

PLACEPL



ASHFIELD BOYS HIGH SCHOOL

YEAR 9 STAGE 5

ASSESSMENT POLICY & COURSE SCHEDULES 2019



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Stage 5 Grading System

The school's assessment of the students' achievements will be recorded in each and every subject studied for Stage 5 including English, Mathematics, Science, Australian History, Geography, Civics and Citizenship. Elective subject results will also be assessed. Each student's Stage 5 Year 9 will contain a grade of A, B, C, D or E for each subject. A student's grades will be awarded by the school on the basis of sets of standards called "Performance Descriptors" for each subject.

The Performance Descriptors are a series of statements which summarise the observable and measurable features of student achievement and assist in the awarding of grades to students based on levels of achievement.

Eligibility for Completion of Stage 5

In simple terms Stage 5 students following the courses offered by the school in Years 9 and 10, will successfully complete Year 10. However, there are two important components that each student must address. The first is meeting course completion criteria and the second is making a serious attempt at the set assessment tasks.

Course completion criteria

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is 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.

Attendance in relation to the satisfactory completion of a course

Where a student's attendance pattern may jeopardise the satisfactory completion of a course, the reason for the absence and its likely effect on the student's course progress will be considered.

In forming an opinion, the following will be considered by the principal:

- the nature and duration of the absence;
- the standing of the student within the course at the time of the absence;
- the student's prior pattern of attendance, application and achievement; and

- the ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

Stage 5 Grading

Students are awarded a grade (A to E) for each of the courses they have studied in Year 9 and 10. The grades are based on the course performance descriptors for each course. The grades allocated to each student are determined by the student's performance on the assessment tasks set throughout the course. The nature and timing of these tasks is detailed for each of the subjects later in this booklet.

A credential for school leavers

While formal Stage 5 credentials are for school leavers, at the end of Year 10, students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the Stage 5 will receive the formal credential
- Students who leave school and are not eligible for a Stage 5 will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the Stage 5 for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through Students Online.

School Assessment Tasks

School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that

demonstrates a more basic level of achievement.

Course Assessment Schedule

It is your responsibility to check with the relevant Head Teacher if any areas of the course schedule need clarification, or if you do not have a course assessment schedule for a subject which you are studying.

The course assessment schedule is mandatory and is **not negotiable**. It contains information about the set tasks in each component of your course. The course assessment schedule also informs you of approximately when the various assessment tasks will take place, and tells you the weighting of each task.

The date of each assessment task will be provided by the classroom teacher.

Illness and Misadventure

Student attendance before an assessment task

Students must be **present for the whole school day** and **attend all timetabled lessons**. **Failure to do so will result in a zero mark.**

Student is absent from an assessment task due to illness

If a student is sick and cannot attend on the day of the task or date a task is due, the student is to:

- **complete an illness/misadventure form** (Appendix A), with an attached doctor's certificate, and present it to the Head Teacher on the **first day of return** to school.
- The doctor's certificate should state: **"(Student name) was not fit to attend the assessment task on..."** This must be from a Registered Medical Practitioner with a Medicare Provider Number. Post-dated doctor's certificates will not be accepted. The task **must be submitted at this time** if it is a hand in task or an appropriate time is **negotiated** to complete the task with the Head Teacher for examinations and oral presentations.

The Head Teacher may award an extension of time or an estimated mark may be given based on other available information.

Student is absent due to a misadventure

Misadventure refers to an event beyond the student's control which allegedly prevented the

student from attending the assessment task or school on the date a task was due.

Following failure to complete an assessment task at the due time, the student is to:

- **notify the school by phone** on 9798 6620 on the day of the task or as soon as possible following this date.
- **submit an illness / misadventure form** (Appendix A), with appropriate supporting documentation, to the head teacher on the **first day of return to school** to negotiate alternative arrangements. The task must be **submitted at this time if it is a hand in** task or an appropriate time is negotiated to complete the task with the Head Teacher for examinations and oral presentations.

An extension of time may be provided or a mark may be awarded based on a substitute task. Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task.

Students who complete the assessment task and suffer illness/misadventure

Students may lodge an illness / misadventure appeal in writing if they believe that circumstances **immediately prior to or during the assessment task**, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to **complete the Illness/ Misadventure appeal form (Appendix A) and provide documentary evidence** such as doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.

Students should submit this appeal to the Head Teacher on the next day they return to school.

Hand-In tasks

Hand-in tasks should be submitted to the classroom teacher **or if class teacher is absent the Head Teacher** as specified on the notification of the assessment task on the due date and during the allocated lesson time and sign off that they have handed in, or completed the task.

Alternatively, if a student is absent due to illness or misadventure then an illness/misadventure form accompanied by appropriate supporting documentation i.e. medical certificate and the assessment task should be submitted to the

teacher/Head teacher on the **first day that the student returns to school.**

If an assessment task is submitted late, and there is no successful illness / misadventure appeal, students will receive a zero for that task. Students should still submit the task to gain necessary feedback.

Oral Presentations

Oral presentations should be submitted to the teacher/faculty as specified on the notification of assessment. A copy of the oral presentation must be submitted on the due date, generally being the first day that the speeches begin, during the lesson time.

A zero mark will be awarded if the task is submitted after the allocated lesson time unless an illness and misadventure form is submitted with the appropriate supporting documentation such as a medical certificate.

Technology and assessment tasks

Technology and / or computer equipment failure are not valid grounds for misadventure involving the late submission of assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by either email, USB, CD.
- Email the task to yourself

Appeals Surrounding the Assessment Procedure

Grounds for an appeal

The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

Appeals Process

When a student feels that a decision applied to his work is not consistent with the school's assessment policy and procedures he may

appeal. The **first appeal MUST be to the Head Teacher.**

Where a student feels that the appeal to the Head Teacher has not been heard appropriately, he may appeal to the Deputy Principal/ Principal to determine if:

- the weightings specified by the school in its assessment program were followed and conform with the Board's requirements as detailed in the syllabus;
- the procedures used to determine the final assessment marks conform with the issued assessment program; and,
- there are no computational or other clerical errors in the determination of the assessment mark.
- A written appeal must be lodged to the Deputy Principal within 7 calendar days of the previous appeal to Head Teacher.
- The Appeals Committee will comprise of the Deputy Principal, and two Head Teachers from a different faculty.
- If the student feels that the Appeals Committee has not given procedural fairness, then the student can lodge an appeal with the Principal.
- At all times, when lodging an appeal, the student is entitled to have a support person present.
- While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgement of a teacher is not grounds for an appeal.
- If the student is concerned about their rank for any or each subject, then they follow the procedures listed in the flow chart. (Appendix D)

If not satisfied with the school's decision, a student may make a subsequent appeal to NESAs. NESAs will consider only whether the weightings, the procedures and the correct computations were made as detailed in the dot points above. There is no appeal against the marks awarded for individual assessment tasks.

Academic Integrity

NESA has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including submitted works and practical examinations), must be your own.

Defining Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- presenting it as one's own

- using material directly from books, journals, CDs or the Internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as one's own
- submitting work to which another person, such as a parent, coach or subject expert has contributed substantially
- copying someone else's work in part or in whole, and
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- Students are advised that they should acknowledge input from another student or teacher or tutor within their bibliography and that copies of previous tasks by other students are kept as records for future years.

Misconduct in formal examinations and other assessment tasks

Misconduct during any task or formal examination may be regarded as malpractice.

Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment tasks.

Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

All class tasks including formal examinations must be attempted seriously. **Non-serious attempts** or offensive language in answers will be referred to the Head Teacher and/or the Principal / Deputy Principal and may be awarded a zero mark for that task.

Managing Issues of Malpractice

Issues of malpractice need to be investigated by the Head teacher and in more serious cases reported to the Principal / Deputy Principal.

Where the malpractice is serious and where penalty or zero mark is to be awarded, the student will be advised of the issue and the school's intention to manage a course of action. The student will be given an opportunity to appeal the outcome of this decision.

Students are made aware that sharing/showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or content of the original task.

NESA Register of Malpractice in Assessment Tasks

Types of malpractice in assessment tasks may include, but are not limited to:

- Being in possession of unauthorised notes or electronic devices during a test or examination.
- Using the words, ideas, designs or workmanship of others without acknowledgement.
- Copying from another student.
- Paying someone to write or prepare an assessment task.

All incidents of malpractice will be registered at the school and entered onto the NESA malpractice register.

Equipment at Examinations/Tasks:

- No electronic devices (excluding NESA approved calculators) are permitted in assessments.
- Students must ensure they have the necessary equipment to assessments. You are not permitted to borrow equipment during examinations.
- Pencil cases and study notes must not be in possession of students in the exam room.
- All papers, questions, booklets and answers must be handed in at the end of each exam.
- Students must not take into the examination room any books, notes, this guide, the examination timetable, any paper or any equipment other than the equipment listed in the examination timetable.
- No responsibility will be taken for the safe-keeping of any unauthorised material or equipment in bags or surrendered to Supervisors before or during the examinations.

Course Requirements: N Award Process

Satisfactorily completing the course

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

- followed the course developed or endorsed by NESA,
- applied himself/herself with diligence and sustained effort to the set tasks and experiences provided the course by the school; and,
- achieved some or all of the course outcomes.

Student Attendance

It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal / Principal.

For all absences greater than three days, students are to complete an **Exemption from school form**. These forms are available from the side office.

Absences for **overseas or interstate travel** are strongly discouraged and can impact on the student's ability to satisfactorily complete course requirements. Fee-paying international students may also jeopardise their visas and right to remain in Australia.

Different subjects have different prerequisites, e.g. practical subjects require a set number of hours of practical work. Overseas or interstate travel may have a negative impact on this.

If considering overseas or interstate travel, students are to:

- Explain to their family the impact the travel will have on the Stage 5;
- complete the *Exemption from school form* and attached a copy of the airline ticket;
- **Appendix B Overseas or interstate trips** for each subject studied. This form is to be signed by the head teacher of each subject, parent and year advisor.
- Both forms are to then be submitted to the Principal for approval at least three weeks in advance.

Failure to complete or submit assessment tasks

If a student does not have a valid reason for failing to complete or submit an assessment task a zero mark may be recorded for that task. The student and his parents will be advised, in writing, of this.

Non-serious attempts

Students studying a Stage 5 course must make a **genuine attempt to complete course requirements**. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

Communicating course requirement concerns

Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments.. The feedback given for tasks that do not contribute to the final Stage 5 assessment mark should assist students in preparation for tasks that are part of the Stage 5 Assessment program.

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written warning letter must be given to the student and their parents notifying of a potential for an 'N determination' in the course.

The letter will

- advise the student of the issue giving adequate time for the problem to be corrected;
- specifying details of action including a timeframe required by the student;
- alert the student to the possible consequences of an 'N' determination, and
- request from the student and his parent a written acknowledgement of the warning;

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued.

On the first warning letter, a student will be interviewed by the Head Teacher. On the second warning letter, the Head Teacher

interviews the student and contacts the parents by phone or interview.

An N determination in a course may place the award of the Higher School Certificate in jeopardy and the individual course will not appear on the students' *Record of Achievement*.

See N determination flowchart (Appendix E)

Disability Provisions for Examinations

NESA may provide disability provisions for students in the School Certificate and Higher School Certificate examinations.

NESA may approve disability provisions if a student has a special need which would, in a normal examination situation, prevent him from:

- reading and interpreting the examination questions and/or
- communicating his responses.

Principals have the authority to decide on and to implement special provisions for school-based assessments including tests. *ACE Manual 13.1*

Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of that need on the student's functioning in an examination situation. *ACE Manual 13.2*

Disability Provisions at Ashfield Boys High School

Ashfield Boys High will support students seeking disability provisions for their Higher School Certificate examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component.

If a student experiences a one-off incident, which affects his/her examination performance and requires Disability Provisions e.g. a physical injury, the Principal may elect to grant Disability Provisions for an individual task. These provisions will be issued using NESA general guidelines, however, there is no guarantee that NESA will allocate the same provisions.

Ashfield Boys High School will endeavour to provide students with access to Disability Provisions to ensure a fair process for all students. The implementation of Disability Provisions is however restricted by the resources available and remains the decision of the school.

Student responsibilities

Students must make an appointment with the Learning and Support Teacher (LAST) or school counsellor to formalise an application for disability examination provisions. Application forms are available from the LAST team.

Students who have been awarded disability provisions are to check with their class teacher, the arrangements for these provisions for the upcoming task.

Students transferring to the school

For students who commence study at Ashfield Boys High between the commencement of the assessment period and the final date of Higher School Certificate entry, the Principal may request information from the previous school. However, this information will only be used as a guide and will not form part of the assessment mark. This means that the student's marks for each course will be determined on the basis of tasks which have been completed from the time of arrival of the student at the school. Performance in assessment tasks following arrival at the school and teacher professional judgement will be used to determine the final mark for the course.

Syllabus Requirements:

Students may access the NESA Webpage: <http://www.boardofstudies.nsw.edu.au/>

Part Nine

SUBJECT ORGANISATION

Students should address any questions or concerns regarding a subject to the relevant head teacher.

Ms L Finigan
Head Teacher English Faculty
• English

Mr C Zaczek
Head Teacher Social Sciences Faculty
• Commerce
• Geography

Mr M Radojevic
Head Teacher History/PD.H.PE Faculty
• Australian History
• History Elective
• Physical Activity and Sports Studies (PASS)
• PD/Health/PE

Ms T Small
Head Teacher Creative & Performing Arts Faculty
• Drama & Theatre
• Music
• Visual Art
• Visual Graphic Design

Ms M Thomas
Head Teacher Mathematics/Computing Faculty
• Mathematics Pathway 5.1, 5.2, & 5.3
• Information & Software Technology

Mr L Alevizos
Head Teacher TAS Faculty
• Food Technology
• Industrial Technology – Engineering
• Industrial Technology - Timber

Ms D Scandurra
Head teacher Science Faculty
• Science

Ms A Arya
Head Teacher Languages Faculty
• Chinese



Ashfield Boys High School

SUBJECT: AUSTRALIAN HISTORY YEAR 9 2019

ASSESSMENT COMPONENTS

Component	Tasks
Test Type	Multiple Choice, and Stimulus Based Questions, Short Answer, Extended responses, Virtual Site Study, Source Studies, Source Analysis
Non Test	Research, Role Plays, Source Studies, Historical Accounts, Empathy Tasks, Narratives, Timelines

Date	Type of Task	Outcomes	Weighting
2019			
Term 1	Task 1: The Industrial Revolution – Source Study	HT: 5.1, 5.3, 5.4, 5.5, 5.6, 5.8	25%
Term 2	Task 2: Mid-Term Exam	HT: 5.1, 5.2, 5.6, 5.7, 5.8, 5.9	25%
Term 3	Task 3: Virtual Site Study – WWI	HT: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	25%
Term 4	Task 4: Yearly Exam	HT: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	25%
		Total	100%



Ashfield Boys High School

SUBJECT: CHINESE YEAR 9 2019

Date	Type of Task	Outcomes	Weighting
2019			
Term 1	Using Language		
Week 6	Listening & responding Students are required to listen to a variety of sentences and texts and complete the answers.	5.UL.1	15%
	Reading & Responding: Skim and scan text to predict meaning. Identify the purpose in texts and distinguish between the main ideas and supporting detail	5.UL.2	15%
Term 2			
Week 4	Using Language: Speaking – initiate an interaction. Select and incorporate modelled structures when producing own texts	5.UL.3	25%
Term 3			
Week 7	Using Language: Writing – use available resources to access structures and vocabulary to build a message. Express ideas and provide additional details in a series of liked structures	5.UL.4	25%
Term 4			
Week 3	Making Linguistic Connections & Moving Between Cultures Students are required to give a presentation about Chinese culture and complete a written task.	5.MLC.1 5 MLC 2 5 MBC 1 5 MBC 2	20%
		Total:	100%



Ashfield Boys High School

SUBJECT: COMMERCE YEAR 9 2019

Date	Type of Task	Weighting
2019	Semester One	
Term 1		
Week 8	Task 1: Consumer Choice Topic Test	25%
Term 2		
Week 4	Task 2: Travel Planning an Itinerary	25%
	Semester Two	
Term 3		
Week 9	Task 3: Personal Finance. ASX Game Report/Group Presentation	25%
Term 4		
Week 2	Task 4: Yearly Exam	25%
	Total	100%



Ashfield Boys High School

SUBJECT: DRAMA & THEATRE YEAR 9 2019

ASSESSMENT COMPONENTS

Component	Tasks	Weighting
Making Drama	Tasks 1, 3, 4, 5	40%
Performing Drama	Tasks 2, 3, 4 & 5	30%
Appreciating Drama	Tasks 1, 2	30%

Date	Type of Task	Outcomes	Weighting
2019			
Term 1			
Week 10	Task 1: Commedia Performance & Character Analysis	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.3.3	25% (15% Performing Drama 10% Appreciating Drama)
Term 2			
Week 10	Task 2: Script, performance & logbook	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1	25% (10% Performing Drama 15% Making Drama)
Term 3			
Week 9	Task 3: Group Performance & Logbook	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3	25% (15% Performing Drama 10% Appreciating Drama)
Term 4			
Week 7	Task 4: Creative Arts Night Participation & Reflective Essay Response	5.1.1, 5.1.2, 5.1.3, 5.1.4	25% (15% Making Drama 10% Appreciating Drama)
		Total	100%



Ashfield Boys High School

SUBJECT: ENGLISH YEAR 9 2019

The English Program for Year 9 consists of 5 units of work and 5 across the form tasks.

Date	Unit and Task	Outcomes	Weighting
2019			
Term1			
Week 9	Who Dunit? Crime Fiction Narrative	EN5-1A, 2A, 3B, 4B, 5C, 6C, 8D	20%
Term 2			
Week 5	The Power & Passion of Language Speech and opinion piece	EN5-1A, 2A, 3B, 4B, 5C, 6C, 8D	20%
Term 3			
Week 2	Writing the Real: Multimodal poetry presentation	EN5—1A, 2A, 3B, 4B, 9E	20%
Week 10	Close Study of Novel Critical Essay	EN5-1A, 2A, 3B,4B, 5C, 7D	20%
Term 4			
Week 3	Struggle and Strife: Conflict in Shakespeare Q&A reflection	EN5-1A, 2A, 3B, 4B, 5C, 7D, 9E	20%
		Total	100%



Ashfield Boys High School

SUBJECT: FOOD TECHNOLOGY YEAR 9 2019

Date	Type of Task	Weightings
2019	Semester One	
Term 1		
Week 7	Task 1: Writing Task	20%
or		
Week 9		
Term 2		
Week 4	Task 2: Practical Assessment	30%
	Semester Two	
Term 3		
Week 7	Task 3: Writing Task	20%
or		
Week 9		
Term 4		
Week 3	Task 4: Practical Assessment	30%
	Total	100%



Ashfield Boys High School

SUBJECT: GEOGRAPHY YEAR 9 2019

Date	Unit and Task	Outcomes	Weighting
Semester One	Sustainable Biomes		
Term 1			
Week 10	Task 1: Fieldwork Activity – Biomes - RAS	GE5-1 GE5-3 GE5-7	15%
Term 2			
Week 3	Task 2: Research Task	GE5-5 GE5-7 GE5-8	25%
Semester Two	Changing Places		
Term 3			
Week 8	Task 3: Fieldwork Activity - Circular Quay/Darling Harbour	GE5-3 GE5-7	20%
Term 4			
Week 3	Task 4: Yearly Exam	GE5-1 GE5-2 GE5-7 GE5-8	40%
		Total	100%



Ashfield Boys High School

**SUBJECT: INFORMATION & SOFTWARE TECHNOLOGY
YEAR 9 2019**

ASSESSMENT COMPONENTS

Component	Tasks
Test	Multiple choice, stimulus based questions, and short answer
Non Test	Class Exercises, Project work, Oral Presentation

Date	Type of Task	Outcomes	Weighting
2019			
Semester One			
Term 1			
Week 8	Task 1: Digital Media Project	5.1.1, 5.2.2, 5.2.3, 5.5.1	20%
Term 2			
Week 4	Task 2: Short Answer Test	5.2.3, 5.2.1, 5.5.3, 5.5.2	10%
Semester Two			
Term 3			
Week 3	Task 3: Option Topic 3: Database Design (Project)	5.2.1, 5.2.2, 5.2.3	30%
Week 10	Task 4: Short Answer/Multiple choice Test	5.3.1, 5.4.1, 5.5.2	15%
Term 4			
Week 4	Task 4: Option Topic 1 Artificial Intelligence (AI) Simulation and Modelling	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1	25%
		Total	100%



Ashfield Boys High School

**SUBJECT: INDUSTRIAL TECHNOLOGY - ENGINEERING
YEAR 9 2019**

Date	Type of Task	Weighting
2019		
	Semester One	
Term 1		
Week 7	Design Assignment	25%
Term 2		
Week 5	Half Yearly Exam	25%
	Semester Two	
Term 3		
Week 8	Design – Build Compound Machine	25%
Term 4		
Week 3	Yearly Exam	25%
	Total:	100%



Ashfield Boys High School

**SUBJECT: INDUSTRIAL TECHNOLOGY – TIMBER
YEAR 9 2019**

ASSESSMENT COMPONENTS

Component	Tasks
Theory	Folio, Exams, Workbook
Practical	Design and production of Projects

Date	Type Of Task	Weighting
2019	Semester One	
Term 2		
Week 1	Task A: Half Yearly Exam	20%
Week 6	Task B: Class Project	25%
	Semester Two	
Term 4		
Week 1	Task C: Yearly Exam	30%
Week 2	Task D: Class Project	25%
	Total	100%



Ashfield Boys High School

**SUBJECT: MATHEMATICS PATHWAY 5.1, 5.2 and 5.3
YEAR 9 2019**

- **ALL** Mathematics students will complete the Common Assessments as listed below.
- In addition each pathway student will complete assessments for their respective remaining topics

Area of Learning – Topic	Type of Assessment	Weighting
<u>Semester One</u>		
• Earning Money	Test	10%
• Probability	Class work	10%
• Area and Surface Area	Assignment	15%
• Numbers of any Magnitude	Classwork	10%
<u>Semester Two</u>		
• Single variable Data Analysis	Infographics Poster	15%
• Indices	Test	10%
• Algebraic Techniques	Test	5%
• Congruence	Assignment	15%
• Equations	Test	10%
	Total	100%

Students are assigned grades within their pathways 5.1, 5.2 or 5.3 of Outstanding, High, Sound, Basic or Limited and given feedback in terms of the outcomes they have achieved.



Ashfield Boys High School

SUBJECT: MUSIC YEAR 9 2019

ASSESSMENT COMPONENTS

Students undertaking the Stage 5 Music Course will be assessed in the areas of:

- Aural
- Composition
- Performance
- Musicology

Date	Type of Task	Weighting
2019		
Term 1	Topic: Jazz	
Week 7	Task 1: Writing Task / Aural Assessment / Performance	25%
Term 2	Topic: Australian Music	
Week 6	Task 2: Composition (Writing Task)	25%
Term 3	Topic: Music for Small Ensembles	
Week 6	Task 3: Performance / Musicology (Writing Task)	25%
Term 4	Topic: Student Elective	
Week 4	Task 4: Performance/Aural	25%
	Total	100%



Ashfield Boys High School

**SUBJECT: PHYSICAL ACTIVITY & SPORTS STUDIES
(PASS) YEAR 9 2019**

ASSESSMENT COMPONENTS

Component	Task	Weighting
Theory	Class Assessment/Research /Half Yearly/Yearly	60%
Practical	Participation	40%

Date	Type of Task	Weighting
2018		
Term 1	Body Systems – in class assessment	10%
Term 2	Half-yearly test	20%
Term 3	Topic Test	10%
Term 4	Yearly Test	20%
All terms	Practical Participation (20% per Semester)	40%
	Total:	100%



Ashfield Boys High School

SUBJECT: PD/HEALTH/PE YEAR 9 2019
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ASSESSMENT COMPONENTS	
Component	Tasks
1	Health Wellbeing and Relationships
2	Movement Skill and Performance
3	Healthy Safe and Active Lifestyles

Date	Type of Task	Outcomes	Weighting
2019			
Term 1	Semester One		
Week 6	Lifelong Physical Activity	PD 5-6, PD 5-8, PD5-8	15%
Term 2			
Week 3	Drugs and Alcohol	PD 5-1, PD 5-6, PD 5-9	20%
	Semester Two		
Term 3			
Week 2	Domestic Violence and Cultural Influences	PD 5-1, PD 5-3, PD 5-6, PD 5-9, PD 5-10	15%
Term 4			
Week 2	Mental Health	PD 5-1, PD 5-2, PD 5-6, PD 5-8, PD 5-9, PD 5-10	20%
	Practical Participation (15% per Semester)	PD 5.4, PD 5.5, PD 5.10, PD 5.11	30%
		Total	100%



Ashfield Boys High School

SUBJECT: SCIENCE YEAR 9 2019

ASSESSMENT COMPONENTS

Areas to be assessed:

- Knowledge and Understanding
- Nature and practice of Science
- History of Science
- Applications and Uses of Science
- Implications of science for society and the environment, current issues, research and development
- Models, theories and laws, and structures and systems interactions related to the physical world, matter, the living world, and Earth and space

Skills

- Conducts first hand investigation safely, by applying the scientific method
- Collaboratively and individually investigate questions and problems to develop evidence-based arguments and conclusions, using first-hand and secondary sourced data
- Communicates data in appropriate format using scientific language and conventions
- Interprets and presents data using secondary sources to identify trends and patterns
- Applies scientific understanding and critical thinking to produce solutions to problems

Semester	Assessment Activities	Areas of assessment	Weighting (%)
1	Skills Task I: Student Research Project	Skills	25
	Mid-Year Examination	Knowledge and understanding(20) Skills(5)	25
2	Skills Task II	Skills	25
	End of Year Examination	Knowledge and understanding(20) Skills(5)	25
		Total:	100



Ashfield Boys High School

SUBJECT: VISUAL ARTS YEAR 9 2019

ASSESSMENT COMPONENTS

Theory:	Critical and historical studies including: <ul style="list-style-type: none"> • Essays, research and investigation of artists & their works • Maintaining a Visual Arts process diary
Practical:	<ul style="list-style-type: none"> • Developing knowledge, understanding & skills to select different materials & techniques in order to make artworks • Make artworks that involve some understanding of the frames and the conceptual framework • Development of concepts and ideas in art making

DATE	TYPE OF TASK	WEIGHTING
2019	Semester One	
Term 1 Week 9	Task 1: Traditional Practice – Portraits and still life Body of Work and Visual Arts diary	20%
Term 2 Week 5	Task 2: Presentation of Major Artwork No. 2 and Booklet	30%
	Semester Two	
Term 3 Week 10	Task 3: Body of Work and Visual Arts diary	30%
Term 4 Week 4	Task 4: Yearly Exam	20%
	Total	100%



Ashfield Boys High School
STAGE 5 ASSESSMENT TASK ILLNESS / MISADVENTURE FORM
 Submit this proforma to the **HEAD TEACHER** on the **DAY YOU RETURN TO SCHOOL**

APPENDIX A

Name of Candidate: William Li

Today's Date: 19/03/2016

Subject: English

Course: Standard

TASK: Task 2: Case Study of a text

WEIGHTING 10% DUE DATE: 18/03/2016

Reasons for missing the task: Illness – broke wrist and had to go to hospital for treatment

(Give details which support your case to present the task at a later date or sit for a substitute task)

Medical Certificate **MUST** be attached to the back of this form if your reason is **ILLNESS** Medical Certificate is attached: **YES** / NO

A STATEMENT from a parent/Guardian or witness may be attached if you feel it will support your application

If you were sick DURING an exam, was the teacher aware before the exam began? YES / NO

Candidate Signature: _____ Parent/Guardian Signature _____

Classroom Teacher /Exam Supervisor comment: _____

Work Submitted 18/03/2016

Signature: _____ Date: 18/03/2016

A new form is required for each missed task

Head Teacher comment and decision: (indicate if this application needs to go to the School Appeals Committee: YES / NO

Student to hand in assessment task – handed in 18/03/2016

Signature: _____ Date: _____

APPEALS COMMITTEE: DECISION _____

Deputy Principal in Charge of Year 9/10: Principal:



Ashfield Boys High School STAGE 5 ASSESSMENT TASK ILLNESS / MISADVENTURE FORM

Submit this proforma to the **HEAD TEACHER** on the **DAY YOU RETURN TO SCHOOL**

Name of Candidate: _____

Today's Date: _____

Subject: _____

Course: _____

TASK: _____

WEIGHTING _____ DUE DATE: _____

Reasons for missing the task: _____

(Give details which support your case to present the task at a later date or sit for a substitute task)

Medical Certificate **MUST** be attached to the back of this form if your reason is **ILLNESS** **Medical Certificate is attached: YES / NO**

*A new form is required for
each missed task*

A STATEMENT from a parent/Guardian or witness may be attached if you feel it will support your application

If you were sick DURING an exam, was the teacher aware before the exam began? YES / NO

Candidate Signature: _____ Parent/Guardian Signature _____

Classroom Teacher /Exam Supervisor comment: _____

Signature: _____ Date: _____

Head Teacher comment and decision: (indicate if this application needs to go to the School Appeals Committee: YES / NO)

Signature: _____ Date: _____

APPEALS COMMITTEE: DECISION _____

Deputy Principal in Charge of Year 9/10: _____

Principal: _____



Ashfield Boys High School OVERSEAS OR INTERSTATE TRIPS

APPENDIX B

In addition to this form, students are to complete an application for exemption from school form (see front office)

VARIATION TO STUDIES

NAME:

YEAR:

DESTINATION:

APPROVED: YES / NO

DATE OF DEPARTURE:

DATE OF RETURN:

Subject	Course	Work/Assessment Tasks that will be missed

HEAD TEACHER'S COMMENT: The consequences of missing the above work will be: _____

Signature of Parent/Guardian: _____

Date: _____

Year Adviser's Signature: _____

Date: _____

Deputy/Principal's Signature: _____

Date: _____



ASHFIELD BOYS HIGH SCHOOL
Stage 5 ASSESSMENT APPEALS COMMITTEE

APPENDIX C

Date:

Name of Student:

Course:

Task:

Weighting:

Reason for Appeal:

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Decision by Appeals Committee

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Signatures: Stage 5 Appeals Committee

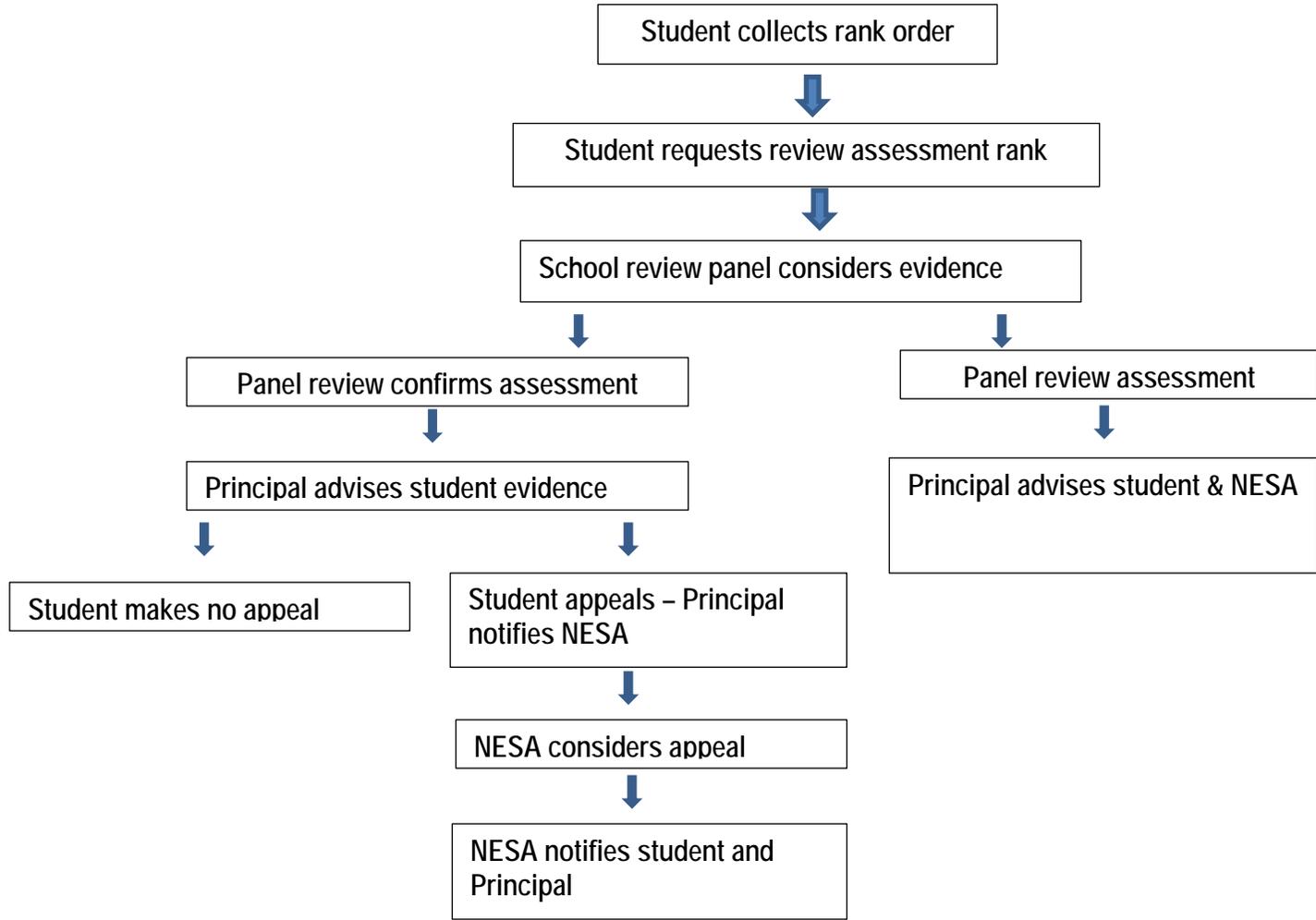
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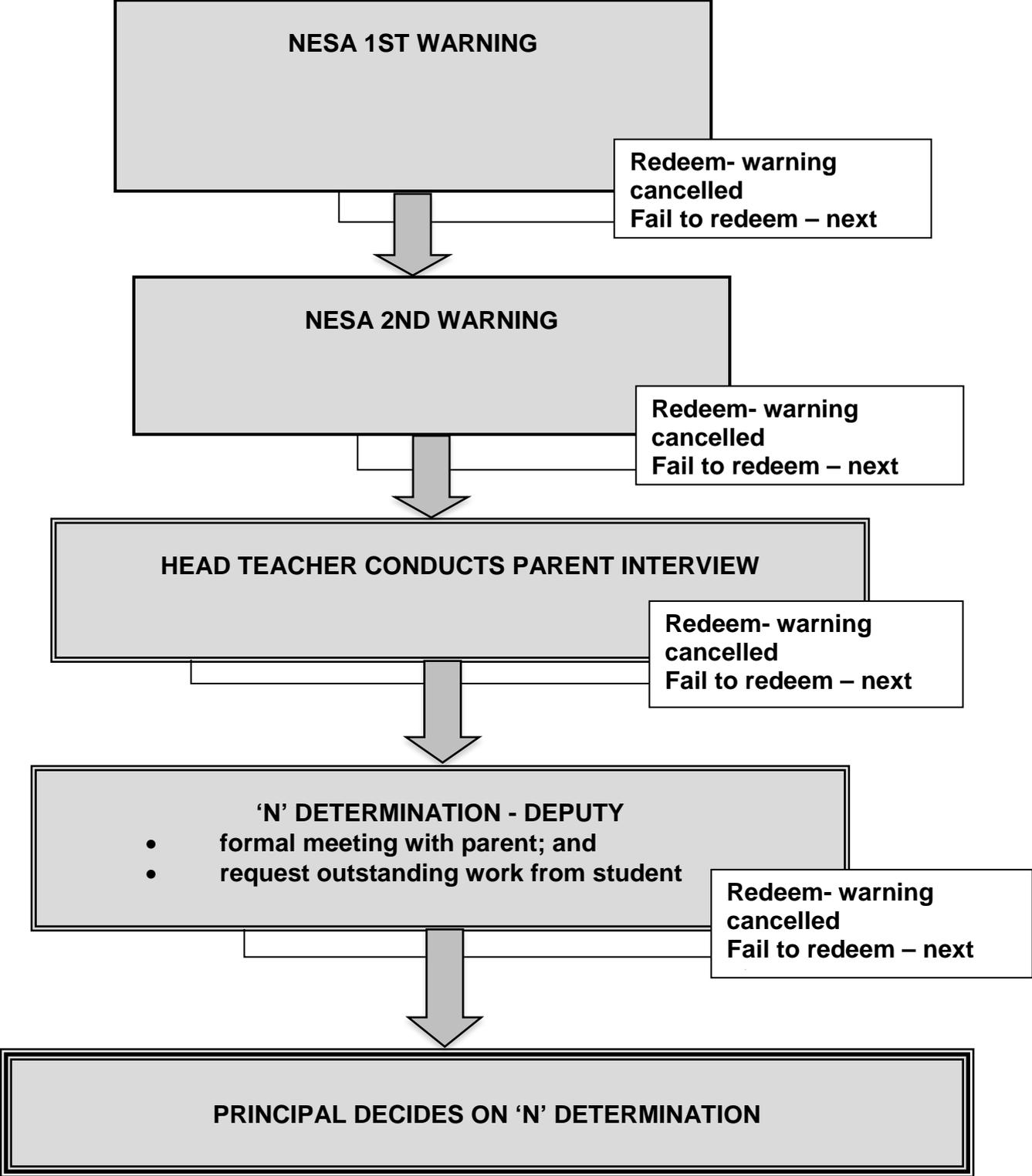
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Date.....

APPEALS FLOWCHART



YEAR 10/11/12 NESAs 'N' DETERMINATION



YEAR 9 ASSESSMENT SCHEDULE SUMMARY 2019

Week	TERM 1 2019	TERM 2 2019	TERM 3 2019	TERM 4 2019
1				
2				
3				
4				
5				
6				
7				

Week	TERM 1 2019	TERM 2 2019	TERM 3 2019	TERM 4 2019
8				
9				
10				
11				

- Students should check individual Course Assessment Schedules for details and nature of tasks.
- This is subject to change – students will be issued with a notification of assessment prior to assessment tasks.
- Ongoing tasks, including major projects are not listed in this schedule (this includes externally assessed tasks)

