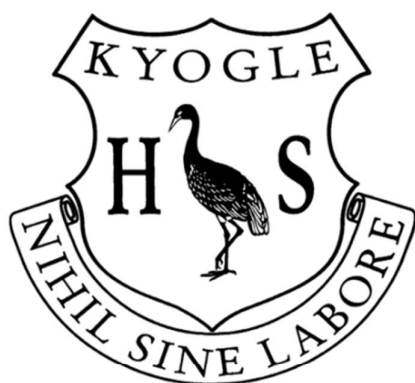


KYOGLE HIGH SCHOOL

# YR 9 ASSESSMENT HANDBOOK

*2025*



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## YEAR 9 ASSESSMENT PROCEDURES

Year 9 marks the first of the years in which students can earn a leaving credential. This is the **Record of School Achievement**. Employers and the community in general expect all school leavers to present a record of school achievement from secondary school. It is therefore important for you to consider your attitude to school work and your effort and organisation in Year 9 as this record of achievement will be on “the public record” and stay with you for all time.

**Year 9** requires a new level of maturity and a recognition that the junior years are about to be left behind.

The aim of this booklet is to outline the school's expectations of you in Year 9 and to provide important information about the various ways in which assessment takes place. Each subject has a published schedule of assessment tasks which must be completed throughout the year in order for a grade to be awarded to a student. These are similar in all schools and are based on the students working towards achieving the learning outcomes published in the NESA (NSW Education Standards Authority) syllabi. Year 9 has a much greater level of formal assessment than in the junior years because students' achievements are being reported in terms of all students across New South Wales and the same standards are to be applied in every NSW school.

Please take the time to read the information in this booklet carefully, keep it in a safe place and think carefully about the expectations in Year 9.

# YEAR 9 ASSESSMENT GUIDELINES FOR STUDENTS

## 1. What are assessment tasks?

These are tasks set in each Year 9 course you study that assess your achievement of the course outcomes.

## 2. When will I be assessed?

In the following pages each subject studied in Year 9 has an assessment schedule. The schedule shows the type of task (text, exam, written, oral, research, performance etc.), when they will occur and what they are worth.

## 3. How many tasks will I have to complete?

For each course studies between 3 and 5 tasks will be set.

## 4. Submitting tasks completed at home.

They should be handed to your class teacher or Head Teacher on the date due.

## 5. What happens if the task is handed in late?

The task will be marked normally. Then you will lose 25% of the mark allocated for each day late. You may submit an illness/misadventure appeal.

## 6. What happens if I am absent on the day the task has been done at school?

You may apply to your teacher for an illness/misadventure appeal. If the appeal is declined you will receive zero marks. If your appeal is upheld you may be given a substitute task or an estimate where appropriate.

## 7. Illness/Misadventure

If you are sick or have suffered a misadventure your appeal must provide written evidence (such as a medical certificate) of genuine sickness or misadventure. Students who are/will be absent during exams are to provide details of the circumstances to the Principal either before or immediately after the examination. An illness/misadventure appeal will be considered.

**Note:** If you miss days or parts of days (including other subject periods) immediately before the due date of the examination or assessment task (submitted or in class) written evidence (such as a medical certificate) of genuine sickness or misadventure will be required.

## 8. Change of Task/Date

If a task or date of assessment task has to be changed, students must be notified two weeks in advance and in writing.

## 9. What happens if assessment tasks are not completed?

It is your responsibility to follow the above guidelines. If you do not complete assessment tasks, warning letters will be sent home notifying you and your parents/caregivers that you may not receive a Record of School Achievement (RoSA). If you fail to perform the actions stated in the warning letters the Principal may decide that you have not met the requirements for a RoSA.

## 10. Do I only have to complete assessment tasks?

While the importance of assessment tasks cannot be underestimated, you must also apply yourself with diligence and sustained effort to ALL SET TASKS. This includes other tasks completed in class, homework and revision.

## 11. What happens if I cheat or plagiarise?

You are warned that cheating or plagiarism may incur penalties including awarding a zero mark. A school committee will review such cases and appeals are possible to the Principal.

# STUDENT GUIDE TO ASSESSMENT APPEALS

Appeals for misadventure/illness and other assessment concerns should first be taken to your teacher with the relevant justification and/or documents. Your teacher in consultation with the head teacher of the subject may uphold or dismiss your appeal and take the appropriate action. If you are still unhappy with the decision made at this level, you have the right to lodge a formal appeal.

You have the right to lodge an appeal against your assessment result on the following grounds:

1. The assessment process did not provide you with a fair and reasonable opportunity to demonstrate your knowledge and ability.
2. You were not informed in advance of the conditions and method of assessment.
3. The process used was discriminatory in some way.

The appeal must be lodged with the school within five working days of receiving the assessment result.

The school must deal with the appeal within five working days from the registered date of receipt of the appeal.

An appeals panel appointed by the Principal is given the responsibility to manage the appeals system and process.

In response to your appeal the appeals panel may:

1. Interview any people involved in your assessment process
2. Request another assessor to review your case
3. Schedule another assessment
4. Uphold or reject your appeal at any stage.

You have the right to have a support person of your choice during the appeals process to help you and to be your witness.

The school must accurately document all appeals procedures and outcomes and provide you with copies. If you are still unhappy with the outcome of the appeal you can appeal to the Lismore District Office.

## Stage 5 and 6 Assessment Task Application for Special Consideration

A student who have planned work placement, holidays or sporting commitments on the day a task is due need to apply to complete the task prior to the scheduled date.

Student name: \_\_\_\_\_ Year: \_\_\_\_\_

Subject and Class Teacher: \_\_\_\_\_

Title of the Task; \_\_\_\_\_

Original due date of Task: \_\_\_\_\_

### Task (circle one)

- Hand in task
- In-Class task
- Examination
- Speech/performance
- Other \_\_\_\_\_

Applications may be in respect of (please select one)

1. Family commitments (please provide information and any supporting documentation)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Sporting commitments (please provide details and any supporting documentation)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Unacceptable grounds for appeal

The application process does not cover:

- Circumstances where an Illness and/or Misadventure Form needs to be completed
- Work Placement or Work Experience. If a student does work placement or work experience outside the allocated weeks, they must ensure assessments are submitted on time.
- Matters avoidable by the student (eg. Misreading timetable).

Parent/carer signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

**This form, with supporting evidence will be kept in the student's file**

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### Executive Use Only: Tabled at Executive Meeting

Supporting evidence (attached)                      YES      NO      Comment:

Special Consideration:                      ACCEPTED      DECLINED      Comment

Deputy Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Stage 5 Assessment Task Illness or Misadventure Form

A student who believes that circumstances occurring immediately prior to or on the day of an assessment task and which were beyond their control, leading to missing a task, should complete this form and give it to the Deputy Principal no later than the next school day on return to school.

Student name: \_\_\_\_\_ Year: \_\_\_\_\_

Subject and Class Teacher: \_\_\_\_\_

Title of the Task: \_\_\_\_\_

Original due date of Task: \_\_\_\_\_

Applications may be in respect of (please select one option):

### Task (circle one)

- Hand in task
- In-Class task
- Examination
- Speech/performance
- Other \_\_\_\_\_

(A) **Illness or injury** – illness or physical injuries suffered directly by the student which allegedly affected the student's performance in an assessment (eg. Influenza, asthma attack, cut hand).

(B) **Misadventure** – an event beyond the student's control which allegedly affected the student's performance in an assessment (funeral, accident, flooding).

### Unacceptable grounds for appeal

The application process does not cover:

- Circumstances where a special consideration Form needs to be completed
- Work Placement or Work Experience. If a student does work placement or work experience outside the allocated weeks, they must ensure assessments are submitted on time.
- Matters avoidable by the student (eg. Misreading timetable).

Parent/carer signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

This application process is as per NESA expectations and standards. This form, with supporting evidence will be kept in the student's file

### Executive Use Only

Supporting evidence (attached)                      YES      NO      Comment:

Special Consideration:                      ACCEPTED      DECLINED      Comment

Deputy Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **ASSESSMENT SCHEDULES**

### **English**

<b>TOPIC</b>	<b>TASK</b>	<b>WEIGHTING %</b>	<b>TIMING</b>
<b><i>Recontextualising the Fairytale</i></b> EN 5-4B, EN 5-5C, EN 5-8D, EN 5-9E	Imaginative text	20	Term 1, Week 10
<b><i>Teens in Fiction</i></b> EN 5-1A, EN 5-2CA, EN 5-3B, EN 5-5C	Speaking task	25	Term 2, Week 9
<b><i>Representations of Conflict</i></b> EN 5-1A, EN 5-6C, EN 5-7D	Essay (in class)	25	Term 3, Week 9
<b><i>The Changing Voice of Australia</i></b> EN 5-3B, EN 5-4D, EN 5-6C	Portfolio	30	Term 4, Week 6
<b>TOTAL</b>		<b>100</b>	



## Mathematics

TOPIC	OUTCOMES	TASK	WEIGHTING %	TIMING
<b>Trigonometry and Financial Mathematics</b>	MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-01, MA5-FIN-C-01, MA5-FIN-C-02	In-Class Test	25	Term 1 Week 11
<b>Measurement</b>	MA5-ARE-C-01, MA5-VOL-C-01	Problem Solving Task	25	Term 2 Week 8
<b>Probability</b>	MA5-PRO-C-01	Assignment / Investigation	25	Term 3 Week 8
<b>Semester 2 Topics</b>	MA5-GEO-C-01, MA5-GEO-P-01, MA5-GEO-P-02, MA5-PRO-C-01, MA5-ALG-C-01, MA5-ALG-P-01, MA5-ALG-P-02, MA5-EQU-P-02	Examination	25	Term 4 Week 6
<b>TOTAL</b>			<b>100</b>	

## Science

TOPIC	TASK	WEIGHTING %	TIMING
<b>ENERGY</b>	Energy Transformations SC5-9WS, SC5-8WS, SC5-7WS SC5-6WS SC5-5WS	25	Term 1, Weeks 7
<b>CHEMICAL CHANGES</b>	Topic Test SC5-16CW, SC5-17CW, SC5-7WS, SC5-3VA	25	Term 2, Week 6
<b>WAVES AND LIGHT</b>	Practical Task SC5-10PW, SC5-11PW, SC5-6WS	25	Term 3, Week 5
<b>DISEASES</b>	Examination SC5-12ES, SC5-9WS, SC5-14LW, SC5-15LW	25	Term 4, Week 6
<b>TOTAL</b>		<b>100</b>	

## Geography

TOPIC	TASK	WEIGHTING %	TIMING
<b><i>Sustainable Biomes</i></b> GE 5-1, GE 5-2, GE 5-3, GE 5-5, GE 5-7, GE 5-8	Crop Report	25	Term 1 Week 8
<b><i>Changing Places</i></b> GE 5-2, GE 5-3, GE 5-5, GE 5-7, GE 5-8	Examination	25	Term 2 Week 6
<b>TOTAL</b>		<b>50</b>	

## History

TOPIC	TASK	WEIGHTING %	TIMING
<b><i>Depth Study 1:</i></b> <b><i>Making a better world?</i></b> HT 5-1, HT 5-7, HT 5-10	Empathy Task	20	Term 3 Week 8
<b><i>Depth Study 3:</i></b> <b><i>Australians at War</i></b> <b><i>WWI and WWII</i></b> HT 5-3, HT 5-6, HT 5-8	Research task	30	Term 4 Week 4
<b>TOTAL</b>		<b>50</b>	

## Personal Development, Health & Physical Education

TOPIC	TASK	WEIGHTING %	TIMING
<b>Health For Life</b>	Healthy School Campaign And Work Booklet PD5-1, PD5-2, PD5-6	20	Term 1 Week 11
<b>Teen Talk</b>	Work Booklet – targeted check-in PD5-1, PD5-2, PD5-9	10	Term 2 Week 7
<b>Semester 1 Practical</b>	Movement Skill Performance incorporating Athletics Assessment PD5-4, PD5-5, PD5-11	20	Ongoing, Sem 1
<b>Safe Choices</b>	Work Booklet – targeted check-in PD5-6, PD5-7, PD5-8	10	Term 3 Week 10
<b>Healthy Relationships</b>	Relationship Case Study PD5-3, PD5-9, PD5-10	20	Term 4 Week 7
<b>Semester 2 Practical</b>	Movement Skill Performance incorporating Fair Play Self-Assessment PD5-4, PD5-5, PD5-10	20	Ongoing, Sem 2
<b>TOTAL</b>		<b>100</b>	

## Agriculture

<b>Topic</b>	<b>Task</b>	<b>Weighting %</b>	<b>Timing</b>
<b>Introduction to Agriculture</b> AG5-2 AG5-3	<b>Farm Model</b>	<b>25%</b>	<b>Term 1 Week 9</b>
<b>Plant Production 1</b> AG5-6 AG5-11, AG5-12	<b>Plant Nutrition Practical Assessment</b>	<b>25%</b>	<b>Term 2 Week 9</b>
<b>Animal Production 1</b> AG5-7, AG5-9, AG5-10	<b>Animal production research assessment</b>	<b>25%</b>	<b>Term 3 Week 5</b>
<b>Introduction to Agriculture</b> <b>Plant Production 1</b> <b>Animal Production 1</b> AG5-13, AG5-8, AG5-5, AG5-9	<b>Yearly Exam</b>	<b>25%</b>	<b>Term 4 Week 6</b>
<b>Total</b>		<b>100%</b>	

## Commerce

TOPIC	TASK	WEIGHTING %	TIMING
<b>Employment and Work Futures</b>	Resume and Job interview COM5-1, COM5-2, COM5-4	50	Term 1 Week 8
<b>The Economic and Business Environment</b>	Research Report COM5-3, COM5-5, COM5-7	50	Term 3 Week 7
<b>TOTAL</b>		<b>100</b>	

## Elective History

TOPIC	TASK	WEIGHTING %	TIMING
<b>Archaeology and Archaeological Sites</b>	Research Task HTE5-1, HTE5-2, HTE5-5, HTE5-7, HTE5-8	40	Term 1, Week 8
<b>Society Study</b>	In-Class Task HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9	20	Term 2, Week 9
<b>Thematic Study</b>	Historical Investigation HTE5-3, HTE5-4, HTE5-6, HTE5-8, HTE5-10	40	Term 4, Week 4
<b>TOTAL</b>		<b>100</b>	

## Food Technology

TOPIC	TASK	WEIGHTING %	TIMING
<b>Food In Australia</b>	Research & Practical Cooking Task FT5-1, FTY5-2, FT5-5, FT5-8, FT5-9	25	Term 1, Week 8
<b>Food Selection and Health</b>	Research & Practical Cooking Task FT5-6, FT5-7, FT5-8	25	Term 2, Week 8
<b>Food Service and Catering</b>	Research & Practical Cooking Task FT5-11, FT5-12, FT5-13	25	Term 3, Week 7
<b>Food for Special Occasions</b>	Research & Practical Cooking Task FT5-9, FT5-10	25	Term 4, Week 6
<b>TOTAL</b>		<b>100</b>	



## Industrial Technology Metals

TOPIC	OUTCOMES	WEIGHTING %	TIMING
<b>Project 1</b>  Sheet Metal Toolbox	IND 5-1, IND 5-3 IND 5-8	30	Term 2, Week 1
<b>Project 2</b> Ball Pein Hammer Extension- Small Vice	IND 5-3 IND 5-5, IND 5-6 IND 5-7, IND 5-9, IND 5-2, IND 5-4, IND 5-10	50	Term 3, Week 7 Term 4 – Ongoing
<b>In Class Skills Examination</b>	IND5-1, IND5-2, IND5-4, IND5-5, IND5-8, IND5-9, IND5-10	20	Term 4, Week 6
<b>TOTAL</b>		<b>100</b>	

## Industrial Technology Timber

TOPIC	OUTCOMES	WEIGHTING %	TIMING
<b>Project 1</b> <b>Side Table</b>	IND 5-1, IND 5-3 IND 5-5, IND 5-6 IND 5-8, IND 5-10	30	Term 2, Week 1
<b>Project 2</b> <b>Bench Top Drawer with Mirror</b>	IND 5-1, IND5-2 IND 5-3, IND 5-4 IND 5-5, IND 5-6 IND 5-7, IND 5-8 IND 5-9, IND 5-3	50	Term 3, Week 7
<b>Examination</b>	IND 5-1, IND5-2 IND 5-4, IND 5-7 IND 5-9, IND 5-10	20	Term 4, Week 6
<b>TOTAL</b>		<b>100</b>	

## Physical Activity and Sports Studies (PASS)

TOPIC	TASK	WEIGHTING%	TIMING
<b>Enhancing Participation and Performance</b>	Coaching Presentation PASS5-5, PASS5-6, PASS5-7, PASS5-8	20	Term 1 Weeks 5-10
<b>Physical Activity and Sport in Society</b>	Promoting Lifelong Leisure Research Project PASS5-3, PASS5-4, PASS5-7, PASS5-10	15	Term 2 Week 10
<b>Enhancing Participation and Performance</b>	Practical Journal PASS3.1, PASS4.1, PASS 4.2	15	Term 3 Week 7
<b>Foundations of Physical Activity</b>	Body Systems Exam PASS5-1, PASS5-2, PASS5-9, PASS5-10	20	Term 4, Week 6
<b>All</b>	Practical Individual Fitness/Skill and Games Performance PASS5-5, PASS5-7, PASS5-9, PASS5-10	30	Ongoing
<b>TOTAL</b>		<b>100</b>	

## Photography

TOPIC	TASK	WEIGHTING %	TIMING
<b>Camera-less Photography</b>	Photography Process Diary Submission 5.1, 5.4, 5.8	30%	Term 1 Week 10
<b>Composition and the Elements of Art + Design</b>	Photographic Challenges Portfolio 5.2, 5.5, 5.7, 5.10	20%	Term 2 Week 8
<b>Digital Photography and the natural world</b>	Photographic Body of Work 5.1, 5.5, 5.7, 5.10	30%	Term 3 Week 9
<b>DSLR techniques and Digital media</b>	Examination 5.6, 5.7, 5.9, 5.3	20%	Term 4 Week 6
<b>TOTAL</b>		<b>100</b>	

## Music

TOPIC	TASK	WEIGHTING %	TIMING
<b>History of Music</b>	Listening and Performance 5.3, 5.8, 5.9	25%	Term 1 Week 10
<b>History of Music</b>	Research 5.11, 5.12	25%	Term 2 Week 7
<b>Jazz Music/Modern Genre</b>	Composition and Performance 5.1, 5.4, 5.6	25%	Term 3 Week 10
<b>Music of a Culture</b> (Australian, Torres Strait)	Yearly exam: Written, Listening and performance 5.3, 5.4, 5.7, 5.11, 5.12	25%	Term 4 Week 6
<b>TOTAL</b>		<b>100</b>	

# KYOGLÉ HIGH SCHOOL

## YEAR 9 ASSESSMENT TIMETABLE 2025

Check your assessment schedules in this booklet and highlight them on the correct term and week in the table below.

TERM 1	WEEK	Assessments
	1	
	2	
	3	
	4	
	5	
	6	
	7	Science
	8	Geography, Commerce, Food Technology, Elective History
	9	Agriculture
	10	English, PASS, Music, Photography
	11	Maths, PDHPE
TERM 2	1	ITTimber, ITMetal
	2	
	3	
	4	
	5	
	6	Science, Geography
	7	Music, PDHPE
	8	Maths, Food Technology, Photography
	9	English, Agriculture, Elective History
	10	PASS
TERM 3	1	
	2	
	3	
	4	
	5	Science, Agriculture
	6	
	7	PASS, Food Technology, Commerce, ITTimber, ITMetal
	8	Maths, History
	9	English, Photography
	10	Music, PDHPE
TERM 4	1	
	2	
	3	
	4	Elective History, History
	5	
	6	Junior Yearly Examinations Week
	7	PDHPE
	8	
	9	
	10	
	11	