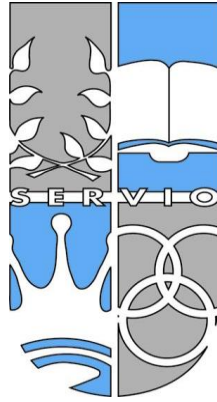


EAST HILLS BOYS HIGH SCHOOL



Stage 5 Assessment Booklet Year 9 2025

Information for Students, Parents and Teachers

EAST HILLS BOYS HIGH SCHOOL

YEAR 9 2025

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WHAT IS ASSESSMENT?

Assessment is the measure of the achievement of course outcomes over a period of time in each course studied by a student. It allows the measurement of a wide range of each student's abilities in achieving course outcomes.

Achievement of course outcomes is measured through examinations, practical tests, fieldwork, assignments, and class room presentations and in other ways.

EXAMINATIONS

In Year 9 there are 2 formal assessment periods.

Half Yearly Assessment Week

Term 2 Week 7

Reports will be issued early Term 3

Yearly Examinations

Term 4 Week 4

Reports will be issued late Term 4

Parent Teacher Evening

Term 3 Week 2

STUDENT RESPONSIBILITIES

Expectations of students:

1. Students must attend all classes to satisfactorily complete the Stage 5 courses. A minimum of 85% attendance is generally expected for students to achieve the outcomes of the course being studied.
Unexplained absences, lateness and class attendance patterns will be reviewed to ensure the students are meeting the course completion criteria.
Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.
Any extensive period of unexplained absence may result in non-completion of course(s) and may impact on your eligibility for the award of the Record of School Achievement (RoSA).
2. Students must complete the syllabus including participation in class practical work, homework, oral presentations, assignments and examinations.
3. The New South Wales Educational Standards Authority (NESA) expects students to attempt all assessment tasks.
4. All work submitted must be the student's own work.
5. Students must submit work by the due date.
6. Students must be on time for school and must attend all classes on the day an assessment task is due or is on.
7. Students must prepare for examinations and **make a serious attempt**.
8. **During any assessment task students must not:**
 - Do anything that would disrupt the task or disturb another student
 - Communicate with another student
 - Look at another student's work
 - Take into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher
 - Make a non-serious attempt.otherwise a zero mark will be awarded.
9. Students who are absent from school on any day are responsible for ascertaining if an assessment task has been set for any subject missed on that day.
10. Students who transfer into the school after the commencement of the Stage 5 course will be given substitute tasks wherever possible. In some cases estimates may be given. Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration.
11. If there is a valid reason, an "Assessment Task Illness/ Misadventure Application" form needs to be completed and the form and all supporting documentation submitted to the relevant Head Teacher on the first day back after their absence otherwise a zero mark will be awarded.

WHAT TO DO IF?

Procedures for Students Absent from Tasks

When a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration.

- a) Any application of an extension of time is required before the due date.
- b) If a student is absent on the day of the task:
 - the student's parent or guardian must telephone the school and inform the relevant Head Teacher(s).
 - an application in writing must be lodged with the head teacher(s) of the subjects(s) concerned the next day the student is in attendance at school.
 - a doctor's certificate is required if the application is on medical grounds.

Medical Certificates for Missed Assessment Tasks

Medical Certificates must:

- be written on a named doctor's pad;
- include the day of the missed task;
- indicate the general nature of the illness;
- show the length of time the student will be unfit for school;
- be produced immediately on return to school.

If the student does not make application to the head teacher(s) concerned on their next school day of attendance after the due date of the missed assessment task a zero mark will be recorded.

After considering a student's application, the head teacher will inform the student of the decision.

If the Assessment Task Illness/Misadventure Application is accepted, then the teacher of that course will:

- arrange for the student to attempt the task at a different time;
- arrange for the student to attempt an alternative task of a similar nature.

In exceptional circumstances the Head Teacher may authorise the use of an estimate based on appropriate evidence.

If the Assessment Task Illness/Misadventure Application is not accepted, the student will be awarded a zero mark and a letter will be sent home to inform parents.

Students may appeal against the Head Teacher's decision by lodging an appeal form with the Principal **within three (3) school days of initial determination**.

The Principal may:

- reject the appeal and order the zero mark to stand
- grant a limited extension
- order that a substitute task be performed or
- award an estimate.

SCHOOL RESPONSIBILITIES

1. Each course will have its own assessment schedule developed within the guidelines provided by the New South Wales Educational Standards Authority (NESA). NESA requires all students to follow an assessment program. This means that:

teachers are required to

- set tasks to measure student performance in each component of the course
- specify the relative value of each of these tasks
- provide information on what is to be assessed
- provide information on how they will be assessed
- keep records of each student's performance on each task
- provide students with information on their progress.

The range of tasks used in the assessment will vary from course to course and may include:

- tests which may take a written, practical, oral and aural form
- class and/or homework assignments, including essays and practical tasks
- projects of varying degrees of length and complexity
- oral presentations

head teachers are required to

- ensure tasks meet NESA requirements courses within their faculties
- ensure that marks are recorded on a centralised faculty system before marks are returned
- ensure necessary warning letters, including NESA N Award Warning Letters, are issued when and as required.

2. Notice of Tasks:

Students must be given at least two weeks' notice of the exact date and nature of the task.

3. Student Feedback

Students will be given feedback on their performance (e.g. mark, ranking, areas of strength and/or for improvement) as soon as possible after the completion of the task.

4. The Award of “Zero Marks”

A zero mark is noted as a non-attempt for a particular course and can be awarded in two instances:

- non-presentation of a task or non-attendance at a task without authorisation
- an attempt to gain unfair advantage.

Students and parents will be advised in writing when zero marks are awarded.

5. Non Presentation / Non Attempt

If a task is not attempted/submitted by the due date and the student is not exempt:

- a deduction of 10% per school day will apply up to 5 days
- tasks submitted more than 5 days late will receive a maximum of 50% of available marks
- an Assessment Task Illness/Misadventure Application must be lodged and must be accepted
- students are expected to complete and submit all outstanding tasks
- technology malfunction will not be accepted as a reason for late submission of a task. Work will not be accepted as an email or on a USB drive unless specified by the teacher.

6. Malpractice

It is expected that work submitted in fulfillment of assessment requirements shall be the student's own work. Examples of malpractice beyond this would include:

- plagiarism – excessive use of other sources, not acknowledged
- copying – using the work of another person and submitting it as your own
- not own work – having someone else complete the task
- falsifying receipt documents
- providing false documentation in support of an appeal
- cheating during a test or exam
- disrupting a test or examination

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Deputy Principal. If the Teacher and Deputy Principal are in agreement then the student shall be awarded a zero mark for the task and given a full explanation of the decision. The student may proceed through established appeal procedures.

7. Lateness

Students need to be on time for examinations and assessment tasks. If a student arrives late for an examination/assessment task without a valid reason he has to undertake the task in the remaining time.

If lateness is for a valid reason and supported by evidence, the student will be allowed the normal length of time.

Students must attend school on time and must not truant any classes on the day an assessment task is scheduled or due. Truancy and lateness will be regarded as malpractice.

8. Extensions

Students who are unable to be present for an exam or out-of-class assessment task for valid reasons may apply to the teacher for an extension **prior to the due date for submission of the task**. Requests for extensions are to be made in writing. A negotiated extension could be expressed in terms of maximum marks, mark penalties and deadline times as determined by the teacher concerned.

9. NESA Warning Letters

NESA warning letters are issued to students **who are not meeting course requirements**. These letters are a warning to students that they are in danger of failing the course.

If a student is awarded a zero mark for a task or has not attempted the task and is thus at risk of not meeting the assessment requirements for a course, the Teacher or Head Teacher:

- will advise the student in writing with a NESA warning letter;
- will ensure NESA warning letters are sent to parents informing them of their son having missed assessment tasks and where attendance and/or performance have been unsatisfactory;
- will ensure that when a first warning letter is sent, the relevant teacher will arrange a meeting with the student and will contact the parent to discuss the student's progress;
- will ensure that when a second warning letter is sent the head teacher will arrange a meeting with the student and parent and their progress will be discussed with their parents present;
- will request written acknowledgement from the student and his parent(s)/guardians(s);
- will ensure that a copy of the NESA warning letter is placed in the student's central file.
- will ensure that the Deputy Principal is notified if a student has two warning letters sent home. Every student awarded an 'N' determination will be interviewed by the Principal.

STUDENT REVIEWS/APPEALS

1. A student may appeal:
 - against his mark in the course assessed on the grounds of a clerical error,
 - if the School has varied from its stated Assessment Policy.
2. No appeal may be entered against marks allocated for a particular task or piece of work.
3. A student who wishes to appeal must do so in writing. These appeals must be submitted through the head teacher of the subject concerned and should be completed by mid-November. Details of methods of appeal are available from the Principal.
4. An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following:
 - Principal
 - deputy principal
 - the teacher currently involved in teaching the course
 - the head teacher of the faculty

In conducting a review, NESAs requires the panel to ascertain whether:

- a) *the weightings specified by the school in its assessment program conform to the NESAs requirements as detailed in the subject guides*
- b) *the procedures used by the school for determining the final assessment program conform to its stated assessment program*
- c) *there are computational or other clerical errors.*

Provided that the panel is satisfied that these conditions have been met, no change will be made to the final result. If a student is dissatisfied with the decision of the review, there is provision for appeal to NESAs.

The only grounds for such appeals will be to judge whether the procedures followed by East Hills Boys High School complied with NESAs policy and whether the conduct of the review was proper in all respects.

N Determinations

If a student is deemed not to have completed a course, the student will receive an 'N' determination. The course will be listed as 'Not Completed' on the student's Record of School Achievement (RoSA), and this may mean that the student is not eligible for the award of a RoSA in that year.

Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the principal. Appeals against 'N' determinations should be lodged with the principal, who will advise the student of the date by which the appeal must be submitted.

If the student is dissatisfied with the result of the school review of his appeal, the student should advise the principal that he wishes the appeal to be referred to NESAs.

EHBHS Assessment Task Illness / Misadventure Application

To be completed by a student who was / is unable to attend / submit an assessment task on the due date

Student's Name: _____ **Roll Class:** _____

Course: _____ **Faculty:** _____

Assessment Task Missed: _____ **Task Date:** _____

Task missed due to illness: Attach Doctor's Certificate to this form.

Doctor's Name: _____

Task missed through other reason: State reason and attach any supporting evidence.

Student's Signature: _____ **Date:** _____

FACULTY SECTION – to be completed by the Teacher and Head Teacher

Illness/Misadventure application form received by: _____ Date: _____

Did student inform the school of absence on the day of the task? Yes No

Was application lodged the next day the student was in attendance at school? Yes No

Teacher's name: _____

Teacher's comment: _____

Has this student submitted an Illness/Misadventure form for any other assessment tasks in this subject?

No Yes If yes, please comment: _____

Head Teacher's recommendations: Accepted Rejected

New task Estimated mark Zero Award Referred to Review Panel

Head Teacher's Signature: _____

Principal's Use: Accepted Rejected

Comment: _____

Principal's Signature _____ Date: _____

Parent / Guardian Comment:

Parent / Guardian Signature: _____ Date: _____

SUBJECT

ASSESSMENT

SCHEDULES

A note regarding assessment tasks:

Assessment tasks are formal tasks used to measure student achievement of individual course outcomes. They provide an indication of student mastery of knowledge and skills related to each course studied. Other measures, including teacher observations, will also be used to gauge overall student achievement.

The following assessment schedules provide a guideline for students and parents as to the nature, relative weighting and indicative timing of formal assessment tasks and activities.

The dates provided may vary depending on a range of factors including class progression through course content and timetabling requirements. The timing of tasks will align as closely as possible to the dates outlined in the following course assessment schedules.

CORE SUBJECTS

ENGLISH

Task	Date	% Weighting
Multimodal Presentation	Term 1 Week 6	20%
Creative Writing	Term 2 Week 8	25%
Book Work	Term 2 Week 8	5%
Essay Response	Term 3 Week 7	25%
Yearly Examination	Term 4 Week 4	20%
Book Work	Term 4 Week 5	5%
Total		100%

MATHEMATICS

Task	Date	% Weighting
Written Test Task 1	Term 1 Week 9	20%
Half Yearly Examination Task 2	Term 2 Week 7	25%
Written Test Task 3	Term 3 Week 7	20%
Yearly Examination Task 4 Whole course	Term 4 Week 4	35%
Total		100%

SCIENCE

Semester 1			Semester 2		
Task	Date	% Weighting	Task	Date	% Weighting
Depth Study	Term 1 Week 7	30%	Report on Firsthand Investigation	Term 3 Week 8	30%
Half Yearly Examination	Term 2 Week 7	20%	Yearly Examination	Term 4 Week 4	20%
Total 45%			Total 55%		
Total 100%					

HISTORY

SEMESTER 1		
Task	Date	% Weighting
Task 1: Industrial Revolution <i>COMBATS Task</i>	Term 1 Week 6	30%
Task 2: WW1– <i>ICT Task</i>	Term 2 Week 1	30%
Task 3: <i>Course Examination</i>	Term 2 Week 7	40%
Total		100%

SEMESTER 2		
Task	Date	% Weighting
Task 1: Industrial Revolution <i>Source Based Task</i>	Term 3 Week 6	30%
Task 2: WW1– <i>ICT Task</i>	Term 4 Week 1	30%
Task 3: <i>Course Examination</i>	Term 4 Week 4	40%
Total		100%

GEOGRAPHY

SEMESTER 1		
Task	Date	% Weighting
Task 1. International Migration Case Study	Term 1 Week 6	40%
Task 2. Geographical Skills	Term 2 Week 2	30%
Task 3 Sustainable Biomes	Term 2 Week 5	30%
Total		100%
SEMESTER 2		
Task	Date	% Weighting
Task 1. International Migration Case Study	Term 3 Week 6	40%
Task 2. Geographical Skills	Term 4 Week 2	30%
Task 3. Sustainable Biomes	Term 4 Week 5	30%
Total		100%

PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION

Task	Component	Date	Weighting
Striking Games	Practical	Term 1 Week 7	10%
Athletics	Practical	Term 2 Week 3	10%
Half-Yearly Exam	Theory	Term 2 Week 7	25%
Field Game	Practical	Term 2 Week 8	10%
Half Yearly Report			
Invasion Game	Practical	Term 3 Week 10	20%
Yearly Exam	Theory	Term 4 Week 4	25%
Total			100%

Assessment Schedules Elective Subjects

COMMERCE

Task	Date	% Weighting
Consumer and financial decisions – Research Task	Term 1 Week 9	20%
Half Yearly Exam - Consumer and Financial Decisions AND Promoting and Selling	Term 2 Week 7	30%
Assignment – Employment and work futures	Term 3 Week 6	20%
Yearly Exam – Law, society and political involvement and employment and work futures	Term 4 Week 4	30%
TOTAL		100%

DESIGN AND TECHNOLOGY

Tasks	Date	% Weighting
Research Assignment <i>Designers and their work</i>	Term 1 Week 7	10%
Theory Booklet	Term 2 Week 1	5%
Design Project 1 and folio <i>Bottle Rocket</i>	Term 2 Week 5	15% <i>10%-Folio</i> <i>5%-Project</i>
Half Yearly Examination	Term 2 Week 7	15%
<i>Half Yearly Report</i>		
Theory Booklet	Term 3 Week 6	5%
Research Assignment and Multimedia Presentation <i>Preferred Futures</i>	Term 3 Week 8	10% <i>5%-Research</i> <i>5%-Presentation</i>
Design Project 2 and Folio <i>Multi use Desk Lamp</i>	Term 4 Week 5	25% <i>15%-Folio</i> <i>10%-Project</i>
Yearly Examination	Term 4 Week 4	15%
TOTAL		100%

FOOD TECHNOLOGY

Task	Date	% Weighting
Research Task 1 Food In Australia	Term 1 Week 10	10%
Practical Skills Assessment Food In Australia	Term 2 Week 4	20%
Half Yearly Exam	Term 2 Week 7	15%
Half Yearly Report		
Book/Laptop Files Mark	Term 3 Week 8	5%
Research Task 2 Food Product Development	Term 3 Week 10	20%
Practical Skills Assessment Food Product Development	Term 4 Week 3	10%
Yearly Examination	Term 4 Week 4	20%
TOTAL		100%

HISTORY ELECTIVE

Task	Date	% Weighting
Oral Presentation	Term 1 Week 10	20%
ICT Group Task	Term 2 Week 8	30%
Source Based Writing Task	Term 3 Week 5	20%
Personal Interest Project (PIP)	Term 4 Week 2	30%
TOTAL		100%

INDUSTRIAL TECHNOLOGY – ELECTRONICS

Task	Date	% Weighting	
Research Assignment (Common) <i>Careers in Electronics</i>	Term 1 Week 10	10%	
Theory Booklet	Term 2 Week 1	5%	
Practical Project 1 <i>Soldering Test and Battery Tester V1</i>	Term 2 Week 2	15%	<i>15% - Project</i>
Half Yearly Examination	Term 2 Week 7	10%	
Half Yearly Report			
Practical Project 2 <i>Battery Tester V2</i>	Term 3 Week 2	25%	<i>20% - Project</i> <i>5% - Drawing</i>
Research Assignment (Common)	Term 4 Week 1	10%	
Yearly Examination	Term 4 Week 4	10%	
Logic Gate Breadboard Solutions	Term 4 Week 5	15%	<i>15% - Project</i>
TOTAL		100%	

INDUSTRIAL TECHNOLOGY – METAL

Task	Date	% Weighting	
Research Assignment (Common) <i>Careers in Metal</i>	Term 1 Week 10	10%	
Theory Booklet	Term 2 Week 1	5%	
Practical Project 1 and Folio <i>Sheet Metal Tool Box</i>	Term 2 Week 2	15%	<i>10% - Project</i> <i>5% - Folio</i>
Half Yearly Examination	Term 2 Week 7	10%	
<i>Half Yearly Report</i>			
Theory Booklet	Term 3 Week 10	5%	
Research Assignment (Common)	Term 4 Week 1	10%	
Yearly Examination	Term 4 Week 4	10%	
Practical Project 2 and Folio <i>Gong</i>	Term 4 Week 5	20%	<i>15% - Project</i> <i>5% - Folio</i>
Practical Project 3 and Folio <i>Centre Punch</i>	Term 4 Week 5	15%	<i>10% - Project</i> <i>5% - Folio</i>
TOTAL		100%	

INDUSTRIAL TECHNOLOGY – TIMBER

Task	Date	% Weighting	
Research Assignment (Common) <i>Careers in Timber</i>	Term 1 Week 10	10%	
Theory Booklet	Term 2 Week 1	5%	
Practical Project 1 and Folio <i>Trinket Box</i>	Term 2 Week 2	15%	<i>10% - Project</i> <i>5% - Folio</i>
Half Yearly Examination	Term 2 Week 7	10%	
<i>Half Yearly Report</i>			
Theory Booklet	Term 3 Week 10	5%	
Research Assignment (Common)	Term 4 Week 1	10%	
Yearly Examination	Term 4 Week 4	10%	
Practical Project 2 and Folio <i>Step Ladder</i>	Term 4 Week 5	30%	<i>25% - Project</i> <i>5% - Folio</i>
Practical Project 3 and Folio <i>Pestal - Lathe</i>	Term 4 Week 5	5%	<i>5% - Project</i>
TOTAL		100%	

COMPUTING TECHNOLOGY

Task	Date	% Weighting
Analysing Data	Term 2 Week 2	25%
Half Yearly Exams	Term 2 Week 7	15%
<i>Half Yearly Report</i>		
Designing for User Experience	Term 3 Week 4	25%
Modelling Networks and Social Connection	Term 4 Week 3	15%
Yearly Examination – All Topics	Term 4 Week 4	20%
Note: sequence and timing of tasks may vary depending on class rotation.		100%

MUSIC

Task	Date	% Weighting
Performance	Term 1 Week 7	10%
Research	Term 1 Week 9	20%
Composition	Term 2 Week 4	10%
Half Yearly Examination (Aural /Written Test)	Term 2 Week 7	20%
Performance	Term 3 Week 4	10%
Composition	Term 3 Week 7	10%
Yearly Examination	Term 4 Week 4	20%
TOTAL		100%

PHYSICAL ACTIVITIES AND SPORTS STUDIES

Task	Component	Date	Weighting
Running with the Ball	Practical	Term 1 Week 10	10%
Half-Yearly Exam	Theory	Term 2 Week 7	20%
Physical Fitness Testing and Reflection	Practical//Theory	Term 2 Week 8	20%
Half Yearly Report			
Issues in Sport Research Task	Theory	Term 3 Week 9	20%
Yearly Exam	Theory	Term 4 Week 4	30%
TOTAL			100%

VISUAL ARTS

Task	Date	% Weighting
Case Study 1	Term 1 Week 10	20%
Body of Work 1	Term 2 Week 8	20%
Case Study 2	Term 3 Week 10	20%
Body of Work 2	Term 4 Week 5	20%
VAPD	Term 4 Week 6	20%
TOTAL		100%

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance banks and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide common language and consistent meaning in the High School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them: draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Compare	Show how things are similar or different
Construct	Make, build, put together items or arguments
Contrast	Show how things are different or opposite
Critically analyse/evaluate	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from: to note differences between
Evaluate	Make a judgement based on criteria: determine the value of
Examine	Inquire into
Explain	Relate cause and effect: make the relationships between things evident: provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main feature of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favor
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesize	Putting together various elements to make a whole

