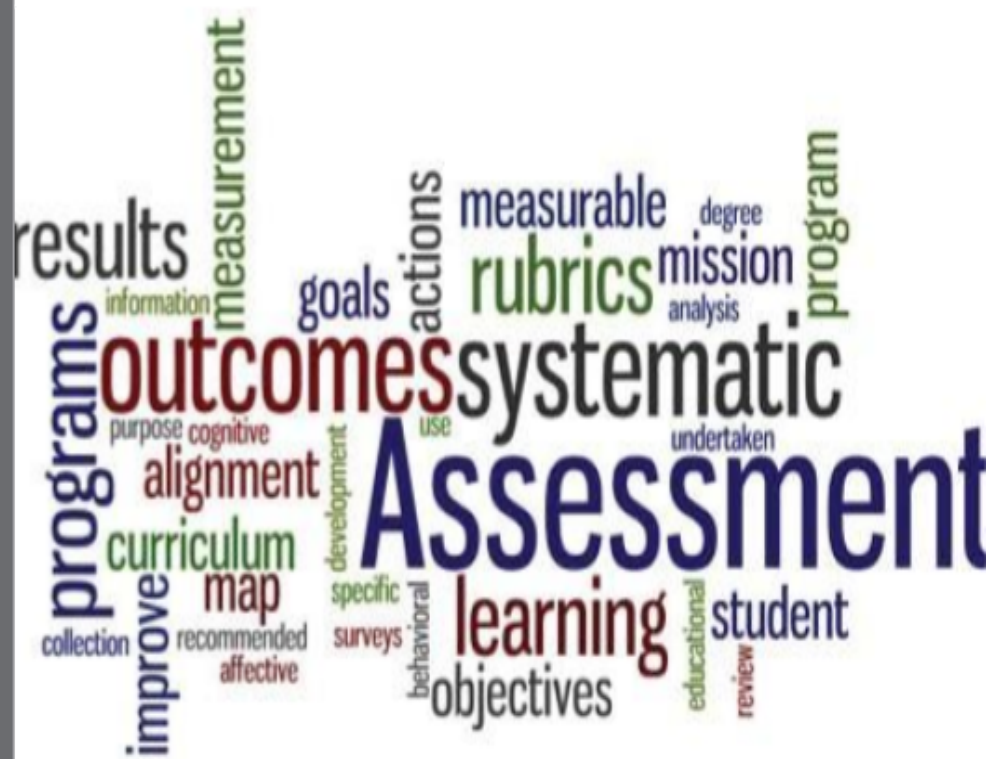


## A decorative graphic consisting of a 3x3 grid of squares. The top-left square is a medium teal color. The top-middle and top-right squares are a dark teal color. The middle-left square is a dark teal color. The middle-middle square is a very dark teal color. The middle-right square is a medium teal color. The bottom-left square is a medium teal color. The bottom-middle and bottom-right squares are a dark teal color.



## **MACLEAN HIGH SCHOOL – YEAR 9 ASSESSMENT PROCEDURES**

### **1. What is the purpose of this booklet?**

To provide information about:

- School assessment of your progress in Year 9.
- Your rights and responsibilities under this system.

### **2. What is an assessment mark/grade?**

- An assessment mark/grade represents your achievement of outcomes listed in the syllabus for each course studied.

### **3. What is the purpose of assessment marks/grades?**

- To allow a wide range of subject skills and knowledge to be assessed using a variety of assessment methods.

### **4. Are non-assessable tasks important?**

- Yes! You must satisfy all the requirements of a syllabus – this includes all in-class and homework tasks set by your teachers.
- Failure to complete non-assessable tasks may mean that NESA requirements for completing a Stage 5 course are not satisfied.

### **5. How will assessment marks be compiled?**

- Each Faculty, using NESA guidelines, has developed procedures for compiling an assessment mark/grade by the end of each course.
- Assessment schedules for each subject specify the nature of each task, the outcomes to be assessed, weighting in the final assessment for that course and the timing of each task.
- The assessment schedule for each subject is included in this booklet.

### **6. When will assessment take place?**

- Assessment will take place throughout the entire year.

### **7. How will I be notified of impending assessment tasks?**

- You will receive written notice of every assessment task at least two weeks before the due date. It will include information regarding task number, task weight, outcomes, due date and time, assessment criteria, marking scheme and clearly outlined expectations.
- If you are absent on the day the class is notified of an assessment task, it is your responsibility to inform your teacher immediately on your return to school. They will then issue you with the task, which you will be expected to complete by the original due date.

### **8. How will results be reported back to students?**

- Meaningful feedback will be given on each assessment task.
- Each school report will contain your current assessment grade in each course.

**9. When should an assessment task be submitted?**

- Take-home tasks must be submitted on or before the due date stated on the assessment notification.
- In-class tasks must be completed at the time and date stated on the assessment notification.
- Students must attend all timetabled classes and will not be granted leave of absence to prepare for other assessment tasks in these times.

**10. What do I do if I know I am going to be absent for an assessment task?**

- Either hand in the task before the absence or negotiate alternative arrangements with your teacher and/or Head Teacher of the faculty.
- You must complete an *Illness/Misadventure/Absence Form* to explain why you will be absent and you may be asked to produce evidence of the progress you've made on the set task.

**11. What is an *Illness/Misadventure/Absence Form* and where do I get one?**

- This is a form that must be completed whenever student participation and/or performance in a task has been affected by unforeseen circumstances beyond the control of the student including: illness and unavoidable lateness or absence. Supporting documentation, such as a doctor's certificate, or communication from your parent or guardian outlining the reasons should be attached to the form.
- The forms are available from your class teacher, subject Head Teacher or Year Adviser.

**12. What happens if my assessment task is late?**

- You will lose 20% of your marks per school day. After 5 school days, unless there are extenuating circumstances a zero mark will be awarded.
- You will still be required to complete the task so that you satisfy mandatory Stage 5 course requirements. By completing the task, you will still receive valuable feedback.
- Students using computers to prepare and present an assessment task must accept responsibility for the loss of any data or the non-completion of tasks due to computer related problems. Save your work regularly and always keep a backup!

**13. What happens if a student is on suspension at the time a task is due?**

- The student must make arrangements to submit take home tasks by the due date.
- If the task occurs in class, then the task will be completed on the return to school from suspension.

**14. What if I am absent on the day an assessment task is scheduled?**

- You must contact the school and explain the reason for your absence to your teacher or the Head Teacher of the relevant faculty.
- On the day you return to school, report to the Head Teacher of the subject concerned and complete an *Illness/Misadventure/Absence Form*.
- Supporting evidence (such as a medical certificate or communication from your parent or guardian outlining the reasons) should be attached and the form returned to the Head Teacher.
- The Head Teacher will consider the application and a decision issued promptly to the student and to the class teacher.
- The *Illness/Misadventure/Absence Form* will be filed in your student record.
- An alternate assessment task may be issued for you to complete or an estimated result may be given at the discretion of the subject Head Teacher.

**15. What about assessment work that is not handed in?**

- If you fail to complete an assessment task and have not been granted special consideration, a zero may be recorded for it.
- Parents will be notified in writing by the Head Teacher, using a warning letter. You will still have to complete the task for zero marks.
- If you do not make a genuine attempt at all set assessment tasks then you may be deemed not to have studied the course satisfactorily.

**16. What happens in the case where a teacher is concerned about cheating or malpractice in an assessment task?**

- In such cases, the teacher will immediately bring this to the attention of the student(s) involved and make a report to the Head Teacher.
- If malpractice is identified, the student may be penalised marks accordingly or even receive a mark of zero for the task. Students may then be required to re-complete the task properly in order to meet course requirements.

**17. Must I attend school regularly?**

- Yes! You are expected to be present on each school day unless you are ill. It is not possible for any student to successfully complete the outcomes of the courses if they do not attend school regularly.

**18. Is there an Appeals process?**

- In the first instance, you should discuss the situation with your classroom teacher.
- Should the classroom teacher be unable to satisfy your queries, you must talk with the KLA Head Teacher, Deputy Principal or Principal.

**20. What happens when the date of the task has been changed?**

- If a task's due date is to be changed this must be negotiated with students in consultation with the course teacher and approved by the Head Teacher for that course.

## ASSESSMENT SCHEDULES FOR KEY LEARNING AREAS (KLA)

### Mandatory Courses

| KLA: ENGLISH   |                  |   |  | Course: English |
|--|------------------|---|--|-----------------|
| <p>Formative assessment will be ongoing throughout Year 9 English. Students are expected to complete all in-class tasks, homework and reflection activities, and participate in class discussions and other activities in order to satisfy the outcomes for Stage 5 English. Students are expected to strive for high achievement and submit quality tasks to maximise their results and learning in preparation for Stage 6. All work should be edited and formulated using Grammarly.</p> <p>Formative tasks reflect the student's commitment to their learning and allow teachers to assess more widely and deeply than a single summative task. Students can achieve recognition for their efforts and achievement through FRESH, Faculty and Presentation Night awards.</p> |                  |   |  |                 |
| Task #   | When             | Area(s) to be assessed  | Task Format                              | Weighting       |
| 1  | Term 1<br>Week 8 | War poetry and personal narrative   | In class test                            | 25%             |
| 2  | Term 2<br>Week 3 | NAPLAN Tools of the Trade   | NAPLAN Trial paper                       | 15%             |
| 3  | Term 2<br>Week 8 | Genre Study Novel: Australian fiction/Realism/Gothic/Dystopian/Historical/Crime | 'Creative Writing in the style of...'    | 15%             |
| 4  | Term 3<br>Week 8 | Drama: A Crisis of the Times/ Ambition Shakespeare Macbeth or other             | In class test and analysis               | 25%             |
| 5  | Term 4<br>Week 8 | Documentary: The art of truth telling   | Multimodal presentation of a documentary | 20%             |
| Total  |                  |   |  | 100%            |

**KLA: MATHEMATICS****Course: Mathematics**

| <b>Task #</b> | <b>When</b>         | <b>Area(s) to be assessed</b><br><b>In any task students may be assessed on general mathematical concepts from prior learning.</b> | <b>Task Format</b>  | <b>Weighting</b> |
|---------------|---------------------|--|---|------------------|
| 1             | Term 1<br>Week 6    | Further Indices(N&A), Right-Angled Trigonometry (M&G)  | Common Examination (common across Year)                           | 10%              |
| 2             | Term 1<br>Week 10   | Earning Money & Taxation (N&A), Comparing Sets of Data (S&P)   | Common Examination (common across Year)                           | 10%              |
| 3             | Term 2<br>Week 6    | Investing & Spending Money Binomial Product & Factors  | Topic Tests   | 10%              |
| 4             | Term 2<br>Week 10   | Multistage Events (S&P), Coordinate Geometry (N&A)   | Common Examination (common across Year)                           | 10%              |
| 5             | Term 3<br>Week 5    | Similarity, Surds, Algebraic Fractions   | Topic Tests   | 10%              |
| 6             | Term 3<br>Week 10   | R-A Trigonometry: bearings and Further Equations & Inequalities  | Common Examination (Common across Year) (Teacher to advise)       | 10%              |
| 7             | Term 4<br>Week 6    | Single Variable Data Analysis  | Topic Test  | 10%              |
| 8             | Term 4<br>Week 6    | Deductive Geometry, Solving Equations  | Topic Tests (may be at the end of each topic - teacher to advise) | 10%              |
| 9             | Throughout the year | Class based: tests/homework/assignments and presentations (teacher to advise)  |   | 20%              |
| Total         |                     |  |   | 100%             |

**KLA: SCIENCE****Course: Science**

All tasks are common across all classes. Additional class based assessment may occur at the discretion of the teacher. These assessments will be diagnostic only and will not count towards the final grade.

| <b>Task #</b>           | <b>When</b>         | <b>Area(s) to be assessed</b>    | <b>Task Format</b>                      | <b>Weighting</b> |
|-------------------------|---------------------|----------------------------------|---|------------------|
| 1                       | Term 1<br>Weeks 5-7 | Speed and acceleration           | 1st hand investigation, report and test | 35%              |
| 2                       | Term 1<br>Ongoing   | Conducting investigations        | In class teacher observations           | 15%              |
| 3                       | Term 2<br>Weeks 2-4 | The development of atomic theory | Depth study research, report and test   | 35%              |
| 4                       | Term 2<br>Ongoing   | Conducting investigations        | In class teacher observations           | 15%              |
| <b>Semester 1 Total</b> |                     |                                  |   | 100%             |
| 1                       | Term 1<br>Weeks 5-7 | Speed and acceleration           | 1st hand investigation, report and test | 35%              |
| 2                       | Term 1<br>Ongoing   | Conducting investigations        | In class teacher observations           | 15%              |
| 3                       | Term 2<br>Weeks 2-4 | The development of atomic theory | Depth study research, report and test   | 35%              |
| <b>Semester 2 Total</b> |                     |                                  |   | 100%             |

**KLA: HUMANITIES****COURSE: History**

| <b>Task #</b> | <b>When</b>       | <b>Area(s) to be assessed</b> | <b>Task Format</b> | <b>Weighting</b> |
|---------------|-------------------|-------------------------------|--------------------|------------------|
| 1             | Term 1<br>Week 3  | History Literacy Test         | In class           | 15%              |
| 2             | Term 1<br>Week 9  | Writing Task                  | In class           | 35%              |
| 3             | Term 2<br>Week 3  | Historical Source Analysis GF | In class           | 15%              |
| 4             | Term 2<br>Week 6  | Yearly Examination GF         | In class           | 35%              |
| Total         |                   |                               |                    | 100%             |
| 1             | Term 3<br>Week 1  | History Literacy Test         | In class           | 15%              |
| 2             | Term 3<br>Week 10 | Writing Task                  | In class           | 35%              |
| 3             | Term 4<br>Week 3  | Historical Analysis GF        | In class           | 15%              |
| 4             | Term 4<br>Week 6  | Yearly Examination GF         | In class           | 35%              |
| Total         |                   |                               |                    | 100%             |



**KLA: HUMANITIES****COURSE: Geography**

| <b>Task #</b> | <b>When</b>      | <b>Area(s) to be assessed</b> | <b>Task Format</b> | <b>Weighting</b> |
|---------------|------------------|-------------------------------|--------------------|------------------|
| 1             | Term 1<br>Week 4 | Geography Literacy Test       | In class           | 15%              |
| 2             | Term 1<br>Week 9 | Skills Examination            | In class           | 25%              |
| 3             | Term 2<br>Week 3 | Research Assignment: Biomes   | Take home          | 30%              |
| 4             | Term 2<br>Week 5 | Semester Examination GF       | In class           | 30%              |
| Total         |                  |                               |                    | 100%             |
| 1             | Term 3<br>Week 4 | Geography Literacy Test       | In class           | 15%              |
| 2             | Term 3<br>Week 9 | Skills Examination            | In class           | 25%              |
| 3             | Term 4<br>Week 3 | Research Assignment: Biomes   | Take home          | 30%              |
| 4             | Term 4<br>Week 5 | Semester Examination GF       | In class           | 30%              |
| Total         |                  |                               |                    | 100%             |

**KLA: PDHPE****Course: PDHPE**

| <b>Task #</b> | <b>When</b>                         | <b>Area(s) to be assessed</b>   | <b>Task Format</b>  | <b>Weighting</b> |
|---------------|-------------------------------------|---|---------------------|------------------|
| 1             | Term 1<br>Week 7/9<br><br>Theory    | Critical Health Literacy – social media                                       | In class written    | 25%              |
| 2             | Term 2<br>Ongoing<br><br>Practical  | Practical self, peer and teacher assessment of skills, effort and performance | In class assessment | 25%              |
| 3             | Term 3 Week<br>7/9<br><br>Theory    | Decision making tool to reduce risk for young people                          | In class/take home  | 25%              |
| 4             | Term 4 Week<br>3/6<br><br>Practical | Practical assessment ongoing  | In class            | 25%              |
| TOTAL         |                                     |   |                     | 100%             |

## Electives

| KLA: SCIENCE |                      |                        |                         | Course: Agriculture |
|--------------|----------------------|------------------------|-------------------------|---------------------|
| Task #       | When                 | Area(s) to be assessed | Task Format             | Weighting           |
| 1            | Week 6<br>Term 1     | Vegetable Crops        | Weed Collection and PPT | 20%                 |
| 2            | End of term<br>1,2,3 | Course content         | Topic Tests             | 30%                 |
| 3            | All Year             | Practical competencies | Practical               | 30%                 |
| 4            | Term 4               | Course content         | Examination             | 20%                 |
| Total        |                      |                        |                         | 100%                |

| KLA: PDHPE |                   |                             |                     | Course: Child Studies |
|------------|-------------------|-----------------------------|---------------------|-----------------------|
| Task #     | When              | Area(s) to be assessed      | Task Format         | Weighting             |
| 1          | Term 1<br>Week 10 | Preparations for parenting  | In class written    | 20%                   |
| 2          | Term 2<br>Week 9  | Newborn care                | In class assessment | 30%                   |
| 3          | Term 3<br>Week 9  | Growth and development      | In class/take home  | 25%                   |
| 4          | Term 4<br>Week 7  | Childhood Health and Safety | In class            | 25%                   |
| TOTAL      |                   |                             |                     | 100%                  |

| KLA: HUMANITIES |                  |                                  |                              | Course: Commerce |
|-----------------|------------------|----------------------------------|------------------------------|------------------|
| Task #          | When             | Area(s) to be assessed           | Task Format                  | Weighting        |
| 1               | Term 1<br>Week 8 | Consumer and Financial Decisions | Research/In class assessment | 20%              |
| 2               | Term 2<br>Week 7 | Running a business               | In class test                | 20%              |
| 3               | Term 3<br>Week 7 | Promoting and selling            | Shark Tank                   | 30%              |
| 4               | Term 4<br>Week 5 | Travel                           | Research assessment task     | 30%              |
| Total           |                  |                                  |                              | 100%             |

| KLA: TAS |                   |                        |              | Course: Design and Technology |
|----------|-------------------|------------------------|--------------|-------------------------------|
| Task #   | When              | Area(s) to be assessed | Task Format  | Weighting                     |
| 1        | Term 1<br>Week 9  | Research Report        | Presentation | 20%                           |
| 2        | Term 2<br>Week 10 | Minor Project          | MP/ Folio    | 20%                           |
| 3        | Term 3<br>Week 6  | Case Study             | Report       | 20%                           |
| 4        | Term 4<br>Week 2  | Major Project/Folio    | MP/Folio     | 40%                           |
| Total    |                   |                        |              | 100%                          |

| KLA: CAPA |                   |  |                        | Course: Drama |
|-----------|-------------------|--|------------------------|---------------|
| Task #    | When              | Area(s) to be assessed                     | Task Format            | Weighting     |
| 1         | Term 1<br>Week 9  | Group devised performance                  | Making/<br>performance | 20%           |
| 2         | Term 2<br>Week 5  | Greek Theatre Character Interview          | Performing             | 10%           |
| 3         | Term 2<br>Week 10 | Greek Theatre scripted performance         | Performing             | 15%           |
| 4         | Term 3<br>Week 4  | Work in progress scripted performance      | Performing             | 10%           |
| 5         | Term 3<br>Week 8  | Theatre review presentation and<br>logbook | Appreciating           | 25%           |
| 6         | Term 4<br>Week 5  | Drama night performance                    | Performing/ Making     | 20%           |
| Total     |                   |  |                        | 100%          |

| KLA: HUMANITIES |                  |                        |             | Course: French |
|-----------------|------------------|------------------------|-------------|----------------|
| Task #          | When             | Area(s) to be assessed | Task Format | Weighting      |
| 1               | Term 1<br>Week 8 | Speaking & Writing     |             | 30%            |
| 2               | Term 2<br>Week 4 | Reading                |             | 20%            |
| 3               | Term 3<br>Week 7 | Listening              |             | 20%            |
| 4               | Term 4<br>Week 4 | Exam                   |             | 30%            |
| Total           |                  |                        |             | 100%           |

| KLA: TAS         |        |   | Course: Food Technology                               |           |
|------------------|--------|---|---|-----------|
| Task #           | When   | Area(s) to be assessed  | Task Format   | Weighting |
| 1                | Term 1 | unit 1 Food in Australia<br>Multicultural influences on diet                  | Research Project<br>Practical experience<br>Unit Test | 50%       |
| 2                | Term 2 | Unit 2- Food selection and health<br>Nutrient Investigation                   | Research Project<br>Practical experience<br>Unit test | 50%       |
| Semester 1 Total |        |   |   | 100%      |
| 3                | Term 3 | Unit 3- Food for Specific Needs<br>Diet related disorder investigative report | Research Project<br>Practical experience<br>Unit test | 50%       |
| 4                | Term 4 | Unit 4 Food for Special Occasions<br>Party Planning                           | Research Project<br>Practical experience<br>Unit test | 50%       |
| Semester 2 Total |        |   |   | 100%      |

| KLA: TAS |                  |                        | Course: Industrial Technology Engineering |           |
|----------|------------------|------------------------|---|-----------|
| Task #   | When             | Area(s) to be assessed | Task Format                               | Weighting |
| 1        | Term 1<br>Week 9 | Propulsion             | Practical and Folio                       | 25%       |
| 2        | Term 2<br>Week 9 | Propulsion             | Practical and Folio                       | 25%       |
| 3        | Term 3<br>Week 9 | Control systems        | Practical and Folio                       | 20%       |
| 4        | Term 4<br>Week 6 | Control systems        | Practical and Folio                       | 20%       |
| 5        | Term 4<br>Week 5 | Knowledge Test         | Exam                                      | 10%       |
| Total    |                  |                        |   | 100%      |

| KLA: TAS |                   | Course: Industrial Technology Metal  |                     |           |
|----------|-------------------|--------------------------------------|---------------------|-----------|
| Task #   | When              | Area(s) to be assessed               | Task Format         | Weighting |
| 1        | Term 1<br>Week 10 | Toolbox and Folio                    | Practical & Written | 10%       |
| 2        | Term 2<br>Week 1  | Metals in production and service     | Report              | 20%       |
| 3        | Term 2<br>Week 10 | Rocket stove                         | Project /folio      | 20%       |
| 4        | Term 3<br>Week 10 | Folding Shovel                       | Project /folio      | 20%       |
| 5        | Term 4<br>Week 2  | Examination                          | Written Examination | 20%       |
| 6        | Term 4<br>Week 5  | Welding and machining practical exam | Practical Exam      | 10%       |
| Total    |                   |                                      |                     | 100%      |

| KLA: TAS |                  | Course: Industrial Technology Timber |                   |           |
|----------|------------------|--------------------------------------|-------------------|-----------|
| Task #   | When             | Area(s) to be assessed               | Task Format       | Weighting |
| 1        | Term 1<br>Week 6 | Flip top Box                         | Skills test       | 20%       |
| 2        | Term 2<br>Week 1 | Research assignment                  | Report            | 10%       |
| 3        | Term 2<br>Week 7 | Foot Stool                           | Project / folio   | 20%       |
| 4        | Term 3<br>Week 9 | Exam                                 | Written exam      | 20%       |
| 5        | Term4<br>Week 5  | Tool Caddy                           | Project and Folio | 30%       |
| Total    |                  |                                      |                   | 100%      |

| KLA: SCIENCE |                   |  | Course: Marine Studies |           |
|--------------|-------------------|--|------------------------|-----------|
| Task #       | When              | Area(s) to be assessed                 | Task Format            | Weighting |
| 1            | Term 1<br>Week 8  | Intro to Marine Studies - Water Safety | Poster                 | 10%       |
| 2            | Term 1<br>Week 10 | Intro to Marine Studies - All          | Exam                   | 10%       |
| 3            | Term 2<br>Week 6  | Marine Biology - Algae                 | 1st hand investigation | 10%       |
| 4            | Term 2<br>Week 10 | Marine Biology - All                   | Exam                   | 10%       |
| 5            | Term 3<br>Week 6  | Marine Ecology - Rocky Shores          | 1st hand research      | 10%       |
| 6            | Term 3<br>Week 10 | Marine Ecology - All                   | Exam                   | 10%       |
| 7            | Term 4<br>Ongoing | Open Water Snorkelling                 | Dive Log               | 10%       |
| 8            | Term 4<br>Week 5  | Marine Studies - All                   | Yearly Exam            | 30%       |
| Total        |                   |  |                        | 100%      |

| KLA: CAPA |                  |   | Course: Music                         |                  |
|-----------|------------------|---|---------------------------------------|------------------|
| Task #    | When             | Area(s) to be assessed  | Task Format                           | Weighting        |
| 1         | Term 1           | 2 x Performance Pieces for Topic 1<br>Composition Task  | Performance<br>Composition            | 20%<br>10%       |
| 2         | Term 2<br>Week 3 | Topic Test on Topic 1.<br>(Aural/Musicology)  | Written                               | 6%               |
| 3         | Term 2-3         | 2 x Performance Pieces for Topic 2<br>1 x Composition Task (Due Mid Term 3)<br>Topic Test on Topic 2.<br>(Aural/Musicology) | Performance<br>Composition<br>Written | 20%<br>10%<br>7% |
| 4         | Term 3-4         | 2 x Performance Pieces for Topic 3<br>Topic Test on Topic 3.<br>(Aural/Musicology)  | Performance<br>Written                | 20%<br>7%        |
| Total     |                  |   |                                       | 100%             |



| <b>KLA: PDHPE</b> |                    | <b>Course: Physical Activity and Sports Studies (PASS)</b> |                      |                  |
|-------------------|--------------------|--|----------------------|------------------|
| <b>Task #</b>     | <b>When</b>        | <b>Area(s) to be assessed</b>                              | <b>Task Format</b>   | <b>Weighting</b> |
| 1                 | Term 1<br>Ongoing  | Fitness assessment and development                         | In class             | 25%              |
| 2                 | Term 2<br>Week 4   | Theory presentation / written                              | In class             | 25%              |
| 3                 | Term 3<br>Ongoing  | Game development / participation                           | In class             | 25%              |
| 4                 | Term 4<br>Week 3/5 | Research Task  | In class & take home | 25%              |
| Total             |                    |  |                      | 100%             |

| <b>KLA: CAPA</b> |             | <b>Course: Photography</b>   |  |                   |
|------------------|-------------|--|--|-------------------|
| <b>Task #</b>    | <b>When</b> | <b>Area(s) to be assessed</b>  | <b>Task Format</b>   | <b>Weighting</b>  |
| 1                | Term 1      | WH&S Practices.<br>Composition of Images, Practical Tasks<br>The Frames & The Conceptual Framework   | Theory Test<br>Practical Portfolio<br>Journal                              | 10%<br>10%<br>10% |
| 2                | Term 2      | Darkroom, Analogue Photography,<br>History of Photography<br>The Frames and The Conceptual Framework | Practical Portfolio<br>Journal   | 10%<br>10%        |
| 3                | Term 3      | Surrealism, Pinhole Camera.<br>The Frames and the Conceptual Framework, Photographer Research        | Practical Portfolio<br>Journal   | 10%<br>10%        |
| 4                | Term 4      | Digital Photography Practical, 30 Day Challenge.<br><br>Theory Examination                           | Practical Portfolio<br>Journal<br>Student Exhibition<br>Yearly Examination | 10%<br>10%<br>10% |
| Total            |             |  |  | 100%              |

| Task # | When   | Area(s) to be assessed   | Task Format   | Weighting  |
|--------|--------|--|---|------------|
| 1      | Term 1 | Class Artmaking Tasks, Visual Diary.<br>Artist research relevant to practice.                            | Artworks, Visual<br>Diary<br>Research Task                  | 15%<br>10% |
| 2      | Term 2 | Class Artmaking Tasks , Visual Diary<br>Artist research relevant to practice.<br>Half Yearly Examination | Artworks, Visual<br>Diary<br>Research Task<br>Written Paper | 15%<br>10% |
| 3      | Term 3 | Class Artmaking Tasks, Visual Diary<br>Artist research relevant to practice.                             | Artworks, Visual<br>Diary<br>Research Task                  | 15%<br>10% |
| 4      | Term 4 | Class Artmaking Tasks , Visual Diary<br>Artist research relevant to practice.<br>Yearly Examination      | Artworks, Visual<br>Diary<br>Research Task<br>Written Paper | 15%<br>10% |
| Total  |        |  |   | 100%       |

## MACLEAN HIGH SCHOOL YEAR 9 ASSESSMENT CALENDAR

| WEEK | TERM 1   | TERM 2   | TERM 3   | TERM 4  |
|------|--|--|--|---|
| 1    |  | Timber<br>Metal  | History  |   |
| 2    |  | Science  |  | Design and<br>Technology<br>Metal<br>Science                              |
| 3    | History  | English<br>Geography<br>History<br>Music   | Marine Studies   | Geography<br>History<br>PASS<br>PDHPE                                     |
| 4    | Geography  | French<br>PASS   | Drama<br>Geography   | French  |
| 5    | Science  | Drama<br>Geography   | Mathematics<br>Science   | Commerce<br>Drama<br>Geography<br>Marine Studies<br>Timber                |
| 6    | Agriculture<br>Mathematics<br>Timber   | History<br>Marine Studies<br>Mathematics   | Design and<br>Technology<br>Marine Studies                             | Engineering Studies<br>Food Technology<br>History<br>Mathematics<br>Metal |
| 7    | PDHPE  | Commerce<br>Industrial Tech<br>Timber<br>PDHPE   | Commerce<br>French   | Child Studies   |
| 8    | Commerce<br>English<br>French<br>Marine Studies                                  | English  | Drama<br>English   | English   |
| 9    | Design and<br>Technology<br>Drama<br>Engineering Studies<br>Geography<br>History | Child Studies<br>Engineering Studies   | Child Studies<br>Engineering Studies<br>Geography<br>Timber<br>Science |   |
| 10   | Child Studies<br>Food Technology<br>Marine Studies<br>Mathematics<br>Metal       | Drama<br>Food Technology<br>Design and<br>Technology<br>Marine Studies<br>Mathematics<br>Metal | Food Technology<br>History<br>Marine Studies<br>Mathematics<br>Metal   |   |
| 11   |  |  |  |   |

## SCHOOL CONTEXT

Maclean High School is located on the South Arm of the Clarence River on the North Coast of N.S.W. The school is a large district, comprehensive, co-educational facility. The grounds including the school's farm occupy 10 hectares of the river floodplain. The school has excellent facilities including expansive grounds, an agricultural farm, two Trade Training Centres, one in Hospitality and the other in Construction, upgraded science laboratories, a modern library, air conditioned classrooms, technology integrated across the school and our Creative and Performing Arts program is acclaimed across the region.

The curriculum, class structures and education programs are designed to accommodate these diverse needs of our community and provide pathways extending from academic and tertiary education to vocational pathways including school based apprenticeships and traineeships, and an effective program of work experience through the School to Work program. There is a considerable amount of extra-curricular activity adding significantly to the learning opportunities. There is a significant major excursion program including trips to Heron Island, Central Australia and Jindabyne. The school has a widely acclaimed transition program for students from the 12 feeder primary schools.

The extensive curriculum, especially in the senior school offers access to a broad range of courses including many vocational opportunities. Courses include Hospitality, Primary Industries, Seafood Aquaculture, Construction, Metals and Engineering and Sports Coaching. There is also a wide variety of TAFE options. Students with special education needs are well catered for with a variety of programs. There is also significant emphasis on literacy development, student welfare, sport, and the creative and performing arts. A highly acclaimed school musical is held every 2 years involving a considerable number of staff and students. Students regularly perform at Encore to showcase their talents. Retention rates are exemplary and among the best in the region. Maclean High School undertakes significant programs in Literacy, Numeracy, Aboriginal Education (The school was the recipient of a Nanga Mia Award in 2016, and Narragunnawali award in 2019), Quality Teaching, Connected Learning and Student Engagement and Retention. These programs benefit all students who have a strong comprehensive education program to follow. Student surveys indicate that the students are happy and feel safe at school and that they have a belonging and ownership of the school's core values:

“Fair, Respect, Effort, Safe, Honest = F.R.E.S.H”