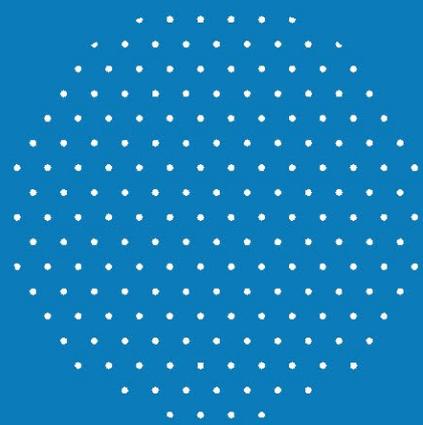


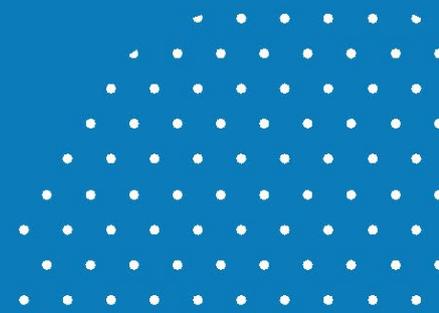


**2022**  
**YEAR 9**



**STUDENT**  
**ASSESSMENT**  
**HANDBOOK**

Information for students on assessment,  
appeals and how to obtain your RoSA.



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## WELCOME TO YEAR 9

This handbook aims to set out in detail, the requirements for students in Year 9 to help prepare them for Year 10 and working towards the achievement of the NSW Record of School Achievement (RoSA). It also aims to provide parents/carers with information about the studies, assessment requirements/policies and general issues for Year 9 at ET Australia Secondary College.

To qualify for a Record of School Achievement (RoSA), you must complete the correct combination of courses as described by NESA (English, Mathematics, Science, HSIE and PDHPE) in Year 10. Unless you are on a special program you will automatically have the correct combination of courses.

Grades are determined for each student in Year 9 and sent to NESA Schools Online to become a part of the student's academic record. These grades are used for the Record of School Achievement (RoSA) which can be issued to the student.

This handbook will help you achieve your very best grades according to the NESA standards. The grade descriptions of all NESA courses are common for all students across New South Wales. All students in NSW are graded according to the same set of standards. It is in your best interest to follow your teacher's instructions carefully to work towards the best grade possible.

While all of the work you complete helps build a picture of the grade most appropriate for you, the assessment tasks in each course are key opportunities for teachers to look at your academic performance and assess your work.

Your teachers will set assessment tasks that allow you to extend yourself and show the extent of your subject content knowledge, skills and abilities. It is important, therefore, to try as hard as you can and achieve the outcomes of each course to the best of your ability and within set due dates.

## **Record of School Achievement (RoSA) – what you need to know!**

The Record of School Achievement (RoSA) provides a record of student achievement in Year 10 and issued to students at the point of school that they leave at but before completing the Higher School Certificate (HSC).

The RoSA is only awarded to those students who nominate to leave mainstream secondary education to continue their education in other educational institutions (TAFE), to enter full time employment or to undertake a traineeship or apprenticeship.

A student's RoSA can only be issued when they leave school. When a student completes Year 10 and begins the HSC Preliminary Course, their last set of grades becomes their RoSA marks.

If a student changes schools to complete Stage 6 elsewhere, it is the responsibility of the student's current school to request a RoSA to be issued if the student leaves before the completion of the Higher School Certificate (HSC).

If you have any questions regarding the RoSA please contact the Curriculum Coordinator.

### **Non-completion of Assessments**

Failure to complete an assessment task in any of the mandatory courses offered will result in an 'N determination' awarded to the student for that subject. Once an 'N determination' is awarded the student is no longer eligible to achieve the RoSA in that calendar year. Before an 'N determination' is awarded, warning letters will be sent to parents/caregivers advising their child is at risk of receiving an 'N determination'.

### **Subject Requirements for the Record of School Achievement**

At the end of Year 10 the Record of School Achievement (RoSA) will list all mandatory and any additional Stage 5 courses together with the grade achieved. The formal RoSA credential is only available to students who formally leave school; however, all Year 10 students will be able to access and print a transcript of their results through their NESA student portal. The RoSA is a cumulative credential providing grades for courses completed in Stage 5 (Year 10) and/ or Preliminary (Year 11).

Only students who satisfy the eligibility requirements for RoSA will receive the formal credential, however; those who are not eligible will be able to receive a Transcript of Study from the school at the time of their departure. The RoSA will only be issued when an eligible student leaves school.

### **Eligibility – what you need to do!**

To be eligible for the Record of School Achievement (RoSA) at ET Australia Secondary College, students must:

- complete courses of study that satisfy the Board of Studies curriculum (at least 50% of all classwork) and every assessment tasks requirement for the RoSA.
- complete Year 10.
- satisfy the Board of Studies and College attendance, conduct and effort requirements.
- maintain a minimum of 85 per cent attendance and complete every assessment task.
- attend until the final day of Year 10.

### **Satisfactorily complete in Years 7 and 8:**

- The core English course.
- The core Mathematics course.
- The core Science course.
- The core Australian History/Geography course from the Human Society and it's Environment (HSIE) Key Learning Area – this includes Civics and Citizenship.
- The core PDHPE course.
- Languages – 100 continuous hours of a language.
- Mandatory Creative Arts.
- Mandatory Technology.

### **Satisfactorily complete in Years 9 and 10:**

- The core English course.
- The core Mathematics course (5.1, 5.2, 5.3).
- The core Science course.
- The core Australian History/Geography course from the Human Society and its Environment (HSIE) Key Learning Area – this includes Civics and Citizenship.
- The core PDHPE course.

### **Attitude and Effort**

While attitude and effort do not contribute towards a student's final grade as reported on the NESAs ARC website, they will appear on the College Semester reports. In addition, lack of effort and poor attitude can cause an 'N determination' award, rather than a grade of A to E to be allocated to a student.

An 'N determination' award can be awarded to any student(s) in any subject who fails to meet the criteria in one or more of the following areas:

- attendance,
- participation,
- effort and achievement,
- reaching at least some of the course goals.

## **Grading – how you get your marks!**

School-based grades for Year 9 are awarded using information from a student's performance in assessment tasks that comprise the school's formal assessment program. These tasks are devised to address the knowledge and skills objectives and outcomes of the individual syllabuses.

The NESA provides the Grade Descriptions for each NESA Subject. These descriptions are known as the course performance descriptors. They provide a set of performance standards that describe various levels of achievement in the courses. By working in each of your courses, you will achieve a variety of course outcomes in which you show what you know and what you can do. Your performance is measured against the course performance descriptors to describe how well you are achieving these outcomes.

A student's performance across all tasks is aligned with specific Course Performance Descriptors published in the Board of studies KLA Syllabus documents for each course. The descriptors will indicate the student's achievement relative to the particular knowledge and skill outcomes of the course. There is no fixed number for each grade that must be awarded in the school.

To achieve well during Stage 5, students must work consistently and conscientiously throughout the two years.

The common grade scale applies to English, Science, History, Geography and PDHPE. Students are awarded a grade between A and E.

The specific course performance descriptors are based on a set of general descriptors which are given below. The course performance descriptors build upon these general descriptors adding specific details about the knowledge and skills relevant to the course.

In Year 10 the Mathematics grades have been further differentiated to nine levels as follows: A10, A9, B8, B7, C6, C5, D4, D3, E2. Marks are applied to this scale while considering the mathematics course students studied. You will be placed in a class that best suits your mathematical abilities.

When applying grades, teachers use the examples provided on the ARC website to ensure there is a consistent approach to the application of grades. Teachers are also encouraged to moderate student marks with other members of the teaching facility at the school.

## **Implementation of grades – what you need to aim for!**

The NESA Assessment Resources Centre (ARC) website (<https://arc.nesa.nsw.edu.au>) advises that there are two ways schools can apply the course performance descriptors when awarding RoSA Grades to students who have successfully completed Year 10.

ETASC has adopted Method 2 – allocating marks to specific tasks to form a combined total mark for each student. A numeric value is assigned to the common grade scale, and your teachers ensure student achievement is consistent with the grade descriptor views the overall marks.

### Common Grade – Numeric Value

The following table shows the common grade applied to a numeric value which ETASC uses for awarding RoSA grades in Stage 5 English, Science, History, Geography and PDHPE.

Please note the awarding of grades in Mathematics uses an alternative grade scale stated below.

Grade	Grade Descriptor	Numeric Value
A	The student has an extensive 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.	85 - 100
B	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.	70 – 84
C	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	50 – 69
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	30 – 49
E	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.	0 - 29

### Common Grade – Numeric Value: Year 10 Mathematics

The following table shows the common grade applied to a numeric value which ETASC uses for awarding RoSA grades in Year 10 Mathematics. Please note these grades are only used for the Year 10 RoSA and not for semester reporting.

### Mathematics 5.3 course

Grade	Grade Descriptor	Numeric Value
A10	<p>A student performing at this grade uses and interprets formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies consistently and accurately to solve unfamiliar multi-step problems; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>• uses graphical techniques and a variety of analytical methods to solve problems involving quadratic equations and simultaneous equations; manipulates algebraic expressions and equations with consideration given to restrictions on the values of variables</li> <li>• solves problems involving surface area and volume of right pyramids, right cones, spheres, and related composite solids, and applies similarity relationships for area and volume; applies deductive reasoning to prove properties of isosceles and equilateral triangles, and special quadrilaterals</li> <li>• uses and interprets the mean and standard deviation to make comparisons between data sets; critically evaluates the processes of planning, collecting, analysing and reporting studies in the media and elsewhere.</li> </ul>	85 - 100
A9	<p>A student performing at this grade uses formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies to solve unfamiliar multi-step problems; uses deductive reasoning in presenting mathematical arguments and formal proofs.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>• performs operations with surds and indices in numerical and algebraic contexts; analyses and describes graphs of physical phenomena; uses analytical methods to solve complex linear, quadratic, simple cubic, and simultaneous equations, including simultaneous equations where one equation is non-linear</li> <li>• uses trigonometry to solve practical problems involving non-right-angled triangles; constructs geometrical arguments and formal proofs of geometrical relationships</li> <li>• uses the mean and standard deviation to make comparisons between data sets; evaluates the use of data to inform decision-making processes.</li> </ul>	70 – 84
B8	<p>A student performing at this grade uses formal definitions when explaining solutions; selects and uses efficient strategies to solve familiar and some unfamiliar multi-step problems; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>• applies special products to expand binomial products and factorises a variety of quadratic expressions; draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems</li> </ul>	50 – 69

	<ul style="list-style-type: none"> <li>calculates the surface area and volume of right pyramids, right cones, spheres, and related composite solids; constructs geometrical arguments to prove a general geometrical result, giving reasons</li> <li>calculates and uses standard deviation to analyse data; interprets the relationship between numerical variables using lines of best fit.</li> </ul>	
B7	<p>A student performing at this grade selects and uses appropriate mathematical language, notations and conventions to communicate mathematical ideas and solutions; systematically applies appropriate strategies to solve familiar multi-step problems; constructs appropriate mathematical arguments to prove and justify results; often requires guidance to determine the most efficient methods.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>applies the compound interest formula to solve financial mathematics problems, including those involving depreciation; solves simultaneous linear equations using an algebraic or graphical method; draws and interprets graphs of simple parabolas, circles and exponentials</li> <li>calculates the surface area and volume of simple composite solids; solves trigonometry problems involving bearings, angles of elevation and depression, and angles measured in degrees and minutes</li> <li>determines and uses quartiles and the interquartile range to compare sets of data; evaluates sources of data in media reports and elsewhere; evaluates conditional statements in chance situations.</li> </ul>	30 – 49
C6	<p>A student performing at this grade uses appropriate mathematical language, notations and diagrams to communicate mathematical ideas and solutions; applies appropriate strategies to solve familiar multi-step problems; constructs some appropriate mathematical arguments to obtain and justify results.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>expands and factorises simple algebraic expressions and simplifies algebraic expressions involving fractions and positive, negative and zero indices; solves simple quadratic equations</li> <li>uses formulae to calculate the surface area and volume of right prisms and cylinders; uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent</li> <li>determines the quartiles and interquartile range for a set of data; constructs and interprets displays of bivariate numerical data; calculates probabilities and interprets the results for multi-step chance experiments.</li> </ul>	0 - 29

### Mathematics 5.2 course

Grade	Grade Descriptor	Numeric Value
B8	<p>A student performing at this grade uses formal definitions when explaining solutions; selects and uses efficient strategies to solve familiar and some unfamiliar multi-step problems; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>• applies special products to expand binomial products and factorises a variety of quadratic expressions; draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems</li> <li>• calculates the surface area and volume of right pyramids, right cones, spheres, and related composite solids; constructs geometrical arguments to prove a general geometrical result, giving reasons</li> <li>• calculates and uses standard deviation to analyse data; interprets the relationship between numerical variables using lines of best fit.</li> </ul>	85 - 100
B7	<p>A student performing at this grade selects and uses appropriate mathematical language, notations and conventions to communicate mathematical ideas and solutions; systematically applies appropriate strategies to solve familiar multi-step problems; constructs appropriate mathematical arguments to prove and justify results; often requires guidance to determine the most efficient methods.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>• applies the compound interest formula to solve financial mathematics problems, including those involving depreciation; solves simultaneous linear equations using an algebraic or graphical method; draws and interprets graphs of simple parabolas, circles and exponentials</li> <li>• calculates the surface area and volume of simple composite solids; solves trigonometry problems involving bearings, angles of elevation and depression, and angles measured in degrees and minutes</li> <li>• determines and uses quartiles and the interquartile range to compare sets of data; evaluates sources of data in media reports and elsewhere; evaluates conditional statements in chance situations.</li> </ul>	70 – 84
C6	<p>A student performing at this grade uses appropriate mathematical language, notations and diagrams to communicate mathematical ideas and solutions; applies appropriate strategies to solve familiar multi-step problems; constructs some appropriate mathematical arguments to obtain and justify results.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>• expands and factorises simple algebraic expressions and simplifies algebraic expressions involving fractions and positive, negative and zero indices; solves simple quadratic equations</li> <li>• uses formulae to calculate the surface area and volume of right prisms and cylinders; uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent</li> </ul>	50 – 69

	<ul style="list-style-type: none"> <li>determines the quartiles and interquartile range for a set of data; constructs and interprets displays of bivariate numerical data; calculates probabilities and interprets the results for multi-step chance experiments.</li> </ul>	
C5	<p>A student performing at this grade uses mathematical language, notations and diagrams to communicate mathematical ideas; applies appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; constructs some mathematical arguments to obtain results.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>uses conversion graphs to convert from one unit to another and given graphs to solve simple linear simultaneous equations; finds and graphs the equations of straight lines given the gradient and y-intercept</li> <li>solves simple word problems in trigonometry; applies results related to the angle sum for polygons to solve simple numerical problems</li> <li>identifies simple relationships between two statistical variables; calculates probabilities for multi-step chance experiments.</li> </ul>	30 – 49
D4	<p>A student performing at this grade uses appropriate mathematical terminology, diagrams and symbols in mathematical contexts; selects and uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions that are appropriate to the context.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>graphs simple linear and non-linear relationships by constructing a table of values; uses diagrams to solve simple coordinate geometry problems</li> <li>finds the area of simple composite figures; given diagrams, uses trigonometry to find sides and angles in right-angled triangles</li> <li>interprets back-to-back stem-and-leaf plots, and statistical claims made in the media; calculates relative frequencies to estimate probabilities of simple and compound events.</li> </ul>	0 - 29

### Mathematics 5.1 course

Grade	Grade Descriptor	Numeric Value
C6	<p>A student performing at this grade uses appropriate mathematical language, notations and diagrams to communicate mathematical ideas and solutions; applies appropriate strategies to solve familiar multi-step problems; constructs some appropriate mathematical arguments to obtain and justify results.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>• expands and factorises simple algebraic expressions and simplifies algebraic expressions involving fractions and positive, negative and zero indices; solves simple quadratic equations</li> <li>• uses formulae to calculate the surface area and volume of right prisms and cylinders; uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent</li> <li>• determines the quartiles and interquartile range for a set of data; constructs and interprets displays of bivariate numerical data; calculates probabilities and interprets the results for multi-step chance experiments.</li> </ul>	85 - 100
C5	<p>A student performing at this grade uses mathematical language, notations and diagrams to communicate mathematical ideas; applies appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; constructs some mathematical arguments to obtain results.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>• uses conversion graphs to convert from one unit to another and given graphs to solve simple linear simultaneous equations; finds and graphs the equations of straight lines given the gradient and y-intercept</li> <li>• solves simple word problems in trigonometry; applies results related to the angle sum for polygons to solve simple numerical problems</li> <li>• identifies simple relationships between two statistical variables; calculates probabilities for multi-step chance experiments.</li> </ul>	70 – 84
D4	<p>A student performing at this grade uses appropriate mathematical terminology, diagrams and symbols in mathematical contexts; selects and uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions that are appropriate to the context.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>• graphs simple linear and non-linear relationships by constructing a table of values; uses diagrams to solve simple coordinate geometry problems</li> <li>• finds the area of simple composite figures; given diagrams, uses trigonometry to find sides and angles in right-angled triangles</li> <li>• interprets back-to-back stem-and-leaf plots, and statistical claims made in the media; calculates relative frequencies to estimate probabilities of simple and compound events.</li> </ul>	50 – 69
D3	<p>A student performing at this grade uses mathematical terminology, diagrams and symbols in mathematical contexts; uses appropriate standard</p>	30 – 49

	<p>strategies to solve simple familiar problems; provides some reasoning to support conclusions.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>• solves simple financial mathematics problems involving earning and spending money and, given the formula, calculates simple interest; completes a table of values to graph simple linear relationships</li> <li>• expresses trigonometric ratios for angles in right-angled triangles in terms of an unknown side; uses the scale factor to find unknown sides in similar triangles</li> <li>• calculates the mean, median and range to compare two sets of numerical data; uses data from Venn diagrams and two-way tables to calculate simple probabilities.</li> </ul>	
E2	<p>A student performing at this grade uses some mathematical terminology in mathematical contexts; uses, with guidance, standard strategies to solve simple familiar problems; provides some reasoning in identifying a simple mathematical relationship.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>• solves simple financial mathematics problems involving earning money; simplifies simple algebraic expressions involving positive integral indices</li> <li>• uses given diagrams and formulae to solve simple problems involving area and surface area; uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees; constructs simple scale drawings</li> <li>• determines the mean and range for a set of data.</li> </ul>	0 - 29

It is the Curriculum Coordinator or delegate's responsibility to confirm student RoSA marks with KLA teachers before entering the details into the NESAs Schools Online website before the closing date which is published by NESAs at the beginning of each school year.

### **Assessments – what you need to complete!**

During Year 9, students will be given a variety of assessment tasks across all mandatory KLAs that assess content knowledge, skills and abilities.

### **General Rules**

With each assessment tasks, you should expect that the outline will correlate with each KLA unit outcomes and consist of the following:

- Explicit and clear information regarding assessment criteria.
- Explicit and clear aims and outcomes for each task.
- A variety of assessment strategies used to assess student achievement of outcomes.
- Unit outcomes involving skills, knowledge and understandings should be assessed.
- Marking criteria and marking rubric that shows the allocation of marks and how to achieve that a grade.
- Due date and length of assessment task.
- Policy and plagiarism declaration sections.
- Assessment and feedback to students should occur throughout each unit.

### Procedures for Assessments – how it all works!

1. Teachers will assess student performance in each KLA using tasks in relation to syllabus outcomes to make balanced judgments about student achievement.
2. Assessment tasks are designed in accordance with the syllabus requirements and are designed to show student achievement towards the outcomes.
3. A range of assessment strategies as set out at on the NESAs website are used to ensure information is being gathered regarding the knowledge and understanding of content taught and the skills that are being developed.
4. All tasks should be designed with the course performance descriptors as a basis and must allow students the scope to be able to achieve an 'extensive' answer.
5. Each assessment outline will include the marking criteria in which the quality of the assessment will be marked against.
6. Teachers will share their expectations in relation to the criteria for judging the quality of performance with students and go through the assessment outlines in class.
7. All assessment tasks will be completed during school lessons with appropriate equipment provided by the teacher.
8. Every KLA will have a series of formal or informal assessments.
9. The assessment may include assignment work, practical tasks, research tasks, class presentations, performances, group work and examinations.
10. Students shall be given 4 weeks' notice for all assessment tasks. This assessment handbook is shown to students at the beginning of the year and as such is also a form of notification of assessments.
11. Students shall receive a grade/achievement of outcomes, a mark and feedback (where appropriate) for each item of assessment in conjunction with the course performance descriptors as per the NESAs ARC website.
12. Parents of students who fail to complete assessment items shall be notified in writing using the relevant 'N Determination Award' warning letter process.
13. If a student requires an extension of time for an assessment task they must supply a letter of request from their parent/guardian at least one week prior to the due date of the task to the Curriculum Coordinator and an extension time will be negotiated.
14. If a student request exceptional circumstances such as illness and misadventure which results on the student not being able to complete course requirements a formal "Misadventure Form" must be obtained from and submitted to the Curriculum Coordinator accompanied by a letter from the parent/guardian.
15. Failure to submit an assessment task on the due date – please refer to **Late Submission of Task** on page 16.
16. If a student fails to submit any assessment task, they will be awarded an 'N' Determination". If a student receives an 'N' Determination' in a mandatory course, they will not be eligible for the RoSA in that calendar year.
17. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.

### **Basis of Discretion**

From time to time whole school assessment policy may undergo change and review and/or syllabuses, and teaching programs may also change and require alteration to aspects of the above policy. In such cases, the Curriculum Coordinator will be responsible for review and necessary alterations to the policy.

### **Number of Assessments**

The number of formal assessments is to be determined by each KLA teacher, enabling the teacher to include all assessment requirements as set out in the syllabus when designing a program or unit of work. The assessment schedule for each KLA is included in this assessment handbook.

### **Stage 5 Assessment Week**

Unless otherwise advised, Stage 5 students will always complete their Term 2 and Term 4 assessment tasks during assessment week which is typically Week 5 of the term. Parents/ and carers should be mindful of this if they need to arrange appointments, holidays or other activities that would see their child not at school. Please be aware that all extended absences need to be approved by the Assistant Principal.

### **Late submission of a task**

Late submission of assessment tasks will be penalised by a deduction of 10% per business day late. For example, a student who receives 16 out of 20 for a task submitted three days late would lose 30% of 20, i.e. 6 marks, and receive a mark of 10 for the task.

All tasks must be submitted to complete the course requirements in all subjects successfully. Failure to submit a task in the Stage 5 course will result in an 'N' Determination' for that subject.

### **Absence from Assessment Task**

Parents of students who are absent when a task is being held, or due to be handed in, should contact the administration staff at the College that morning (or before if possible) outlining reasons for the absence.

The student is to provide a written explanation of their absence, signed by their parents/ carers, to the Curriculum Coordinator on their return. Students will be expected to submit the task when they return to school (unless other arrangements have been made). If the task is a test, students upon their return to school will be expected to complete the test.

### **Malpractice during Assessment Tasks**

Students who cheat, disturb other students, misbehave, produce work that is contrary to the ethos of the College, or are guilty of any other form of malpractice during an assessment task will be penalised. This penalty could involve a mark of zero being given for that task. With the increase in the use of the internet as a source of information in the completion of Assessment tasks, students must ensure that any work that they submit has been adequately referenced. Plagiarism will be deemed as malpractice and students who plagiarise another person's work may receive a mark of zero for that task. The penalty will be determined by consultation between the classroom teacher, Curriculum Coordinator and Assistant Principal.

### **Unsubstantial Attempt**

An unsubstantial attempt is when a student submits an assessment task which shows little or no thought and effort and is generally incomplete or contains frivolous or objectionable material. When completing assessment tasks, all sections should be attempted to the best of the student's ability. In written tests or examinations, completing just the multiple choice question section is not sufficient; questions from all sections must be attempted. The use of obscene language, derogatory remarks, obscene diagrams, non related content material is also seen as an unsubstantial attempt.

The Curriculum Coordinator, in consultation with the KLA teacher involved, will determine if the attempt is non-serious. Consideration will be given to the potential and ability of the student in such determinations. Where a student is deemed to have made an unsubstantial attempt, a mark of zero could be awarded, or an 'N' Determination' warning letter could be issued.

### **Submission of Task**

The Assessment Task outline will detail the submission format and the due date. We encourage all students to save all assessment work into their school email accounts, which are set up for all students on their first day at ETASC. This will allow a student the ability to access their work on all ICT platforms in the school.

Exceptions to this may occur in some subjects and students will be notified of this in the Assessment task outline. Failure to save or back up work on a computer or a printer malfunction will not be accepted as grounds for misadventure. Students are encouraged to make copies of their work and keep these for the duration of the course.

Assessment tasks are to be submitted during the relevant class period on the due date. If a teacher is absent on the day an assessment task is due, students will be expected to submit their work either by arrangement with the teacher beforehand or the Curriculum Coordinator. Assessment tasks are not to be given to clerical staff or to relief or visiting teachers. If a student is on an excursion on the day an assessment task is due; it is the student's responsibility to make arrangements for the task to be submitted on time, or prior to the due date.

## **Non-Completion of Assessment Tasks**

The parents/ carers of students who fail to submit assessment tasks by the due date will be notified and a new date set for the completion of outstanding work. Failure to submit outstanding work by this new date will result in further action, e.g. Catch up, implementation of the 'N' determination procedures, or referral to the Assistant Principal.

## **Assessment Feedback**

Students are entitled to feedback and comments for each assessment task they submit. If a student requires further feedback, please see the classroom teacher for an appropriate time to talk about any concerns with the assessment feedback.

### **REMEMBER:**

- If in doubt, ask sooner rather than later.
- Keep track of when tasks will be due. This will help you in planning ahead and being organised.
- See your teacher if you need clarification of any task or procedures for any task.
- Always check with your teacher what worked you missed when you were away.
- Everyone at ETASC is here to help you achieve the best you can!

## **Complaints and Grievances – if you have a problem!**

If a student at ET Australia Secondary College believes that they have been unfairly awarded a grade, they are encouraged to discuss the matter with their classroom teacher.

ET Australia Secondary College (ETASC) encourages the resolution of problems by informal means wherever possible, provided that the concerns are dealt with quickly, fully and fairly and within clearly defined time limits.

### **Purpose of the Complaints and Grievances procedure:**

- to encourage the resolution of complaints informally and at the lowest level where possible, e.g., with your classroom teacher.
- to ensure timely, full and fair handling of all complaints.
- to provide effective responses and appropriate redress/outcome.
- to manage communication issues concerning complaints, within and outside the school.

### **Implementation – what to do!**

A complaint may be made by anyone who has a concern or complaint about any aspect of their grade. The complaint or concern can be made verbally or in writing. Formal complaints can only be made in writing.

Complaints made may be resolved:

- Informally - Discussion and resolution by parties involved.
- Formally - Investigation by The Principal or representative.
- Externally – Investigation by an external body.

It is stressed that the majority of complaints are to be resolved on an informal basis, however, where upheld may proceed to the next level. A complaint made to the Principal may be referred to the parties for informal resolution.

Time must be allowed to interview parties, examine documents and review the evidence.

### **Extension Classes and Tutoring – extra help!**

ETASC offers specific KLA extension classes and numeracy and literacy tutoring after school.

Literacy tutoring is offered to students who need help with literacy skills such as writing, grammar, spelling, reading and comprehension. Numeracy tutoring is an opportunity to review maths skills to help students engage with their classwork. These sessions are run by Learning Enrichment teachers and are free and open to any students who wish to work on their numeracy and literacy skills.

Extension classes are currently offered on Mathematics, Science and English. These sessions are opportunities for students to specialise further in these KLAs looking at several HSC topics and/ or specific extension skills such as essay writing. Students who may wish to study and obtain their HSC are encouraged to participate in these free extension classes.

Please see your classroom teachers for the current extension and tutoring timetable.

### **Study Ideas**

Listed below are some ideas that may help you study and prepare well for your examinations and assessments:

- Look over your notes and write your own learning logs - you could ask your teacher to check your answers.
- Do past tests or exams on topics that you've covered. Your teacher may be able to supply you with some past test papers on topics you are studying. Practise writing essay answers to the most likely questions that you think might be asked.
- Use memory techniques such as numbered lists, mind maps, flashcards. Diagrams can be a helpful way of memorising information. Memorising lists of information and diagrams are important so that you can recall specific information in an exam.
- Make summaries of classwork and learn the summaries. Using your own words when you write summaries helps you understand and remember the material.
- Divide up your exam time to give appropriate time to each section of an exam paper so that you don't run short of time and leave questions unanswered.
- Go over any incorrect answers from class tests so that if you are asked the same type of question in another test, you will get it correct.
- Do some wider reading on topics study in class to be tested to get more details and a bigger picture of the topic.
- Start looking over your exercise books earlier rather than later so that you have an idea of the amount of work you need to learn so that you give yourself enough time to prepare.
- Be certain about the assessment and ask your teacher what topics the test will cover.
- Time management – create a completion timeline and stick to it.
- Utilise tutoring opportunities– if you think you are falling behind ask for help to get you back on track

### **Assessment Schedules – when it all has to be done by!**

The following pages contain your assessment schedules for the year. Please remember that these schedules are subject to change depending on student progress through the course.

Subject	Semester One Total - 100%		Semester Two Total - 100%	
	Assessment	Weighting	Assessment	Weighting
English	Cultural Perspectives - Listening Test - Visual Literacy Task	20% 30%	Romeo+ Juliet and Sustainability - Comprehension Test - Essay	20% 20%
	Tomorrow when the War began creative writing task	50%	Avatar Essay (Cross curricular with Science)	60%
Mathematics Blue	Computation and Financial Mathematics Expressions, Equations and Inequalities – Topic test	60%	Right-Angled Triangles	30%
	Linear Relationships - Examination	40%	Length, Area, Surface Area and Volume	20%
			Quadratic Expressions and Algebraic Fractions	15%
			Quadratic Expressions and Graphs for Parabolas	35%
Mathematics Yellow	Integers, Decimals, Fractions, Rates and Ratios Financial Mathematics – Topic test	60%	Linear Relationships – Topic Test	20%
	Expressions and Equations - Examination	40%	Trigonometry	50%
			Length, Area, Surface Area and Volume - Assessment Properties of Geometrical Figures - Examination	30%
Science		40%		60%
	Examination	60%	Ecosystems Essay (Cross curricular with English)	40%
PDHPE	Celebrating Diversity Presentation	30%	Empowering Young people Written Response	25%
	Community Health Matter Examination	50%	Active Community Examination	45%
	Practical Assessment – Fitness plan and Tactical Games strategies	20%	Practical Assessment – Kata Performance and Modified games creation	30%
<b>Weighting = 100%</b>		<b>Weighting = 100%</b>		
History	Portfolio Task	40%		
	Examination	60%		
Geography			RAP – Wamberal Beach	40%
			Examination	60%

### Year 9 English Assessment Schedule 2022

Term	Unit	Task Type	Skills	Outcomes	Proposed date	Duration of the task	Weighting	
1	<i>Cultural Perspectives</i>	Aural Examination	- Listening - Writing - Reading - Representing	EN5-3B, EN5-5C, EN5-6C, EN5-7D, EN5-8D	Term 1 Week 4	2 lessons	20%	
		Promotional Poster Picture book Task	- Reading - Writing - Representing	EN5-3B, EN5-5C, EN5-6C, EN5-7D	Term 1 Week 9	4 lessons	30%	
2	<i>Strength and Resilience: Tomorrow When the War Began</i>	Creative Writing Examination	- Reading - Writing	EN5-1A, EN5-2A, EN5-5C	Term 2 Week 5	1-2 lessons	50%	
<b>SEMESTER TOTAL 100%</b>								
3	<i>Romeo and Juliet and Sustainability</i>	Comprehension Exam	- Reading - Writing - Viewing	EN5-1A, EN5 -5C, EN5 -6C, EN5-7D	Term 3 Week 5	1 lesson	20%	
		Essay	- Reading - Writing		Term 3 Week 9	3 lessons	20%	
4	<i>Avatar</i>	Film Analysis	- Viewing - Writing	EN5 -4B, EN5 -5C, EN5 -9E	Term 4 Week 5	2 lessons	60%	
<b>SEMESTER TOTAL 100%</b>								

This schedule may change

### Year 9 History and Geography Assessment Schedule 2022

Term	Topic	Assessment Type	Outcomes	Weighting per Semester	Proposed Date	Duration of Task
1	HISTORY: <i>Changing Rights and Freedoms</i>	Source Analysis and written empathy task	HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-6 HT5-7, HT5-8 HT5-9, HT5-10	30%	Week 6	4 lessons
		ICT task – Fakebook profile		10%	Week 8	2 lessons
2	HISTORY: <i>Australians at War (World War I and World War II)</i>	Examination	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10	60%	Week 5	2 lessons
<b>Total: 100%</b>						
3	GEOGRAPHY: <i>Geographical Skills and Human Wellbeing</i>	Skills Exam	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	10%	Week 2	1 lesson
		Research Task		40%	Week 8	6 lessons
4	GEOGRAPHY: <i>Sustainable Biomes</i>	Examination	GE5-1, GE5-2, GE5-4, GE5-5, GE5-7, GE5-8	50%	Week 5	2 lessons
<b>Total: 100%</b>						

This schedule may change

## Year 9 Science Assessment Schedule 2022

Topic	Assessment Type	Outcomes	Weighting	Proposed Date	Duration of task
			Semester		
Simple Chemical Reactions	Acid/Base Reaction Scientific Report	SC5-5WS: produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively SC5-6WS: undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively SC5-7WS: processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions SC5-8WS: applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems SC5-9WS: presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations	40%	Term 1 Weeks 5 - 6	7 lessons
Electrical Energy	Examination	PW3: Scientific understanding of current electricity has resulted in technological developments designed to improve the efficiency in generation and use of electricity. Students: describe voltage, current and resistance in terms of energy applied, carried and dissipated describe the relationship between voltage, resistance and current	60%	Term 2 Examination Week 5	2 Hours
Body Coordination & Disease	Reaction Time Practical + Report	LW1 Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes in their environment. Students: describe the role of, and interaction between, the coordination systems in maintaining humans as functioning organisms SC5-5WS: produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively SC5-6WS: undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively SC5-7WS: processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions SC5-8WS: applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems SC5-9WS: presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations	60%	Term 3 Weeks 5 - 6	7 Lessons
Plate Tectonics	Exam	ES2: The theory of plate tectonics explains global patterns of geological activity and continental movement. Students: outline how the theory of plate tectonics changed ideas about the structure of the Earth and continental movement over geological time relate movements of the Earth's plates to mantle convection currents and gravitational forces outline how the theory of plate tectonics explains earthquakes, volcanic activity and formation of new landforms describe how some technological developments have increased scientific understanding of global patterns in geological activity, including in the Asia-Pacific region	40%	Term 4 Exam Week	2 Hours

This schedule may change

### Year 9 Blue Mathematics Assessment Schedule 2022

Term	Unit	Task Type	Date	Outcomes	Weight
1	Computation and Financial Mathematics Expressions, Equations and Inequalities	End of Term Exam	Term 1 Week 9	MA4-4NA, MA4-5NA, MA4-10NA, MA5.1-4NA, MA5.2-4NA MA5.2-8NA	60%
2	Linear Relationships	Assessment Week Examination	Term 2 Week 5	MA5.1-6NA, MA5.2-9NA, MA5.3- 8NA	40%
<b>SEMESTER TOTAL 100%</b>					
2	Right-Angled Triangles	End of Topic Test	Term 2 Week 9	MA4-16MG, MA5.1-10MG, MA5.2- 13MG	30%
3	Length, Area, Surface Area and Volume	End of Topic Test	Term 3 Week 5	MA5.1-8MG, MA5.2-11MG, MA5.3-13MG, MA5.2-12MG, MA5.3-14MG	20%
3	Quadratic Expressions and Algebraic Fractions	End of Topic Test	Term 3 Week 9	MA5.2-6NA, MA5.2-8NA, MA5.3- 5NA, MA5.3-7NA	15%
4	Quadratic Expressions and Graphs for Parabolas	Assessment Week Examination	Term 4 Week 5	MA5.2-6NA, MA5.2-8NA, MA5.3- 5NA, MA5.3-7NA	35%
<b>SEMESTER TOTAL 100%</b>					

This schedule may change

**Year 9 Yellow Mathematics Assessment Schedule 2022**

<b>Term</b>	<b>Unit</b>	<b>Task Type</b>	<b>Date</b>	<b>Outcomes</b>	<b>Weight</b>
1	Integers, Decimals, Fractions, Rates and Ratios Financial Mathematics	End of Term Test	Term 1, weeks 9	MA4-4NA, MA4-5NA, MA4-7NA, MA5.2-5NA, MA4-5NA, MA4-6NA, MA5.1-4N	60%
2	Expressions and Equations	Assessment Week Exam	Term 2, week 5	MA4-8NA, MA4-10NA, MA5.2-8NA	40%
<b>SEMESTER TOTAL 100%</b>					
2	Linear Relationships	End of topic test	Term 2, week 9	MA4-11NA, MA5.1-6NA, MA5.2-9NA, MA5.2-5NA	20%
3	Trigonometry Length, Area, Surface Area and Volume	TBC	Term 3, week 9	MA4-13MG, MA4-14MG, MA4-16MG, MA5.1-8MG, MA5.1-10MG, MA5.2-11MG, MA5.2-13MG	50%
4	Properties of Geometrical Figures	Assessment Week Exam	Term 4, week 5	MA4-17MG, MA5.1-11MG, MA5.2-14MG, MA4-18MG	30%
<b>SEMESTER TOTAL 100%</b>					

This schedule may change

### Year 9 PDHPE Assessment Schedule 2022

Term	Topic	Assessment Type	Outcomes	Weightings	Proposed Due Date	Duration of task	Skill Set
1	Celebrating Diversity	Presentation	PD5-1, PD5-2, PD5-3, PD5-9, PD 5-10	30%	Week 8	2 lessons	Self-Management Interpersonal
1	Fitness Practical Assessment	Personal Fitness Skills	PD5-4, PD5-5, PD5-8, PD5-11	10%	Week 10	Whole Term	Movement
2	Community Health Matter	Examination	PD5-2, PD5-6, PD5-7, PD5-8, PD5-9, PD5 -10	50%	Week 5	2 lessons	Self-Management Interpersonal
2	Tactical Game Practical Assessment	Tactical Game Skills	PD5-4, PD5-5, PD5-11	10%	Week 6	6 lessons	Movement Interpersonal
<b>Semester Total: 100%</b>							
3	Empowering Young People (Drug Use)	Extended Written Response	PD5-2, PD5-6 PD5-7, PD5-8, PD5-9	25%	Week 8	2 lessons	Self-Management Interpersonal Movement
3	Elements of Composition Martial Arts Practical Assessment	Kata Performance	PD5-4, PD5-5, PD5-10, PD5-11	15%	Week 8	8 lessons	Movement Interpersonal
4	Promoting Healthy, Safe and Active Communities	Examination	PD5-2, PD5-6, PD5-7, PD5-8, PD5 -9	45%	Week 5	2 lessons	Self-Management Interpersonal Movement
4	Modified Games Practical Assessment	Modified Game Creation	PD5-4, PD5-5, PD5-10, PD5-11	15%	Week 5	5 lessons	Movement Interpersonal
<b>Semester Total: 100%</b>							

This schedule may change