

Rouse Hill High School

Assessment Booklet



Middle School -

Year 9

2018 - 2019

Assessment at Rouse Hill High School

The purpose of this document is to provide students and parents/caregivers with an overview of assessment procedures in the Middle School. It is important that parents/caregivers are active partners with the school in the academic development of their children.

The assessment schedule for the Middle School is very similar to the style students would receive in the Higher School Certificate (HSC) years. It is essential students develop good work habits early and recognise the importance of completing all tasks on time. If students are to achieve their full potential, it is necessary to develop motivation, self-confidence, perseverance and responsibility.

Specifically, assessment tasks encourage students to:

- take ownership of, and responsibility for, their academic development
- develop a comprehensive work ethic
- develop independent learning and research skills.

Assessment is the process of identifying, gathering and interpreting information about students' learning. Some assessment tasks will be completed during class in a set time frame e.g. Period 5 test on fractions; others will be completed over a period of time e.g. Visual Arts process diary. Alternatively, tasks may be prepared at home and submitted or performed on the due date.

Assessment provides information on student achievement and progress and sets the direction for ongoing teaching and learning. Assessment tasks allow the measurement of a student's total progress and should provide a true reflection of their ability and/or performance in each course. It provides a fair, equitable and structured way of measuring student achievement.

Whilst the breakdown, given in each subject outline, is of those tasks which are used to allocate A – E grades for identified outcomes, there will be ongoing class assessment and class work throughout the year to monitor students' completion of course requirements. If you would like to discuss the assessment schedule or course requirements for a particular subject please contact the appropriate Head Teacher.

NSW Education Standards Authority – for the award of Record of School Achievement

Stage 4 comprises Years 7 and 8; Stage 5 comprises Years 9 and 1.0. Both stages lead to the Record of School Achievement, and the Principal must sign off that each student has completed all mandatory components.

The NSW school curriculum is organised into key areas of learning as required by the Education Reform Act 1990. There are eight secondary school key learning areas.

- English
- Mathematics
- Science
- Human Society and its Environment
- Languages
- Technology and Applied Studies
- Creative Arts
- Personal Development, Health and Physical Education

It is mandatory for all students in Years 7, 8, 9 to study courses in each of the key learning areas. Students must complete the mandatory curriculum requirements for Years 7 – 1.0 in each key learning area. This includes:

- completing all assessment tasks
- completing all homework tasks
- completing all class work
- participating in class activities
- participating in practical activities and excursions
- applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course.

Policy - Assessment of the Middle Years – Yr 7, 8, 9

School Responsibilities -

Every school has to develop an assessment program for each course. At Rouse Hill High School we will:

- set tasks which will be used to measure student performance in each component of every course.
- specify values for each of these tasks.
- inform students of the requirements for each course.
- keep records of each student's performance on each task.
- provide students with feedback on their progress.
- provide at least two weeks notice in writing of the due date of each individual assessment task outline.
- inform students of their right to request a review of their ranking within each course.
- provide details of an assessment task at least two weeks prior to the due date.
- publish a calendar of assessment tasks early in the year. Teachers who wish to vary this schedule will firstly gain the approval of all Head Teachers, and then provide students with a written notice of the details of the assessment task at least two weeks prior to the new due date.
- present all assessment tasks on the school Assessment Task Cover Sheet, detailing –
 - subject details
 - due date
 - outcomes to be assessed
 - task description
- provide a marking rubric for every assessment task issued, detailing the expectations for grades ranging between an A and E.
- notify parents/caregivers in writing of failure to submit/or complete an assessment task.

Parent/Caregiver Responsibilities –

As partners in the implementation of the school's educational policies and practices regarding assessment tasks, parents/caregiver can participate and help by:

- encouraging their children to complete assessment tasks by working on the tasks over a period of time.
- providing a study place which: can be used regularly, is quiet, is well lit and comfortable.
- taking an active interest in their child's study. Supporting them by discussing work, encouraging them if they become discouraged and directing them to seek help from their teachers if they are having difficulties.
- ensuring that their child has a healthy balance between school work and recreation.
- helping their child to become well organised in their approach to study.
- checking task due dates.
- ensuring their children have access to reference materials, including a dictionary, thesaurus and the internet.

Student Responsibilities -

Assessment tasks form the basis for outcomes reported on in student reports issued each semester. Students at Rouse Hill High School are required to:

- complete all tasks listed in the assessment schedule for each subject.
- submit assigned tasks, even if they are late.
- follow set procedures if they are absent from school when a task is due.
- complete all class and course work with diligence and sustained effort.
- follow set procedures if an extension is required.
- record due dates.
- seek help from the teacher if they don't understand the task.

'All My Own Work' - Copying and Plagiarism:

All work submitted by a student for an assessment task must be completed by the student.

Plagiarism includes copying large sections from a book/source without acknowledging the author. If in any doubt about how to acknowledge information, ideas or the actual words taken from a book/source, students should seek the assistance of the class teacher. It is highly recommended that drafts/evidence and preparation be sighted throughout the process and that students keep drafts/records, notes/evidence of process work for submission if required by the teacher. In cases where there is doubt regarding the authenticity of work submitted, the assessment task may be given a 'non attempt'.

Absent on the Submission Date:

If a student is absent on the due date:

1. On the first day of the student's return to school, they must provide a written explanation of absence from their parent/caregiver. If the student is sick this could be in the form of a medical certificate; other extenuating circumstances could be explained in a letter from the parent/caregiver.
2. The note/Medical Certificate must be given to the Head Teacher of that course, who will determine the appropriate action.
3. An alternative date and time to complete the task will be identified.

Late Submission:

Assessment tasks submitted after the due date, without written explanation from the parent/caregiver will have a record of late submission for that task.

However, the task must be submitted to satisfactorily complete course requirements. All tasks submitted late should be accompanied by the Task Missed form.

Application for Extension:

If an extension is required, it must be submitted at least two days prior to the due date. An Application for Extension form must be completed.

Technology Issues:

Failure of equipment (e.g. computers, printers) will not be accepted as a reason for not handing in a task. It is the responsibility of all students to make drafts and copies of all work throughout the process. These need to be provided to the teacher if they are unable to provide the finished copy of the task.

Appealing an Assessment Task Grade:

A student is able to query a grade for an assessment task within one week of the task being returned. The student must talk to the teacher who marked the task.

It is important to realise a teacher's professional decision to award a particular grade is not grounds for an appeal. Grounds for appeal could include:

- another student's answer was marked correct and the claimant's answer was marked incorrect;
- a discrepancy between the markers written comment and what the response actually contained;
- the marking criteria were not followed.

The teacher who marked the task will discuss the marking of a particular question with the student seeking the variation. After this discussion, the student may feel the need to discuss the situation further with the Head Teacher. The decision made by the Head Teacher is final.

Academic Review Processes for Year 9:

During Year 9 students will be part of an Academic Review Process to determine their progress in each subject. Student records will indicate those students who have had difficulty meeting the expectations in one or more subject areas, with documentation about Unsatisfactory Progress existing in the form of letters to parents and other documentation maintained by staff.

Assessment Results:

The assessment tasks are used to determine the final grades for outcome achievement in each subject. The common grade scale below describes generic performance descriptors for each of the five grade levels.

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 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 a few areas of the content and has achieved very limited competence in some of the processes and skills.

Student Reports -

Students will receive two reports throughout the year. A half yearly report issued in Semester One, Term Two and a yearly report issued in Semester Two, Term Four.

Interim reports are issued twice a year to inform parents of general progress towards outcomes between formal reporting periods. These will be issued in Term One and Term Three and can be used as a starting point for discussions at parent-teacher meetings.

There are two parent-teacher meetings throughout the year. These provide opportunities for parents, teachers and students to discuss concrete examples of the student work used to achieve course outcomes.

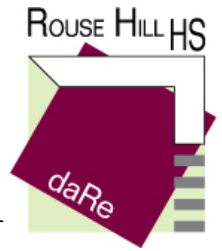
Forms Relating to Assessment Tasks -

Samples of the following documents are provided in this booklet:

- Application for Extension form
- Assessment Task Missed form
- Assessment Task Cover form
- Assessment Task Marking Rubric

Forms are available from your teachers.

APPLICATION FOR EXTENSION



Course Name: _____

Student Name: _____ Date: _____

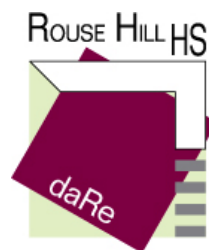
Assessment Task

Number		Due date	
Task title			
Reason for application for extension			
Note: Appropriate evidence must accompany this application. (e.g. Note from parent)			
Student signature		Parent signature	

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REPLY TO APPLICATION FOR EXTENSION

Course		Student	
Task title			
GRANTED		REFUSED	
New due date		Reason	
Head Teacher signature			



TASK MISSED

Course Name: _____

Student Name: _____ Date: _____

Assessment Task

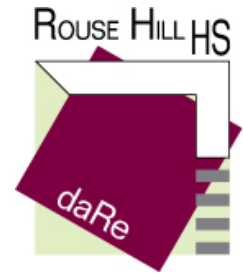
Number		Due date	
Task title			
Date/s of absence			
Reason for absence on day of task			
Note: Appropriate evidence must accompany this application. (e.g. Note from parent)			
Student signature		Parent signature	

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TASK MISSED RECEIPT

Course		Student	
Task title			
GRANTED		REFUSED	
New due date		Reason	
Head Teacher signature			

ASSESSMENT TASK COVER SHEET



FACULTY:

SUBJECT:

ASSESSMENT TASK No:

YEAR:

DATE GIVEN:

DATE DUE:

Student Name: _____

Class: _____

Syllabus Outcomes Being Assessed		What it will look like

Outline/Description of Task

Assessment Task

Year 9 MARKING RUBRIC

Class - _____

Faculty - _____

Grade	Mark	To achieve this grade, you will....
A		<ul style="list-style-type: none"> • • • •
B		<ul style="list-style-type: none"> • • • •
C		<ul style="list-style-type: none"> • • • •
D		<ul style="list-style-type: none"> • • • •
E		<ul style="list-style-type: none"> • • • •

Comment -

Teacher - _____

Rouse Hill High School Assessment Schedules Middle School – Year 9 - 2018/19

Child Studies – Year 9

Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence prenatal development and a child's sense of wellbeing and belonging between 0 and 8 years of age. It includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Type of Task	Due
1. Preparing For Parenthood Presentation	Term 4 Week 10 2018
2. Conception To Birth Task	Term 1 Week 10
3. Current Issues In Newborn Care Research and Speech	Term 2 Week 10
4. Toy Design Task	Term 3 Week 9

Commerce – Year 9

Commerce provides the knowledge, skills, understanding and values that form the foundation for sound decisions on consumer, financial, business, legal and employment issues. A variety of engaging teaching strategies are utilised to assist students to develop an understanding of commercial and legal processes and competencies for personal financial management.

Type of Task	Due
1. Consumer Choice PBL Task	Term 1 Week 5
2. Promotion and Selling PBL Task	Term 1 Week 11
3. Travel PBL Task	Term 2 Week 7
4. Personal Finance PBL Task	Term 3 Week 7

Dance – Year 9

In Year 9 Dance students will be presented with the three key practices of composition, performance and appraisal. Students will maintain a journal and participate in a range of individual, small and large group performances. They will be given the opportunity to compose and perform a range of dance routines. Students will also learn how to appraise their own and others' dance performances.

Type of Task	Due
1. Just Dance Research assignment and performance	Term 4 Week 10
2. Stimulus and Response - Dance Composition	Term 1 Week 6
3. Dance Repertoire	Term 2 Week 6
4 Dance Analysis	Term 3 Week 10

Drama – Year 9

In Year 9 Drama students learn to communicate in complex and powerful ways. Through participating in a range of learning experiences, including critical analysis, devising, workshoping, rehearsing, reflecting and performing individual and collaborative works, students learn to both interpret and create meaning by interacting actively, creatively and imaginatively with a range of texts.

Type of Task	Due
1. Written Exam – Improvisation and reflection	Term 1 Week 5
2. PBL Body of Work 1 (Script/Performance)	Term 2 Week 6
3. PBL Body of Work 2 (Performance)	Term 3 Week 4
4. PBL Presentation (Critical and Historical Task)	Term 4 Week 1

English – Year 9

Year 9 English gives students the opportunity to continue developing their skills in reading, writing, speaking, listening, viewing and representing. Students will study areas including media, persuasion, cultural perspectives, Shakespearean drama and a comparative study.

Type of Task	Due
1. PBL: Can you convince me? Creative Writing and Persuasive Justification	Term 1 Week 5
2. PBL: Romeo and Juliet - Appropriation	Term 2 Week 2
3. PBL: Comparative Essay	Term 3 Week 4
4. PBL: Eyes on the World - Podcast	Term 3 Week 10

Food Technology – Year 9

Year 9 Food Technology aims to further develop skills of food handling and safe work practices. Students gain an awareness of the relevance of Food Technology for them as individuals and as members of society. Over the length of the course students will explore food related issues which should help them make informed and appropriate food choices.

Type of Task	Due
1. Food Safety & Hygiene test – In Class & Practical Lessons	Term 4 Week 10 2018
2. Task 1 – Food in Australia	Term 1 Week 6
3. Task 2 – Food Selection and Health	Term 2 Week 6
4. Task 3 – Food for Special Needs	Term 3 Week 6

HSIE – Year 9

Year 9 HSIE students will further extend their use of geographical and historical source analysis skills and ability to communicate, whilst exploring Australia's unique physical and ever-changing human environment. Students will develop an understanding of the making of the modern world and how this has contributed towards shaping the contemporary life experiences of Australians.

Type of Task	Due
1. Changing Biomes and Food Security PBL Task	Term 1 Week 5
2. Making a nation PBL Task	Term 2 Week 5
3. Urbanisation and Migration PBL Task	Term 3 Week 5
4. World War 1 PBL Task	Term 4 Week 3

Industrial Technology – Engineering – Year 9

Year 9 Industrial Technology - Engineering provides students with opportunities to develop knowledge, understanding and practical skills in relation to the Engineering profession and associated industries. This will include a variety of practical projects and other activities to build student understanding of the types of work engineers do. These projects can include small metal and timber products and design projects used to test their knowledge of structures and materials.

Type of Task	Due
1. Material Research Task	Term 4 Week 10 2018
2. Project 1 – Bridge Research Task, Model and Folio – Take home	Term 1 Week 8
3. Project 2 – Aircraft Design and Analysis Task – In class	Term 3 Week 3
4. Project 3 – Mechanisms Practical and Folio – Take home	Term 4 Week 1

Industrial Technology – Metal – Year 9

Year 9 Industrial Technology - Metal provides students with opportunities to develop knowledge, understanding and practical skills in relation to the Metal associated industries. This will include a variety of practical projects and other activities to build student understanding of the types of work Metal workers do. These projects can include small metal design projects used to test their knowledge and skills when working with the materials.

Type of Task	Due
Work, Health and Safety Tasks	Term 4 Week 10 2018
Sheet metal Practical and Folio	Term 2 Week 2
Tack Hammer Practical and Folio	Term 3, Week 2
Book Holder/Drill Stand Practical and Folio	Term 4, Week 2

Industrial Technology – Multimedia – Year 9

In this subject students will develop knowledge and skills in the use of materials, tools and techniques related to multimedia and photography. These are further enhanced and developed through the study of specialist modules. Student learning activities are predominantly student driven and project based providing students with the opportunity to research, design and implement a range of solutions. Projects within the course promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Type of Task	Due
1. Knowledge Test - In class	Term 4 Week 10 2018
2. Individual Project – Product and Folio – In class/take home	Term 2 Week 2
3. Individual Project – Product and Folio – In class/take home	Term 3 Week 2
4. Individual Project – Product and Folio – In class/take home	Term 4 Week 2

Industrial Technology – Timber – Year 9

Year 9 Industrial Technology - Timber provides students with opportunities to develop knowledge, understanding and practical skills in relation to the timber and associated industries. This subject will include a variety of practical projects including instruction on the theory behind the skills students develop. These projects can include decorative timber products, storage items or small furniture items.

Type of Task	Due
1. Safety Knowledge Test	Term 4 Week 8 2018
2. Project 1 Practical and Folio (Footstool) - In class/take home	Term 2 Week 2
3. Project 2 Practical and Folio (Chopping Board) - In class/take home	Term 3 Week 2
4. Project 3 Practical and Folio (Votive Candle Holder) - In class/take home	Term 4 Week 2

Information and Software Technology – Year 9

Year 9 IST assists students to develop the knowledge and skills to solve problems in a real life context. Through experiential and collaborative tasks students engage in the design and production of a variety of technology solutions to set problems. Creative and critical thinking skills are developed through students' practical involvement in a variety of projects.

Type of Task	Due
1. Topic Test – Hardware and Software – In class	Term 1 Week 2
2. Website Project – In class	Term 2 Week 4
3. Digital Media Project – In class	Term 3 Week 9
4. End of course Examination	Term 4 Week 2

iSTEM – Year 9

Students will undertake a range of inquiry-based (IBL) and project based (PBL) learning activities. Inquiry-based and project based learning assists students to actively pursue and use STEM based knowledge beyond the simple transmission of content. Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems and challenges relating to their present and future aspirations.

Type of Task	Due
1. STEM Research Task - In class/take home	Term 4 Week 10 2018
2. Project 1 - Body of work - In class and take home	Term 1 Week 9
3. Project 2 - Body of work - In class and take home	Term 2 Week 10
4. Project 3 - Body of work - In class and take home	Term 4 Week 2

International Studies – Year 9

International Studies provides students with an opportunity to explore and recognize their own cultures, and appreciate the richness of multicultural Australia and the world. It focuses on allowing students to gain knowledge of different cultural practices, values, beliefs and heritages to form a broader world-view. They gain skills to recognize fact, detect bias and challenge stereotypes by exploring cultural difference and interconnectedness. Students learn to conceptualise and explore interrelationships and empathise with others at a local, national, regional and global level.

Type of Task	Due
1. PBL: Understanding Our Culture	Term 1 Week 3
2. PBL: Cultural Diversity – Comparative Study	Term 1 Week 11
3. PBL: Food Around the World	Term 2 Week 9
4. PBL: Culture in Film	Term 3 Week 9

Mathematics – Year 9

Year 9 Mathematics provides students with knowledge, skills and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

There are three pathways for Year 9 (Stage 5) Mathematics; 5.1, 5.2 and 5.3. Each pathway builds on the concepts in the preceding pathway, allowing teachers to have flexibility in developing suitable programs for their students.

The same strands are taught in each pathway but to different degrees of difficulty. Those strands are:

- Working Mathematically (WM)
- Number and Algebra (NA)
- Measurement and Geometry (MG)
- Statistics and Probability (SP)

Type of Task	Due
1. Exam – In class task	Term 4 Week 9/10 2018
2. Half Yearly Exam – In class task	Term 1 Week 9
3. Exam – In class task	Term 2 Week 9
4. PrBL Task (Problem Based Learning Task)	Term 3 Week 4
5. End of course Examination	Term 3 Week 9

Music – Year 9

Year 9 Music provides students with an opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening activities. Students will learn about the concepts of music through singing, experimenting with sound and reading scores and sheet music; explore Australian music; complete vocal training by rehearsing and performing various vocal repertoire; learn to play guitar chords, read tablature and play a standard drum beat. They will learn to compose and improvise music for their selected instrument. Finally they will also perform in small ensembles, refining both their skills on a specific instrument and their ability to communicate with other performers.

Type of Task	Due
1. Performing and Composition Task – In class	Term 1 Week 10
2. Composition Task – In class	Term 2 Week 10
3. Rock Music Performance Task - In class	Term 3 Week 10
4. Listening Test Aural – In class	Term 4 Week 2

Photography and Digital Media – Year 9

Students in Photography will develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic and digital media works. They will be encouraged to critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and frames.

Type of Task	Due
1. PBL Body of Work 1	Term 1 Week 8
2. Research – Take home	Term 2 Week 2
3. PBL Body of Work 2	Term 2 Week 9
4. PBL Body of Work 3	Term 3 Week 10
5. End of course Examination	Term 4 Week 2

Physical Activity and Sports Studies – Year 9

Year 9 Physical Activity and Sports Studies allows students to be presented with a broad view of physical activity and the contexts in which individuals can build activity into their lifestyle. They will examine World Games, The Body in Action, Practice / Participation / Performance, World Games, Fitness Specialisation and Drugs in Sport as topics. Students will also participate in a range of different physical activity options and be assessed on both practical and theory components of the course.

Type of Task	Due
1. Foundations of Physical Activity Assessment	Term 1 Week 5
2. Fundamental Movement Skills Review	Term 1 Week 10
3. Issues in Physical Activity and Sport Task	Term 3 Week 7
4. Application of Movement Skills Review	Term 3 Week 10

PDHPE – Year 9

Year 9 PD/H/PE allows students to study the motivations behind choices and the consequences of these actions in relation to their health. They will also conduct an in depth investigation on mental health. The practical component will involve the following topics Health Benefits of Physical Activity, Let's Play, Life. Be in it.

Type of Task	Due
1. Sexuality and Sexual Health	Term 1 Week 5
2. Health Benefits of Physical Activity (Practical)	Term 1 Week 10
3. Building Resilience PBL	Term 3 Week 8
4. Individual and Team Games	Term 3 Week 10

Science – Year 9

Year 9 Science, during Semester 1, students explore the structure of the atom and how it relates to nuclear chemistry and systems of the human body and its response to disease. In Semester 2, they will discuss sustainable living, investigate sound, light and electrical energy and understand the cause of chemical change. Students will also develop and refine their problem solving strategies, scientific literacy and practical investigation skills.

Type of Task	Due
1. Topic Test - In class	Term 1 Week 2
2. Research Task – Project Based Learning Project	Term 1 Week 10
3. Practical task – In class	Term 2 Week 8
4. End of course Examination	Term 4 Week 2

Visual Arts – Year 9

Year 9 Visual Arts engages students with artistic practice, the conceptual framework, and frames in making and interpreting art to create a technically accomplished body of work. Students will continue to use their VAPD to expand explorations of ideas and interests in the world and experiment with a broad range of materials. In critical and historical studies, students utilise the conceptual framework and the four frames to understand the Visual Arts.

Type of Task	Due
1. PBL - Body of Work 1	Term 1 Week 7
2. PBL - Body of Work 2	Term 2 Week 8
3. PBL - Body of Work 3	Term 4 Week 1
4. End of course Examination	Term 4 Week 2

Homework

The assessment tasks described previously in this document are considered separate to homework.

Why Do Homework?

Did you know that 95% of what you learn today, you won't remember tomorrow unless you revise it in the first 24 hours? Study is practice for the mind, as running is practice for the athlete.

Homework is designed to:

- reinforce and consolidate what is learnt in class.
- provide opportunities for students to practise skills being developed and content covered in class.
- develop topic summaries.
- develop a work ethic and foster self-discipline through the development of independent study habits.
- provide a link between school and home. It enables parents/caregivers to be partners in the education of their children and offers them an opportunity to monitor their children's progress.

There are three types of homework:

1. specifically set tasks designed to follow a class learning activity.
2. incidental homework that may include completion of tasks from class.
3. self –study that may involve students reviewing their learning, preparing study notes, refining their understanding, developing topic summaries, etc.

School Responsibilities -

The school's over-riding goal is to ensure that homework is educationally beneficial, while meeting the realistic expectations of students, teachers and parents/caregivers. The school will:

- ensure homework is set on a regular basis, and is checked promptly and accurately for regular feedback;
- ensure a suitable amount of challenging and purposeful homework is set, including:
 - practice exercises, to provide students with opportunities to apply new knowledge; or review, revise and reinforce newly acquired skills;
 - preparatory homework, to provide students with opportunities to gain background information for an upcoming unit of study; and
 - extension assignments, encouraging students to pursue knowledge individually and imaginatively.
- take into account students' commitments out of school hours (e.g. sport, home responsibilities);
- consider technology access (computers, e-mail, the Internet) while ensuring different levels of access to this technology do not disadvantage any student;
- ensure homework is recorded;
- apply appropriate measures if homework is not completed and use established rewards when required;
- maintain a homework register.

The amount of time devoted to homework increases as a student progresses through school. The following table sets out the minimum time expected by most educational institutions.

Year	Time per Night	Time per Week
7	30 minutes	2½ hours
8	1 hour	5 hours
9	1½ hours	7½ hours
1.0	2 hours	10 hours
1.1 and 1.2	3 hours	15 hours

Parent/Caregiver Responsibilities -

As partners in the implementation of the school's educational policies and practices regarding homework, parents/caregivers can participate and help by:

- taking an active interest in homework by:
 - checking student homework regularly, and signing completed work.
 - ensuring there is time regularly set aside for homework, as part of a routine; and providing a dedicated place and desk for homework / study;
 - encouraging and supporting students to complete homework, while not doing the work for them;
- encouraging students to read, and to take an interest in current affairs;
- contacting teachers over any concerns about the nature of homework, or their children's approach to it;
- alerting the school to any factors that may need to be taken into account when homework is set or corrected.

Student Responsibilities -

As a matter of course, students should revise and review work undertaken in class each day. Students should see homework as an integral part of this process.

To gain the greatest educational benefit from homework, students will:

- record all homework as recognition of the importance of homework.
- take responsibility for their homework, with support from parents/caregivers and teachers if difficulties arise.
- ensure homework is completed on time and to the best of their ability.
- give sufficient time and equal effort to all homework given in all subjects.
- keep parents/caregivers informed of homework, and show them completed homework.
- with help from teachers and parents/caregivers, develop appropriate time-management skills to allow for satisfactory completion of homework as part of their overall time commitments.

How to Study?

- Spend 10-15 minutes reading over work done in each class that day.
- Different ways of studying include: reading, developing mind maps, practice questions, speaking aloud, self-testing, peer testing, topic summaries.

Middle School Year 9 - Assessment Calendar – 2017 - 2018

NB: This calendar is a guide only. Students are advised to refer to Subject Assessment Notifications for official due dates.

Week	Term 4 - 2018	Term 1 - 2019	Term 2	Term 3	Term 4
1					Drama Engineering Visual Arts
2		IST Science	Metal English Multimedia Timber Photo	Metal Timber Multimedia	HSIE Science IST Music iSTEM Metal Multimedia Timber Visual Arts
3		Int. Studies		Engineering	
4			IST	Drama English Maths	
5		Commerce Drama English HSIE PASS PDHPE	HSIE	HSIE	
6		Dance Food Tech	Dance Drama Food Tech	Food Tech.	
7		Visual Arts	Commerce	Commerce PASS	
8	Timber	Engineering Photo	Science Visual Arts	PDHPE	
9	Maths	Maths iSTEM	Int. Studies Maths Photo	Child Studies IST Int. Studies Maths	
10	Metal Dance Child studies iSTEM Multimedia Maths (cont) Food Tech Engineering	Child Studies PASS PDHPE Science Music	Child Studies iSTEM Music	Dance English PASS Music Photo PDHPE	
11		Commerce Int. Studies			