

# St John's College

WOODLAWN



## Year 9 2024 Assessment Book

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# Part 1: Assessment Policy

## 1.1 Assessment

NESA states that assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

At St John's College, Woodlawn teachers use assessment to evaluate student progress, identify student needs and modify practice.

The College assessment policy has been developed in compliance with the Lismore Catholic Schools' **Learning and Teaching Domain statement**. The policy draws teachers' attention to the **4 critical questions** in guiding student learning:

- What should students know and be able to do?
- How will we know that students have learned it?
- How will we structure the learning experiences to ensure students learn?
- How will we respond when students do not learn it and when they already know it?

The value of assessing what students can do and how they learn is integral to the development of the relationship between the student and the teacher.

Assessment tasks can be designed to indicate what the student has learned or to assist the student to learn.

If your son/daughter has difficulty accessing or completing coursework that will assist them in displaying their knowledge and understanding in an assessment task, the first person to contact is the classroom teacher. If your son/daughter has difficulty in organising time and managing the academic requirements across multiple classes, the first person to contact is the Home Group Teacher, then the Year Level Welfare Coordinator. The tasks set are designed to engage all students in learning. It is essential that students set goals, write tasks in their planners and work so that they do not leave things to the last minute.

## 1.2 Rationale

- Assessment is a system using standards referenced frameworks. It involves tasks designed to produce an image of what students have achieved at a particular point in the teaching and learning process relative to the outcomes of the course. Assessment provides a link between the syllabus and performance standards.
- The Assessment policy is developed from specific advice relating to assessment in individual courses in subject handbooks and circulars published by the NSW Education Standards Authority.

It is designed with:

- a. a focus on outcomes
  - b. a range of task types
  - c. students knowing and understanding the outcomes to be assessed
  - d. marking schemes based on the outcomes to be assessed.
- Assessment is a process of identifying, gathering and interpreting information about a student's learning.
  - The St John's College Assessment Policy recognises the rights of parents to receive regular reports on student achievement and the importance of feedback to students on their progress. Parents can view assessment programmes in the Scope and Sequences contained within this booklet and on the College website.
  - Plain English reporting is a Commonwealth Government requirement that applies to all Australian states. It was implemented in 2006. The aim of Plain English Reporting, as its name suggests, is to give parents clear feedback on how a student is progressing in each subject against set standards.
  - Two written reports should be issued annually with opportunities provided for parent interviews and consultations. In this system of reporting, there are two types of reporting data. Relative data indicates how a student compares against specific standards A to E, and comparative data indicates how students compare against other students in the class. This information, including results of assessment tasks and the genesis of grades, is made available to parents on request.
  - All reporting at St John's College reflects the belief that all students can improve and that feedback helps students understand the next steps in their learning journey and how they can achieve these.

## Part 2: Assessment Procedures

St John's College Woodlawn assessment procedures ensure that every student can achieve his/her potential. The purpose of this booklet is to provide an outline of how the College will assess students in Year 9 in each of the courses. All assessment outlines are developed by the teachers using the NSW Education Standards Authority syllabus documents for that course.

### 2.1 General Procedures

The College assessment policy has the following goals:

- To increase the richness and relevance of assessment.
- To emphasise timely feedback that moves learning forward.
- To emphasise the classroom as a place of learning and assessment.
- To use assessment as a grounds for modifying teacher practice.

### 2.2 Mandatory Subjects

Students in Year 9 will study and need to have satisfactorily completed mandatory studies in English, Mathematics, Catholic Studies, Geography, Personal Development, Health and Physical Education.

### 2.3 Assessment Activities - Stage 4 and 5

All students in Years 7-10 will engage in planned learning activities in the day to day teaching aimed to develop skill, knowledge and understanding in all subject areas studied. Throughout each semester, all students in Years 7-10 will undertake **two formal weighted assessment activities**. All learning activities with the inclusion of the formal and informal assessment activities will assist teachers in the Common Grade allocation for each student's report.

#### Informal and Formal Assessment Activities

**Informal** assessment activities are focused on timely feedback are delivered throughout the teaching cycle. These assessment activities **do not** require formal notification because they are part of day-to-day teaching practice. Each semester, **two** of these activities will be common **formal** weighted assessments completed by **all** students in the cohort. Students will receive a formal task notification **at least 2 weeks before the assessment**. These activities are moderated across the course to ensure consistent teacher judgement is maintained.

Both formal and informal assessment activities will provide students with feedback so that students can work to improve skills, knowledge and understanding. Feedback will come in a variety of forms and could include written or verbal comments, exemplar responses or answers and marks and or grades.

## Examinations

To assist in preparing students for the transition to their senior years of education, one of the **formal** assessments will take place in a timetabled assessment/examination block (Term 2 and Term 4). Students receive initial notification of the examination weeks for the year as outlined in the Scope and Sequence. Students will also receive a formal notification and study guide for each subject's examination at least **two weeks** in advance. Notifications will be posted on the Year 9 Google Classroom Assessment Hub. Task notifications will include the topics and format of the examination and include the outcomes being assessed.

- In-class examinations conducted in blocked periods.
- Examinations will assess a number of topics and skills taught throughout the Semester. They should include, but not be limited to, skills and knowledge assessed by in-class informal learning activities.
- Examinations are not recall tasks. They require students to remember content/skills and apply it to a new question or context.
- Examinations will be graded, and students will receive a mark/grade and feedback.

### Body of work as common assessment activities - Stage 4 and 5

KLA's that use a body of work as a formal common assessment activity are to negotiate submission dates and requirements. If a student fails to submit their body of work on the due date they may receive zero for this assessment activity. Incomplete work should be considered as evidence of meeting some learning outcomes.

#### 2.4 Differentiation and scaffolding of assessment tasks - Stage 4 and 5

St John's College Woodlawn follows assessment procedures to ensure that every student can achieve their potential. All tasks in Stages 4 and 5 will be designed so that students at all levels of development can access the task.

Students identified as requiring substantial learning provisions must be provided with adjusted tasks. This can include: scaffolds, prompts, explanations, verbal cues, reduced size/number of questions, reduced text etc. Families with students identified as requiring additional support should seek assistance from their child's classroom teacher in conjunction with support from the Eagle Centre.

If a student has difficulty understanding the requirements of an assessment activity upon notification, the first person for parents to contact is the classroom teacher. In consultation with the Leader of Learning and Leader of Curriculum, the teacher will work out a plan to provide extension, support or an alternative task.

## 2.5 Policy for Missed / Late Assessment Activities - Stages 4 and 5

- If a student is absent on the day of a **formal assessment**, parents or guardians are asked to write a letter to the class teacher. On the student's return to school, he/she must see his/her class teacher and make arrangements to complete the task.
- If a student knows that they will be absent for a **formal assessment**, they are required to bring a letter from home with the reasons for the planned absence and liaise with the subject teacher when the task is completed. It is the student's responsibility to make the arrangements well before the due date.
- Students who do not complete assessment activities due to continued absence, avoidance or failure to liaise with their teachers to catch up on the activity may receive zero.
- Computer failure and printer malfunction are not excuses for late assessment. Drafts and backup copies may be submitted in these situations.

## 2.6 Procedure for submitting assessments

All assessment tasks are to be handed in on the due date to the teacher during the notified **class time** for each subject. If the teacher is absent, the task is to be handed to the class replacement teacher.

## 2.7 Plagiarism

### What is plagiarism?

- The use of another person's words or ideas without stating where they came from is a form of theft called PLAGIARISM.

### Why be concerned?

- it is **dishonest**
- it is **unfair** to you and to others
- it is **illegal** under the Copyright Act 1968

### Deliberate plagiarism

- buying or stealing an essay or response
- hiring someone to write your report or assignment
- copying from any source without citing it

### Accidental plagiarism

- using someone's ideas without reference to that person
- using 'notes' which are actually 'quotes'

### To avoid plagiarism, the following sources must always be cited:

- internet: websites
- Magazines/newspapers, pamphlets, books, letters, advertisements
- Music, TV programs/movies
- Personal interviews
- Teachers/lecturers
- Maps, quotations, paraphrases, summaries
- Other students' work, others' ideas



**There is no need to cite:**

- own experiences
- when using common knowledge
- own experimental results

**Note taking tips to avoid plagiarism:**

- always write new information in point form
- identify your source immediately after every point or phrase
- add each new source to a list which will become a bibliography
- ensure all details are kept of each source – e.g. author, title, publication details, website
- use your own phrases – don't rely on exact phrases from the source
- put quotation marks around each direct quote (text, table, statistics, logo, image, graph, map etc. or anything that is not your own work) – record the source and page number of the quote and write this next to the quote or as a footnote.

(Taken from Plagiarism Posters 1 to 4, Syba Signs 2002).

The posters are on display in the Library for further reminders of these issues.

**2.8 Malpractice / Plagiarism / Cheating - Stages 4 and 5**

- Students need to be aware of the College rules associated with plagiarised work.
- The teacher who suspects malpractice is to report the offence to the Leader of Learning.
- Students suspected of plagiarism will be interviewed by the Leader of Learning and asked to provide evidence of their research in note or draft form.
- Students who are found to have plagiarised or cheated may receive zero for the task.
- Parents will be notified by letter or phone by the Leader of Learning.
- In these cases, the student is required to complete an alternative task.

**2.9 Use of the Internet / Computers**

- We encourage students to use the Internet and other information sources to develop their assignments.
- Students must acknowledge sources, the website address and the date accessed is the appropriate method to acknowledge internet sites.
- Students are to keep evidence of their research process, including notes, plans etc., in case of computer failure.
- In relation to the study of Modern Languages, students are reminded that the use of online translation websites (like Google Translate or similar sites) and/or apps is considered a form of plagiarism. Suspected use of such sites or apps will be investigated by the class teacher and may result in the awarding of a zero mark.
- For students who are not meeting course requirements or are not applying themselves to a course with sustained diligence, N-Warning letters can be issued in Stage 5. In Stage 4, a letter of concern can be issued.
- Students detected using Artificial Intelligence generated responses will be considered to have plagiarised or used the ideas of others without

acknowledgment. They will then be subject to the same guidelines outlined under the **Malpractice / Plagiarism / Cheating section above.**

## **2.10 Referencing**

### **What is referencing?**

Referencing is a standardised way of acknowledging the sources of information and ideas used in your assignments. This allows the sources to be identified.

### **Why reference?**

Referencing is important to avoid plagiarism, to verify quotations and to enable readers to identify and follow up on the works to which you have referred.

### **A System of Reference**

Systems of reference refers to the way students cite the material that they have used in their assessments and how they create a reference list or bibliography to acknowledge all of the sources they have used in their research.

It is important to remember that not all systems of reference are the same and that different disciplines may have different methods of referencing that they would like you to use.

### **Which referencing style should I use?**

- There is no standard style used at Woodlawn
- In some cases, there is a standard style used by a particular discipline, but even in those cases, it is still possible that a particular teacher or subject may require a different style
- Students should check with their teacher before they begin their assessment

Two popular styles of referencing include the Harvard System and the APA System, both of which are very similar. For more information on the wide range of referencing styles, please refer to the following link:

<https://www.library.uq.edu.au/help/referencing-style-guides>

### **What is the difference between a bibliography and a reference list?**

A reference list includes just the books, articles, web pages etc that are cited in the text of the document. A bibliography includes all sources consulted for background reading.

## **2.11 Grades for All Courses**

Students are awarded a grade of A to E in all subjects against the NESAC Common Grade Scale. The Common Grade Scale describes performance at each of the five grade levels. The awards of these grades are based solely on the school's internal assessment of students in their courses.

## Common Grade Scale

GRADE	DESCRIPTOR
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.

### 2.12 Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the assessment tasks and outcomes are not appropriate. For these students, Life Skills outcomes and content provide the basis for developing a relevant and meaningful program. The class teacher will adjust tasks or negotiate alternative tasks.

### 2.13 Responsibility For Learning, RFL (Learning Habits)

Learning Habits are reported on using the RFL report. RFL reports on Classroom Practices and Learning Behaviours.

#### Classroom Practices

Classroom practices are behaviours that ensure the smooth running of the learning environment and allow effective teaching and learning to occur. They include:

- Punctuality
- Respect
- Equipment
- Participation

#### Learning Behaviours

Learning behaviours are the skills that are critical to being a self-regulated learner who is focused on academic growth. They include a student's ability to:

- Follow instructions
- Work independently
- Work collaboratively
- Complete homework
- Respond to feedback

The RFL Report is a non-assessable item. It is not linked to the Common Grade. Consistent excellence in the RFL will be celebrated with a Commendation Certificate and will contribute towards the Silver Award.

The above learning habits are reported against the following scale and rubric: (used to avoid confusion with the Common Grade Scale)

- Excellent: Always meeting high expectations
- Commendable: Consistently meeting high expectations
- Satisfactory: Usually meeting expectations
- Fair: Sometimes meets expectations
- Unsatisfactory: Rarely meeting expectations
- Ungraded: Absent during the grading period

The grade awarded for each habit is created on the basis of the teacher's professional judgement in agreement with their faculty. This judgement can take into account classwork, informal assessment, homework and formal assessment tasks

## RFL - Responsibility for Learning report 2024

The RFL is an important form of student feedback at St John's College, Woodlawn. All students and their parents receive an RFL report twice per term.					
	<b>Excellent</b>	<b>Commendable</b>	<b>Satisfactory</b>	<b>Fair</b>	<b>Unsatisfactory</b>
	The student always:	The student consistently:	The student usually:	The student usually:	The student rarely:
Learning behaviours	<ul style="list-style-type: none"> <li>● Follows instructions</li> <li>● Works independently</li> <li>● Works collaboratively</li> <li>● Completes homework</li> <li>● Responds to feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Follows instructions</li> <li>● Works independently</li> <li>● Works collaboratively</li> <li>● Completes homework</li> <li>● Responds to feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Follows instructions</li> <li>● Works independently</li> <li>● Works collaboratively</li> <li>● Completes homework</li> <li>● Responds to feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Follows instructions</li> <li>● Works independently</li> <li>● Works collaboratively</li> <li>● Completes homework</li> <li>● Responds to feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Follows instructions</li> <li>● Works independently</li> <li>● Works collaboratively</li> <li>● Completes homework</li> <li>● Responds to feedback</li> </ul>
Classroom practices	<ul style="list-style-type: none"> <li>● Arrives Punctually</li> <li>● Shows Respect</li> <li>● Brings Equipment</li> <li>● Participates fully</li> </ul>	<ul style="list-style-type: none"> <li>● Arrives Punctually</li> <li>● Shows Respect</li> <li>● Brings Equipment</li> <li>● Participates fully</li> </ul>	<ul style="list-style-type: none"> <li>● Arrives Punctually</li> <li>● Shows Respect</li> <li>● Brings Equipment</li> <li>● Participates fully</li> </ul>	<ul style="list-style-type: none"> <li>● Arrives Punctually</li> <li>● Shows Respect</li> <li>● Brings Equipment</li> <li>● Participates fully</li> </ul>	<ul style="list-style-type: none"> <li>● Arrives Punctually</li> <li>● Shows Respect</li> <li>● Brings Equipment</li> <li>● Participates fully</li> </ul>

## Part 3: Student Responsibilities

### 3.1 NSW Education Standards Authority Requirements

The NSW Education Standards Authority gives the following criteria for the completion of a course.

***"A student will be considered to have satisfactorily completed a course if in the principal's view, there is sufficient evidence that the student has:***

- (a) followed the course developed or endorsed by the Standards Authority, and***
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and***
- (c) achieved some or all of the course outcomes."***

### 3.2 Student Responsibilities Beyond Assessment Tasks

Satisfactory application to *"in-class"* tasks other than *"School Assessment Tasks"* is necessary in order to complete the overall requirements of a course. Students are required to have a satisfactory attendance record. They are also required to have a satisfactory conduct record.

### 3.3 Satisfactory Completion of a Course

For courses where assessment marks are submitted, students must make a genuine attempt at assessment activities. It is worth noting that students may be requested to resubmit any work which is deemed a non-genuine attempt, especially if they have received an official warning.

### 3.4 Responsibilities of Students

It is the responsibility of all students in the College to

- do each assessment activity to the best of their ability;
- ensure that any questions they have about the marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back;
- demonstrate that through effort and achievement, they have met the requirements of the course.

### 3.5 Attendance

The school expects students to be present for all scheduled classes and school functions. If students are absent they must provide written support detailing reasons for their absence. Any prolonged absence needs to first be approved by the Principal.

### **3.6 "N" Letters - Official Warning - Non-Completion of a Stage 5 Course**

Where it is determined that a student has not met the Course Completion Criteria for a course in Year 9 they place themselves at risk of receiving an "N" (non-completion of course) letter.

The NSW Education Standards Authority requires schools to issue students with official warnings in order to give them the opportunity to correct the problem. A warning letter will be issued if the student has not . . .

- a) followed the course developed or endorsed by the Board, and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
- c) achieved some or all of the outcomes. If a student is issued with a warning letter the parent/carer will be required to complete and return to the school an acknowledgement of the receipt of the letter.

## **Part 4: Stage 5 Year 9**

The purpose of this section of the booklet is to explain the Record of School Achievement in Stage 5 grading system for students and parents, and to provide an outline of how the College will assess students in Year 9 in each of the courses. The criteria for course completion of Stage 5 level are listed in Part 3:1 of this handbook.

### **4.1 Assessment**

The College Assessment Policy and Procedures for Stage 5 are outlined in the above pages of this booklet. All courses will be reported by using five grades, A to E against each Key Learning Area's specific course performance descriptors located on the NESA website. In addition, the N award will continue to be used to signify cases of 'non-satisfactory completion.'

### **4.2 Stage 5 Year 10**

All students will be assessed on the relevant course outcomes. The assessment results for Year 9 form part of the school-based grades submitted to the NSW Education Standards Authority for their Year 10 ROSA.

### **4.3 School-Based Record of School Achievement Grades**

All students will receive a school-based grade in each of their subjects which will be based on the school's assessment of the student's performance against the descriptors in particular courses. Please note that each Mathematics course has its own set of descriptors.

General Performance Descriptors are also included on each student's Record of Achievement. These are used by the Board's Syllabus Committees to develop specific performance descriptors for each subject. These Course Performance Descriptors, which are based on the knowledge and skills objectives of courses, will assist schools in awarding grades in these subjects.

The assessment activities set by the College will be used to provide data to assist teachers to determine which description best reflects the level of achievement of each student at the end of Year 9. The final decisions are made in relation to the ‘standard reached’, not in relation to performance relative to other students.

#### **4.4 School Courses**

These courses are developed by individual schools and approved by the Board. They will be reported with grades as for the Board Courses. Teachers will use the General Performance Descriptors in determining the appropriate grade to award.

#### **4.5 Mandatory Studies**

Students need to have satisfactorily completed mandatory studies in English, Mathematics, Science, Australian History, Australian Geography, Design and Technology, LOTE (Language Other Than English), Personal Development, Health and Physical Education, Visuals Arts and Music over Stage 4 (Year 7 and 8) and Stage 5 (Years 9 and 10) to be awarded a ROSA.

#### **4.5 Appeals Process for N Awards**

If the school awards an ‘N’ determination against a student parents are informed in writing of this determination. The following appeal process is available to the student who wishes to appeal this award:

- the student completes a student appeal form – available at the school
- the student submits the form to the Principal
- the Principal forms a review panel to consider the appeal
- if the appeal is upheld the Principal will inform the student concerned
- If the review panel upholds the ‘N’ award the student may appeal to the NSW Education Standards Authority for a decision on their final grade.



## Part 5: Subject Assessment Outlines - Stage 5

The following pages provide links to the Scope and Sequence and Assessment Schedule of each subject. These documents outline the units of work that will be covered in the course as well as the timing and details of each subject's assessment tasks and their weightings.

Further details of each task will be provided throughout the course of the year or from the relevant teacher or Leader of Learning.

### MANDATORY SUBJECTS

- [Catholic Studies](#)
- [English](#)
- [Geography](#)
- Mathematics
  - [Pathway to Advanced](#)
  - [Pathway to Standard](#)
- [Personal Development, Health and Physical Education](#)
- [Science](#)

### ELECTIVES

100 hour options

- [Agriculture](#)
- [Commerce](#)
- [Food Technology](#)
- [French](#)
- [History Elective](#)
- [Industrial Technology - Metal](#)
- [PASS \(Physical Activity and Sport Studies\)](#)
- [Photography, Video and Digital Imaging](#)

200 hour options

- [Computing Technology](#)
- [Dance](#)
- [Drama](#)
- [Music](#)
- [PASS \(Physical Activity and Sport Studies\)](#)
- [Industrial Technology - Timber](#)
- [Visual Arts](#)