



Nurture for today • Learning for tomorrow • Character for eternity

# Secondary School Assessment Handbook

## Year 9 2015

Please contact Mr Afele (Stage 5 Dean) via email ([dafele@kas.nsw.edu.au](mailto:dafele@kas.nsw.edu.au)) or by phone on (6562 7023) if you have any questions regarding this handbook.

Updated copies of the handbook will be available via the KAS website: [www.kas.nsw.edu.au](http://www.kas.nsw.edu.au)

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# Goals of Assessment

*'At Kempsey Adventist School we believe that students learn best when they are supported in taking responsibility for their lives and learning, when they experience success, and when they learn from their mistakes.'*

The Academic Committee and teachers will plan to:

- develop a contemporary understanding of how students effectively learn best
- continue to empower students so that they take responsibility for their own learning
- continue to refine reporting between school and home on student's academic performance

## Outcomes-based Assessment

Assessment is the collection of information for a purpose.

Outcomes-based (or standards-referenced) assessment is the preferred approach because it focuses on what an individual student can do, without comparing them to others. Teachers collect evidence of the level of student achievement from a wide variety of common tasks that are held during the semester and use this information as the basis of the semester report.

Effective learning has occurred when each learner:

- integrates prior and new information to form new knowledge
- applies new knowledge and understandings in a range of relevant contexts
- explains new concepts and demonstrates new skills to others in a meaningful way

Outcomes and assessment are linked in the following continuum:

- the curriculum provides outcomes related to skills and knowledge
- teaching and learning enables students to achieve outcomes
- assessment determines whether students have achieved outcomes
- reporting explains student achievement in terms of outcomes

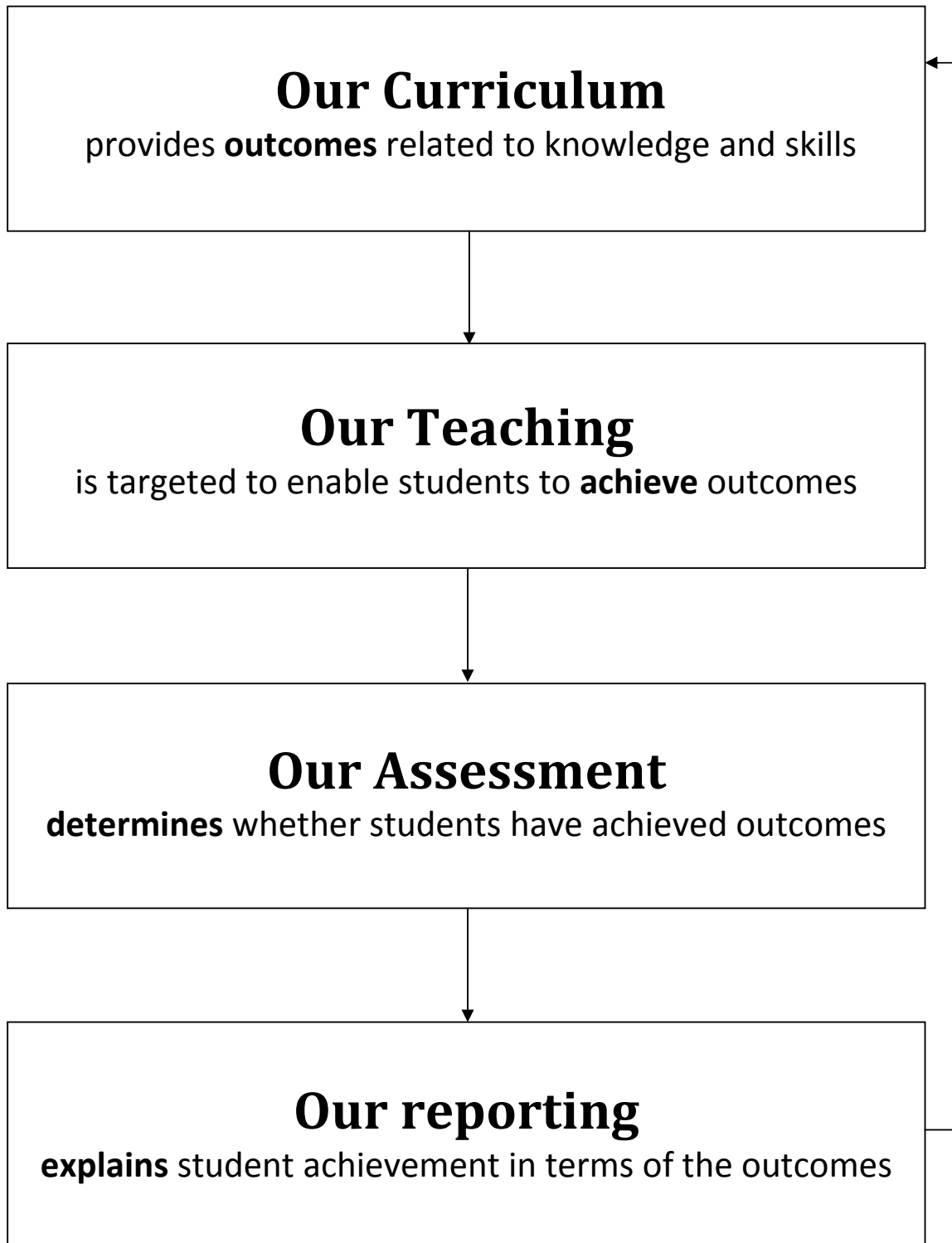
Common Tasks:

- are an essential and integrated part of teaching and learning
- involve setting learning goals with students and helping them improve
- help students know and recognise the standards they are aiming for
- involve students in self-assessment and peer assessment
- provide feedback that helps students understand the next steps in learning and plan how to achieve them
- involve teachers, students and parents reflecting on assessment data

Quality Common Tasks will:

- give students an opportunity to work in a variety of different contexts
- provide opportunities for all students to demonstrate their best levels of achievement
- closely assess the chosen range of outcomes
- be interesting and engaging, and written in accessible language
- be editorially correct and neatly typed
- include an indication of the marking guidelines and the overall weighting of the task

## Outcomes in Teaching and Learning



# Types of Common Tasks

Teachers use a variety of task types to build a profile of student achievement including:

- assignments
- composition tasks
- comprehension and interpretation exercises
- diaries, journals and logbooks
- examinations
- explanation and demonstration to others
- fieldwork activities and tasks
- group tasks
- informal debates
- investigations
- listening and viewing tasks
- mastery tests
- observation of demonstrated skills
- observation of students during learning activities, including listening to students' use of language
- observation of students' participation in a group activity
- open-book tests
- peer assessment
- practical tasks and experiences
- presentations
- performances
- portfolios
- questions posed by students
- research assignments and projects
- samples of students' work
- self-assessment
- quizzes
- student-produced overviews or summaries of topics including mind-maps and study cards
- student-produced worked examples
- students' journals and comments on the process of their solutions
- students' oral and written reports
- students' plans for and records of their solutions of problems
- students' portfolios
- teacher/student discussion or interviews
- tests involving multiple choice, short-answer questions and questions requiring longer responses, including interdependent questions (where one part depends on the answer obtained in the preceding part)
- written reports

## Common Task Procedures

- Common Tasks will use the curriculum language that the Board of Studies has specified. Copies of the chosen language may be found in the BOS Curriculum Language – Glossary.
- Examinations are held towards the end of Semester One and Two. Many subjects will run examinations during this time.
- Students will be provided with an Assessment Schedule showing the Common Tasks and weightings for the KAS semester reports.
- The Head of Department (HOD)/Dean may grant extensions to the due date for Common Tasks if given a valid reason from the student and/or parent/guardian is provided, in writing, prior to the due date. A new due date will be specified by which the task can be completed without penalty.
- Students may be required to attend lunch-time classes to complete class work or Common Tasks that show inadequate effort or are overdue.
- Repeated occurrences of inadequate effort or incomplete work may result in parent contact by teachers to express concerns and/or follow up by the Stage Dean.
- Major projects may require work to be completed outside the class with permission from the class teacher. Journals, logbooks, interviews and drafts will be used to ensure ethical work.
- Student's will receive a mark of zero if found to be involved in malpractice or copying work from others. This includes plagiarising work from the Internet or electronic sources, or arranging for someone else to complete the work for them. Students and their parents/guardians must receive notification in writing.
- All content taken from published works must be acknowledged. Students should provide a bibliography of source materials where this is appropriate in the correct format as specified by the student handbook.
- The Board of Studies requires that examinations be kept in the school for three years.

## Assessment Appeals

A student who wishes to appeal the mark they have been given for a Common Task may:

- approach the teacher who has awarded the mark and make an appointment to discuss the task
- make a written request to have the mark reviewed with specific reasons for the request
- subsequently, present a written request to the Academic Committee if the student is unhappy with the response given by the teacher

The decision of the Academic Committee, in consultation with the subject teacher and/or KAS Administration Team is final.

## Group Work and Common Tasks

Group work tasks will:

- assess both the process and the product as demonstrated by the work completed in class
- have the highest proportion of marks for an individual allocated from their contribution towards their assigned section to the total task
- use a personal work journal recording the student's contribution, the group's activities, and a teacher record of observations. This will allow the teacher to assess an individual student's capacity to interpret group process
- use individual feedback and group feedback

Teachers may assign marks based on:

- attendance at group meetings
- equity of contribution
- cooperative behaviour
- time and task management
- creative problem solving
- use of a range of working methods
- level of engagement with the Task
- capacity to listen
- responsiveness to group feedback

## Learning Enrichment

The Learning Enrichment teachers are available to assist teachers and students in making adjustments required for their specific needs.

The range of curriculum adjustments that could be explored for students with documented learning difficulties includes:

- fewer questions to be completed on set tasks
- re-wording of difficult questions
- allowing more time for tasks if needed
- using coloured paper for photocopies
- using a reader / writer for Common Tasks
- set homework as a maximum time rather than number of questions e.g. 20 minutes
- allow alternative forms of presentation such as: diagrams, dot points, verbal explanations, demonstrations, DVD, photos, CD
- assistance from the learning support teacher in the classroom
- allowing for practice time, consolidation and review – small drills, homework, revision
- access to technology or organisational aids
- signposts and guides as to where to find information/provide information so as to allow students to spend their time summarising and answering questions
- arranging suitable seating in the classroom.

# Examination Protocols

Students need to make a serious attempt to complete examinations, Common Tasks and standardised tests to the best of their ability, or expect that further action may be taken.

Poor behaviour will be dealt with by applying the Student Management Policy consequences.

It is a student's responsibility to be aware of their examination timetable and to attend at the specified time/s. An extension may be given to a student who has a reasonable excuse for arriving late, or for missing the examination.

Students should:

- respect the instructions of examination supervisors before, during and following examinations
- be polite and courteous to supervisors and other students attending the examination
- initiate requests to an examination supervisor by a raised hand
- ask permission to leave an examination room if they wish to go to the toilet
- remain in the examination room until dismissed by the supervising teacher
- not eat food (without permission) or chew gum in the examination room (Water bottles are permitted)
- not behave in any way that will disturb students or upset the conduct of the examination
- not take a mobile phone into the examination room
- not take any other electronic device into the examination room unless it has been approved by the supervisors
- not bring books, notes, study guides, bags or pencil cases/tins or any other unspecified/unapproved equipment into the examination room
- not talk, or communicate in any other way, with other students during an examination period
- not look at another student's work, or attempt to borrow equipment
- not remove examination papers, or writing papers and booklets from the examination room

# Reporting on Student Achievement

An interim report is sent home during Term One and provides a brief overview of student behaviour, effort and achievement during the term.

Semester reports are sent home at the end of Semester One and Two. These contain detailed information about academic and non-academic participation and achievement. A written comment from the teacher is included as well as an A to E grade for the subject.

Parent-Teacher interviews are scheduled after each report and provide opportunities for contact with teachers. The purpose of the interviews is to work collaboratively with students and parents/guardians in order to improve student motivation and learning.

Parents/guardians are welcome to contact subject teachers and/or the Stage Dean regularly throughout the year as required.



## BOS Curriculum Language – Glossary

The NSW Board of Studies expects secondary students to be familiar with these words and has advertised that they will use them in public examinations. Key words are best discussed in the context of questions and tasks students are working on, rather than in isolation.

Account	<i>Account for</i> : state reasons for, report on <i>Give an account of</i> : narrate a series of events or transactions
Analyse	Identify components and the relationship among them; draw out and relate implications
Apply	Use, utilise, employ to 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
Classify	Arrange or include in classes/categories
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 the 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 features 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 favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Put together various elements to make a whole

It is important to note examination questions will continue to use self-explanatory terms such as 'how' or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

## Sample: Common Task Outline

# Kempsey Adventist School

## Common Task Outline Year 8 Mathematics



<b>Due Date/s:</b> Fri 27 Feb	<b>Time:</b> P6	<b>Location:</b> Room 9
<b>Task Name:</b> Architectural Design – KAS Car Park & Buildings		
<b>Task Type:</b> Practical Measurement & Design Project		
<b>Topics / Content:</b> <ul style="list-style-type: none"><li>• Ch2 – Further Applications of Area and Volume</li></ul>		
<b>Weighting:</b> 20% of the Semester One Achievement Mark		
<b>Task Outline &amp; Explanation:</b> <ul style="list-style-type: none"><li>• Students will be shown a plan of the KAS land and asked to design a building to be placed on the campus and a car park to cope with increased student numbers predicted over the next 5 years.</li><li>• A completed scale drawing of the car park and buildings will be submitted along with a costing for the project using a spreadsheet.</li><li>• Practical measurements of a variety of vehicles and parking spaces will be used to guide students in their size of parking spaces.</li><li>• Turning spaces of vehicles and buses will be measured to identify road widths needed for safe use of the car park.</li><li>• Resources in the form of skill sheets will be available for all students to ensure they have the necessary basic skills to complete each part of the task.</li><li>• Progression through the task will occur at different speeds for different students.</li></ul>		
<b>Equipment/Special Instructions:</b> <ul style="list-style-type: none"><li>• <i>A mark of zero will be awarded for students found to have been involved in malpractice or plagiarised material.</i></li><li>• <i>Common Tasks will be conducted according to the guidelines contained in the KAS Assessment Handbook for 2015</i></li><li>• Permitted Equipment: Practical Measuring Equipment, Textbook, Study Notes, Internet Resources</li></ul>		

## Sample: Interim Report

# Kempsey Adventist School Interim Report – March 2015



**Student:** Henry Jackson

**Homeroom:** Year 9

Subject and Teacher	Classroom Behaviour					Effort					Academic Performance				
	Unsatisfactory	Improvement needed	Satisfactory	Very Good	Outstanding	Unsatisfactory	Improvement needed	Satisfactory	Very Good	Outstanding	Elementary	Low	Satisfactory	High	Excellent
Science Mrs Grant				✓				✓					✓		
Mathematics Mr Lush					✓			✓					✓		
English Miss Lydon					✓				✓				✓		
Religion Mr Burton					✓					✓				✓	
Australian History Mr Bartosh				✓					✓					✓	
Australian Geography Mr Grant				✓					✓				✓		
PDHPE Mr Sefton			✓					✓							✓
Food Technology Miss Porter			✓						✓					✓	
Visual Arts Miss Barrow					✓			✓						✓	

**Homeroom Teacher:** Mr Burton

**Principal:** Mr Deans

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## Sample: Report Overview



# Kempsey Adventist School

## Semester One – Report Overview – 2015

**Student:** Henry Jackson

**Homerom:** Year 9

Total Days Absent			18
Explained	17	Unexplained	1

	Unsatisfactory	Satisfactory	Good	Excellent
Uniform			✓	

Student Involvement	Unexplained Absence	Absent with leave	Attended
Swimming Carnival	✓		
Cross Country		✓	
Athletics Carnival			✓

### Homerom Teacher's Comment:

Henry is a reliable and helpful student. He mixes well with his peers and has a positive influence on the class. Ill health has prevented him from attending school more regularly. His commitment to learning is shown by his consistent results.

He has represented Kempsey Adventist School in the CIS swimming carnival and NCIS athletics carnival.

He has been actively involved in the Drama Club and helped organise the Week of Worship program.

**Homerom Teacher:** *Mr Burton*

**Principal:** *Mr Deans*

# *Sample: Academic Report Explanations*

## **Academic Report Explanations**

### **Achievement Band A-E**

<b>Achievement</b>	<b>Explanation</b>
A	<ul style="list-style-type: none"><li>• The student has extensive knowledge and understanding of the course content and can readily apply this knowledge.</li><li>• The student is very highly competent in the application of skills and processes associated with the course and can use these in new situations.</li></ul>
B	<ul style="list-style-type: none"><li>• The student has thorough knowledge and understanding of the course content and can apply this knowledge.</li><li>• The student is highly competent in the application of skills and processes associated with the course and can use these in most situations.</li></ul>
C	<ul style="list-style-type: none"><li>• The student has sound knowledge and understanding of the course content.</li><li>• The student can adequately use skills and processes associated with the course.</li></ul>
D	<ul style="list-style-type: none"><li>• The student has basic knowledge and understanding of the course content.</li><li>• The student can use their skills in a familiar context</li></ul>
E	<ul style="list-style-type: none"><li>• The student has an elementary knowledge and understanding of the course content.</li><li>• The student can use their skills with guidance in a familiar context.</li></ul>

### **Quartiles**

The quartile band of 1 to 4 is calculated by ranking the students in a course and dividing them into 4 equal groups. The top 25% of students are awarded a Quartile Band of 1. The next 25% of students are awarded a Quartile Band of 2. The next 25% are awarded a Quartile Band of 3. The bottom 25% of students are awarded a Quartile Band of 4.

## Sample: Semester Report

# Kempsey Adventist School

## Semester Two Report – 2015



<b>Student</b>	Henry Jackson	<b>Course Results</b>	
<b>Subject</b>	Technology (Mandatory)	<b>Achievement</b>	B
<b>Year</b>	8	<b>Quartile</b>	2

<b>Learning Profile</b>	Elementary	Low	Satisfactory	High	Excellent
<b>Student is able to:</b>					
• select maintain and use hardware appropriately.				✓	
• design, produce and evaluate solutions using information technology.			✓		
• analyse the effect of past, current and emerging technologies.				✓	
• apply collaborative work practices to complete tasks.				✓	

<b>Personal Profile</b>	Rarely	Sometimes	Often	Usually	Always
<b>Student is able to:</b>					
• work independently and effectively				✓	
• work as part of a team		✓			
• behave appropriately				✓	

<b>The student can:</b>	<b>The student may improve by:</b>
<ul style="list-style-type: none"> <li>describe the issues relating to identity theft</li> <li>use electronic communication to research data and information relevant to solutions</li> <li>compare and contrast existing code for programming the iPhone</li> <li>identify effective procedures for data protection and security</li> </ul>	<ul style="list-style-type: none"> <li>documenting design and programming steps</li> <li>studying and learning basic theory</li> <li>practising activities and exercises at home</li> <li>developing a project plan and working systematically to complete the plan</li> </ul>

**Teacher:** Mr Brown

# Year 9 Teachers – 2015

**Note: Where two teachers are listed for a subject, the first teacher is the 8B class teacher and the second teacher is the 8Y class teacher. The exceptions to this are:**

- **Mathematics and English in which students are split across three classes for these subjects**
- **Technology (Mandatory) where three teachers rotate during the year**

<b>English</b>	Ms L Tew, Miss U Juma, Mrs N Green
<b>Food Technology</b>	Mrs V Green
<b>Geography</b>	Miss L Tew
<b>Homeroom/ Mentor</b>	Mr A de'Ville, Mrs L Taylor
<b>Industrial Technology</b>	Mr R Bibby
<b>Marine Studies</b>	Mr B Baronian
<b>Mathematics</b>	5.1 Mrs L Taylor, 5.1/5.2 Mr A de'Ville, 5.2/5.3 Mr T Kilgour
<b>Physical Activity and Sports Studies (PASS)</b>	Mr D Sekulic
<b>Personal Development, Health and Physical Education</b>	Mr L Mainey, Mr D Sekulic
<b>Photographic &amp; Digital Media</b>	Miss U Juma
<b>Religion</b>	Mr B Baronian, Mrs L Alefaio
<b>Science</b>	Mr A de'Ville, Mr C Green
<b>Stage 5 Dean</b>	Mr David Afele
<b>Visual Arts</b>	Mr D Simpson

## Assessment Schedules

The remainder of this Assessment Handbook contains the Assessment Schedules for each subject.

These documents are issued to students at the beginning of the course and are subject to change depending on the needs of the class as identified by the teacher. Any changes will be issued to students in writing.

The Assessment Schedules show the weightings of the Common Tasks that will be used by teachers to complete school reports.

Board of Studies Syllabus documents, support documents, past examination papers and marking guidelines are available from the Board of Studies website: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

Detailed information for parents and students is also available including some online practice questions official dates for events, and assessment information.

Students are advised to become familiar with the Board of Studies website and to download all relevant syllabus documentation for each subject studied.

# Kempsey Adventist School

## Year 9 Assessment Schedule – 2015

### English

#### Semester One Report – Achievement

<b>Task</b>	<b>Weighting</b>
Common Task 1: Creative Writing	30%
Common Task 2: Persuasive Portfolio	30%
Common Task 3: Semester One Examination	40%
<b>Total</b>	<b>100%</b>

#### Semester Two Report – Achievement

<b>Task</b>	<b>Weighting</b>
Common Task 4: Feature Article	30%
Common Task 5: Film Analysis	30%
Common Task 6: Semester Two Examination	40%
<b>Total</b>	<b>100%</b>



**Kempsey Adventist School  
Year 9 Assessment Schedule - 2015  
Food Technology**

**Semester One Report - Achievement**

**Semester Two Report - Achievement**

# Kempsey Adventist School

## Year 9 Assessment Schedule - 2015

### Geography

#### Semester One Report - Achievement

<b>Task</b>	<b>Weighting</b>
Common Task 1: News Report	
Common Task 2: Vodcast	
<b>Total</b>	<b>100%</b>

#### Semester Two Report - Achievement

<b>Task</b>	<b>Weighting</b>
Common Task 1: Rap	%
Common Task 2: Semester Two examination	%
<b>Total</b>	<b>100%</b>

# Kempsey Adventist School

## Year 9 Assessment Schedule – 2015

### Industrial Technology

#### Semester One Report – Achievement

Task	Weighting
Task 1: Pencil Box	30%
Task 2: DVD Rack	30%
Task 3: Semester 1 Exam	40%
<b>Total</b>	<b>100%</b>

#### Semester Two Report – Achievement

Task	Weighting
Task 4: Coffee Mug Tree	20%
Task 5: Bread Board Project	15%
Task 6: Wall Mirror Project	25%
Task 7: Semester 2 Exam	40%
<b>Total</b>	<b>100%</b>

# Kempsey Adventist School

## Year 9 Assessment Schedule – 2015

### Marine and Aquaculture Technology

#### Semester One Report – Achievement

<b>Task</b>	<b>Weighting</b>
Task 1: Water Safety and General First Aid	50%
Task 2: Dissection and Research	30%
Task 3: Workbook Biology of Native Crayfish	20%
<b>Total</b>	<b>100%</b>

#### Semester Two Report – Achievement

<b>Task</b>	<b>Weighting</b>
Task 4: Application Letter and CV	20%
Task 5: Water Craft Repair	35%
Task 6: Tourist Brochure Presentation and Report	45%
<b>Total</b>	<b>100%</b>

# Kempsey Adventist School

## Year 9 Assessment Schedule – 2015

### Mathematics

#### Semester One Report – Achievement

<b>Task</b>	<b>Weighting</b>
Common Task 1: Assignment Portfolio	70%
Common Task 2: Semester One Examination	30%
<b>Total</b>	<b>100%</b>

#### Semester Two Report – Achievement

<b>Task</b>	<b>Weighting</b>
Common Task 3: Assignment Portfolio	65%
Common Task 4: Semester Two Examination	35%
<b>Total</b>	<b>100%</b>

**Kempsey Adventist School**  
**Year 9 Assessment Schedule – 2015**  
**Physical Activity & Sports Studies (PASS)**

**Semester One Report – Achievement**

<b>Task</b>	<b>Weighting</b>
Common Task 1: Portfolio	50%
Common Task 3: Practical	50%
<b>Total</b>	<b>100%</b>

**Semester Two Report – Achievement**

<b>Task</b>	<b>Weighting</b>
Common Task 5: Portfolio	50%
Common Task 8: Practical	50%
<b>Total</b>	<b>100%</b>

# Kempsey Adventist School

## Year 9 Assessment Schedule – 2015

### PDHPE

#### Semester One Report – Achievement

<b>Task</b>	<b>Weighting</b>
Task 1: Portfolio	50%
Task 2: Practical	50%
<b>Total</b>	<b>100%</b>

#### Semester Two Report – Achievement

<b>Task</b>	<b>Weighting</b>
Task 1: Portfolio	50%
Task 2: Practical	50%
<b>Total</b>	<b>100%</b>

# Kempsey Adventist School

## Year 9 Assessment Schedule – 2015

### Photographic and Digital Media

#### Semester One Report – Achievement

<b>Task</b>	<b>Weighting</b>
Task 1: The History of Photography task and Digital Portfolio	60%
Task 2: Body of Work (Photographic In the land we live)	40%
<b>Total</b>	<b>100%</b>

#### Semester Two Report – Achievement

<b>Task</b>	<b>Weighting</b>
Task 3: Movie Trailer and Video Research	40%
Task 4: Newspaper	30%
Task 5: Semester Two Exam	30%
<b>Total</b>	<b>100%</b>



# Kempsey Adventist School

## Year 9 Assessment Schedule – 2015

### Religion

#### Semester One Report – Achievement

Task	Weighting
<b>Common Task 1:</b> Identity Assignment - Mural Personality Quiz	20% 20%
<b>Common Task 2:</b> The Reality of God Assignment	40%
Class Participation	10%
Book Work	10%
<b>Total</b>	<b>100%</b>

#### Semester Two Report – Achievement

Task	Weighting
<b>Common Task 3:</b> Creation Assignment	40%
<b>Common Task 4:</b> God on Earth Assignment	40%
Class Participation	10%
Book Work	10%
<b>Total</b>	<b>100%</b>

# Kempsey Adventist School

## Year 9 Assessment Schedule – 2015

### Science

#### Semester One Report – Achievement

<b>Task</b>	<b>Weighting</b>
Common Task 1: Assignment Portfolio	40%
Common Task 2: Student Second Hand Information Research Project	25%
Common Task 3: Semester One Examination	35%
<b>Total</b>	<b>100%</b>

#### Semester Two Report – Achievement

<b>Task</b>	<b>Weighting</b>
Common Task 1: Assignment Portfolio	35%
Common Task 2: Student First Hand Information Research Project	30%
Common Task 3: Semester Two Examination	35%
<b>Total</b>	<b>100%</b>

# Kempsey Adventist School

## Year 9 Assessment Schedule – 2015

### Visual Arts

#### Semester One Report – Achievement

<b>Task</b>	<b>Weighting</b>
Task 1: Art with a purpose Artwork	30%
Task 2: Major: Pop Art	35%
Task 3: Visual Arts Diary	35%
<b>Total</b>	<b>100%</b>

#### Semester Two Report – Achievement

<b>Task</b>	<b>Weighting</b>
Task 4: Major: Street Artwork and presentation	65%
Task 5: Visual Arts Diary	35%
<b>Total</b>	<b>100%</b>