

STRIVE TO DO WELL

Year 9 Assessment Policy

2020



TABLE OF CONTENTS

1	<i>GUIDELINES ON TYPES OF ASSESSMENT TASKS</i>
2	<i>RECOMMENDATIONS ABOUT THE TIMING AND COORDINATION OF TASKS</i>
3	<i>ADMINISTRATION OF FORMAL ASSESSMENT TASKS: PROCEDURES</i>
4	<i>PROCEDURES FOR 'N' DETERMINATION</i>
5	<i>REVIEW AND GRIEVANCE PROCEDURES</i>
6	<i>DETERMINATION OF GRADES</i>
7	<i>STANDARDS REFERENCED APPROACH</i>
8	<i>RESPONSIBILITIES OF STUDENTS</i>
9	<i>AWARD OF A RECORD OF SCHOOL ACHIEVEMENT (ROSA)</i>
10	<i>THE SCHOOL REPORT</i>
11	<i>ASSESSMENT COMMITTEE</i>
12	<i>YEAR 9 ASSESSMENT TIMETABLE 2019</i>
13	<i>COURSE INFORMATION</i>

APPENDIX FORMS

Appendix A- Copy of Assessment Task Cover Sheet

Appendix B- Copy of Special Consideration

Appendix C – Copy of 'N'-Determinatio letter



INTRODUCTION

At Canowindra High School we value the learning process and believe that assessment should allow our students to demonstrate what they have learnt and areas requiring further development. Assessments should engage our students in the learning process.

1. GUIDELINES ON TYPES OF ASSESSMENT TASKS

Assessment tasks may be classified as formal (Common Tasks) and informal (Coursework). Both informal and formal tasks may be used to determine student grades for the Record of School Achievement.

Formal assessment tasks to be used for each subject are listed within this booklet.

- 1.1 Assessment tasks are designed to assess a range of knowledge and skills. Tasks will be varied and be appropriate to each particular subject.
- 1.2 Assessment tasks should not be time consuming and detract from teaching and learning.
- 1.3 Teachers may use a variety of techniques as indicated on the subject assessment plan.

2. RECOMMENDATIONS ABOUT THE TIMING AND COORDINATION OF TASKS

- 2.1 All assessment tasks will be carefully timetabled to avoid student overload.
- 2.2 A course assessment outline will be provided at the commencement of each calendar year within this document.

3. ADMINISTRATION OF COMMON TASKS

- 3.1 *Adequate Notice.* Students will be given a minimum of two week's formal notice in writing. The Assessment Task Cover Sheet (Appendix A) will be given to students with the information required to complete the assessment task.
- 3.2 In the case of a task that is made up of multiple components, students will be given written information regarding the relative value of each component as well as the milestone dates for their completion. This information will be provided at least two weeks before the first milestone.
- 3.3 **Student Receipt of Assessment Task Cover Sheet**
All students will sign and date the Assessment Notification – Student Receipt form upon receiving the Assessment Task Coversheet. Copies of this form will be kept with the classroom teacher and Head Teacher. Students will sign the coversheet upon *return* of the task, signing and dating it. The teacher will take a copy for themselves and the Head Teacher. Students will be given the original copy.



- 3.4 Tasks that are of a cumulative type may continue into the period prior to examinations.
- 3.5 **Submission**
All assessment tasks will be submitted to the classroom teacher (or other nominated person) on or before close of business on the due date for that subject. Any assessment tasks submitted after this time will be designated as late and will have marks deducted (see 3.5).
- 3.6 **Late Submission of Common Tasks**
Where a task is submitted late, the task will be marked as normal, and then a late penalty of 20% of the marks achieved will be applied for each day late, for up to three (3) school days. After the third day, a zero score will apply. The assessment task must still be completed.
- 3.7 **Requests for an Extension**
Requests for an extension because of illness, misadventure or family business must be made in writing on the enclosed form (see Appendix B), and must be signed by parents. Such requests will be considered by the Assessment Committee.
- 3.8 Requests for extensions must be made as soon as possible after the need for such a request is realised.
- 3.9 **Malpractice in Tasks**
It is expected that all work submitted by students for assessment is a result of their own honest effort. Where this is proven to be otherwise, the student(s) involved shall be deemed to have not completed that task and shall have a zero or reduced mark recorded.
- 3.10 **Estimate/Alternate task**
Where student performance in an assessment task is affected for a valid reason, (proven misadventure or illness), the school may use a mark based on a substitute task, or, in exceptional circumstances, an estimate based on other evidence. Invalid reasons for absence shall result in a mark of zero for that task. Students should note that loss of work through computer or disc malfunction does not constitute a valid reason for misadventure. Students may apply for an appeal through the Assessment Committee. (See Special Consideration Appendix B)

4 PROCEDURES FOR 'N' DETERMINATION

- 4.1 Where the student has failed to meet one or more of the following requirements:
- followed the course developed 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.

A 1st Warning letter will be sent home (see Appendix C)



- 4.2 If significant improvement does not occur following a 1st Warning Letter, a 2nd Warning Letter will be sent home. If improvement does not occur after two official warnings, the school is required to have a parent interview and an 'N' determination for that subject maybe recommended.

Documentation for an 'N' determination may be sent out during Year 9 and/or Year 10.

- 4.3 'N' determinations may be made after a student receives two official 'N' determination letters and fails to demonstrate improvement (see Appendix F). The final decision on an 'N' determination is made by the Principal prior to recommendations to NESA.
- 4.4 Cumulative assessment tasks
Milestone dates will be used as an indicator of ongoing learning over an extended time. Penalties will only apply to these dates if it is an explicit requirement that these dates be met and that there is a value attached.

5. REVIEW AND GRIEVANCE PROCEDURES

- 5.1 Where a student/parent is concerned about an assessment mark awarded, the concern should be discussed with the teacher. If this does not resolve the problem, then the student should complete appeal form (See Appendix B) and give it to the assessment committee.

6. DETERMINATION OF GRADES

- 6.1 Grades are awarded based on judgement made by teachers at the end of the course in accordance with the course performance descriptors. This judgement will be based on data gathered by teachers through the school's assessment program which could include common tasks and coursework.
- 6.2 School Reports reflect what a student 'can do' against a standards referenced framework. Report grades will deliver A-E judgments against specific course outcomes.

7. STANDARDS REFERENCED APPROACH

- 7.1 Assessment is designed to focus on learning outcomes taught in class.
- 7.2 Learning outcomes reflect the syllabus documents of the course that are being studied.
- 7.3 Students are given opportunity to show their knowledge, skills and understanding through a variety of tasks
- 7.4 Tasks are designed to be inclusive while differentiating between students, allowing access to Stage appropriate work to show critical and higher order thinking.



- 7.5 Students understand marking guidelines and explicit quality criteria that are aligned to grades A-E.
- 7.6 Staff use criteria based rubrics to mark assessments and students have access to these marking guidelines.
- 7.7 Feedback is used to support ongoing student learning.

8. RESPONSIBILITIES OF STUDENTS

- 8.1 If a student knows in advance that they will be absent, the student should find out from their teachers the tasks to be set during the student's absence so that these tasks can be completed in a timely manner.
- 8.2 If a student is absent, it is their responsibility, on the first day back at school, to approach their teachers (and not rely on other students) to determine if any tasks were set during their absence.
- 8.3 Work that is submitted must be the result of the honest efforts of that student. Penalties may apply.
- 8.4 Students must present assessment tasks on (or before) the due date. See procedures to apply for an extension (Appendix B).
- 8.5 Students must complete all set tasks and activities. Both common tasks and coursework activities are used to determine the ROSA grading. Failure to complete tasks could place the award of a ROSA in jeopardy or adversely affect the grades in that subject.
- 8.6 Students must comply with the teacher's written instructions in relation to the assessment task.
- 8.7 Students must not absent themselves from school lessons/class on or before an assessment task due date in order to complete the task.
- 8.8 Students should ensure that any computer related work has a backup copy.
- 8.9 Any student wishing to hand an assessment task in early must do so through the class teacher or head teacher.
- 8.10 If the teachers are not available the task may be submitted at the school's front office.
- 8.11 When a student is suspended from school it is the student's responsibility to arrange for the collection of information regarding assessment tasks.

ALL TASKS MUST STILL BE COMPLETED ON TIME. Suitable arrangements must be made with the subject teacher/head teacher for the completion of in class tasks which are scheduled during the suspension.

Suspensions are not to be regarded as a reason for seeking the deferment of tasks, and students may be required to attend for an in-class task.



9. AWARD OF A RECORD OF SCHOOL ACHIEVEMENT (ROSA)

9.1 In the following cases NESA will not issue a ROSA:

- (a) Receiving an 'N' determination in a mandatory subject in Stage 5 or Stage 4 Mandatory requirements (English, Maths, Science, History/Geography)
- (b) Not meeting all mandatory course requirements (including satisfactory completion of Stage 4 PDHPE, Design & Technology, Visual Arts, Music and Languages).
- (c) Malpractice, misbehaviour or unauthorised absence.

9.2 In case of an 'N' determination, a record of achievement will usually be issued.

9.3 A ROSA or equivalent is required to progress into Year 11 and be eligible for the award of a Higher School Certificate.

10 THE SCHOOL REPORT

10.1 Reports reflect what a student 'can do' against a standards referenced framework in Stage 5. Report grades will deliver an A-E grade for course progress based on outcomes demonstrated.

10.2 Teacher comment provides motivational feedback that gives recognition for strengths and information to encourage specific improvement and growth in learning.

11 ASSESSMENT COMMITTEE

The Assessment Committee consists of:

- Year Adviser
- Principal or Deputy Principal
- Assessment Coordinator

The Assessment Committee's responsibility is to ensure that the above policy is implemented as fairly and consistently as possible. From time to time exceptional circumstances may arise which are not wholly covered by the preceding documentation. In these cases, careful consideration will be given by the Principal and Assessment Committee to all the relevant material and a decision will be reached that is equitable and fair to all concerned and is consistent with the spirit of NESA Guidelines.

They are also responsible for:

- ensuring the Assessment Policy Booklet is current;
- assessment tasks are spread across the year for all courses;
- reviewing all requests (extensions, appeals, modifications of tasks, illness, misadventure) and providing
- feedback to the student, teacher and head teacher;
- keeping documentary evidence on all extensions, illness, misadventure appeals, modifications of tasks and N-determination warning letters

12. YEAR 9 ASSESSMENT TIMETABLE 2020

YEAR 9 COMMON TASKS ASSESSMENT TIMETABLE 2020

Week	Term 1	Term 2	Term 3	Term 4
1				
2				
3		Industrial Technology-Timber Music*		Music*
4		Industrial Technology-Timber		
5	Industrial Technology-Automotive	Agriculture English Geography History Mathematics Music PDHPE Science	Mathematics PDHPE	Agriculture English Geography History Industrial Technology-Automotive, Timber Mathematics Science Visual Arts Work Education
6				
7		Industrial Technology-Automotive		
8	Agriculture	Visual Arts Work Education	Agriculture Music* Science	
9			Industrial Technology-Automotive, Timber	
10	Music* PASS		Music* PASS Work Education	
11	Music* Work Education			

**Progressive*

13. COURSE INFORMATION

English – Year 9 Assessment Plan

Common Tasks – 50%

ASSESSMENT	Task 1	Task 2
NATURE OF TASK	Semester Examination	Semester Examination
NOTIFICATION DATE	T2 W3	T4 W3
DUE DATE	T2 W5	T4 W5
OUTCOMES ASSESSED	EN1A, EN3B, EN4B, EN5C	EN1A, EN3B, EN4B, EN5C
WEIGHTING	50%	50%

Coursework – 50%

Including, but not limited to:

- Essays, short-answer and written tasks
- Oral and written critical responses to texts
- Extended research, composition and presentations
- Identification and analysis of components of texts, including multimodal texts
- Time-limited composition of texts in particular forms for specific contexts
- Written or spoken responses, which could be short or extended
- Prepared and impromptu oral presentations (eg. Role-plays, debates, dramatic presentations)
- Readings
- Reading tasks requiring skimming, scanning or close reading
- Drafts and completed versions of written texts or representations
- Editing texts to remove errors, improve style, shorten, lengthen or adjust
- Imaginative re-creation or extension of a text
- Speaking and listening in discussions and debates
- Student self-reflections and evaluations
- Composing a visual representation that emphasises a particular point of view
- Presentations using digital tools

Mathematics 5.1 – Year 9 – Assessment Plan

Common Tasks - 60%

ASSESSMENT	TASK 1	TASK 2	TASK 3
NATURE OF TASK	Semester Examination	Assignment	Semester Examination
NOTIFICATION DATE	T2 W3	T3 W3	T4 W3
DUE DATE	T2 W5	T3 W5	T4 W5
OUTCOMES ASSESSED	MA5.1-4NA, MA5.1-5NA, MA5.1-9MG, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	MA5.1-6NA, MA5.1-10MG, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	MA5.1-8MG, MA5.1-11MG, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM
WEIGHTING	20%	20%	20%

Coursework – 40%

Including, but not limited to:

- Self-assessment during each topic
- Topic quizzes
- Teacher observations
- Peer assessment
- Questioning
- Topic tests
- Student self-assessment
- Peer assessment
- Mathematics projects

Mathematics 5.2 – Year 9 – Assessment Plan

Common Tasks - 60%

ASSESSMENT	TASK 1	TASK 2	TASK 3
NATURE OF TASK	Semester Examination	Assignment	Semester Examination
NOTIFICATION DATE	T2 W3	T3 W3	T4 W3
DUE DATE	T2 W5	T3 W5	T4 W5
OUTCOMES ASSESSED	MA5.2-4NA, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM	MA5.2-7NA, MA5.2-11MG, MA5.2-12MG, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM	MA5.2-14MG, MA5.2-6NA, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM
WEIGHTING	20%	20%	20%

Coursework – 40%

Including, but not limited to:

- Self-assessment during each topic
- Topic quizzes
- Teacher observations
- Peer assessment
- Questioning
- Topic tests
- Student self-assessment
- Peer assessment
- Mathematics projects

Mathematics 5.3 – Year 9 – Assessment Plan

Common Tasks 60%

ASSESSMENT	TASK 1	TASK 2	TASK 3
NATURE OF TASK	Semester Examination	Assignment	Semester Examination
NOTIFICATION DATE	T2 W3	T3 W3	T4 W3
DUE DATE	T2 W5	T3 W5	T4 W5
OUTCOMES ASSESSED	MA5.2-4NA, MA5.2-5NA, MA5.2-8NA, MA5.2-9NA, MA5.3-15MG, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM	MA5.3-6NA, MA5.3-13MG, MA5.3-14MG, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM	MA5.2-15SP, MA5.2-17SP, MA5.3-5NA, MA5.3-16MG, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM
WEIGHTING	20%	20%	20%

Coursework – 40%

Including, but not limited to:

- Self-assessment during each topic
- Topic quizzes
- Teacher observations
- Peer assessment
- Questioning
- Topic tests
- Student self-assessment
- Peer assessment
- Mathematics projects

Science – Year 9 Assessment Plan

Common Tasks – 60%

ASSESSMENT	Task 1	Task 2	Task 3
NATURE OF TASK	Working Scientifically Examination	First-Hand Investigation & Report	Knowledge & Understanding Examination
NOTIFICATION DATE	T2 W4	T3 W6	T4 W3
DUE DATE	T2 W5	T3 W8	T4 W5
OUTCOMES ASSESSED	WS4, WS5, WS7, WS8, WS9	WS4 – WS8	All PW, CW, LW, ES
WEIGHTING	30%	30%	40%

Coursework – 40%

Including, but not limited to:

- Quizzes
- Pre-tests
- Assignments
- Topic Tests
- Research and Presentations
- Practical Skills
- Practical Tests
- Skills Tests
- Examinations
- First hand investigation reports
- Worksheets
- Class discussion
- Homework

History – Year 9 Assessment Plan

Common Tasks – 50%

ASSESSMENT	Task 1
NATURE OF TASK	Semester Examination
NOTIFICATION DATE	Semester 1 T2 W3 Semester 2 T4 W3
DUE DATE	Semester 1 T2 W5 Semester 2 T4 W5
OUTCOMES ASSESSED	HT1-10
WEIGHTING	100%

Coursework – 50%

Including, but not limited to:

- Research assignments involving locating and evaluating sources on the internet and other ICT resources
- Formulating questions for and conducting oral history interviews and actual or virtual site studies
- Samples of students' oral, recorded and written work
- Comparing and contrasting tasks
- Developing questions, explanations or evaluations
- The use of graphic organisers to involve students in active thinking about relationships and associations
- Gathering and recording evidence from the site
- Virtual or actual excursions to collect, organise, analyse and present information
- Prepared and impromptu oral presentations (eg role-plays, debates, dramatic presentations)
- Poster presentations
- Prepared visual/audio digital displays and multimodal presentations

Geography –Year 9 Assessment Plan

Common Tasks – 50%

ASSESSMENT	Task 1
NATURE OF TASK	Semester Examination
NOTIFICATION DATE	Semester 1 T2 W3 Semester 2 T4 W3
DUE DATE	Semester 1 T2 W5 Semester 2 T4 W5
OUTCOMES ASSESSED	GE1-10
WEIGHTING	100%

Coursework – 50%

Including, but not limited to:

- Research assignments involving the collection of data and information on the internet and other ICT resources
- Formulating questions for, and conducting, surveys and interviews undertaking fieldwork
- Representing and interpreting geographical data using spatial technologies such as a Geographic Information System (GIS)
- Inquiry and design projects (eg personal interest projects and investigations involving teamwork)
- Developing questions, explanations or evaluations
- Designing and/or producing visual representations of geographic phenomena
- Game-based learning opportunities
- Participating in fieldwork to observe, measure and record data and information outside the classroom
- Fieldwork visits to collect, organise, analyse and present information
- Prepared and impromptu oral presentations (eg role-plays, debates, dramatic presentations) to demonstrate geographical understanding
- Poster presentations
- Prepared visual/audio digital displays and multimodal presentations capturing evidence of student performance through web publication of learning (eg participation in learning blogs, student-created websites)
- Observation of real or simulated situations

PDHPE – Year 9 Assessment Plan

Common Tasks – 60%

ASSESSMENT	Task 1	Task 2	Task 3
NATURE OF TASK	Semester Examination	Research Task	Practical Performance
NOTIFICATION DATE	T2 W3	T3 W3	T1
DUE DATE	T2 W5	T3 W5	T1-T4
OUTCOMES ASSESSED	PD5-1, 5-2, 5-6, 5-7, 5-8, 5-9	PD5.2, PD5.6, PD5.7, PD5.8	PD5.4, PD5.5, PD5.11
WEIGHTING	30%	30%	40%

Coursework – 40%

Including, but not limited to:

- Brainstorming activities
- Discussions
- Worksheets
- Reflection questions
- Group work
- Website research
- Case studies
- Role plays
- Response to DVDs
- Response to text book activities and questions
- Regular feedback throughout skills and games to enable students to improve performance.
- Topic test at end of unit

Agriculture – Year 9 Assessment Plan

Common Tasks – 60%

ASSESSMENT	TASK 1	TASK 2	TASK 3	TASK 4
NATURE OF TASK	Research Task	Semester Examination	Project	Practical
NOTIFICATION DATE	T1 W6	T2 W3	T3 W6	T4 W2
DUE DATE	T1 W8	T2 W5	T3 W8	T4 W4
OUTCOMES ASSESSED	Ag5-1, 5-3, 5-4,5-6	Ag 5-1, 5-2, 5-4,5-7	Ag5-4,5-6, 5-8,5-9	Ag 5-6,5-10, 5-13,5-14
Weighting	30%	20%	30%	20%

Coursework – 40%

Including, but not limited to:

- Quizzes
- Research tasks
- Homework tasks
- Short answer and extended response questions
- Student self-assessment
- Peer evaluation
- Teacher feedback
- Demonstration and observation of skills
- WHS Topic
- Topic Test
- Research and presentations
- Practical activities

Industrial Technology – Automotive Year 9 Assessment Plan

Common Tasks – 60%

ASSESSMENT	TASK 1	TASK 2	TASK 3	TASK 4
NATURE OF TASK	Research Task	Industry Study	Practical & Production Folio	Course Examination
NOTIFICATION DATE	T1 W2	T2 W4	T3 W6	T4 W2
DUE DATE	T1 W5	T2 W7	T3 W9	T4 W5
OUTCOMES ASSESSED	IND5-1, IND5-3, IND5-7	IND5-8, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6	All Outcomes
Weighting	30%	20%	30%	20%

Coursework – 40%

Including, but not limited to:

- Observation of skills, processes and techniques with verbal feedback given
- Opportunities for students to self-evaluate work
- Regular checks of theory work with feed-back and feed-forward
- Opportunities for students to test and attempt new skills – observation and feedback from teacher
- Demonstration of skills
- Observation and feedback given of student's safe working practices
- Checking progress of projects and giving students opportunity to self-evaluate their time management
- Homework tasks
- Marking of practical project completion
- Demonstration and observation of skills
- Portfolio marking
- Research tasks
- WHS and risk management
- Properties and applications of materials
- Industrial Technology and society
- Designing, communication and evaluating
- Product quality projects

Industrial Technology: Timber – Year 9 Assessment Plan

Common Tasks – 60%

ASSESSMENT	Task 1	Task 2	Task 3	Task 4
NATURE OF TASK	Research Task	Practical Project and Folio	Practical Project and Folio	Semester Examination
NOTIFICATION DATE	T1 W1	T2 W7	T2 W9	T4 W3
DUE DATE	T2 W3	T2 W4	T3 W9	T4 W5
OUTCOMES ASSESSED	IND5-1, IND5-9, IND5-10	IND5-3, IND5-4, IND5-7	IND5-2, IND5-3, IND5-5	IND5-1, IND5-3, IND5-4
WEIGHTING	20%	30%	30%	20%

Coursework – 40%

Including, but not limited to:

- Observation of skills, processes and techniques with verbal feedback given
- Opportunities for students to self-evaluate work
- Regular checks of Portfolio work with feed-back and feed-forward
- Opportunities for students to test and attempt new skills – observation and feedback from teacher
- Demonstration of skills
- Observation and feedback given of student's safe work practices
- Checking progress of projects and giving students opportunity to self-evaluate their time management
- Research tasks
- Homework tasks
- Marking of practical project completion
- Portfolio work
- WHS and risk management

Music - Year 9 Assessment Plan

Common Tasks - 80%

ASSESSMENT	Task 1	Task 2	Task 3
NATURE OF TASK	Topic 1 - Composition (10%) - Listening (10%) - Notation (5%)	Skills Test 1 - Performance (15%) - Listening (15%) - Notation (5%)	Topic 3 - Composition (15%) - Listening (10%) - Performance (15%)
NOTIFICATION DATE	T1 W8	T2 W1	T3 W6
DUE DATE	T1 W10 T1 W11	T2 W3, 5	T3 W8, W10 T4 W3
OUTCOMES ASSESSED	5.4 - 10	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10	5.1 - 10
WEIGHTING	25%	35%	40%

Coursework - 20%

Including, but not limited to:

- Bookwork
- Quizzes
- Pre-tests
- Assignments
- Topic Tests
- Research and Presentations
- Practical Skills
- Practical Tests
- Skills Tests
- Worksheets
- Class discussion

Physical Activity & Sports Studies – Year 9 Assessment Plan

Common Tasks – 60%

ASSESSMENT	Task 1	Task 2	Task 3
NATURE OF TASK	Topic Test	Sports Technology Task	Practical Performance
NOTIFICATION DATE	T1 W8	T3 W8	T1
DUE DATE	T1 W10	T3 W10	T1-T4
OUTCOMES ASSESSED	5-1, 5-2, 5-10	5-5, 5-6	5-7, 5-8, 5-9
WEIGHTING	30%	30%	40%

Coursework – 40%

Including, but not limited to:

- Discussions
- Worksheets
- Reflection questions
- Group work
- Website research
- Measurement of fitness components
- Teacher feedback on bookwork, worksheets, practical reports and research tasks. Students may be required to resubmit tasks based on teacher feedback.
- Topic tests
- Kahoot quizzes
- Google classroom tasks and worksheets
- Response to text book activities and questions
- Assessment based on participation and performance in the practical units

Visual Arts – Year 9 Assessment Plan

Common Tasks – 50%

ASSESSMENT	Task 1	Task 2
NATURE OF TASK	Case Study Practical Task	Semester Examination
NOTIFICATION DATE	T2 W6	T4 W3
DUE DATE	T2 W8	T4 W5
OUTCOMES ASSESSED	5.1 - 5.6	5.7 – 5.10
WEIGHTING	50%	50%

Coursework – 50%

Including, but not limited to:

- Interim review of Visual Arts Diary (VAD) – process, research, progress, experimentation, resolution, self-evaluation
- Written artist statement as part of self-assessment and review of body of work
- Peer assessment - development of skills in criteria based critiquing
- Participation in exhibiting in and curating exhibitions as a component of professional practice
- Artworks seen to be informed by key aspects of course content of practice, conceptual framework and frames
- Interim reports of artworks with feed-back and feed-forward
- Photography portfolio as part of visual literacy
- Contribution to classroom discussion about art, artists, audiences and the world
- Critical and Historical and Artmaking Studies: short and extended written responses
- Representation of ideas through mind mapping and Venn diagrams
- Verbal responses
- Homework tasks
- Body of work marking
- Worksheets

Work Education – Year 9 Assessment Plan

Common Tasks – 60%

ASSESSMENT	Task 1	Task 2	Task 3	Task 4
NATURE OF TASK	Financial Reporting Task	Workplace Environment Investigation	Communication Group Task	Community Development Project
NOTIFICATION DATE	T1 W8	T2 W3	T3 W7	T4 W2
DUE DATE	T1 W11	T2 W8	T3 W10	T4 W5
OUTCOMES ASSESSED	WE5-7, WE5-9, WE5-10	WE5-1, WE5-2, WE5-4, WE5-7	WE5-2, WE5-7, WE5-10	WE5-3, WE5-4, WE5-9, WE5-10
WEIGHTING	30%	25%	25%	20%

Coursework – 40%

Including, but not limited to:

- In class presentations
- Quizzes and topic tests, pre and post
- Written and verbal revision of work
- Research activities
- Teacher feedback on bookwork, worksheets, practical reports and research tasks
- Topic tests
- Work booklets
- Response to textbook and interactive activities
- Analysis of visual stimulus



APPENDIX FORMS

Appendix A- Copy of Assessment Task Cover Sheet

Appendix B- Copy of Application for Special Consideration

Appendix C – Copy of 'N'-Determination letter

These forms are available from the front office, or our school website:

www.canowindra-h.schools.nsw.edu.au



Appendix A- Copy of Assessment Task Cover Sheet

Subject:

Year:

Teacher:

Assessment Task Number (as per Assessment Policy booklet):

Assessment Task Title:

Assessment Weighting:

%

Date Distributed:

Date Due:

All Year 12 and Year 11 HSC Assessment Tasks, other than in-class tasks, must be handed in at office by 9.00am on the due date. *(Zero marks if submitted late)*

All School Certificate Assessment Tasks must be handed to your class teacher by the due date. *(1-3 days late - less 20% for each day, 3+ days late – zero marks)*

Outcomes to be assessed:

Comments by Teacher:

Assessment Criteria/Marking Scheme:

Student's Name:

Date returned to Student:

Student's Signature:

Teacher's Signature:

Cumulative Assessment Rank:

Mark Scored

Appendix B- Copy of Application for Special Consideration

Special consideration (Extension, Illness/Misadventure, Appeal)

Name: Year: Date:

Subject: Teacher:

Assessment Task Number (as per Assessment Policy booklet):

Assessment Task Title:

I wish to apply for an (please circle) Extension, consideration for Illness/Misadventure or Appeal a result, based on consideration of the following factors which may affect my performance in this Assessment Task. (Documentary evidence must be provided, except in exceptional circumstances.)

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

STUDENT SIGNATURE: PARENT/GUARDIAN SIGNATURE:

Recommendation of Teacher/Head Teacher:

SIGNATURE OF TEACHER/HEAD TEACHER:

Recommendation of Assessment Committee:

SPECIAL CONSIDERATION: Upheld: ☐ Denied: ☐

Subject/course: Assessment Task Number:

Assessment Task Title:

PRINCIPAL/DP:

YEAR ADVISER:

ASSESSMENT COORDINATOR:

DATE:



Appendix C – Copy of 'N' Determination – Official 'Warning' Letter

Date: _____

Re: OFFICIAL WARNING - Non-completion of a Higher School Certificate Course

I am writing to advise that your son/daughter _____ is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course _____.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **(1st/2nd/3rd) official warning** we have issued concerning _____.

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

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by NESA; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date _____ has not satisfactorily met **(a), (b), or (c)** of the Course Completion Criteria.

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

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

Yours sincerely

Class Teacher

Head Teacher

Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by _____:

Task Name(s) / Course Requirement(s) / Course Outcome(s)	Percentage Weighting (if applicable)	Original due date (if applicable)	Action required by student	Revised date to be completed by (if applicable)
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-----✂-----✂-----✂-----✂-----✂-----✂-----✂-----✂-----

Please detach this section and return to the school

Requirements for the satisfactory completion of a Higher School Certificate _____ course

- I have received the letter dated _____ indicating that _____ is in danger of not having satisfactorily completed _____.
- I am aware that this course may appear on his Higher School Certificate Record of Achievement with 'Not Completed' indicated.
- I am also aware that the 'N' determination may make him ineligible for the award of the Higher School Certificate.

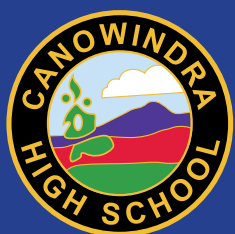
Parent/Guardian's signature: _____

Date: _____

Student's signature: _____

Date: _____





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Date printed: FEBRUARY 2020