



Pymble Ladies' College

Year 9

**Student Assessment
Handbook**

2019

Mandatory History and Geography in Year 9

The NSW Education Standards Authority (NESA) has granted permission for students at Pymble Ladies' College to complete the mandatory Stage 5 courses in History and Geography in Year 9. Your achievement in the course will be assessed by the school. Students are awarded a level of achievement (Excellent, High, Sound, Basic or Elementary) in both History and Geography at the end of Year 9, based on your performance relative to a set of Course Performance Descriptors, which are shown on the following pages.

The remaining mandatory requirements that allow students to commence Preliminary Courses will be completed in Year 10.

Stage 5 course grades

Each school develops an assessment program for all Stage 5 subjects studied at the school as 100 or 200-hour courses in Years 9 and/or 10. Student progress is assessed throughout the year in each subject, by both formal and informal methods. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved. Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives at Pymble Ladies' College can be compared to the same grade anywhere in NSW. Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E.

Assessment programs and the corresponding Course Performance Descriptors for each subject are provided on the following pages.

In all subjects for which grades are determined, students may be given an 'N' award (instead of a grade A to E). This indicates that the student has failed to meet one or more of the following requirements in that subject:

- a) participation, involving diligence and sustained effort, in the tasks set and the experiences provided by the school
- b) achievement of some or all of the course outcomes
- c) regular attendance at school in order to meet all course completion criteria.

Student responsibilities

NESA has indicated that you are responsible for:

- a) ensuring that you obtain and understand the school's policy on assessment and grading
- b) completing each task to the best of your ability
- c) ensuring that any questions you have about the marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back
- d) demonstrating that through application and achievement you have met all of the requirements of the course.

Rules covering assessment tasks

It is most important that you are present for all assessment tasks done at school and that you submit all other tasks on time. The following rules apply:

- a) You will be given at least two weeks' notice that a task is due. Appointments made outside school will not be accepted as an excuse for absence from a task.
- b) If you are absent on the day of an in-class or hand-in assessment task, you must collect an *Explanation of Task Missed* form from the Upper School Office on the day you return to school. You must complete this form, signed by your parent, and return it to the Head of Learning Area. If your explanation is valid, you may be asked to complete a substitute task for which you will be given two days' notice. If you miss an assessment task without a valid reason, you may be given zero for the task.
- c) You must attend school for a full day on the day of an assessment task. If you arrive at school later than 8.45am you must collect an *Explanation of Late Arrival* form from the Upper School Office. You will need your parent to sign the completed form and return it to the Head of Learning Area the following day.
- d) If there are exceptional circumstances beyond your control, which impact on your ability to hand in an assessment task on time, you should ask your Head of Learning Area for an extension of time **before** the due date.
- e) Rules for Examinations (available on the College website) apply to all tasks done in class. You must not divulge or discuss the nature or content of any assessment task until it has been completed by all classes. You will be expected to complete all tasks using your own abilities. Allowing others to complete work for you, taking time off school to complete work, or engaging in academic misconduct may result in an award of zero for the task.
- f) The academic work you submit, written or otherwise, is expected to be entirely your own work. If you submit work that borrows in any way from another source, that source must be acknowledged. The policy on plagiarism is further explained on page five. If you are found to have plagiarised, you may be given zero for the task.

Appeal provisions

If you wish to question the mark, grade or comment awarded for an individual piece of work, you should do so with your teacher at the time the work is handed back. If the situation is not resolved, you and/or your teacher should contact the Director of Studies, who will meet with you and the Head of Learning Area to resolve the problem.

If you wish to appeal against the grade(s) in any subject awarded to you by the school, (as shown on the Record of School Achievement), you should submit a written appeal, together with evidence, to the Principal.

Disability provisions

Pymble Ladies' College makes every attempt to meet your academic needs in a similar way to NESAs in examination conditions. For girls with special needs this might include a writer, reader, additional time or separate supervision. If you wish to discuss whether disability examination provisions apply to you, please contact the Director of Studies.



Melissa Boyd
HEAD OF UPPER SCHOOL



Stephen Dunk
DIRECTOR OF STUDIES

Geography

Areas for assessment in 2019

The Stage 5 Mandatory Geography course assessments will focus on the development of knowledge and geographical skills essential to an understanding of the interaction of human and physical geography related to local and global scales.

TASK	WEIGHTING	OUTCOMES TESTED	TIMING
Fieldwork	20%	<p>GE5-2 explains processes and influences that form and transform places and environments</p> <p>GE5-3 analyses the effect of interactions and connections between people, places and environments</p> <p>GE5-4 accounts for perspectives of people and organisations on a range of geographical issues</p> <p>GE5-5 assesses management strategies for places and environments for their sustainability</p> <p>GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for enquiry</p> <p>GE5-8 communicates geographical information to a range of audiences using a variety of strategies</p>	Semester 1
Research-based written and oral task	20%	<p>GE5-1 explains the diverse features and characteristics of a range of places and environments</p> <p>GE5-2 explains processes and influences that form and transform places and environments</p> <p>GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing</p> <p>GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for enquiry</p> <p>GE5-8 communicates geographical information to a range of audiences using a variety of strategies</p>	Semester 1
Skills assessment	20%	<p>GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for enquiry</p> <p>GE5-8 communicates geographical information to a range of audiences using a variety of strategies</p>	Semester 2
Yearly examination	40%	<p>GE5-1 explains the diverse features and characteristics of a range of places and environments</p> <p>GE5-2 explains processes and influences that form and transform places and environments</p> <p>GE5-3 analyses the effect of interactions and connections between people, places and environments</p> <p>GE5-4 accounts for perspectives of people and organisations on a range of geographical issues</p> <p>GE5-5 assesses management strategies for places and environments for their sustainability</p> <p>GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for enquiry</p> <p>GE5-8 communicates geographical information to a range of audiences using a variety of strategies</p>	Semester 2

Australian Geography

Areas for assessment:

- **Research and communication**
- **Geographical tools and skills**
- **Geographical knowledge**

Grade A

A student at this grade typically:

- demonstrates an extensive knowledge and understanding of places and environments, and the geographical processes that form and transform them
- demonstrates extensive knowledge and understanding of the interactions and connections between people, places and environments
- explains and analyses different perspectives of geographical issues across a range of scales
- displays extensive knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues across a range of scales
- exhibits extensive skills to select and proficiently apply geographical concepts and tools appropriate and relevant to the investigation
- displays sophisticated skills to select, acquire and process complex geographical information and uses an extensive range of strategies to communicate effectively.

Grade B

A student at this grade typically:

- demonstrates a thorough knowledge and understanding of places and environments, and the geographical processes that form and transform them
- demonstrates thorough knowledge and understanding of the interactions and connections between people, places and environments
- explains different perspectives of geographical issues across a range of scales
- displays thorough knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues
- exhibits high-level skills to select and apply geographical concepts and tools appropriate and relevant to the investigation
- displays high-level skills to select, acquire, process and communicate complex geographical information using a broad range of strategies.

Grade C

A student at this grade typically:

- demonstrates a sound knowledge and understanding of places and environments, and the geographical processes that form and transform them
- demonstrates sound knowledge and understanding of the interactions and connections between people, places and environments
- describes different perspectives of geographical issues
- displays broad knowledge and understanding of human wellbeing and the management of places and environments for their sustainability
- exhibits sound skills to select and apply geographical concepts and tools appropriate to the investigation
- displays sound skills to select, acquire, process and communicate geographical information using a range of strategies.

Grade D

A student at this grade typically:

- demonstrates a basic knowledge of places and environments and some understanding of the geographical processes that form and transform them
- demonstrates basic knowledge and understanding of the interactions and connections between people, places and environments
- outlines different perspectives of geographical issues
- displays some knowledge of human wellbeing and the management of places and environments for their sustainability
- exhibits some skills to select and apply geographical concepts and tools appropriate to the investigation
- displays basic skills to select, acquire, process and communicate geographical information using a range of strategies.

Grade E

A student at this grade typically:

- demonstrates some knowledge of places and environments and identifies some geographical processes that form and transform them
- demonstrates elementary knowledge and understanding of some interactions and connections between people, places and environments
- recognises some different perspectives of geographical issues
- identifies some aspects of human wellbeing and the management of places and environments
- exhibits elementary skills to select and apply geographical concepts and tools to the investigation
- displays elementary skills to select, acquire, process and communicate geographical information using a limited range of strategies.

History

Areas for assessment in 2019

Assessment of achievement in the Mandatory History course will focus on the student's development of knowledge and historical skills essential to an understanding of Australia and the world. Detailed instructions for the grading tasks will be given to students by their class teachers.

TASK	WEIGHTING	OUTCOMES	TIMING
WWI and WW2 comparison task	15%	<p>HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical context that shaped the modern world and Australia</p> <p>HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</p> <p>HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry</p> <p>HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</p>	Semester 1
Holocaust: source-based task	20%	<p>HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p>HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia</p> <p>HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry</p>	Semester 2
Civil Rights: essay writing	25%	<p>HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia</p> <p>HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</p>	Semester 2
Yearly examination	40%	Outcomes will based on the range of 5.1 – 5.10	Semester 2

History

Areas for Assessment:

- **Historical knowledge**
- **Research and historical inquiry skills, communication**

Grade A

A student at this grade typically:

- demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia
- demonstrates extensive knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- draws historical conclusions based on an understanding of chronology, continuity and change
- evaluates a range of sources for their usefulness and synthesises evidence from them to support an historical inquiry
- analyses and assesses the importance of the causes and effects of historical events and developments
- analyses and accounts for different perspectives and interpretations of the past
- communicates an understanding of the past by constructing sustained explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, with a sophisticated use of relevant historical terms and concepts.

Grade B

A student at this grade typically:

- demonstrates thorough knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia
- demonstrates thorough knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- explains historical events based on an understanding of chronology, continuity and change
- selects and analyses a range of sources and draws conclusions about their usefulness for an historical inquiry
- explains and analyses causes and effects of historical events and developments
- explains and compares different perspectives and interpretations of the past
- communicates an understanding of the past by constructing explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, using a range of relevant historical terms and concepts.

Grade C

A student at this grade typically:

- demonstrates sound knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia
- demonstrates sound knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- sequences historical events and describes significant patterns of continuity and change
- selects and organises sources to locate relevant information to support an historical inquiry
- explains causes and effects of historical events and developments
- explains different perspectives and interpretations of the past
- communicates an understanding of the past through explanations and arguments in appropriate oral, written, visual and digital forms, using relevant historical terms and concepts.

Grade D

A student at this grade typically:

- demonstrates basic knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia
- demonstrates basic knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- sequences some historical events and identifies factors contributing to continuity and change
- selects and organises relevant information from sources and summarises the main ideas to answer historical questions
- describes some causes and effects of historical events and developments
- identifies different perspectives and interpretations of the past
- communicates an understanding of the past by describing historical events and issues in appropriate oral, written, visual and digital forms, using some historical terms and concepts.

Grade E

A student at this grade typically:

- demonstrates elementary knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia
- demonstrates elementary knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- recounts some historical events in chronological order and identifies significant changes
- with guidance, locates information from sources to answer historical questions
- identifies some causes and effects of historical events
- recognises different perspectives within historical accounts
- communicates an understanding of the past through basic accounts of events and issues in oral, written, visual or digital forms, using simple historical terms and concepts.

Plagiarism Policy

Plagiarism is taking someone else's ideas and manner of expressing them, and passing them off as your own.

Some of the assessment tasks you will be asked to complete this year will require you to work independently. Research is an integral aspect of academic work and you will be encouraged to use primary and secondary sources in preparing some of your assessment tasks. It is expected, however, that the work you submit for assessment is **entirely your own**. Where your ideas have been taken from other sources, you **must** acknowledge those sources. To fail to do so is to commit plagiarism.

How can work be plagiarised?

- By copying the writer's exact words without quotation marks or giving the source.
- By using the writer's ideas but writing them in your own words and presenting the ideas as your own.
- By buying or borrowing someone else's assignment and copying it.
- By cutting and pasting from several different sources.
- By quoting a small part of the original and presenting the remainder as your own.

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NESA and the College view cases of plagiarism seriously. Students suspected of plagiarising an assessment task will be investigated by the Assessment Committee. You may be interviewed, asked to complete additional or alternative tasks, and asked to supply supporting statements of the authenticity of your work. Plagiarism may result in zero being given for a task.

If you are unsure about plagiarism, you should contact your subject teacher or Head of Learning Area for advice. It is your responsibility to read the College advice to students on plagiarism to ensure that you understand what constitutes plagiarism, and the consequences of plagiarism.