MG, MA5.1- 8MG, MA5.2- 11MG, MA4- 12MG, MA5.2- 12MG, MA5.1- 1WM, MA5.1- 2WM, MA5.1- 3WM | Differentiated Examination Indices Length, area, surface area and volume | Term 3 Week 3 Wednesday 7 August |
| Task 4 | 10% | MA5.1-6NA, MA5.1-7NA, MA5.2-9NA, MA5.2- 10A | Open Ended Assignment Linear Relationships | Term 3 Week 9 Friday 20 September |
| Task 5 | 3% | MA5.1- 1WM, MA5.1- 2WM, MA5.1- 3WM MA4- 16MG, MA5.1- 10MG, MA5.2- 13MG, MA4- 5NA, MA4- 6NA, MA5.1- 4NA, MA4- 19SP, MA4- 20SP, MA4- 21SP, MA5.1- 12SP, MA5.1- 13SP, MA5.2- 17SP | Yearly Examination Indices Length, area, surface area and volume Financial Mathematics Right angled Triangles Probability and single variable analysis | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – MUSIC

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|--------------------------|---|---|
| Task 1 | 20% | 5.1, 5.11, 5.12 | Performance task Perform one solo piece during class at individually scheduled times (in-class task). | Term 1 Week 6 4 to 8 March |
| Task 2 | 20% | 5.7, 5.9, 5.11 | Listening task Complete an in-class listening test based on the concepts of music, notation, dictation and the topic work studied (in-class task). | Term 2 Week 6 Thursday 6 June |
| Task 3 | 30% | 5.4, 5.5, 5.6, 5.11 | Composition task Submit a composition based on content and guidelines covered in class (in-class submission). | Term 3 Week 8 Thursday 12 September |
| Task 4 | 30% | 5.2, 5.3, 5.8, 5.9, 5.10 | Part A: Performance task Perform one solo and one ensemble piece during class at individually scheduled times (NB: prior to the exam block). Part B: Listening task Complete an in-class test based on the concepts of music, notation, dictation and the topic work covered (exam block). | Term 4 Week 4 or 5 4 to 13 November Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – PASS

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|---------------------------------|--|---|
| Task 1 | 20% | 1.1, 1.2, 4.1, 4.4 | Structure and function of the body report Lab report analysing the effects of exercise on the body's responses | Term 1 Week 9 Monday 25 March |
| Task 2 | 20% | 4.3 | Biomechanics analysis task Students undertake a range of biomechanical analysis tasks in a fortnightly lab | Term 1 and 2 |
| Task 3 | 30% | 3.1, 4.2, 4.4 | Coaching task Students, in pairs, teach the class a 40-minute lesson on a chosen sport | Term 2 and 3 |
| Task 4 | 20% | 1.1, 3.2, 4.4, 2.1, 2.2, 4.1 | Topic tests Multiple choice and short response | Term 2 Week 1 Friday 3 May Term 3 Week 8 Thursday 12 September |
| Task 5 | 10% | 1.1, 2.1, 2.2, 4.1, 4.2, 4.4 | Yearly Examination On all topics covered | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – PDHPE

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|---|--|--|
| Task 1 | 25% | PD5.1, PD5.6, PD5.7, PD5.9, PD5.10 | <p>Developing My Identity – Digital story and research</p> <p>Students are to select ONE digital story and conduct research to learn about strategies that enable adolescents to cope with adversity, foster respectful relationships and maintain health and well-being.</p> | Term 1 Week 9 Friday 29 March |
| Task 2 | 25% | PD5.4, PD5.5, PD5.11 | <p>Fitness testing (15%)</p> <p>Students complete a range of fitness testing activities</p> <p>Practical skills test (10%)</p> <p>Students are assessed in their participation and skill level in a range of sports covered in class</p> | Term 1 |
| Task 3 | 25% | PD5.4, PD5.5, PD5.11 | <p>Aquathon (15%)</p> <p>Run / swim in Term 3</p> <p>Practical skills test (10%)</p> <p>Students are assessed in their participation and skill level in a range of sports covered in class</p> | Term 3 Week 4 Tuesday 13 August |
| Task 4 | 25% | PD5.1, PD5.2, PD5.3, PD5.6, PD5.8, PD5.10 | <p>Yearly Examination</p> <p>Students complete an examination in class covering work in terms 1, 2 & 3</p> | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

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YEAR 9 2019 ASSESSMENT OUTLINE – SCIENCE

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|--|---|--|
| Task 1 | 20% | SC5-14LW SC5-15LW SC5-7WS SC5-8WS SC5-9WS | Examination Based on the “Staying Alive” topic | Term 1 Week 9 Friday 29 March |
| Task 2 | 30% | SC5-14LW SC5-15LW SC5-16CW SC5-17CW SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS | Student Research Project and ILA Research, planning and conducting of an investigation based on “The Science of Bushfires” topic. In class questions to be completed on assessment date. | Term 2 Week 8 Thursday 20 June |
| Task 3 | 30% | SC5-10PW SC5-11PW SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS | Practical Examination In class test with questions based on practical activities completed in the “Your Energy Future – Living off the grid” topic. | Term 3 Week 6 Friday 30 August |
| Task 4 | 20% | SC5-10PW SC5-11PW SC5-12ES SC5-13ES SC5-14LW SC5-15LW SC5-16CW SC5-17CW SC5-7WS SC5-8WS | Yearly Examination Multiple choice examination based on all units of work covered. | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – VISUAL ARTS

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|------------------------------|---|---|
| Task 1 | 20% | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 | Art Making & VAD 2D, 3D and/or 4D artforms Submission of artwork(s) in progress - VAPD with annotated evaluations of a sustained exploration of materials and ideas through the frames and conceptual framework. | Term 2 Week 2 Friday 10 May |
| Task 2 | 25% | 5.7, 5.8, 5.9, 5.10 | Research & Reflection Task Art Criticism & Art History Portraiture: Ancient, Medieval and Traditional Art Archibald Prize | Term 2 Week 5 Friday 31 May |
| Task 3 | 20% | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 | Art Making & VAD 2D, 3D and/or 4D artforms Submission of works under development - VAPD, oral or written presentation about intentions, conceptual framework relationships, and viewpoint/s | Term 3 Week 2 Friday 2 August |
| Task 4 | 20% | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 | Art Making & VAD 2D, 3D and/or 4D artforms Submission of artwork(s) in progress - VAPD with annotated evaluations of a sustained exploration of artmaking practice through the frames and conceptual framework. | Term 4 Week 4 Friday 8 November |
| Task 5 | 15% | 5.7, 5.8, 5.9, 5.10 | Yearly Examination Art Criticism & Art History Ancient, Medieval, Traditional & Modern Art | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 9 2019 ASSESSMENT OUTLINE – WISDOM, LIFE AND FAITH

| TASK NO | WEIGHT | SYLLABUS OUTCOMES | DESCRIPTION OF TASK | DUE |
|---------|--------|--|--|---|
| Task 1 | 30% | Understanding of beliefs and practices of world religions | Open-ended project Study of a Religious Tradition Research on the features and uses of a Mosque | Term 1 Week 10 Monday 1 April |
| Task 2 | 30% | Understanding the philosophical arguments for and against the existence of God | In-class test - Philosophy Enquiry The reasoning behind varying faith positions | Term 2 Week 8 17 to 21 June 1 st lesson in the week |
| Task 3 | 30% | Understanding Aboriginal Spirituality | In-class test - Aboriginal Spirituality | Term 3 Week 6 26 to 30 August 1 st lesson in the week |
| Task 4 | 10% | Ethical enquiry into punishment, the death penalty and war | Yearly Examination Ethical Enquiry | Term 4 Week 5 or 6 14 to 22 November |
| TOTAL | 100% | | | |

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