

RESPECTFUL

RESPONSIBLE

LEARNERS



FINLEY

High School



YEAR 9

Assessment Booklet

2024

Introduction	3
Record of School Achievement	4
Responsibilities of the school	5
Responsibilities of the student	5
Illness/Misadventure	6
Late policy	7
Technology	7
Extra-Curricular, Co-Curricular Events and Excursions	7
Approval for Extension or alternate task arrangement	8
Malpractice (cheating)	8
Allocation of Grades	9
Assessment Assistance	10
Assessment Schedule 2024	11
English	12
Mathematics	13
Science	15
Geography	16
Personal Development, Health & Physical Education	17
Visual Arts Elective	18
Photographic and Digital Media Elective	19
Music Elective	20
Industrial Technology Timber Elective	21
Industrial Technology Metal Elective	22
Food Technology Elective	23
Commerce Elective	24
Physical Activity & Sports Studies Elective	25
Agriculture Elective	26
iSTEAM Elective	27
Assessment Calendar	28
Assessment Notification	30

Finley High School is committed to enhancing and encouraging your learning outcomes. The School Assessment Policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and to encourage you to meet their assessment deadlines.

Assessment encourages progressive development of skills and knowledge while ensuring:

- Consistency across subjects and courses
- Fairness in marking and reporting
- Coordination of the assessment program to ease the load of students.

Assessment tasks may take a variety of forms and are designed to:

- gather evidence about your achievement in relation to outcomes
- enable you to demonstrate what you know and can do
- clarify your understanding of concepts and promote deeper understanding
- provide evidence that current understanding is a suitable basis for future learning.

(NESA, *Advice on Assessment*)

All assessment tasks at Finley High School should:

- be valid and be based on syllabus outcomes
- include criteria to clarify for students what aspects of learning are being assessed
- enable you to demonstrate your learning in a range of different contexts
- be reliable, be free from bias and provide evidence that accurately represents a your knowledge, understanding and skills
- enable you and teachers to use feedback effectively and reflect on the learning process
- be accessible to all students
- be part of an ongoing process where progress is monitored over time.

(NESA, *Advice on Assessment*)

Assessments may take the form of:

- formal examinations
- assignments
- essays
- creative works
- field studies and reports
- in-class tasks

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

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

To be eligible for a RoSA, students must have:

- completed the mandatory curriculum requirements for Years 7 to 10.
- attended a government school, an accredited non-government school or a recognised school outside NSW.
- completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- complied with the requirements from the [Education Act](#).

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

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

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.

Grades are:

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

We work with NESA to ensure appropriate standards for grading and assessment are developed and applied.

(NESA, *Record of School Achievement*)

The school is responsible for:

- setting relevant, high quality tasks to measure your performance in each subject
- giving at least TWO week's notice of the exact date each task is due
- providing a criterion which will be used to assess the task
- providing the outcomes which will be assessed in the task
- adhering to the published Assessment Task schedule's times and mark value for each task
- maintain a record of each student's performance on each task and reporting on it
- providing you with task feedback and information on your progress
- returning tasks, under normal circumstances, within two weeks of the due date.
- sending a letter of concern home to parents/carers outlining the areas of unsatisfactory completion of course requirements if necessary.

In some circumstances changes may be made to assessment schedules in this handbook. Any necessary changes will be communicated to you in writing, prior to the originally scheduled times for assessment. Notification of any modified due dates will be given at least one week in advance of the new date.

It is your responsibility to:

- familiarise yourself with the school's 'Assessment Booklet' including all procedures and course information contained in the handbook.
- read each assessment task carefully when issued.
- contact the teacher and/or Head Teacher to obtain the task notification if you are absent on the day an assessment task notification is issued.
- complete all assigned work including each assessment task to achieve course outcomes and demonstrate through effort and achievement, that you have met the requirements of the course.
- be present for, and hand in all assessment tasks at the required time as specified on the subject assessment schedule and task notification.
- meet all assessment deadlines or face penalty in accordance with this policy.

It is your responsibility to be present for, or to hand in, assessment tasks at the required time. You must be in attendance for the WHOLE DAY when assessment tasks are scheduled or when set tasks are to be handed in.

If, due to illness or misadventure, you are unable to attend school on the due date for any assessment task, you must follow the procedure outlined below.

Circumstances may arise that prevent you from completing an assessment task. These may include personal illness, family tragedy or bereavement, etc. Computer/printer failure is not grounds for misadventure.

These circumstances may prevent you from attending on the day of a task, reduce your performance on the day of a task or prevent you from completing a hand-in task on time.

In these cases, you must follow the Illness or Misadventure procedure outlined below. Failure to follow these procedures may result in a mark of zero being awarded.

Procedures to Follow:

1. In-class tasks – written & practical

On the day: If you are unable to attend on the day of a task they should

- contact the school on the morning the task is scheduled and inform them of your absence.

Immediately on your return to school:

- come prepared to complete the missed task, if required.
- bring a letter from home explaining the reason for the absence or, where possible, provide a medical certificate.
- report to the Head Teacher of the faculty and submit the letter. The Head Teacher will negotiate the rescheduling of the task or if required an alternate solution.

2. Hand-in tasks

On the day: If you are unable to attend on the day a hand-in task is due you should:

- contact the school on the morning the task is due to be submitted and inform them of your absence.
- make every attempt to have the task delivered to the front office or, where appropriate, submitted via email to finley-h.school@det.nsw.edu.au with the subject and teacher clearly specified.

Immediately on your return to school:

- report to the relevant faculty Head Teacher on the first day you return to school and submit the task.
- bring a letter from home explaining the reason for the absence or, where possible, provide a medical certificate.
- submit the letter to the Head Teacher along with the task, or if necessary, negotiate a new submission date.

Late submission of a hand-in task or non-completion of an oral presentation/performance

- You will receive an automatic ZERO (0) for late submission of assessment tasks, or a presentation or performance is not completed, unless the Head Teacher has granted an extension of time, in response to a prior written appeal outlining exceptional circumstances.
- If you receive a penalty that you do not believe is in accordance with the school's Assessment Policy, you may appeal in writing to the Head Teacher.

Technology problems, such as computer or printer breakdown, are not generally deemed as valid reasons for late submission of an assessment task.

It is your responsibility to use sensible work practices including making and retaining draft prints and saving files either to hard drive, Google Drive or USB drive.

Tasks should be submitted as a hard copy (not USB or similar) to teachers and not emailed unless this is a stated requirement of the task or if the hand-in method stipulated is via Google Classroom.

If a scheduled assessment task clashes with an extra or co-curricular activity, e.g. representing the school in an activity, sporting or other event, it is your responsibility to make alternative arrangements at least a week prior to the due date with the faculty Head Teacher.

Assessment tasks take precedence over excursions and it cannot be assumed that an assessment task can be rescheduled. This requires negotiation between the student, class teacher and the Head Teacher.

If you need to apply for an extension for an assessment task due to extenuating circumstances, you must bring a note from your parent/carer at least one week prior to the due date, outlining a valid reason, if you know in advance you will not be able to meet a deadline. This will be taken into consideration by the class teacher in consultation with the faculty Head Teacher.

Approval for an alternate assessment arrangement to cover extended absence (scheduled surgery, family commitments) will be negotiated with the Head Teacher, prior to the assessment task due date. It is your responsibility to arrange for this approval and to submit hand-in tasks early if you know that you will be absent on the due date.

Malpractice (cheating)

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. Malpractice includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- using material directly from books, journals, CDs or the internet or any other source without reference to the source
- building on the ideas of another person without referring to the source
- buying, stealing or borrowing another's work and presenting it as your own
- damaging another student's work
- paying or having someone else complete the task for you
- submitting work which another person such as a parent, tutor, subject expert or a sibling has contributed substantially
- breaking published school examination rules
- using non-approved aides during an assessment task
- providing false explanations for work not handed in by the due date
- assisting another student to engage in malpractice

In the case of suspected plagiarism, students will be required to provide evidence within 24 hours that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

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

Students are required to keep evidence of the ongoing development of their work, including but not limited to a Google document showing the ongoing history and development of the ideas.

Appeals against penalties for malpractice may be made in writing to the Principal.

In all Stage 5 subjects, the school based assessment is reported using grades A, B, C, D, E based on Performance Descriptors issued by the NESAs.

NESA has developed General Performance Descriptors describing varying levels of student achievement. These descriptors are grouped into five different levels, ranging from elementary to excellent. The school will match students to the descriptor that best fits their overall achievement in Assessment Tasks. The grade that corresponds with that descriptor is then awarded to the student.

This method of grading reflects both national and international trends in assessment and reporting. It is generally considered a more positive approach to assessment because it regards student achievement and reports on what a student can actually do.

Grade	Achievement	Descriptor
A	Outstanding Achievement	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.
B	High Achievement	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.
C	Sound Achievement	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.
D	Basic Achievement	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	Limited Achievement	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.
N	Not Achieved	Not satisfactorily completed in one or more of the following: <ul style="list-style-type: none"> ● not completing course outcomes ● participation ● effort and achievement

Principal	Jeff Ward
Deputy Principal	Matthew Whitty
Faculty Head Teachers	Mathematics – Anna Gorman
	English – Jessica Laxton
	Science – Michael O’Leary
	HSIE – Matthew Tobin
	PDHPE – Michael Tooke
	TAS/CA – Robyn O’Leary
	Support – Janice Noble
	Teaching & Learning – Amy Baxter
	Wellbeing - Alexander Hay
LAST (Learning & Support)	Wendy Coates
Librarian	Aileen Begbie/Jenny Philpot
Careers Advisor	Deborah White/Jenny Philpot
Year Advisors	7 – Nikki Bird
	8 – Charlotte Perry
	9 – Gary Webb
	10 – Kathryn Dempster/Jacqueline O’Bryan
Girls Advisor	Tanea Bower
Boys Advisor	Alexander Hay

Scheduled Assessment

For all Stage 5 Courses, each faculty has determined an assessment schedule in accordance with syllabus outcomes, weightings and content outlined in the Stage 5 syllabus. The syllabus for each course can be found on the NSW Education Standards Authority (NESA) website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>

Assessment Schedule Overview

The calendar provides an overview of the tasks required for each course including the weighting and type of task.

Task Number	Outcomes Assessed	Task Description	Weighting	Due Date
1	EN5-URA-01; EN5-URB-01; EN5-URC-01; EN5-ECA-01; EN5-ECB-01	Imaginative composition and reflection	25%	Term 1, Week 9
2	EN5-RVL-01; EN5-URA-01; EN5-URC-01; EN5-ECA-01; EN5-ECB-01	In-class analytical essay	25%	Term 2, Week 7
3	EN5-URA-01; EN5-URB-01; EN5-ECA-01; EN5-ECB-01	Persuasive speech and poster	25%	Term 3, Week 6
4	EN5-RVL-01; EN5-URA-01; EN5-URB-01; EN5-ECA-01	In-class examination	25%	Term 4, Week 3

Task Number	Outcomes Assessed	Task Description	Weighting	Due Date
1	MAO-WM-01, MA5-GEO-C-01, MA5-GEO-P-01, MA5-TRG-C-01, MA5-LIN-C-01, MA5-MAG-C-01, MA5-LIN-P-01, MA5-IND-P-02, MA5-NET-P-01	Investigative Task Geometric Reasoning and Working with Triangles	20%	Term 1, Week 11
2	MAO-WM-01, MA5-GEO-C-01, MA5-GEO-P-01, MA5-TRG-C-01, MA5-LIN-C-01, MA5-MAG-C-01, MA5-LIN-P-01, MA5-IND-P-02, MA5-NET-P-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-MAG-C-01, MA5-ARE-P-01, MA5-VOL-P-01, MA5-EQU-P-02	Half-Yearly All topics studied to this point	25%	Term 2, Week 7
3	MAO-WM-01, MA5-FIN-C-01, MA5-EQU-C-01, MALS-FIN-01, MALS-FIN-02, MA5-EQU-C-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01, MA5-EQU-P-02, MA5-RAT-P-01	Topic Test Financial Mathematics and Rates of Change	30%	Term 3, Week 8
4	MAO-WM-01, MA5-GEO-C-01, MA5-GEO-P-01, MA5-TRG-C-01, MA5-LIN-C-01, MA5-MAG-C-01, MA5-LIN-P-01, MA5-IND-P-02, MA5-NET-P-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-MAG-C-01, MA5-ARE-P-01, MA5-VOL-P-01, MA5-EQU-P-02, MA5-FIN-C-01, MA5-EQU-C-01, MALS-FIN-01, MALS-FIN-02, MA5-EQU-C-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01, MA5-EQU-P-02, MA5-RAT-P-01, MA5-PRO-C-01, MA5-PRO-P-01, MA5-DAT-C-01	Yearly All topics	25%	Term 4, Week 4

Task Number	Outcomes Assessed	Task Description	Weighting	Due Date
1	Values and Attitude SC5-1VA, SC5-2VA, SC5-3VA,	Appreciating the importance of Science, engaging in finding solutions and making evidence based decisions. In class Practical activities and end of unit Topic tests.	25%	Ongoing, Mid-term and End-term.
2	Skills SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Identify a problem, plan an investigation, follow a procedure, gather and analyse results to come up with a solution and present findings accurately. In class Practical activities and end of unit Topic tests.	25%	Ongoing, Mid-term and End-term.
3	Knowledge and Understanding SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW	Develop knowledge of the Physical World, Earth and Space, Living World and Chemical World. In class Practical activities and end of unit Topic tests.	25%	Ongoing, Mid-term and End-term.
4	Student research Task SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Identify a problem, plan an investigation, follow a procedure, gather and analyse results to come up with a solution and present findings accurately. In class Practical activities and end of unit Topic tests.	25%	End of term 2

Task Number	Outcomes Assessed	Task Description	Weighting	Due Date
1	GE5-1, GE5-3, GE5-5, GE5-7, GE5-8	Sustainable Biomes – Food Security Presentation	15%	Term 1, Week 6
2	GE5-2, GE5-5, GE5-7, GE5-8	Human Wellbeing/Sustainable Biomes/Skills - Half-Year Exam	25%	Term 2, Week 8
3	GE5-1, GE5-6, GE5-7, GE5-8	Environmental Change and Management – Research Report	25%	Term 3, Week 6
4	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-6, GE5-7, GE5-8	End of Year Examination - All Topics	35%	Term 4, Week 6

Task Number	Outcomes Assessed	Task Description	Weighting	Due Date
1	PD5-3	Respectful Relationships - Assignment	50% Semester 1	Term 1, Late Term
2	PD5-9, PD5-10, PD5-11	Invasion Games - Practical	25% Semester 1	Term 1, Ongoing
4	PD5-9, PD5-10, PD5-11	Modified Sports - Practical	25% Semester 1	Term 2, Ongoing
5	PD5-7	Talking Sexual Health - Assignment	50% Semester 2	Term 3, Late Term
6	PD5-9, PD5-10, PD5-11	Movement and Music - Practical	25% Semester 2	Term 3, Ongoing
8	PD5-9, PD5-10, PD5-11	Modified Sports - Practical	25% Semester 2	Term 4, Ongoing

Task Number	Outcomes Assessed	Task Description	Weighting	Due Date
1	5.1, 5.4, 5.6	Surrealism	25%	Term 1, Week 10
2	5.7, 5.9, 5.5	Street Art	35%	Term 2, Week 5
3	5.2, 5.8, 5.3	Skateboards	25%	Term 3, Week 10
4	5.8, 5.10	Exam	20%	Exam week

Task Number	Outcomes Assessed	Task Description	Weighting	Due Date
1	5.4, 5.5, 5.6	Composition 1	15%	Mid Term 1
2	5.1, 5.2, 5.3	Performance Skills 1	10%	Late Term 1
3	5.4, 5.5, 5.6	Composition 2	15%	Mid Term 3
4	5.1, 5.2, 5.3	Performance Skills 2	30%	Late Term 3
5	5.7, 5.8, 5.9, 5.10	Listening Skills	30%	Early Term 4

Task Number	Outcomes Assessed	Task Description	Weighting	Due Date
1	IND5- 1, IND5-3	Multi Joint Pencil Box	25%	End Term 1
2	IND5-2, IND5-3, IND5-5	Tambour Box	25%	End Term 2
3	IND5-3, IND5-6	Cake Stand	25%	End Term 3
4	IND5-3, IND5-5	Chopping board	10%	End Term 4
5	IND5-1, IND5-4, IND5-7	Yearly examination	15%	Mid Term 4

Task Number	Outcomes Assessed	Task Description	Weighting	Due Date
1	IND5-9, IND5-10	Research	20%	Term, 1 Week 6
2	IND5-1, IND5-3, IND5-4	Hose Reel	15%	Term 1, Week 10
3	IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	BBQ	45%	Term 3, Week 5
4	IND5-1, IND5-3, IND5-4	Toolbox	20%	Term 4, Week 3

Task Number	Outcomes Assessed	Task Description	Weighting	Due Date
1	FT5-8, FT5-9, FT5-10, FT5-11, FT5-12	Food in Australia	20%	End Term 1
2	FT5-1, FT5-2, FT5-10, FT5-11, FT5-13	Food Product Development	20%	End Term 2
3	FT5-3, FT5-5, FT5-6, FT5-7, FT5-8	Food for Selection and Health	20%	End Term 3
4	FT5-1, FT5-3, FT5-4, FT5-9, FT5-12	Food Trends	20%	Mid Term 4
5	FT5-1, FT5-2, FT5-11	Ongoing Practicals	20%	End Term 4

Task Number	Outcomes Assessed	Task Description	Weighting	Due Date
1	COM4-1, COM4-2, COM4-5, COM4-8	Consumer and Financial Decisions: Topic Test	25%	Term 1, Week 10
2	COM4-2, COM4-3, COM4-4, COM4-7	Law, Society and Political Involvement: In Class Extended Response	25%	Term 2, Week 9
3	COM4-1, COM4-4, COM4-6,, COM4-9	Running a Business: Market Day Stall	25%	Term 3, Week 8
4	COM4-1, COM4-2, COM4-8	Yearly Exam	25%	Term 4, Week 2

Task Number	Outcomes Assessed	Task Description	Weighting	Due Date
1	PASS5-6, PASS5-7, PASS5-10	Body Systems and Energy for Physical Activity - Test	40% Semester 1	Term 2, Mid Term
2	PASS5-4, PASS5-5, PASS5-6, PASS5-9	Types of Training - Ongoing Practical	30% Semester 1	Term 1, Ongoing
3	PASS5-4, PASS5-5, PASS5-6, PASS5-9	Modified Sports - Ongoing Practical	30% Semester 1	Term 2, Ongoing
4	PASS5-5, PASS5-7, PASS5-8, PASS5-10	Yearly Exam	40% Semester 2	Term 4, Mid Term
5	PASS5-4, PASS5-5, PASS5-6, PASS5-9	Game Sense - Ongoing Practical	30% Semester 2	Term 3, Ongoing
6	PASS5-4, PASS5-5, PASS5-6, PASS5-9	Coaching - Ongoing Practical	30% Semester 2	Term 4, Ongoing

Task Number	Outcomes Assessed	Task Description	Weighting	Due Date
1	AG5-1, AG5-2, AG5-3	Knowledge and understanding of agriculture	15%	Ongoing, end of Term 2
2	AG5-4, AG5-5, AG5-6, AG5-7	Knowledge and skills in agricultural production	15%	Ongoing, end of Term 2
3	AG5-13, AG5-14	Collaborative and safe work practices	10%	Ongoing, end of Term 2
4	AG5-8, AG5-9	Understanding of sustainable and ethical practices	10%	Mid-Term 3
5	AG5-1, AG5-2, AG5-3	Knowledge and understanding of agriculture	20%	Ongoing, end of Term 4
6	AG5-4, AG5-5, AG5-6, AG5-7, AG5-8, AG5-9	Knowledge and skills in agricultural production	20%	Ongoing, end of Term 4
7	AG5-13, AG5-14	Collaborative and safe work practices	10%	Ongoing, end of Term 4

Assessment Calendar



Term 1	
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Term 2	
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Term 4

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