



# FAIRFIELD HIGH SCHOOL

Creativity Excellence Success

# Year 9 Assessment Handbook 2023

Assessment Schedules for each subject  
Assessment Policy and Procedures  
Student Agreement Contract  
Assessment Forms  
Assessment Calendars



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# Faculty Head Teachers

For all issues relating to assessment tasks, students are expected to liaise with their class teacher or relevant Head Teacher:

English	Mr M Bianca
Mathematics	Mr J Fang
Science	Ms A Galagher
HSIE	Ms T Petrakis
CAPA	Mr J Harris
PDHPE	Mr A Johnson
TAS	Mr A Singh
EAL/D	Ms V Veljkovic
Languages/Administration	Mr N Waesch
Secondary Studies	Ms M Hayes
Professional Learning & Engagement	Ms T Kalogeropoulos
Teaching and Learning	Ms R Brown
Welfare	Ms C Picone
SEU	Ms M Bianca

## Executive and Welfare Support Staff

These are some staff students and parents may approach for support with assessment issues:

**PRINCIPAL:** Mr C Borg

**DEPUTY PRINCIPALS:** Ms D Knapman

Ms K O'Sullivan (Yrs 8, 11)

Mr K Erickson (Yrs 9, 12)

Ms D Clarke (Yrs 7,10)

### YEAR ADVISERS AND ASSISTANT YEAR ADVISERS:

	YEAR ADVISER	ASSISTANT YEAR ADVISER
<b>Yr 7</b>	Ms T Devarkonda – EAL/D Staffroom	Ms J Oliverio – EAL/D Staffroom
<b>Yr 8</b>	Ms A Kezic – PE Staffroom	Mr J Bartlett – PE Staffroom
<b>Yr 9</b>	Ms S Calver – EAL/D Staffroom	Mr A Singh – TAS Staffroom
<b>Yr 10</b>	Ms A Saliba – PE Staffroom	Ms C Stibbard – LaST – S Block
<b>Yr 11</b>	Mr H Mgbemene – HSIE Staffroom	Ms R Kumar – HSIE Staffroom
<b>Yr 12</b>	Ms K Weldon –PE Staffroom	Mr R Al-Saffar - Science Staffroom

*Staff members may be contacted at school via the school reception on 02 9727 2111. We advise parents to make an appointment to speak at length with the staffmember concerned in order to facilitate effective and valuable communication and so that mutually beneficial outcomes may be reached*

# Introduction

This document has been developed to make clear the procedures, expectations and rules about assessment at Fairfield High School. It also outlines what students will study in each subject throughout the year and how students will be assessed.

The first section contains Fairfield High School's Assessment Policy, and the second section provides the assessment schedules for each subject.

Assessment tasks are used to determine the grades that students achieve in Semester 1 and Semester 2 Reports. Other assessment measures will also be used to assist teachers in determining the grade that best describes student achievement in that subject.

At times, due to a variety of circumstances, dates may differ from those printed on the calendar. If the task dates do change, the teachers will notify students in writing when they issue the assessment task notification. Any changes will often be within a week or two of the original date on the calendar.

It is the student's responsibility to be alert to the notification of tasks and be aware when there are assessment tasks coming up. Students must satisfactorily complete all assessment tasks prior to being able to progress to the following year.

## Satisfactory Completion of a Course

The satisfactory completion of a course requires the Principal to have sufficient evidence that a 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 the course outcomes

**Factors which may prevent satisfactory completion of a course include:**

- excessive rate of absence or lateness to school or classes
- poor achievement in class tests and assessments due to lack of application and effort
- poor classroom behaviour that inhibits learning
- failure to complete classwork and homework
- failure to submit assessment tasks
- proven cases of plagiarism, copying or cheating

# Syllabus and Outcomes

## What is a syllabus?

A syllabus is a document developed by The NSW Education Standards Authority (NESA) (previously BOSTES) which lists all the knowledge and skills that students must achieve in each subject. The direct internet link to the syllabus documents is: <http://syllabus.nesa.nsw.edu.au/> Each subject's syllabus has a number of learning outcomes that must be achieved in order for students to complete the course requirements as set by NESA.

## What is a learning outcome?

Learning outcomes are the skills or knowledge students should know as a result of being taught a unit of work. The purpose of assessment is to measure how much students have learned at a given point in time towards those outcomes. Teachers devise assessment programs which measure student learning towards the outcomes at different times throughout the year.

In this handbook, each faculty has published an **Assessment Schedule** for each subject indicating:

- the topics students will be studying each semester.
- the assessment tasks which will take place throughout the year.
- when each task will take place.

## Homework

Homework plays an integral part in the overall *Assessment for Learning* as it assists in helping students to achieve all learning outcomes. It is also reported on in all student's academic reports

At Fairfield High School, there is an expectation that students will:

- be given suitable homework tasks.
- complete these tasks ON TIME, to the best of student's ability.
- be provided with appropriate feedback.

Some examples of homework include:

- Practical tasks
- Cooperative Learning/ Group tasks
- Creative responses
- Extension and Consolidation exercises
- Worksheets
- Reading and responding activities
- Surveys/ Questionnaires
- Writing essays / Extended responses
- Research tasks
- ICT tasks

# Bookwork Standards

All subject books will have these Bookwork Standards glued inside the front cover.  
Students are expected to follow these, and staff will be checking books regularly.  
Academic reports will include feedback on Bookwork each semester  
This is an example of an informal assessment strategy to determine student progress



## Bookwork Standards

- ✓ Only subject work is to be in the subject book
- ✓ Subject books are to be brought to every lesson
- ✓ Recommend all books to be covered in contact
- ✓ Name, class and subject to be written on front cover
- ✓ Graffiti is not to be in any part of the book
- ✓ Bookwork Standards are to be glued inside front cover
- ✓ All pages are to have a ruled margin
- ✓ Dates are to be written at the start of each lesson's work
- ✓ Headings need to be clearly visible
- ✓ All worksheets are to be glued in
- ✓ Pages are not to be left blank between work
- ✓ Pages are not to be ripped out of the book
- ✓ Books are to be submitted for marking when teacher asks
- ✓ Teachers will check for organisation accuracy and completion of work

### Bookwork Standards Marking Criteria

Scale	Sample Guide	Marks
<b>C</b> Consistently	All (or most) work is attempted to the best of the student's ability Evidence student is striving for correct spelling, punctuation, and accuracy All pages have ruled margins, clear headings, dates, worksheets glued in Book clearly labelled with name, subject, and course No graffiti anywhere in or on the book No other subject information is in the book Book looks clean and organised, with no blank pages	10 - 8
<b>S</b> Sometimes	Evidence of student completing tasks, some are incomplete or inaccurate Some evidence of care taken with spelling, punctuation and accurate work Some graffiti throughout and on the book Most pages have ruled margins, clear headings, dates Some worksheets missing or not glued in Some pages ripped or missing	7 - 5
<b>R</b> Rarely	Most tasks are incomplete, inaccurate, or missing Messy, incomplete, inaccurate work, with little attention to detail Lots of graffiti throughout and on the book Very little evidence of ruled margins, clear headings, dates Very few worksheets glued in, or all worksheets are missing evidence the book is used for more than one subject Many pages ripped or missing	4 - 0

Teacher Signature:

Date:

Bookmark: /10

# What is Assessment?

Assessment means all the things that teachers use to measure student success as a learner.

There are two types of assessment:

## **Assessment FOR Learning** (*informal assessment*):

This is designed to enhance teaching and improve student learning. It gives students opportunities to improve and develop their knowledge, understanding and skills. Teachers assess student achievement informally as they complete their work using a whole range of strategies including self-assessment and peer-assessment.

## **Assessment OF Learning** (*formal assessment*):

This assists teachers to assess student achievement against outcomes and standards. This usually occurs at the conclusion of a unit of work, a term, a semester, a school year or a stage. The information gained from all assessment is used in reporting student achievement against each of the syllabus outcomes and to determine grades for reports.

## **Examples of assessment activities (for both formal and informal tasks)**

- Topic test
- Project
- Presentation
- Research assignment
- Portfolio
- Rich task
- Practical task
- Formal Examination
- Essay
- Model
- Observation of student learning
- Classroom activities and participation
- Homework assignments
- Mini test / Quiz
- Group and pair work
- Peer assessment
- Experiment
- Bookwork – will be included in the Semester 1 & 2 reports in the Commitment to Learning section
- Speech
- Performance

# ASSESSMENT POLICY and PROCEDURES

## a) Assessment Task Notifications:

Assessment task notifications will be issued to students **AT LEAST 2 SCHOOL WEEKS** before an Assessment Task is due (other than formal examinations).

The assessment task notification will outline:

- the syllabus outcomes the task is measuring
- how much the task is worth as a percentage (weighting %)
- instructions on how to complete the task
- marking criteria

Students **must** sign the teacher's *Assessment Task Form: Student Register* as proof they received the assessment notification.

## b) Weighting of Tasks:

Each task is worth a percentage towards student's total grade. This is called 'Weighting'. Teachers will use the assessment marks achieved throughout the course to determine each student's final overall grade.

## c) Dates and Timing of Assessment Tasks:

Assessments may not always occur on the dates printed on the assessment schedule. If an assessment date is changed, the teacher will notify students in writing via the notification. Sometimes, more than one task will be due on a given day. This cannot always be avoided and will not be grounds for appeal as long as two weeks' notice is given for each task. Start tasks early to ensure completion by the due date.

## d) Assessment Task Progress Checks:

Assessment Task Progress Check dates will be given to students, where relevant. These are dates to check on student progress in completing the task. Students need to note the progress check dates and show the progress to their teacher by these dates.

## e) Applying for an Extension:

If something serious or unexpected happens while a student is working on an assessment task, preventing a student from completing the task by the due date, then the student should see the Head Teacher to ask for an *Assessment Task Form: Extension Request* as soon as possible. Students must provide the reasons for the extension, get the form signed by a parent/guardian and then return it to the Head Teacher.

Computer issues and technical problems are **NOT** valid grounds for an extension. Students are expected to follow responsible practices when using technologies, including ensuring that computer equipment is reliable and that an electronic version of the task is saved safely.

Extensions will only be considered **before** the due date. Students should not ask for an extension on the day a task is due. Extensions will not be provided if this process isn't followed.

## **f) Illness or Misadventure**

If a student is absent on the day of an assessment task, a phone call to the school should be made to inform staff of the issue, where possible.

*Illness* – is when a student is too unwell to attend school and will get a doctor's certificate

*Misadventure* – is an unavoidable situation that makes it impossible to attend school, this does not include family holidays or social engagements

On the first day of a student's return to school after missing an assessment task due to illness or misadventure, the student needs to see the relevant teacher to:

- I. Submit the outstanding task
- II. Ask for an *Illness/Misadventure Form*
- III. Fill in the *Illness/Misadventure Form* and hand back to the teacher with medical certificate attached (For misadventures the student needs to return the form with a parent signature)

*In the case of missed in class tests, formal exams, practical tests, and performances* the teacher will inform the student:

- I. when the next opportunity will be to undertake the task, or
- II. if an alternative task needs to be undertaken, or
- III. if an estimate mark will be allocated.

This decision will be made in accordance with faculty policy and procedures and will be made in consultation with the Head teacher.

*In the case of a student falling ill during an assessment task (or suffering from a misadventure that is impacting on the student's ability to complete the task),* the teacher will provide the student with an *Illness/Misadventure Form* and direct the student to report to the Front Office (or relevant Head teacher) for assistance.

It is expected the student fills in the *Illness/Misadventure Form*, has a parent sign the form and returns it to the teacher on the next day the student attends school. The teacher and Head Teacher will decide:

- I. when the next opportunity will be to undertake the task, or
- II. if an alternative task needs to be undertaken, or
- III. if an estimate mark will be allocated based on prior performance and the part of the task that may have been completed

This decision will be made in accordance with faculty policy and procedures and will be made in consultation with the Head teacher.

## **g) Late Attendance to an Assessment Task or Examination**

If a student arrives late to an assessment task or exam, this will be noted in writing at the top of the task. The student is expected to complete as much of the task as possible. If the lateness was due to illness or misadventure, the same procedures apply in terms of allocating marks as above. Otherwise, the student will simply receive a mark for what they completed and may also receive other consequences if the lateness was due to truancy or breaches of the school rule.

## **h) Submission of Assessment Tasks**

Tasks completed at home must be submitted directly to the teacher.

Every assessment task submitted must have the official *Assessment Task Form: Cover Sheet* attached to the front.

When student submits a task, the teacher may have an *Assessment Task Form: Student Register* for each student to sign as proof their task was submitted. Teachers keep this and file it in a faculty central location at the conclusion of the task.

It is best practice for students to keep either a photocopy or an electronic copy of the task.

It is also best practice for students to keep all notes and drafts until after they receive their marked assessment task back, as staff may ask to see these in the event of possible plagiarism.

All assessment tasks need to be submitted in the format required by the teacher. Students may be required to submit written tasks electronically via the Turn It In website. The task sheet will inform students as to how each task is to be submitted.

An electronic assessment task is ONLY considered submitted if:

1. The assessment task is readily identifiable.
2. It is readable and free of any sort of corruption or virus
3. It is written in applications to which school staff have ready access, and in a format which school computers can read (e.g., Word, Excel, Publisher, PowerPoint, and Adobe pdf)

## **i) Late Submission or Failure to Submit or Make a Serious Attempt at an Assessment Task**

Assessment tasks not handed in by the due date (without extension or acceptable explanation), will have marks deducted as follows:

- Students who fail to submit an assessment task will receive a zero mark (0) and will be expected to submit the task as soon as possible. A teacher or Head Teacher may also issue other consequences such as detentions. (Parents/ Carers will be notified.)
- Students who are deemed to have made a non-serious attempt will receive a zero mark (0), and the student will be expected to resubmit the task as soon as possible. A teacher or Head Teacher may also issue other consequences such as detentions. (Parents/ Carers will be notified.)
- Students who submit an assessment task late, with no *Illness and Misadventure* form will receive a zero mark (0) and will be expected to submit the task as soon as possible. Other consequences, such as detentions, may be issued. (Parents/ Carers will be notified.)
- Repeated non-submission of tasks may lead to parent interviews, referral to the Head Teacher of Secondary Studies and the Deputy Principal for follow up. This may lead to a student not being allowed to progress into the next academic year.
- If a student fails to complete or submit an assessment task by the due date, or fails to make a serious attempt, the classroom teacher will inform the student's parents/guardians, by phone of the penalty involved. The student may be asked to attend the Homework Centre on Tuesday, Wednesday and Thursday afternoons to complete the task. All tasks must be completed in order for a student to meet course outcomes in that course, even the task is worth zero marks.
- Failure to make a serious attempt at an assessment task will lead to a zero mark and parents will be notified via letter or phone.

## j) Appeals Relating to Assessment Tasks

Appeals relating to assessments should be directed to the Head Teacher. This can be done verbally. After this discussion the Head Teacher will make a decision and notify both the teacher and the student.

If the student is unhappy with the Head Teacher's decision, an official appeal can be made to the relevant Deputy Principal. This needs to be done in writing, using the *Assessment Task Form: Appeal* (which will be issued by the Deputy Principal on request)

The Deputy Principal will liaise with the student, teacher, head teacher and parent in order to make a determination. The Deputy Principal will inform the relevant parties of the outcome and note it on Sentral.

## k) Alleged Malpractice in Assessment Tasks or Examinations

Malpractice, or cheating, is "dishonest behaviour by a student that gives them an unfair advantage over others".

**MALPRACTICE** includes:

- Plagiarism (copying someone else's work and claiming that it is your work).
- Collusion (allowing someone to copy your work).
- Using materials from books, journals, CDs, or the internet without acknowledging the source.)
- Submitting work that has a large contribution from another person that is not acknowledged.
- Communicating with other students during an assessment or examination.
- Using forbidden aids (this includes bringing notes, or any electronic devices into an assessment or examination, whether they are used or not).

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher. The matter will be investigated, and a zero mark will be awarded.

### School Strategies to avoid Malpractice:

- Teachers instruct you on good and ethical practices of research.
- Teachers provide you examples on how to effectively reference books and websites.
- Signage in appropriate areas, including the library, explaining aspects of good practice.

## J) Consistency of Marking

Head Teachers have the responsibility to ensure that appropriate marking procedures are followed to ensure consistency of marking across different classes within the same course. While these procedures vary from faculty to faculty, depending on the nature of the student work being assessed and other factors, the common purpose is to ensure that there is consistency of marking.

## I) Grades

For **Progress and Final Reports**, Head Teachers and Classroom Teachers issue a grade to reflect the student's academic achievement in each course.

Teachers use Course Performance Descriptors in each course to determine the grade range that best describes a student's achievement.

The RoSA Grades allocated are as follows:

Grade Indicative Marks	Common Grade Scale
<b>A</b> 100-85	The student has an <b><u>extensive</u></b> knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b> 84-70	The student has a <b><u>thorough</u></b> knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b> 69-50	The student has a <b><u>sound</u></b> knowledge and understanding of the main areas of content and have achieved an adequate level of competence in the processes and skills.
<b>D</b> 49-21	The student has a <b><u>basic</u></b> knowledge and understanding of the content and have achieved a limited level of competence in the processes and skills.
<b>E</b> 20-0	The student has an <b><u>elementary</u></b> knowledge and understanding in few areas of the content and have achieved very limited competence in some of the processes and skills.

## m) Formal School Reports

The school formally reports on student progress twice each year: Semester 1 Report (issued at the end of Term 2) and a Semester 2 Report (issued at the end of the year).

These reports will provide information about student progress within each course.

Grades A to E will be issued to accurately reflect student achievement in each subject

# Disability Provisions

Students may be granted disability provisions if they have:

- visual or auditory difficulties
- learning difficulties
- fine motor skills difficulties
- illnesses such as diabetes
- ongoing injuries that will impact on student ability to complete assessment tasks
- psychological difficulties
- a PLASP (Personalised Learning and Support Plan)

Student parents/guardians must provide documentation and inform the school of student's disability.

Where a student has an illness or personal circumstance which may affect school assessments or examinations, students may ask for appropriate special provisions. When teachers think a student may need additional support for in-class assessments or formal examinations, a referral via *Sentral – Wellbeing – New Incident – Referral for Support* may be made to the Head Teacher Welfare.

The Head Teacher Welfare will coordinate any special provisions, including the provision of appropriate support via the Learning and Support Team. These may include:

- large print examinations
- provision of a writer or reader
- separate supervision
- modification of the task
- permission to use a computer for writing (in exceptional circumstances)

To ensure that we support students as best we can, the following procedures should be followed:

1. Students are to notify their teacher as soon as they receive their assessment notification if they have an issue that requires special provisions. It will be the responsibility of the teacher to liaise with the Head Teacher to provide students with adequate support and provisions. The Head Teacher may liaise with Head Teacher Welfare for further guidance and support. The LaST team may assist with the provision of special provisions
2. If a computer is needed to provide disability provisions, the school will provide the computer with the appropriate material/software and students will be closely supervised. Students may not use functions such as spelling or grammar checking, or other functions which may give students an advantage over candidates sitting a pen and paper examination. Students may not format their work beyond simple paragraphing. A computer calculator is not an approved calculator for Examinations. Simple drawing programs are permitted where students are required to draw diagrams etc. for an assessment task.



# Assessment Task Form: Cover Sheet

<b>Name:</b>	<b>Class:</b>
<b>Teacher:</b>	<b>Topic:</b>
<b>Assessment Task Title:</b>	
<b>Date Due:</b>	<b>Date Submitted:</b>

My signature below is my commitment that:

- this assessment task is all my own work and is a result of my personal study, research and knowledge
- I have not copied (plagiarised), in part, or in whole, the work of other students, authors or internet sources
- I have acknowledged all the material and sources used in the preparation of this assessment task
- It is my responsibility to keep a copy of my assessment task to keep the receipt below
- I understand that zero marks will be awarded in the sections identified as not complying with these guidelines

<b>Student Signature:</b>
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<b>ASSESSMENT TASK FEEDBACK</b> <i>(to be filled in by teacher before returning to student)</i>
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<b>Teacher Signature:</b>	<b>Assessment Mark/Grade:</b>	
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# Assessment Task Form: Extension Request

This form is to be completed and signed by a parent/guardian  
An extension can only be granted if a student has a satisfactory reason.  
Application must be made to the subject Head Teacher before the task due date.

<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Date Due:</b>
<b>Assessment Task Title:</b>	
<b>Class Teacher:</b>	
<b>Reason for extension request:</b>	
<b>Student Signature:</b>	<b>Date:</b>
<b>Parent Signature:</b>	<b>Date:</b>
<b>Head Teacher Decision – Extension Granted?</b>	<b>New Due Date:</b> (if approved)
<b>Head Teacher signature:</b>	<b>Date:</b>

*The Head Teacher will give this slip back to the student with the decision recorded on it*

<b>EXTENSION REQUEST – DECISION</b> (to be filled in by Head Teacher before returning to student)	
<b>Student Name:</b>	<b>Year:</b>
<b>Extension granted: YES NO</b>	<b>New Due Date:</b>



# Assessment Task Form: Illness/Misadventure

This form is to be completed and signed by a parent/guardian  
An extension can only be granted if a student has a satisfactory reason.  
Application must be made to the subject Head Teacher before the task due date.

<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Date Due:</b>
<b>Assessment Task Title:</b>	
<b>Class Teacher:</b>	
<b>Reason for illness/Misadventure:</b>	
<b>Medical Certificate attached?</b> YES NO	<b>Other documentation attached?</b> YES NO
<b>Parent statement attached?</b> YES NO	<b>Teacher statement attached?</b> YES NO
<b>Student Signature:</b>	<b>Date:</b>
<b>Parent Signature:</b>	<b>Date:</b>
<b>Class Teacher Signature:</b>	<b>Date:</b>
<b>Head Teacher Decision:</b>	
<b>Head Teacher signature:</b>	<b>Date:</b>

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*The Head Teacher will give this slip back to the student with the decision recorded on it*

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<b>ILLNESS/MISADVENTURE - DECISION</b> (to be filled in by Head Teacher before returning to student)	
<b>Student Name:</b>	<b>Year:</b>
<b>Head Teacher Decision:</b>	
<b>Head Teacher Signature:</b>	<b>Date:</b>



# Assessment Task Form: Appeal

Appeals relating to assessments should be directed to the Head Teacher. This can be done verbally and there is no need for an *Assessment Task Form: Appeal* to be submitted. After this discussion the Head Teacher will make a decision and notify both the teacher and the student.

If the student is unhappy with the Head Teacher's decision, an official appeal can be made to the relevant Deputy Principal. This needs to be done in writing, using the *Assessment Task Form: Appeal* (which will be issued by the Deputy Principal on request)

The Deputy Principal will liaise with the student, teacher, head teacher and parent in order to make a determination. The Deputy Principal will inform the relevant parties of the outcome and note it on Sentral.

*Submit this form to the relevant Deputy Principal, with a copy of the assessment task attached*

<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Date Due:</b>
<b>Assessment Task Title:</b>	
<b>Class Teacher:</b>	
<b>Reason for Assessment Task Appeal:</b>	
<b>Student Signature:</b>	<b>Date:</b>
<b>Parent Signature:</b>	<b>Date:</b>

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*The Deputy Principal will give this slip back to the student with the decision recorded on it  
The Deputy Principal will also inform the Head Teacher and note the decision on Sentral*

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<b>APPEAL – DECISION</b> <i>(Student should keep this safe as evidence of outcome of the appeal)</i>	
<b>Student Name:</b>	<b>Year:</b>
<b>Deputy Principal Decision:</b>	
<b>Deputy Principal Signature:</b>	<b>Date:</b>



# Assessment Task Form: Student Register

Subject:		Assessment Name:		Assessment No:	
Due Date:				Weighting (%):	
Teacher:					

*I hereby acknowledge receiving / submitting the assessment task described above.*

Class	PRINT NAME	Assessment Task Received		Assessment Task Submitted	
		Signature	Date	Signature	Date
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
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30					

*When the Assessment Task has been marked and returned - this sheet is to be given to your HT for central filing*



# Assessment Schedules

## Year 9 Courses 2023

These are issued to students by their course teachers. Students sign to acknowledge receipt of the assessment Schedules.

Due dates on Assessment Schedules are an approximation and are subject to change. Students will be given at least two weeks' notice before each assessment task to confirm the date.

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### **STUDENT INSTRUCTIONS**

- \* Ensure you have collected all Assessment Schedules for your courses from your class teachers.
- \* Assessment Calendar: Check the assessment calendar on next pages and highlight the assessment tasks.
- \* Keep Assessment Handbook for future reference.
- \* Remember: All efforts should be made to attend all assessment tasks. Absence from an assessment task will require a doctor's certificate.

# Assessment Task Calendar

## Term 1 - 2023

Week	Dates	Course	Task
1A	27/01/2023 – 29/01/2023		
2B	30/01/2023 – 05/02/2023		
3A	06/02/2023 – 12/02/2023		
4B	13/02/2023 – 19/02/2023	Child Studies	Research & Role Play: Reproduction & Sexual Health
5A	20/02/2023 – 26/02/2023	History	Industrial Revolution
		Arabic	Identity (Our Community)
6B	27/02/2023 – 05/03/2023	Geography	Sustainable Biomes Research Task
		Personal Development, Health & Physical Education (PDHPE)	Presentation Unit 1: Know Where to Go
7A	06/03/2023 – 12/03/2023	Commerce	Consumer & Financial Decision Research Task
		History Elective	History, Heritage & Archaeology: Constructing History Report
		Mathematics	Class Test
		Music	Performance
8B	13/03/2023 – 19/03/2023	English	Representing Intercultural Experiences
		Food Technology	Food in Australia
		Industrial Technology: Timber	Chopping Board
		Photography	Digital 'Photobet' & Camera Operation Quiz
		Visual Arts	Art Making Task 1
9A	20/03/2023 – 26/03/2023	Science	Student Research Project
		Arabic	Identity (Our Community)
		English	Representing Intercultural Experiences
		Design & Technology	Alloy Can Design Task
		Industrial Technology: Engineering	Engineering Structures – Bridges
		Physical Activity & Sport Studies	Assessment Unit 1: Leisure, Lifestyle & Recreation
10B	27/03/2023 – 02/04/2023	English	Representing Intercultural Experiences
11A	03/04/2023 – 06/04/2023		



# Assessment Task Calendar

## Term 2 – 2023

Week	Dates	Course	Task
1A	25/04/2023 – 30/04/2023		
2B	01/05/2023 – 07/05/2023	Arabic	Diversity (Celebrations & Diversity)
		Visual Arts	Critical Task
3A	08/05/2023 – 14/05/2023	Mathematics	Pre-seen Test
4B	15/05/2023 – 21/05/2023	Child Studies	Half Yearly Examination: Pre-Module 1 & Module 2 Conception to Birth
		Music	Composition
		Personal Development, Health & Physical Education (PDHPE)	Case Study: Taking a Stand
		Photography & Digital Media	Miniature World
		Physical Activity & Sport Studies	Assessment Unit 2: Promoting Active Lifestyles
5A	22/05/2023 – 28/05/2023	Science	Scientific Investigation
		Commerce	Running a Business Topic Test
		Geography	Sustainable Biomes Topic Test
		History	Making a Nation Topic Test
6B	29/05/2023 – 04/06/2023	History Elective	Ancient, Medieval & Modern Societies: Ancient Greece / Aztecs Source Analysis Task
7A	05/06/2023 – 11/06/2023		
8B	13/06/2023 – 18/06/2023	Food Technology	Food Trends
9A	19/06/2023 – 25/06/2023	Design & Technology	Game Design & Marketing
		Industrial Technology- Engineering	Engineering Structures - Towers
		Industrial Technology- Timber	Serving Tray
		English	The Individual in Society
10B	26/06/2023 – 30/06/2023		

# Assessment Task Calendar

## Term 3 - 2023

Week	Dates	Course	Task
1A	17/07/2023 – 23/07/2023	Personal Development, Health & Physical Education (PDHPE)	PE Observations Peer & Teacher
2B	24/07/2023 – 30/07/2023	Personal Development, Health & Physical Education (PDHPE)	PE Observations Peer & Teacher
3A	31/07/2023 – 06/08/2023	Personal Development, Health & Physical Education (PDHPE)	PE Observations Peer & Teacher
4B	07/08/2023 – 13/08/2023	Personal Development, Health & Physical Education (PDHPE)	PE Observations Peer & Teacher
		Visual Arts	Art Making Task 2
5A	14/08/2023 – 20/08/2023	Personal Development, Health & Physical Education (PDHPE)	PE Observations Peer & Teacher
		Arabic	Travel
6B	21/08/2023 – 27/08/2023	Child Studies	Simulation and Analysis: Module 1 Preparing for Parenthood
		Geography	Changing Places Geographical Report
		History	World War One Source Analysis
		History Elective	Thematic Study: Dictators in History Essay
7A	28/08/2023 – 03/09/2023	Science	Practical Examination
8B	04/09/2023 – 10/09/2023	Food Technology	Food for Special Occasions
		Music	Performance & Composition
9A	11/09/2023 – 17/09/2023	Commence	Employment and Work Futures Research Report
		English	Identify in Performance (Dramatic Monologue)
		Design & Technology	Design Challenge
		Mathematics	Assignment
		Industrial Technology – Engineering	Engineering Mechanics 1
		Photography & Digital Media	Self Portrait / Identify Project
		Physical Activity & Sport Studies	Practical Assessment Unit 3: Global Competition
		Arabic	Travel
10B	18/09/2023 – 22/09/2023	Industrial Technology - Timber	Stool



# Assessment Task Calendar

## Term 4 – 2023

Week	Dates	Course	Task
1A	09/10/2023 – 15/10/2023		
2B	16/10/2023 – 22/10/2023	Arabic	Health
3A	23/10/2023 – 29/10/2023	Mathematics	Yearly Examination
4B	30/10/2023 – 05/11/2023	Commerce	Travel -Travel Quote
		English	Yearly Examination Cinematic Experiences (Film study)
		Geography	Changing Places Topic Test
		History	World War Two Empathy Task
		History Elective	Thematic Study: Slavery Topic Test
		Photography & Digital Media	Yearly Examination
		Science	Yearly Examination
		Visual Arts	Yearly Examination
		Personal Development, Health & Physical Education (PDHPE)	Yearly Examination Unit 3 & 4
5A	06/11/2023 – 12/11/2023	Child Studies	Yearly Examination: Module 3 Newborn Care & Module 4 Family Interactions
		Food Technology	Food Selection & Health
		Music	Listening Skills
		Physical Activity & Sport Studies	Yearly Examination Unit 3 & 4: The Olympics Games & Body in Motion
6B	13/11/2023 – 19/11/2023	Industrial Technology – Timber	Spice Rack
7A	20/11/2023 – 26/11/2023		
8B	27/11/2023 – 03/12/2023		
9A	04/12/2023 – 10/12/2023	Design & Technology	Design & Make a Child's Toy
		Industrial Technology – Engineering	Engineering Mechanics 2
10B	11/12/2023 – 17/12/2023		
11A	18/12/2023 – 19/12/2023		

# Arabic

## Year 9 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Identity (Our Community)	Diversity (Celebrations and Diversity)	Travel	Health
	Outcomes:	LAR5-2C LAR5-4C LAR5-5U LAR5-7U LAR5-8U	LAR-1C LAR5-2C LAR5-3C LAR5-4C LAR5-5U LAR5-6U	LAR4-3C LAR4-4C LAR4-5U LAR4-6U LAR5-2C LAR5-3C	LAR5-1C LAR5-3C LAR5-6U LAR5-1C LAR5-4C LAR5-5U LAR5-9U
	Timing:	Term 1 Weeks 5 & 9	Term 2 Week 2	Term 3 Weeks 5 & 9	Term 4 Week 2
Communicating	50%	15%	5%	20%	10%
Understanding	50%	10%	10%	20%	10%
	100%	25%	15%	40%	20%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Identity (Our Community)	25%	LAR5-2C LAR5-4C LAR5-5U LAR5-7U LAR5-8U	Candidates create and deliver a speech in Arabic advising visitors to Fairfield about interesting places and activities they can do in Sydney.
2	Diversity (Celebrations and Diversity)	15%	LAR-1C LAR5-2C LAR5-3C LAR5-4C LAR5-5U LAR5-6U	Candidates will read about celebrations in the middle east. They will then answer a variety of questions based on what they read.
3	Travel	40%	LAR4-3C LAR4-4C LAR4-5U LAR4-6U LAR5-2C LAR5-3C	<b>Part A:</b> Candidates will listen to different texts about travelling to the Middle East in formal Arabic and respond to them in English. <b>Part B:</b> Candidates create a travel brochure about a Middle Eastern country of their choice.
4	Health	20%	LAR5-1C LAR5-3C LAR5-6U LAR5-1C LAR5-4C LAR5-5U LAR5-9U	Candidates create a poster about a health topic. Candidates write the text in both English and Arabic. Candidates are to present to the class and to justify their language choices.

# Child Studies

## Year 9 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Research and Role Play: Reproduction and Sexual Health	Half Yearly Examination: Pre-Module 1 and Module 2: Conception to Birth	Simulation and Analysis: Module 1 Preparing for Parenthood	Yearly Examination: Module 3 Newborn Care and Module 4 Family Interactions
	Outcomes:	CS5-8 CS5-11 CS5-12	CS5-1 CS5-2 CS5-5 CS5-8 CS5-11	CS5.5 CS5.7 CS5.9 CS5.11	CS5-1 CS5-2 CS5.3 CS5-6 CS5-10
	Timing:	Term 1 Week 4	Term 2 Week 4	Term 3 Week 6	Term 4 Week 5
Objective 1 knowledge and understanding of child development from preconception through to and including the early years	25%	5%	10%		10%
Objective 2 knowledge, understanding, and skills required to positively influence the growth, development, and wellbeing of children	25%	5%	5%		15%
Objective 3 knowledge and understanding of external factors that support the growth, development, and wellbeing of children	25%	10%	10%	5%	
Objective 4 Skills in researching, communicating, and evaluating issues related to child development	25%		5%	15%	5%
	100%	20%	30%	20%	30%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Reproduction and Sexual Health	20%	CS5-8 CS5-11 CS5-12	<b>Pre-Module 1: Research/Role Play</b> Students will be allocated a topic to research and create a role play based on their information.
2	Half Yearly Examination	30%	CS5-1 CS5-2 CS5-5 CS5-8 CS5-11	<b>Half Yearly Examination: Pre-Module 1 and Module 2: Conception to Birth</b> The task takes the form of a written test including multiple choice, short answer, and extended response questions.
3	Simulation and Analysis	20%	CS5.5 CS5.7 CS5.9 CS5.11	<b>Module 1 Preparing for Parenthood</b> Students will participate in a parenting simulation activity and analyse the results.
4	Yearly Examination	30%	CS5-1 CS5-2 CS5.3 CS5-6 CS5-10	<b>Yearly Examination: Module 3 Newborn Care and Module 4 Family Interactions</b> The task takes the form of a written test including multiple choice, short answer, and extended response questions.

# Commerce

## Year 9 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Consumer & Financial Decision Research Task	Running a Business Topic Test	Employment and Work Futures Research Report	Travel Travel Quote
	Outcomes:	COM 5-1 COM 5-4 COM 5-7	COM 5-2 COM 5-3	COM 5-1 COM 5-5	COM 5-6 COM 5-8 COM 5-9
	Timing:	Term 1 Week 7	Term 2 Week 5	Term 3 Week 9	Term 4 Week 4
Knowledge and Understanding	30%	10%	5%	10%	5%
Skills	40%	10%	10%	10%	10%
Values and Attitudes	30%	10%	5%	10%	5%
	100%	30%	20%	30%	20%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Consumer & Financial Decision Research Task	30%	COM 5-1 COM 5-4 COM 5-7	Research and analyses consumer choices
2	Running a Business Topic Test	20%	COM 5-2 COM 5-3	Multiple choice, stimuli, short answer and extended response
3	Employment and Work Futures Research Report	30%	COM 5-1 COM 5-5	Written research task using legal cases
4	Travel Travel Quote	20%	COM 5-6 COM 5-8 COM 5-9	Create a travel quote on a selected destination

# Design and Technology

## Year 9 Assessment Outline 2023

SYLLABUS COMPONENTS:					
	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
Task:		Alloy Can Design Task	Game Design and Marketing	Design Challenges	Design and Make a Child's Toy
Outcomes:		DT5-1 DT5-2	DT5-1 DT5-2 DT5-5	DT5-1 DT5-2 DT5-4 DT5-5 DT5-8	DT5-2 DT5-6 DT5-7 DT5-8 DT5-9
Timing:		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 9
Practical Skills	60%	10%	10%	30%	10%
Knowledge and Understanding	40%	10%	10%	10%	10%
	100%	20%	20%	40%	20%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Alloy Can Design Task	20%	DT5-1 DT5-2	Students used recycled drink cans to design and make a product.
2	Game Design and Marketing	20%	DT5-1 DT5-2 DT5-5	Design and make a video game using game maker software and design the marketing for the game.
3	Design Challenges	40%	DT5-1 DT5-2 DT5-4 DT5-5 DT5-8	Students are challenged individually and in groups with a range of design tasks that are completed in task with strict limitations.
4	Design and Make a Child's Toy	10%	DT5-2 DT5-6 DT5-7 DT5-8 DT5-9	Students use the skills they have learnt throughout the year to design and make a child's toy or game and justify their product.

# English

## Year 9 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Representing Intercultural Experiences (graphic novel) Language Mode: Writing 10/45 Viewing & Representing 10/20	The Individual in Society (prose novel) Language Mode: Writing 20/45	Identity in Performance (dramatic monologue) Language Mode: Listening 5/10 Speaking 10/10 Reading 15/15	Yearly Examination Cinematic Experiences (film study) Language Mode: Writing 15/45 Viewing & Representing 10/20
	Outcomes:	EN5-1A EN5-2A EN5-3B EN5-8D	EN5-1A EN5-2A EN5-3B EN5-5C EN5-7D EN5-9E	EN5-1A EN5-3B EN5-4B	EN5-1A EN5-7D EN5-8D
	Timing:	Term 1 Week 8-10	Term 2 Week 9	Term 3 Week 9	Term 4 Week 4
Intercultural Experiences	20%	20%			
Contemporary Prose	20%		20%		
Australian Drama	30%			30%	
Film Study	30%				30%
	100%	20%	20%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	<b>Part A:</b> Orientation (5%) <b>Part B:</b> Visual Narrative (15%)	20%	EN5-1A EN5-2A EN5-3B EN5-8D	Orientation for visual narrative Create your own visual narrative that follows the conventions of a graphic novel. This will be based on your orientation.
2	<b>Part A:</b> Essay (15%) <b>Part B:</b> Reflection (5%)	20%	EN5-1A EN5-2A EN5-3B EN5-5C EN5-7D EN5-9E	Essay on the language form, features, and structure of a novel (studied in class). Reflection on writing process.
3	<b>Part A:</b> Monologue (20%) <b>Part B:</b> Reflection (10%)	30%	EN5-1A EN5-3B EN5-4B	Dramatic Monologue Reflection on writing process
4	Yearly Examination	30%	EN5-1A EN5-7D EN5-8D	Formal assessment task in examination school calendar period

# Food Technology

## Year 9 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Food in Australia	Food Trends	Food for Special Occasions	Food Selection and Health
	Outcomes:	FT5-7 FT5-9 FT5-10 FT5-11	FT5-7 FT5-10 FT5-11 FT5-12	FT5-1 FT5-10 FT5-11	FT5-1 FT5-2 FT5-5 FT5-6 FT5-7 FT5-8
	Timing:	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Term 4 Week 5
Knowledge and Understanding	60%	10%	10%	20%	20%
Practical Skills	40%	10%	10%	10%	10%
	100%	20%	20%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Food in Australia	20%	FT5-6 FT5-7 FT5-12 FT5-13	Design a Café and design the menu using Bush Tucker ingredients and Indigenous inspired cuisine.
2	Food Trends	20%	FT5-7 FT5-10 FT5-11 FT5-12	Food styling research and planning for practical assessment on food photography and practical cookery lessons.
3	Food for Special Occasions	30%	FT5-1 FT5-10 FT5-11	Children's birthday cake and party design and practical cookery lessons.
4	Food Selection and Health	30%	FT5-6 FT5-7 FT5-8	Investigating fat content of popular takeaway meals and resource development for adolescents and practical cookery lessons.

# Geography

## Year 9 Assessment Outline 2023

### SYLLABUS COMPONENTS:

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	<b>Task:</b>	Sustainable Biomes Research Task	Sustainable Biomes Topic Test	Changing Places Geographical Report	Changing Places Topic Test
	<b>Outcomes:</b>	GE5-7 GE5-5	GE5-1 GE5-2	GE5-7 GE5-8	GE5-2 GE5-3
	<b>Timing:</b>	Term 1 Week 6	Term 2 Week 5	Term 3 Week 6	Term 4 Week 4
Acquiring Geographical Information	35%	10%	5%	10%	10%
Processing Geographical Information	30%	5%	5%	5%	15%
Communicating Geographical Information	35%	5%	10%	5%	15%
	100%	20%	20%	20%	40%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Sustainable Biomes Research Task	20%	GE5-7 GE5-8	Research task on "Sustainable Biomes"
2	Sustainable Biomes Topic Test	20%	GE5-1 GE5-2	Geographical skills assessment / Biomes
3	Changing Places Geographical Report	20%	GE5-7 GE5-8	Geographical report, 1000 words on selected topic
4	Changing Places Topic Test	40%	GE5-2 GE5-5	Multiple choice, stimulus, interpretation, short answer, and essays

# History

## Year 9 Assessment Outline 2023

### SYLLABUS COMPONENTS:

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>Task:</b>		Industrial Revolution Research Task	Making a Nation Topic Test	World War One Source Analysis	World War Two Empathy Task
<b>Outcomes:</b>		HT5-6 HT5-10	HT5-1 HT5-7	HT5-4 HT5-5	HT5-2 HT5-9
<b>Timing:</b>		Term 1 Week 5	Term 2 Week 5	Term 3 Week 6	Term 4 Week 4
Comprehension: Chronology, Terms, and Concepts. Analysis and Use of Sources	25%		10%	10%	5%
Perspectives & Interpretations. Empathetic Understanding	25%		5%	15%	5%
Research	25%	15%			10%
Explanation and Communication	25%	5%	5%	5%	10%
	100%	20%	20%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Industrial Revolution Research Task	20%	HT5-6 HT5-10	Students will conduct a research task about an invention from the Industrial Revolution
2	Making a Nation Topic Test	20%	HT5-1 HT5-7	Students will sit an in-class topic test on the topic - Making a Nation
3	World War One Source Analysis	30%	HT5-4 HT5-5	Students will complete a source analysis task relating to aspects of WW1
4	World War Two Empathy Task	30%	HT5-2 HT5-9	Students will complete an empathy task relating to Prisoners of War during WW2

# History Elective

## Year 9 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	History, Heritage, and Archaeology: Constructing History Report	Ancient, Medieval and Modern Societies: Ancient Greece/ Aztecs Source Analysis Task	Thematic Study: Dictators in History Essay	Thematic Study: Slavery Topic Test
	Outcomes:	E5.3 E5.6 E5.8	E5.5 E5.9	E5.1 E5.4 E5.7	E5.2 E5.10
	Timing:	Term 1 Week 7	Term 2 Week 6	Term 3 Week 6	Term 4 Week 4
Comprehension: chronology, terms, and concepts. Analysis and use of sources	25%	5%	10%	5%	5%
Perspectives and interpretations. Empathetic understanding	25%	5%	5%	10%	5%
Research	25%	15%		5%	5%
Explanation and communication	25%	5%	5%	10%	5%
	100%	30%	20%	30%	20%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	History, Heritage, and Archaeology: Constructing History Report	30%	E5.3 E5.6 E5.8	Students write a report on the Construction of History
2	Ancient, Medieval and Modern Societies: Ancient Greece / Aztecs Source Analysis Task	20%	E5.5 E5.9	Students complete a source-based task on a Historical Society
3	Thematic Study: Dictators in History Essay	30%	E5.1 E5.4 E5.7	Students write an essay about Dictators in History.
4	Thematic Study: Slavery Topic Test	20%	E5.2 E5.10	The examination will consist of multiple-choice questions, analysis of sources and literacy activities.

# Industrial Technology Engineering

## Year 9 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Engineered Structures – Bridges	Engineered Structures - Towers	Engineering Mechanics 1	Engineering Mechanics 2
	Outcomes:	IND5-1 IND5-2 IND5-3 IND5-10	IND5-2 IND5-5 IND5-6 IND5-8	IND5-4 IND5-5 IND5-5 IND5-8	IND5-4 IND5-7 IND5-8 IND5-10
	Timing:	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 9
Practical Skills	60%	10%	10%	30%	10%
Knowledge and Understanding	40%	10%	10%	10%	10%
	100%	20%	20%	40%	20%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Engineered Structures – Bridges	20%	IND5-1 IND5-2 IND5-3 IND5-10	Students undertake a construction of a bridge from popsicle sticks.
2	Engineered Structures - Towers	20%	IND5-2 IND5-5 IND5-6 IND5-8	Students design and make their own customised tower out of recycled materials.
3	Engineering Mechanics 1	40%	IND5-4 IND5-5 IND5-5 IND5-8	Students learn about simple machines through completing a range of practical projects in class including catapults and trebuchets.
4	Engineering Mechanics 2	20%	IND5-4 IND5-7 IND5-8 IND5-10	Students expand their knowledge on mechanics from the previous term in constructing a CO2 powered dragster.

# Industrial Technology Timber

Year 9 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Chopping Board	Serving Tray	Stool	Spice Rack
	Outcomes:	IND5-1 IND5-2 IND5-7 IND5-8	IND5-1 IND5-3 IND5-5 IND5-8	IND5-4 IND5-5 IND5-6 IND5-10	IND5-2 IND5-5 IND5-9 IND5-10
	Timing:	Term 1 Week 8	Term 2 Week 9	Term 3 Week 10	Term 4 Week 6
Practical Skill	60%	10%	10%	25%	15%
Knowledge and Understanding	40%	10%	10%	5%	15%
	100%	20%	20%	30%	30%

## TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Chopping Board	20%	IND5-1 IND5-2 IND5-3 IND5-8	Students design and make their own customized chopping board with handles. A project report is required for this chopping board practical project and will form part of the overall assessment of each module.
2	Serving Tray	20%	IND5-1 IND5-3 IND5-7 IND5-8	Students design and make their own customized product with mixed materials and DAR timber. A project report is required for this practical project and will form part of the overall assessment of each module.
3	Stool	30%	IND5-4 IND5-5 IND5-6 IND5-10	Students undertake a joinery task that teaches them different timber joints while they also learn how to safely use a range of hand/machine tools. Students expand on their joinery skills through making multiple Mortise and Tenon joints for the legs and using biscuit joints to make the top. Students will also learn how to use a range of power tools to assist in making this project quickly and accurately. A project report is required for this stool practical project and will form part of the overall assessment of each module.
4	Spice Rack	30%	IND5-2 IND5-5 IND5-9 IND5-10	Students use the skills they have learnt throughout the year to design and make a spice rack out of mixed timber types. A project report is required for this spice rack practical project and will form part of the overall assessment of each module.

# Mathematics

## Year 9 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Class Test	Pre-Seen Questions Task	Assignment	Yearly Examination
	Outcomes:	MA5.1-1WM 2WM 3WM 9MG 4NA MA5.2-1WM 2WM 3WM 4NA 8NA	MA5.1-1WM 2WM 3WM, 6NA 10MG MA5.2-1WM 2WM 3WM 9NA 13MG MA5.3-1WM 2WM 3WM 8NA	MA5.1-1WM 2WM 3WM 13SP MA5.2-1WM 2WM 3WM 17SP	MA5.1-1WM 2WM 3WM 5NA 9MG 11MG MA5.2-1WM 2WM 3WM 6NA 7NA 8NA 14MG MA5.3-1WM 2WM 3WM 5NA 6NA 7NA 16MG
	Timing:	Term 1 Week 7	Term 2 Week 3	Term 3 Week 9	Term 4 Week 3
Understanding, Fluency, and Communication	50%	10%	10%	15%	15%
Problem-solving and Reasoning	50%	10%	10%	15%	15%
	100%	20%	20%	30%	30%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Class Test	20%	MA5.1-1WM 2WM 3WM 9MG 4NA MA5.2-1WM 2WM 3WM 4NA 8NA	Class test on the current topics. Test will be 45 minutes and completed in class.
2	Pre-Seen Questions Task	20%	MA5.1-1WM 2WM 3WM, 6NA 10MG MA5.2-1WM 2WM 3WM 9NA 13MG MA5.3-1WM 2WM 3WM 8NA	Students are given a list of questions to prepare for, and a test on the date will be given made entirely from questions from this list. Test will be completed in class.
3	Assignment	30%	MA5.1-1WM 2WM 3WM 13SP MA5.2-1WM 2WM 3WM 17SP	A research task based on current topics. Students will have the opportunity to take home the task as well as complete some of the tasks in class with teacher support.
4	Yearly Examination	30%	MA5.1-1WM 2WM 3WM 5NA 9MG 11MG MA5.2-1WM 2WM 3WM 6NA 7NA 8NA 14MG MA5.3-1WM 2WM 3WM 5NA 6NA 7NA 16MG	An examination completed in class. The test will focus mostly on current topics but could include the entire year's work.

# Music

## Year 9 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Performance	Composition	Performance and Composition	Listening Examination
	Outcomes:	5.1 5.2 5.3	5.4 5.5 5.6	5.1 5.2 5.5	5.7 5.8 5.9 5.10
	Timing:	Term 1 Week 7	Term 2 Week 4	Term 3 Week 8	Term 4 Week 5
Performing	40%	20%		20%	
Composing	30%		20%	10%	
Listening	30%				30%
	100%	20%	20%	30%	30%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Performance	20%	5.1 5.2 5.3	Students perform an Australian piece as a soloist or as part of an ensemble on an instrument of their choosing.
2	Jingle Composition	20%	5.4 5.5 5.6	Students to compose music for a TV advertisement using a variety of compositional methods and software.
3	Music of Another Culture Performance and Composition	30%	5.1 5.2 5.5	Students will compose and perform in a style of music reflective of a non-western culture and present these in class.
4	Aural Examination and Performance	30%	5.7 5.8 5.9 5.10	Students to perform for the class a song of their choosing. Students will additionally analyse these performances with a focus on the concepts of music.

# Personal Development, Health and Physical Education

## Year 9 Assessment Outline 2023

### SYLLABUS COMPONENTS:

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>Task:</b>	Presentation Unit 1: Know Where to Go	Case Study Unit 2: Taking A Stand	Practical Task PE Observations	Yearly Examination Unit 3 & 4: Eat Well, Live Well & Exercise Your Mood
<b>Outcomes:</b>	PD5-2 PD5-10 PD5-1	PD5-3 PD5-7	PD5-4 PD5-5 PD5-11	PD5-2 PD5-8 PD5-9
<b>Timing:</b>	Term 1 Week 6	Term 2 Week 4	Term 3 Weeks 1-5	Term 4 Week 4
SELF MANAGEMENT SKILLS (Strengthening personal identity, self-awareness, emotion and stress management, decision making and problem solving, help seeking)	30%	10%	10%	5%
INTERPERSONAL SKILLS (Communication, collaboration, inclusion, and relationship building, empathy building, leadership and advocacy, social awareness)	30%	10%	10%	5%
MOVEMENT SKILLS (Fundamental and specialised movement skills and concepts, tactical and creative movement, health, and fitness enhancing movement)	40%	5%	30%	10%
	100%	20%	20%	40%
				20%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Presentation Unit 1: Know Where to Go	20%	PD5-2 PD5-10 PD5-1	<b>Unit 1: Know Where to Go</b> Students create a presentation on the topics below. Presentation may take the form of a speech, group work, peer assessment, role play, video, or PowerPoint. Part A: Sexual Health Part B: Consent
2	Case Study Unit 2: Taking A Stand	20%	PD5-3 PD5-7	<b>Unit 2: Taking a Stand</b> Part A: Discrimination & Diversity Part B: Protective strategies
3	Practical Task PE Observations	40%	PD5-4 PD5-5 PD5-11	Students will be assessed on their practical participation and performance in PE classes. Technique and motor skills are both teacher and peer assessed throughout the units of <b>Invasion Games</b> . Students will both provide and receive formal feedback and reflect upon the skills of themselves and others.
4	Yearly Examination Unit 3 & 4: Eat Well, Live Well & Exercise Your Mood	20%	PD5-2 PD5-8 PD5-9	<b>Unit 3 &amp; 4: Eat Well, Live Well &amp; Exercise Your Mood</b> The task takes the form of a written test following the topics as below. Part A: Unit 3, Nutrition Part B: Unit 3, Strategies for healthy eating Part C: Unit 4, Mental Health

# Photography & Digital Media

Year 9 Assessment Outline 2023

## SYLLABUS COMPONENTS:

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	<b>Task:</b>	Digital 'Photobet' and Camera Operation Quiz	Miniature Worlds	Self Portrait/Identity Project	Yearly Examination
	<b>Outcomes:</b>	5.1 5.4 5.6 5.9	5.2 5.3 5.6	5.2 5.5 5.6	5.7 5.8 5.10
	<b>Timing:</b>	Term 1 Week 8	Term 2 Week 4	Term 3 Week 9	Term 4 Week 4
Making of Photographic and Digital works	60%	10%	20%	30%	
Critical and Historical Interpretations	40%	10%			30%
	100%	20%	20%	30%	30%

## TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Digital 'Photobet' and Camera Operation	20%	5.1 5.4 5.6 5.9	Students will learn camera operation and use this to create their own organically found alphabet using a DSLR Camera. Students will undertake a quiz on camera techniques and operation.
2	Miniature Worlds	20%	5.2 5.3 5.6	Students will use H-0 scale miniatures to stage dioramas of their own creation reflecting both the subjective and cultural frames.
3	Self-Portrait/Identity Project	30%	5.2 5.5 5.6	Students to undertake a mixed-media self-portrait/Identity project integrating a range of mediums, including DSLR photographs.
4	Yearly Examination	30%	5.7 5.8 5.10	Critical analysis of contemporary photographic and digital imagery

# Physical Activity & Sport Studies

Year 9 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	<b>Task:</b>	Assessment Unit 1: Leisure, Lifestyle & Recreation	Assessment Unit 2: Promoting Active Lifestyles	Practical Assessment Unit 3: Global Competitions	Yearly Examination Unit 3 & 4: The Olympic Games & Body in Motion
	<b>Outcomes:</b>	PASS 5-3 PASS 5-4 PASS 5-10 PASS S-3 PASS S-4 PASS S-10	PASS 5-5 PASS 5-6 PASS 5-10 PASS S-5 PASS S-6 PASS S-10	PASS 5-5 PASS 5-7 PASS 5-8 PASS 5-9 PASS 5-10 PASS S-5 PASS S-7 PASS S-8 PASS S-9 PASS S-10	PASS 5-1 PASS 5-3 PASS 5-4 PASS 5-6 PASS 5-10 PASS S-1 PASS S-3 PASS S-4 PASS S-6 PASS S-10
	<b>Timing:</b>	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	Term 4 Week 5
Foundations of Physical Activity	40%			5%	20%
Enhancing Participation and Performance	40%		20%	10%	20%
Physical Activity and Sport in Society	20%	20%		5%	
	100%	20%	20%	20%	40%

## TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Assessment Unit 1: Leisure, Lifestyle & Recreation	20%	PASS 5-3 PASS 5-4 PASS 5-10 PASS S-3 PASS S-4 PASS S-10	<b>Unit 1: Leisure, Lifestyle &amp; Recreation</b> Part A: Diary entries Part B: Analysing barriers for two named groups
2	Assessment Unit 2: Promoting Active Lifestyles	20%	PASS 5-5 PASS 5-6 PASS 5-10 PASS S-5 PASS S-6 PASS S-10	<b>Unit 2: Promoting Active Lifestyles</b> Part A: Research the role of media Part B: Presentation
3	Practical Assessment Unit 3: Global Competitions	20%	PASS 5-5 PASS 5-7 PASS 5-8 PASS 5-9 PASS 5-10 PASS S-5 PASS S-7 PASS S-8 PASS S-9 PASS S-10	<b>Unit 3: Global Competitions</b> Part A: Research task Part B: Participation in Olympic sports
4	Yearly Examination Unit 3 & 4 The Olympic Games & Body in Motion	40%	PASS 5-1 PASS 5-3 PASS 5-4 PASS 5-6 PASS 5-10 PASS S-1 PASS S-3 PASS S-4 PASS S-6 PASS S-10	<b>Unit 3 &amp; 4: The Olympic Games &amp; Body in Motion</b> Part A - Unit 3: The Olympic Games Part B - Unit 4: Body in Motion Part C - Unit 4: body in Motion

**SYLLABUS COMPONENTS:**

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>Task:</b>		Student Research Project	Scientific Investigation	Practical Examination	Yearly Examination
<b>Outcomes:</b>		WS4 WS5.1	WS6 LW2	WS7 CW1	ES2 PW1
<b>Timing:</b>		Term 1 Week 9	Term 2 Week 5	Term 3 Week 7	Term 4 Week 4
Develop knowledge, understanding of and skills in applying the processes of working scientifically	60%	15%	10%	15%	20%
Develop knowledge of the physical world, earth and space, living world and chemical world, and understanding about the nature, development, use and influence of science.	40%	5%	10%	15%	10%
	100%	20%	20%	30%	30%

**TASK DETAILS:**

No	Task	Weight	Outcomes	Task Description
1	Student Research Project	20%	WS4 WS5.1	A first-hand scientific investigation assessing working scientifically skills
2	Scientific Investigation	20%	WS6 LW2	An activity assessing working scientifically skills and knowledge and understanding outcomes
3	Practical Examination	30%	WS7 CW1	An assessment of working scientifically skills
4	Yearly Examination	30%	ES2 PW1	A written examination assessing knowledge and understanding outcomes and working scientifically skills

# Visual Arts

## Year 9 Assessment Outline 2023

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Artmaking Task 1	Critical Task	Art Making Task 2	Yearly Examination
	Outcomes:	5.1 5.2 5.3	5.7 5.8 5.9	5.4 5.5 5.6	5.9 5.10
	Timing:	Term 1 Week 8	Term 2 Week 2	Term 3 Week 4	Term 4 Week 4
Knowledge, Understanding and Skills – Art Making	60%	20%		40%	
Critically and Historically Interpret Art	40%		20%		20%
	100%	20%	20%	40%	20%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Artmaking Task 1	20%	5.1 5.2 5.3	Students will explore a range of wet and dry media in the creation of artworks – 20 Drawings Project.
2	Critical and Historical Task	20%	5.7 5.8 5.9	Critical Analysis of a Modern and Contemporary Cubist Artist.
3	Art Making Task 2	40%	5.4 5.5 5.6	Exploring a range of 2D and 3D art materials in the creations of cubist artworks.
4	Yearly Examination	20%	5.9 5.10	Yearly Examination.



## Assessment Policy Handbook Student Acknowledgement

I have received a copy of the Fairfield High School's Student Assessment Policy Handbook, and understand that:

- All assessment tasks must be completed by the due date
- Assessment tasks including all classwork and homework are used to assess student academic progress
- Attendance in all classes is expected to be over 85% in order to meet all course outcomes satisfactorily
- All work that is submitted is original and not copied or plagiarised from other sources
- Failure to submit a task on time will result in a letter sent home
- All tasks MUST be submitted, even if it is after the due date
- A student signature is required when a task is issued by the teacher
- A student signature is required when a task is submitted to the teacher
- Assessment tasks need to be uploaded to the 'Turn It In' website, when directed by teacher
- If an assessment task is late or missed due to illness, the task must be submitted on the first day back at school after the illness, with a doctor's certificate attached
- There is a Misadventure Form that needs to be completed when asking for special consideration if a task is late
- For students in Years 7 – 9, a Level Green letter will go home advising parents of a missed assessment task
- For students in Years 10 – 12, a N Award warning letter will go home advising parents of a missed assessment task
- Students may be required to attend to the Homework Centre (Tues, Wed or Thurs) or lunch detentions until an outstanding task is submitted
- Computer and/or printer problems is not a satisfactory reason for failing to submit an assessment task, so ensure tasks are backed up and saved in appropriate locations
- If there are any problems or issues in relation to completing assessment tasks, liaise with teacher or head teacher as soon as possible

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*Tear off this slip and return to Year Adviser (who will give this to the Head Teacher Secondary Studies for filing)*

**I understand and accept the conditions and guidelines set out in this Assessment Policy Handbook**

<b>Student Name:</b>			
<b>Year Group:</b>		<b>Date Booklet Received:</b>	
<b>Student signature:</b>			



# Academic Reports

Reports are issued to Fairfield High School students twice a year, Semester 1 and Semester 2.

The cover page includes a list of each course/subject that the student is enrolled in and the associated teacher. There is also a summary of the student's attendance data, including whole days, partial days, explained and unexplained.

The second page has the summary information about the 5-point scale that all standard reports use and what each Grade means e.g. A – Outstanding, B – High, C – Sound, D – Basic, E – Limited.

## The Five-point Scale

Describe this achievement level	Using this word	And/or this letter
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills and can apply these skills to new situations.	Outstanding	A
The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	High	B
The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	Sound	C
The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.	Basic	D
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	Limited	E

Additional Programs are listed on the second page. The following activities are included: Student Representative Council, Debating, Public Speaking, Representative Sport, Musical Performances, Debating Team, Peer Support Leader any other additional school service activities.

There is also a description of the Social Development and Commitment to Learning outcomes that are reported on for each student.

Parents may request the school to provide written information that clearly shows their child's achievement compared to the peer group at school. This information will show the number of students in the group in each of the achievement levels is included in all year group reports.

**Course/Subject Reports** have:

- Course Description: a (2 – 3 line summary of what students have studied that semester)
- Overall Achievement: a grade of A – E (A (outstanding), B (high), C(sound), D (basic), E (limited))
- Syllabus Outcomes: reported on A – E
- Social Development: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Commitment to Learning: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Teacher Comment – a paragraph written to describe what the students can do, what is the area for improvement and how to improve

**Life Skills Reports** have:

- Course Description (2 – 3-line summary of what students have studied that semester)
- Syllabus Outcomes: reported on P4 (independent), P3 (frequent), P2 (occasional) and P1 (beginning)
- Social Development: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Commitment to Learning: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Teacher Comment - a paragraph written to describe what the students can do, what is the area for improvement and how to improve.

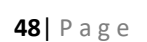
**Note:**

Year 7 students will get a Numeracy and Literacy Report.

All EAL/D students who receive in class support from an EAL/D teacher will receive an EAL/D Report. The outcomes for this report are Speaking and Listening, Reading, and Responding, Writing. These are reported on using a 4-point scale B (beginning), E (emerging), D (developing), C (consolidating). The only other part of this report is a teacher comment that focuses on the student's English language skills.

These procedures and reporting processes have been developed in conjunction with the guidelines specified in the NSW Department of Education, Policy Standards, Implementation document for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 policy, 28 January 2020. This document can be found in the NSW Department of Education's policy library at: <https://policies.education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming- assessing-and-reporting-to-parents-k-12>

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