



KOORRINGAL HIGH SCHOOL

YEAR 9 ASSESSMENT SCHEDULE

Preserve, Conserve, Serve



Cooperation • Responsibility • Excellence • Respect



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Forward

Please read in conjunction with **Koorringal High School Assessment Policy**.

The Assessment Policy is located on the school's website as well as through the Year Adviser and Deputy Principal.

This Handbook includes the assessment schedules for each course of study which students are expected to complete.

Periodic assessment is an important way for students to demonstrate that they have successfully achieved the outcomes of the course being studied. Assessment tasks also allow teachers to find out where students are having problems with course work, concepts and skills so that they may intervene if necessary to correct student misunderstanding.

All staff at the school will provide support for students in their learning, or to help inform decisions and to overcome problems should they arise. There are some key staff that will have particular responsibilities and interest in the general well-being of students.

These include:

Classroom teachers
Head Teachers of all faculties
Year Adviser: Mr Zach Cohalan
Deputy Principal Year 9: Ms Bindee Jobe
Learning and Support Teacher: Ms Anna Swift and Ms Bernadette Howard
Student Support Officer: Ms Erin Diggelmann
Careers Adviser: Mrs Kirsten Fitzgerald
School Counsellor: Mrs Anne Egan and Mr Paul Mowbray
Principal: Mr Norman Meader

Students should feel confident to seek their advice and guidance should question or issues arise, or simply to clarify issues if uncertain.

Parents are also welcome to contact the school if they have concerns regarding their children's academic progress. For general concerns, please contact the Year Adviser. For concerns regarding a particular subject, please contact the Head Teacher of that subject. The Head Teacher's name is listed on the subject assessment schedule.

Mr Norman Meader
Principal
February, 2018

**Koorringal High School – Planner – Term One – 2018 (For student use)**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 A	29/1 School development day	30/1	31/1	1/2	2/2
Week 2 B	5/2	6/2	7/2	8/2	9/2
Week 3 A	12/2	13/2	14/2	15/2	16/2
Week 4 B	19/2	20/2	21/2	22/2	23/2
Week 5 A	26/2	27/2	28/2	1/2	2/2
Week 6 B	5/3	6/3	7/3	8/3	9/3
Week 7 A	12/3	13/3	14/3	15/3	16/3
Week 8 B	19/3	20/3	21/3	22/3	23/3
Week 9 A	26/3	27/3	28/3	29/3	30/3
Week 10 B	2/4	3/4	4/4	5/4	6/4
Week 11 A	9/4	10/4	11/4	12/4	13/4

**Koorringal High School – Planner – Term Two – 2018 (For student use)**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 A	30/4 School development day	1/5	2/5	3/5	4/5
Week 2 B	7/5	8/5	9/5	10/5	11/5
Week 3 A	14/5	15/5	16/5	17/5	18/5
Week 4 B	21/5	22/5	23/5	24/5	25/5
Week 5 A	28/5	29/5	30/5	31/5	1/6
Week 6 B	4/6	5/6	6/6	7/6	8/6
Week 7 A	11/6	12/6	13/6	14/6	15/6
Week 8 B	18/6	19/6	20/6	21/6	22/6
Week 9 A	25/6	26/6	27/6	28/6	29/6
Week 10 B	2/7	3/7	4/7	5/7	6/7

**Koorringal High School – Planner – Term Three – 2018 (For student use)**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 A	23/7 School development day	24/7	25/7	26/7	27/7
Week 2 B	30/7	31/7	1/8	2/8	3/8
Week 3 A	6/8	7/8	8/8	9/8	10/8
Week 4 B	13/8	14/8	15/8	16/8	17/8
Week 5 A	20/8	21/8	22/8	23/8	24/8
Week 6 B	27/8	28/8	29/8	30/8	31/8
Week 7 A	3/9	4/9	5/9	6/9	7/9
Week 8 B	10/9	11/9	12/9	13/9	14/9
Week 9 A	17/9	18/9	19/9	20/9	21/9
Week 10 B	24/9	25/9	26/9	27/9	28/9

**Koorringal High School – Planner – Term Four – 2018 (For student use)**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 A	15/10	16/10	17/10	18/10	19/10
Week 2 B	22/10	23/10	24/10	25/10	26/10
Week 3 A	29/10	30/10	31/10	1/11	2/11
Week 4 B	5/11	6/11	7/11	8/11	9/11
Week 5 A	12/11	13/11	14/11	15/11	16/11
Week 6 B	19/11	20/11	21/11	22/11	23/11
Week 7 A	26/11	27/11	28/11	29/11	30/11
Week 8 B	3/12	3/12	4/12	5/12	6/12
Week 9 A	9/12	10/12	11/12	12/12	13/12
Week 10 B	16/12	17/12	18/12	School development day	School development day



Koorringal High School reports

To inform students, parents and caregivers of student progress, the school issues Semester One reports at the end of Term 2 and Semester Two reports at the end of Term 4.

In each subject, student progress will be indicated on the report in three ways.

1. Overall progress in a course is indicated by an Assessment Grade. This can be done by calculating course marks of student achievement calculated by adding together the marks for the assessment tasks and teacher judgement using the course performance descriptors.
2. Progress in the learning outcomes will be indicated using the Course Performance Descriptors:

Grade level	Course Performance Description
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.
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.
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.
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.
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.

3. Other information, including work habits, areas for improvement and how they can be achieved will be included in the teacher comment.

**NSW Education Standards Authority (NESA) requirements:**

The Record of School Achievement (RoSA) is a credential that shows your school achievement from Year 10 up to when you leave school.

The RoSA:

- Is a credential for eligible school leavers (students are generally eligible for the RoSA after four years of secondary school).
- Is a cumulative credential – that is, it grows as your achievements are added.
- Means fair grades for everyone – RoSA grades are determined by your teachers using established guidelines and processes to ensure consistency.
- Recognises Life Skills outcomes and content.

Eligibility for the Record of School Achievement (RoSA)

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA.
- Complied with all requirements imposed by the Minister or NESA.
- Completed Year 10.
- Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

School attendance

- BOSTES does not set a minimum attendance for the satisfactory completion of a course, but a principal may determine that, due to absence, course completion criteria may not be met.
- One requirement for the RoSA is that a student must attend until the final day of Year 10 at their school.

'N' determinations

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. 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.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

Koorringal High School supports student reengagement through the use of N Warnings. Students who receive TWO warning letters for a particular assessment task or lack of effort towards certain course outcomes may be in danger of receiving an N Determination for the particular course in question. An N Determination in a particular course could make a student ineligible to continue onto Year 11 and they may not receive a RoSA at the end of Year 10.



Individual Course Assessment Schedules



Agricultural Technology

Task name	Weight	Due date
Sheep production	25%	Term 1, Week 9
Plants general	25%	Term 2, Week 5
Dairy Industry	25%	Term 3, Week 8
Fodder and forage crops	25%	Term 4, Week 4

Head Teacher contact: Mr Andrew Upton



Child Studies

Task name	Weight	Due date
Family Planning Assignment	10%	Term 1 Week 8
Childhood Illnesses Research Task	15%	Term 2 Week 4
Designing a Hygiene Book	10%	Term 2 Week 6
Participation in Emergency Care	15%	Term 2 Week 8
Development of Learning Activity	20%	Term 3 Week 8
Participation in Playgroup	20%	Term 3 Week 10
Technology Research Task	10%	Term 4 Week 3

Head Teacher contact: Mr Tim Wykes



Commerce

Task name	Weight	Due date
Consumer Choice Assignment	25%	Term 1 Week 11
In Class Core Task	25%	Term 2 Week 3
Personal Finance and Investing Assignment	25%	Term 3 Week 10
Yearly Test	25%	Term 4 Week 3

Head Teacher contact: Mr John Petts

**Drama**

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING %
TASK DESCRIPTION	Performance Project –Play building/Process Journal	Character and Role – Individual Performance/ Process Journal	Dramatic Form and Performance Style - Performance/ Design Folio	
TIMING	TERM 2, WEEK 6	TERM 3, WEEK 4	TERM 4, WEEK 5	
OUTCOMES ASSESSED	5.1.2, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.3.3	5.1.1, 5.1.3, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3	5.1.3, 5.1.4, 5.2.1, 5.3.1, 5.3.2	
TOTAL %	25	35	40	100



Engineering (Industrial Technology)

Task name	Weight	Due date
Semester 1 Test	10%	Term 2 Week 3
Semester 1 Practical	30%	Term 2 Week 4
Assignment	5%	Term 3 Week 8
Semester 2 Test	15%	Term 4 Week 3
Semester 2 Practical	40%	Term 4 Week 5

Head Teacher contact: Mr Andrew Upton



English

Task Number	Task 1	Task 2	Task 3
Date	Term 1 Week 6	Term 1 Week 9	Term 2 Week 3
Task Description	Poetry- Justice		Shakespeare
	In class test- context/ content questions + poetic language features + analysis of poem.	Spoken presentation: Linking GSH poem to another text found independently- linked through theme and/or language and/or context.	Narrative based comprehension test
Syllabus Outcomes	1, 7	1, 3, 4, 5, 7	6
Reading/ Compr.	10		5
Writing	10		5
Speaking		20	
Listening			
Viewing/ Rep			
Task Weighting	20%	20%	10%

Head Teacher contact: Mr Rob Chapman

NB – Semester Two schedule will be distributed to students by respective English staff.



Food Technology

Task name	Weight	Due date
Folio-based task	20%	Wk 10
Cumulative practical T1&2	10%	Term 2 Week 6
Diet-related task	20%	Term 3 Week 5
Product development	20%	Term 3 Week 10
Yearly Test	30%	Term 4 Week 5
Cumulative Practical T3&4	20%	Term 4 Week 6

Head Teacher contact: Mr Peter McCartan



Geography (Mandatory)

Task name	Weight	Due date
In Class Tasks	30%	Term 1 Week 5 Term 3 Week 5
Research Task	35%	Term 1 Week 11 Term 3 Week 10
Semester Test	35%	Term 2 Week 4 Term 4 Week 4

Head Teacher contact: Mr John Petts

**History (Mandatory)**

Task name	Weight	Due date
WWI Source Based Examination	30%	Term 1 Week 4 Term 3 Week 4
WWII ALARM Assessment	35%	Term 1 Week 10 Term 3 Week 10
Holocaust Memory Box	35%	Term 2 Week 4 Term 4 Week 4

Head Teacher contact: Mr John Petts



Information Software Technology

Task name	Weight	Due date
Multimedia Magazine cover	20%	Term 1 Week 10
Video Production	10%	Term 2 Week 4
Spreadsheet folio	20%	Term 2 Week 10
Programming folio	20%	Term 3 Week 10
Yearly Test	30%	Term 4 Week 5

Head Teacher contact: Mr Peter McCartan



Japanese

Task name	Weight	Due date
Speaking & Listening Task	40%	Term 1 Week 10
Reading Task	20%	Term 2 Week 5
Cultural assignment	20%	Term 3 Week 4
Writing task	20%	Term 4 Week 4

Head Teacher contact: Ms Louisa Reynolds

**Mathematics (5.3)**

	Term 1	Term 2	Term 3	Term 4
Week	10	5	7	4
Type	Test	Exam	Portfolio	Exam
Weighting	20%	30%	20%	30%

Head Teacher contact: Mrs Helen Schmetzer

**Mathematics (5.2)**

	Term 1	Term 2	Term 3	Term 4
Week	10	5	7	4
Type	Test	Exam	Portfolio	Exam
Weighting	20%	30%	20%	30%

Head Teacher contact: Mrs Helen Schmetzer

**Mathematics (5.1)**

	Term 1	Term 2	Term 3	Term 4
Week	10	5	7	4
Type	Test	Exam	Portfolio	Exam
Weighting	20%	30%	20%	30%

Head Teacher contact: Mrs Helen Schmetzer

**Metal (Industrial Technology)**

Task name	Weight	Due date
Practical 1 / Folio	30%	Term 2 Week 1
Research Task	10%	Term 3 Week 2
Practical 2 / Folio	40%	Term 4 Week 4
Yearly Test	20%	Term 4 Week 5

Head Teacher contact: Mr Andrew Upton

**Music**

Task Number	Task 1	Task 2	Task 3	
Date	Term 2 Week 3	Term 3 Week 7	Term 4 Week 3	Total %
Task Description	Aural Examination	Composition Assessment	Performance & Viva Voce Presentation	
Outcomes Assessed	5.7, 5.8, 5.9	5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.8, 5.9, 5.10, 5.11, 5.12	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12
Weighting %	25	25	25	100

Head Teacher contact: Mr Joel Lowrie

**Personal Development, Health and Physical Education (PDHPE)**

Task name	Weight	Due date
Risky Business Test	20%	Week 11 Term 1
Skills and Strategies in Netball and Softball Social Drugs Brochure	20%	Week 5 Term 2
Performance in Dance	20%	Week 5 Term 3
Power of the People Peer Assessment	20%	Week 8 Term 3
Skills and Strategies in Tennis/Soccer/Basketball	20%	Week 5 Term 4

Head Teacher contact: Mr Tim Wykes



Photographic and Digital Media

Task Number	Assessment 1	Assessment 2	Assessment 3	Weighting
Date	Term 2 Week 3	Term 3 Week 4	Term 4 Week 5	
Task Description	<p>The Inanimate: Portraiture Critical/Historical - Students present their in-class case studies on the Evolution of Photography, and investigations into various photographers works looking through aspects of The Frames Artmaking – Students create a series of portrait photographs showcasing their expertise in programs and technology used over the course of the unit.</p> <p>Concept Development- Students present a folio of tasks that demonstrate a development of technical understanding and conceptual strength through the use of aspects of the Frames and Conceptual Framework.</p>	<p>The Animate: The Commercial Image Critical/Historical - Students present their ongoing critical studies on the photographic and design elements that commercial artists use in the development of images used in the Commercial world.</p> <p>Artmaking – Students create a series of images that sell their chosen product based on their advertising campaign.</p> <p>Concept Development- Students present a folio of tasks that demonstrate a development of technical understanding and conceptual strength through the use of aspects of the Frames and Conceptual Framework.</p>	<p>Major Work: Critical/Historical- Students find a topic that relates to them on a personal level and research fact, symbolism and meaning for their major work.</p> <p>Artmaking - Students design and a series of photographs based on their chosen topic of study.</p> <p>Concept Development: Students present a folio demonstrating the development of a sustained idea that results in their Major Work imagery.</p>	
Outcomes Assessed	5.1, 5.3, 5.4, 5.7, 5.9, 5.10	5.1, 5.2, 5.3, 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	
Critical & Historical Study	10	20	10	40%
Artmaking	20	10	30	60%
TOTAL	30	30	40	100%

Head Teacher contact: Mr Joel Lowrie

**Physical Activity and Sport Studies (PASS)**

Task name	Weight	Due date
Lifestyle and Recreation Research and Games	20%	Term 1 Week 5
Participation and analysis of Personal Fitness	10%	Term 1 Week 10
Technology in Sport Research and Participation in "Games Abroad"	20%	Term 2 Week 5
Sport Injury Analysis	15%	Term 3 Week 5
Participation in Cycling	10%	Term 3 Week 9
Outdoor education theory and Practical task	25%	Term 4 Week 5

Head Teacher contact: Mr Tim Wykes



Research Studies

Type of Task	Term	Week	Weight
Think Tank Task	1	8	10%
Methodologies Test	2	5	20%
Speaking Task	2	9	10%
Draft of Report	3	8	10%
Major Report	4	2	30%
Major Presentation	4	4	20%

Head Teacher contact: Mr John Petts

**Science**

Task name	Weight	Due date
Working Scientifically Practical test (Flame test)	25%	Term 1 Week 9
End of Semester Exam	25%	Term 2 Week 7
Student Research Project (Acids/Bases)	25%	Term 3 Week 9
End of Semester Exam	25%	Term 4 Week 6

Head Teacher contact: Dr Nim Weerakon



Textiles Technology

Task name	Weight	Due date
Safety and Foundations	10%	Week 8 Term 1
Cumulative Practical	20%	Week 6 Term 2
Folio	20%	Week 10 Term 2
Product Development	15 %	Week 6 Term 3
Yearly exam	20%	Week 5 Term 4
Cumulative Practical	15%	Week 6 Term 4

Head Teacher contact: Mr Peter McCartan

**Timber (Industrial Technology)**

Task name	Weight	Due date
Semester 1 Test	10%	Term 2 Week 3
Semester 1 Practical	30%	Term 2 Week 4
Assignment	5%	Term 3 Week 8
Semester 2 Test	15%	Term 4 Week 3
Semester 2 Practical	40%	Term 4 Week 5

Head Teacher contact: Mr Andrew Upton



Visual Arts

Task Number	Assessment 1	Assessment 2	Assessment 3	Weighting
Date	Week 5 Term 2	Week 5 Term 3	Week 5 Term 4	
Task Description	<p>Portraiture: Critical/Historical- Students do case studies on artists and artworks through various Frames.</p> <p>Artmaking: Students create a series of portrait artworks using various materials and artistic styles.</p> <p>Concept Development: Students present a folio demonstrating use and experimentation of styles and materials depicting portraits showing emotional qualities.</p>	<p>Movement: Critical/Historical- Students study various artists and movements that overcome a sense of movement in a non-moving 2D environment.</p> <p>Artmaking - Students create a series of artworks demonstrating movement through use of various artistic theories and schools.</p> <p>Concept Development: Students present a folio demonstrating the development of artistic styles and ideas relating to depicting movement.</p>	<p>Year 9 Major Work Students plan, research and develop concepts for a major work. This must demonstrate an understanding of the World around them and be completed using theories studied over this year.</p> <p>The Major Work can be completed in any materials they choose.</p>	
Outcomes Assessed	5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7	
Critical & Historical Study	10	20	10	40%
Artmaking	20	10	30	60%
TOTAL	30	30	40	100%

Head Teacher contact: Mr Joel Lowrie



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A co-educational
high school offering a
diverse and enriching
curriculum.

Kooringal High School

2018

