IRRAWANG HIGH IS A SCHOOL OF INTEGRITY

Irrawang High School
Year 9
2020 Assessment Information Booklet

Dear Parents/Carers and Students of Year 9,

The Year 9 Assessment Handbook is provided to assist you and your child with the planning of assessment tasks which will take place throughout the year.

This Handbook includes the Irrawang High School Assessment Policy, an outline of assessment tasks and their due dates as well as the outcomes that students will be assessed on. For each assessment task, students will be notified 2 weeks prior to the task being due.

At Irrawang High School, we value student assessment and see students learning being rewarded for the sustained efforts in the classroom and with their studies. We place high expectations on student learning and they will be assessed in variety of ways.

Students are accountable to submit assessable tasks by the due date unless unforeseen circumstances occur. This is where students and their families need to follow the Irrawang High School Assessment procedures to ensure their learning is the priority and they have every chance to complete the task to the best of their academic ability.

Paul Baxter

Principal

Introduction

This Assessment Handbook provides Year 9 students with information about the procedures relating to Assessment. Students and parents are advised to read the booklet closely and keep it for reference. The following teachers are able to assist students and parents with issues about assessment relating to their Key Learning Area (KLA).

Deputy Principal
Mr G. Godfrey

Year 9 Advisers
Mr Peter Fury and Miss Tiffany White

Faculty Head Teachers

CAPA	- Ms Adele Robinson
English	- Mrs Tracey Wallace
HSIE	- Mr Todd Hopper Rlv
Mathematics	- Mrs Sarah Bailey
PDHPE	- Mr Peter Hosking
Science	- Mrs Talia Gruschka
Support	- Mrs Natalie Moore
TAS	- Mr Michael Groth
Admin	- Mr David Pearson
Wellbeing	- Mr Justin Tonks

NESA REQUIREMENTS FOR AWARD OFTHE NSW RECORD OF SCHOOL ACHIEVEMENT

The NSW Record of School Achievement (ROSA) is generally awarded to eligible students after four years of secondary school. In Years 7 to 10, students study a variety of courses to qualify for the award of the NSW Record of School Achievement. As well as taking the necessary combination of courses, they are also required to apply themselves satisfactorily to their studies.

EligibilityRequirements

To be eligible for the award of the NSW ROSA, you are required to attend a government School or an accredited non-government school. This is usually for a period of four years between the ages of 11 and 16 years. You must follow and complete the pattern of courses required by the Board of Studies.

To complete a course of study for the NSW Record of School Achievement, you must have a satisfactory record of application (effort).

While formal ROSA credentials are only for school leavers, all Year 10 students will be able to access their results electronically and print a transcript of their results. Only students who leave school and who satisfy eligibility requirements for the ROSA will receive the formal credential.

Students who leave school and who are not eligible for a ROSA will be able to receive a Transcript of Study at their time of departure. The Transcript of Study will contain the same information as the ROSA for courses satisfactorily completed.

All students will also have access to a record of their grades through Students Online. Students who receive their HSC will be able to receive a ROSA at the same time as their HSC, detailing their achievement in their earlier years of study.

Mandatory Curriculum Requirements

English	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

Attendance

Rules relating to school attendance remain unchanged. A principal may determine that, as a result of absence, course completion criteria might not be met.

As was the case with the School Certificate, a requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

Responsibilities

Each student has the responsibility to:

- Understand the NESA course requirements and procedures for each course of study
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks

Schools have the responsibility to:

- Provide students with assessment programs conducted in a fair and reasonable manner
- Inform students of dates and requirements of assessment tasks
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspects of the syllabus under assessment
- Provide students with detailed feedback on their performance, in a timely manner

The Irrawang High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence

Students will be given detailed feedback about each assessment task. The type of feedback will be determined by the Faculty Head Teacher but will include information about the extent to which a student has performed against the assessment outcomes.

Student Assessment

Assessment is a process of gathering information about student achievement at various stages in a course. At Irrawang High School, we use a variety of assessment tasks to assess performance across a range of syllabus outcomes. The nature of tasks varies within and across courses – they include assignments, projects, fieldwork and reports, oral presentations, tests and examinations, portfolios, practical investigations, long term pieces of work and performances. Student's may participate in a variety of informal assessment tasks of an ongoing nature (journals, portfolios, bookwork, classwork) in a calendar year.

In New South Wales, a standards-referenced approach is used to report student achievement. Achievement standards have two important components that can be thought of in terms of what and how well:

- what students are expected to learn; and
- how well they have achieved

The NSW syllabuses state what students at each stage are expected to learn. A to E grade scales describe how well students have achieved.

Schools are responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Stage 4 and 5 assessment tasks are designed to determine how student achievement across the whole range of outcomes for any given course. Assessments also test a wide range of skills, such as oral skills, research skills, practical skills, and examinations.

Notification

Through this handbook students are informed of**:**

- The components of each course as specified in the course requirements and their respective weightings
- The weightings of each task in relation to the total requirements for the course
- The nature of each assessment task e.g. formal examination, written task, oral task
- The school's policy regarding illness, misadventure and malpractice in assessment tasks
- The school's policy regarding late submission and non-completion of assessment tasks
- The students' entitlements to school reviews and subsequent appeals to the NESA

As well as the Assessment Schedule Booklet (this booklet), each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of 2 weeks prior to the task that contains:

- The date and time the task is to be submitted
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task
- The marking criteria used for the task
- Administrative procedures for the collection of the task
- The amount of time that will be allocated during lessons if applicable

If students are absent on the day an Assessment Task Notification Sheet is handed out, they are responsible for obtaining a copy of it. No extra time will be given to students for a task because they did not receive the task information sheet when it was handed out in class, unless there are exceptional circumstances.

Whilst every attempt is made to ensure that students complete such assessment tasks on time, the due date is not flexible under normal circumstances.

Staff at Irrawang High School are responsible for developing separate course based assessment strategies according to specific syllabus requirements. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. Tasks may be theoretical or practical, short or long term and individually or group achieved.

Completion / Submission

Submission

NESA (NSW Education Standards Authority)

The NESA expects students to attempt all assessment tasks set. The NESA requires all students to follow an assessment program and have an assessment mark submitted (Year 10 and 11) for all courses in which they are enrolled.

Submission of tasks at Irrawang High School

It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date and or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

Unless otherwise indicated on the Notice of Assessment (Notification), tasks will be accepted by the course teacher during the class period for that subject on the due date. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the administration of the course. Tasks submitted after the due date without a successful Student Appeal Form will receive an automatic zero mark. Tasks must never be left on a desk or table for collection by the teacher.

Students must attend school for the full day on the day that an assessment task is due (If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a medical certificate or they will be deemed to have handed in the task late).

Task Non Completion

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness or misadventure) the student will be deducted 10% per day after the due date and a zero mark will be awarded for a task that has not been submitted 5 school days after the due date. Students are expected to make a serious attempt at assessment tasks when submitting late or otherwise. The student will receive feedback about their task regardless of the task being handed in by the due date or after.

The school is not permitted to take into account nor compensate for difficulties in performing or completing assessment tasks even where the problems are caused by factors outside the student's control. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another. Failure of computers or disks or problems in printing assessment materials will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, an N Warning (Year 9 and 10) or Academic Concern (Year 7 and 8) letter will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The latter will also contain a rescheduled date for the submission of incomplete works.

Plagiarism

Plagiarism is the deliberate use of another person's ideas or work without attribution. Plagiarism is not merely the copying of sections of text from the internet or other sources but can include summarising, modification or appropriation. Plagiarising negates the value of assessment for learning and undermines the purposes of school-based assessment.

A student found to have plagiarised may have a zero mark awarded for their assessment task score. An Academic Concern (Year 7 and 8) or an N Warning letter (Year 9 and 10) will be issued.

Malpractice

Cheating, plagiarism or copying of another student's work will be viewed seriously by the school. If malpractice is proven then a **zero** result will be recorded for that assessment task and an official warning letter will be issued. Consideration may be given to further action.

Malpractice includes (but is not restricted to) the following:

- Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
- Cheating in any form (including having someone such as a tutor complete a take home task)
- Plagiarism from the Internet, books or other sources, or from another person's work
- Providing a false explanation of why work was not handed in by the due date
- Students who are at school but who are recorded as having an unjustified absence at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If a student is deemed to be guilty of malpractice, a **zero** mark may be awarded for the task. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded zero. If this was to occur a student would also receive an Academic Concern or N Warning letter.

Finally, if it is found that an assessment task produces invalid or unreliable results then the results of that task may be made void and an alternative task may be administered. The school's protocols for the issuance of an assessment task will be invoked. As a general rule however, except in extra-ordinary circumstances, results of assessment tasks will not discarded without close and careful consideration.

Appeals / Misadventure

A misadventure is an unavoidable personal circumstance that makes it impossible for you to attend an assessment. Such circumstances do not include family holidays or social engagements.

Students absent (due to illness, misadventure or approved leave) from school on the day an assessment task, test or examination is due to be completed, must complete and submit a Student Misadventure Form **within two days** after their return to school. The Student Misadventure Form can be collected from the Deputy Principal and once completed must include the signature of their Class Teacher, Faculty Head Teacher and parent/carer. When the students know ahead of time that they will be absent for an assessment task they should advise the course Head Teacher prior to the date to complete the task at an agreed time. The advice to the Head Teacher should be made at least two calendar weeks before the assessment is due.

If you fail to complete or submit an assessment task through absence or illness, then you must:

- Contact your Classroom Teacher or Head Teacher as soon as possible. Telephone if the absence is to be more than 2 days. Otherwise inform your teacher on the day of your return to school. In cases where a task has been in preparation for some time, the "working notes" of the task must be presented at this time.
- Collect a Misadventure Form from the Deputy Principal on the first day that you return to school.
- Complete the task on the first day or first subject specific period back from absence.
- Submit a Misadventure Form, with either Doctor's Certificate or Statutory Declaration attached, to the relevant *Deputy Principal within two school days* of when you return to school. In cases of prolonged absence have someone else present the certificate and form for you.
- Doctor's Certificates are to be obtained the day of the absence, or prior. Provide as much detail as possible to support your case. The Assessment Committee will review each case to determine what penalty, if any will be applied.

This is a <u>serious situation</u>, which in the event of an illness <u>or</u> misadventure requires a Doctor's Certificate or Statutory Declaration by means of explanation.

An appeals panel will be convened and a decision made. The Principal reserves the right to have final judgement on any decision relating to appeals. The decision will be conveyed to the student and / or to the parent(s) of the student. The decision of the panel may be to decline the appeal application, in which case the student would receive a zero mark and be issued with an Academic Concern (Year 7 and 8) or an N Warning letter (Year 9 and 10).

In relation to the Student Misadventure Form, the decision of the appeals panel can be determined as follows:

- Complete an alternate task prior to the set date
- Extension without penalty
- Provide an estimate based on evidence (evidence can be completion of original task)
- Reason unacceptable, mark confirmed of a zero or otherwise

"Technological" breakdown (e.g. computer or printer problems) will NOT be accepted as reasons for an appeal. (Students are advised to save as they develop their task, to print draft copies and hand in either a storage device or draft copy until the final copy can be handed in. Students may also have the option to email their task, if agreed to by the class teacher in consultation with the Head Teacher.)

Note:

- All forms must be completed in blue or black pen
- Forms must be completed neatly providing sufficient information to allow the appeal to be given appropriate consideration
- There is no ground for appeal against the value of the mark given
- The Appeals Panel will maintain a file of all appeals lodged
- A note will be required from the parent / caregiver that clearly states that the student has been affected by illness with specific dates mentioned and a brief description of the condition
- If a student is unhappy with an assessment mark, an interview could be arranged with the classroom teacher. The Head Teacher and parents may be part of this meeting.

Leave

Granting of leave is a matter for the school principal to determine. The principal has discretion in granting leave provided that he/she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved. It should be noted that 'exemption from school' does not necessarily mean that students are 'exempt from completing scheduled assessment tasks. This will be managed on a case by case basis via the appeal process.

Students may engage in alternate approved school based activities (eg school representative sport) so long as the student has communicated and appealed the task, before the date of the assessment, to the classroom teacher or head teacher administering the task.

Extensions

Extensions may be granted before the due date only. Only the Faculty Head Teacher may recommend an extension. Students are required to submit a Student Misadventure Form to the subject Head of Faculty with any appropriate documentation to support the request.

Extensions will only be granted in the most exceptional circumstances and should not be assumed by students. Students should apply for extensions at least seven days before a task is due, except in extraordinary circumstances.

Appeals

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task or an assessment result. The concern could be about an act, missing information, a situation or a decision. If a student feels something is unfair, discriminatory or unjustified, they should see the Teacher or Head Teacher within two days of receiving their task back.

APPLICATION FOR ILLNESS / MISADVENTURE

Assessment tasks are a compulsory and necessary component of the school curriculum in all years of schooling. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the Record of School Achievement or the Higher School Certificate. It is the responsibility of a student who fails to submit an assessable task to make proper application for consideration under the **published rules of the Assessment Procedures.**

An application for misadventure form is to be completed ONE week prior to absence or if situation is unforeseen, collected on the first day the student returns to school and completed within 2 school days.

Student Name: _____ **Date:** _____

Task: _____ **Subject:** _____

Due Date: _____

Year Group (please circle): **Year 7-10** **Year 11** **Year 12**

CIRCUMSTANCES (Tick a box):

- o Illness/Misadventure
- o School Business

SUPPORTING DOCUMENTATION

Reason for missing assessment task or application for extension:

_____
_____
_____

Doctors Certificate Attached: **YES/NO** (Doctors Certificate **MUST** be attached to the form if the reason is **ILLNESS**)

Have you **ATTACHED** further documentation to support your application? **YES/NO**
(This could include a **Statutory Declaration or Representation Form** detailing your circumstances)

Classroom Teacher Signature: _____ **Head Teacher Signature:** _____

Parent/Guardian Signature: _____ **Student Signature:** _____

Student needs to complete the task on the first day or first subject specific period back from absence.

- o Has the task been completed? YES/NO Date to be completed _____
- o Comment – *submission, format, alternative task, extension*

_____
_____

Students are responsible to collect a copy of the completed Misadventure Form from Deputy Principal.

OFFICE USE ONLY

Application for Misadventure Panel Decision

- Head Teacher Determination
- Panel Determination

Has the student submitted supporting documentation to support absence **YES/NO**

Has the task been completed? **YES/NO**

Outcome and Recommendation

- Zero
- Estimate
- Alternative Task
- Other

_____
_____
_____
_____

Deputy Principal Signature: _____ **Date:** _____

Student Assessment Task Submission Flow Chart

Student receives a minimum of 2 weeks' notification of assessment task

↓↓ ↓↓

Student knows they will be away the date of the assessment task for: *sporting representation, work experience, planned medical procedure.*

↓

Student collects Misadventure Form from Deputy Principal prior to absence and completes this with supporting documentation at least ONE week prior: e.g. *school representation acceptance note*

↓

Alternative assessment arrangements will be made by the Classroom Teacher and Head Teacher in consultation with the Deputy Principal where necessary

↓

Misadventure Form signed by Classroom Teacher, Head Teacher, Parent and Student and returned within 2 school days.

↓

Assessment Committee determines outcome if necessary

Student absent on day of assessment task

↓

Student notifies school of absence. On first day of attendance after absence, the student collects a Misadventure Form from Deputy Principal.

↓

Student completes assessment task first day back

↓

Alternative assessment arrangements will be made by the Classroom Teacher and Head Teacher in consultation with the Deputy Principal where necessary

↓

Misadventure Form signed by Classroom Teacher, Head Teacher, Parent and Student and returned within 2 school days.

↓

Assessment Committee determines outcome if necessary

Student may appeal assessment committee decision

N-Determination – Year 10 students only

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:

- Followed the course developed or endorsed by the NESA and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- Achieved some or all of the course outcomes

The principal may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

An "N" Warning Letter may be given in the following circumstances:

- A student is absent from an assessment task, and has not provided acceptable evidence to justify that absence on the first day of return to School
- A student is found to be cheating in an assessment task
- A student is deemed to have breached principles of academic integrity and ethical scholarship
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- A student has provided a false explanation for the late submission of an assessment task
- A student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- A student has made a non-serious attempt at a task

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of the NESA. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligibility for the award of the ROSA. To negate an 'N' Award warning the student must complete the outstanding work detailed in the 'N' Award warning letter by the due date.

- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.

If at any time it appears that a student is at risk of being given an 'N' determination in any course, the principal will warn the student as soon as possible and advise the parent(s) or guardian(s) in writing. This warning will be given in time for the problem to be corrected. If the first warning letter is not effective a further warning letter will be sent. Students who have not complied with the course completion criteria cannot be regarded as having satisfactorily completed the course. The principal will then issue the 'N' determination generally at interview.

- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

If a student wishes a school review of an 'N' determination, a NESA appeal must be submitted to the Principal. A review will be undertaken by the Deputy Principal and Head Teacher concerned. A further appeal may be presented to NESA. Information is available from the Principal.

YEAR 9 SUBJECT ASSESSMENT SCHEDULE OVERVIEW - 2020

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1				
2				**STEM**
3		**Science** **Visual Arts** **Geography**		**Agriculture** **History** **PASS** **Photography** **Visual Arts** **Geography** **Industrial Tech - Metal**
4		**Agriculture** **English (Formative)** **Industrial Tech Timber** **PASS** **History** **Music** **Visual Arts**		**English** **Industrial Tech Timber** **Science** **Music** **Industrial Tech – Metal** **IST** **Industrial Tech Timber**
5	**English**	**Mathematics** **Photography** **STEM** **IST**	**Science** **Mathematics**	**Drama** **Mathematics** **Food Technology** **Dance**
6	**Drama** **PASS**	**Drama** **English (Formative)** **Industrial Tech Timber** **Music** **Food Technology** **Industrial Tech - Metal**	**Agriculture**	**Drama** **PDHPE**
7	**Industrial Tech Timber** **Science** **Geography** **Industrial Tech - Metal**		**Photography** **Geography**	
8	**Agriculture Geography** **PDHPE** **STEM** **IST**	**Child Studies** **Dance Part A** **English (Formative)**	**Industrial Tech Timber** **PASS** **Visual Arts** **Food Technology**	
9	**Child Studies** **History** **Photography** **Visual Arts** **Food Technology**	**PDHPE**	**Child Studies** **Dance** **PDHPE** **Music** **History** **Drama**	
10	**Dance** **Mathematics** **English**	**Dance Part B** **English**	**English** **STEM** **IST**	
11	**Music**			

YEAR 9 AGRICULTURAL TECHNOLOGY ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
Syllabus/Topic Focus		**History of Australian Agriculture**	**Vegetable Garden and Farm Machinery**	**Sheep Management**	**Sheep Handling**	**Yearly Examination**
Task Type		Written Report	Practical Work	Written Report	Practical Work	Written
Week/Term		**T1W8**	**T2W4**	**T3W6**	**T4W3**	**Exam week**
Assessment Component						
Introduction and History (Plant and Animal Production)		10%				
Plant Production			25%			15%
Animal Production				15%	20%	15%
Total		10%	25%	15%	20%	30%
Outcomes Assessed		5.1.1, 5.2.1, 5.4.1,5.5.2, 5.6.2	5.3.1, 5.3.2, 5.4.2, 5.6.1, 5.6.2	5.2.1, 5.3.1, 5.3.4, 5.4.2, 5.5.2	5.3.1, 5.4.3, 5.6.1, 5.6.2	5.1.1, 5.1.2, 5.2.1,5.3.4, 5.4.1, 5.4.2

Course Outcomes

A student:

5.1.1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets

5.1.2 explains the interactions within and between agricultural enterprises and systems

5.2.1 explains the interactions within and between the agricultural sector and Australia's economy, culture and society

5.3.1 investigates and implements responsible production systems for plant and animal enterprises

5.3.2 investigates and applies responsible marketing principles and processes

5.3.4 explains and evaluates the impact of management decisions on animal production enterprises

5.4.1 evaluates the impact of past and current agricultural practices on agricultural sustainability

5.4.2 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics

5.4.3 implements and justifies the application of animal welfare guidelines to agricultural practices

5.5.1 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts

5.5.2 collects and analyses agricultural data and communicates results using a range of technologies

5.6.1 applies Occupational Health & Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery

5.6.2 performs plant and animal management practices safely and in cooperation with others.

YEAR 9 CHILD STUDIES ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		**Preparing for parenthood**	**Conception to birth**	**Preparing for parenthood, conception to birth**
Task Type		RESEARCH TASK	PRACTICAL TASK	EXAM
Week/Term		**T1W9**	**T2W8**	**T3W9**
Assessment Component		Pregnancy information pamphlet	Pregnancy Profile Task (practical)	Yearly Exam
Practical task	**40%**		40	
Knowledge and understanding of course content	**60%**	30		30
Total	**100%**	30	40	30
Outcomes assessed		1, 2, 3, 10, 11	7, 8, 9, 11	5, 6, 7, 8, 9, 10, 11

Course Outcomes

Students can:

1. examine trends relating to parenting and families, eg age when giving birth to first child, size of families
2. outline reasons for making the decision to become parents and evaluate why potential parents might make this decision at different stages of their lives
3. explore issues related to becoming a parent at different life stages
4. investigate benefits and leave entitlements for new parents
5. outline the structure and function of male and female reproductive systems and the process of conception
6. explain how multiple births can occur and the conception of identical and fraternal twins
7. describe the stages of embryonic and foetal development through each trimester of pregnancy
8. describe the physical and emotional changes a mother may experience through each trimester
9. identify conditions that can affect the foetus and mother during pregnancy
10. investigate procedures used by health professionals to monitor the health and wellbeing of the mother and baby during the pregnancy
11. compare the types of care and support available for mothers during pregnancy and in preparation for birth, including birthing classes, midwife, obstetrician, and the public and private hospital systems

YEAR 9 DANCE ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		**Safe Dance Practice: Warming-Up and Cooling Down**	**Performing Dance**	**Creating and Developing Motifs**	**Yearly Examination**
Task Type		Group-Devised Warm-Up Presentation and Logbook	Part A: Musical Theatre Performance Part B: Research Task	Group Composition and Logbook	Written Examination
Week/Term		**T1W10**	**Part A: T2W8 Part B: T2W10**	**T3W9**	**T4W5**
Assessment Component					
PERFORMANCE		25	15		
COMPOSITION				30	
APPRECIATION			10		20
Total	100%	25%	25%	30%	20%
Outcomes Assessed		5.1.1	5.1.2, 5.1.3, 5.3.1, 5.3.2	5.2.1, 5.2.2	5.3.1, 5.3.2, 5.3.3

Course Outcomes

	A student:
5.1.1	- demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
5.1.2	- demonstrates enhanced dance technique by manipulating aspects of the elements of dance
5.1.3	- demonstrates an understanding and application of aspects of performance quality and interpretation through performance.
	A student:
5.2.1	- explores the elements of dance as the basis of the communication of ideas
5.2.2	- composes and structures dance movement that communicates an idea.
	A student:
5.3.1	- describes and analyses dance as the communication of ideas within a context
5.3.2	- identifies and analyses the link between their performances and compositions and dance works of art
5.3.3	- applies understandings and experiences drawn from their own work and dance works of art.

YEAR 9 DRAMA ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		**Rehearsed Improvisation**	**Melodrama**	**Playbuilding**	**Clowning**
Task Type		Group Performance and Logbook Reflection	Group-Devised Performance and Logbook Reflection	Group-Devised Performance and Logbook Reflection	Group-Devised Performance and Individual Research Project
Week/Term		**T1W6**	**T2W6**	**T3W9**	**T4W5**
Assessment Component					
MAKING DRAMA		10	10	10	5
PERFORMING DRAMA		5	10	10	10
APPRECIATING DRAMA		5	5	5	15
Total	100%	20%	25%	25%	30%
Outcomes Assessed		5.1.1, 5.1.2, 5.2.1, 5.3.1	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1	5.1.1, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.3.3

Course Outcomes

	A student:
5.1.1	- manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	- contributes, selects, develops and structures ideas in improvisation and playbuilding
5.1.3	- devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	- explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
	A student:
5.2.1	- applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	- selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	- employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
	A student:
5.3.1	- responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	- analyses the contemporary and historical contexts of drama
5.3.3	- analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

YEAR 9 ENGLISH ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		**Imagined Worlds**	**Youth Matters**	**Distinctive Directors**	**All Topics**
Task Type		*Creative Writing* *Persuasive Writing* *Book mark*	*Writing Portfolio: Newspaper or Magazine*	*Film Project* *Book mark*	*Yearly Exam*
Week/Term		**T1W5, T1W10**	**T2W10**	**T3W10**	**T4W4**
Total	100	30	25	30	15
Directly Reportable Assessed Assessment tasks will be differentiated to suit students' needs		1, 3, 5, 9	2, 3, 7, 8, 9	3, 6, 4, 9	1, 5, 7, 8

Year 9 English Directly Reportable Statements

A student:

1. Can compose increasingly sophisticated texts.
2. Can use and assess a variety of ways to convey information in different formats and technologies.
3. Can use various textual features to convey ideas suited to purpose, audience and context.
4. Can transfer knowledge clearly and accurately into new contexts.
5. Can interpret increasingly complex information, ideas and arguments into new compositions.
6. Can compare showing the relationship between texts.
7. Can understand the ways texts represent the world globally and privately.
8. Can question and evaluate cultural meaning in texts.
9. Can individually and collaboratively reflect on learning with increasing independence.

YEAR 9 FOOD TECHNOLOGY ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Food in Australia	Food Equity	Food Product Development	Food Selection and Health
Task Type		Research Task/Practical Examination	Research Task/Practical Examination	Research Task/Practical Examination	Research Task/Practical Examination
Week/Term		**T1 W9**	**T2 W6**	**T3 W8**	**T4 W5**
Assessment Component					
Practical knowledge and skill	40%	10%	10%	10%	10%
Knowledge and understanding of course content	60%	15%	15%	15%	15%
Total	100%	25%	25%	25%	25%
Outcomes Assessed		FT5-8 FT5-9 FT5-10 FT5-11 FT5-12	FT5-2 FT5-5 FT5-6 FT5-11 FT5-13	FT5-1 FT5-2 FT5-10 FT5-11 FT5-13	FT5-7 FT5-8 FT5-11 FT5-12 FT5-3

Course Outcomes

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3 describes the physical and chemical properties of a variety of foods
FT5-5 applies appropriate methods of food processing, preparation and storage
FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7 justifies food choices by analysing the factors that influence eating habits
FT5-8 collects, evaluates and applies information from a variety of sources
FT5-9 communicates ideas and information using a range of media and appropriate terminology
FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12 examines the relationship between food, technology and society
FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

YEAR 9 GEOGRAPHY ASSESSMENT SCHEDULE 2020

Course Components	Task 1	Task 2	Task 3	Task 4	Formative Tasks
Syllabus/Topic Focus	**Changing Places**	**Changing Places**	**Sustainable Biomes**	**Sustainable Biomes**	**All topics covered**
Task Type	**Research Task**	**Examination**	**Case Study**	**Examination**	**Milestone Tasks Bookwork**
Week/Term	**T1W7**	**T2W3**	**T3W7**	**T4W3**	**Throughout the year**
Assessment Component	**15%**	**15%**	**15%**	**15%**	**40%**
Knowledge and understanding of course content	✓	✓	✓	✓	✓
Geographical skills		✓		✓	✓
Geographical tools	✓	✓	✓	✓	✓
Outcomes Assessed	GE5-4, GE5-7, GE 5-8	GE5-1, GE5-2	GE5-3, GE5-7, GE 5-8	GE5-1, GE5-2,	All outcomes covered

Course Outcomes

Geography Outcomes:

A student:

GE5-1 explains the diverse features and characteristics of a range of places and environments
GE5-2 explains processes and influences that form and transform places and environments
GE5-3 analyses the effect of interactions and connections between people, places and environments
GE5-4 accounts for perspectives of people and organisations on a range of geographical issues
GE5-5 assesses management strategies for places and environments for their sustainability
GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing
GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8 communicates geographical information to a range of audiences using a variety of strategies

YEAR 9 HISTORY ASSESSMENT SCHEDULE 2020

Course Components	Task 1	Task 2	Task 3	Task 4	Formative Tasks
Syllabus/Topic Focus	**Making a better World**	**Movement of Peoples**	**Australians at War**	**Australians at war/Rights and freedoms**	**All topic areas covered**
Task Type	**Research Task**	**Examination**	**Case Study**	**Examination**	**Milestone tasks Bookwork**
Week/Term	**T1W9**	**T2W4**	**T3W9**	**T4W3**	**Throughout the year**
Assessment Component	**15%**	**15%**	**15%**	**15%**	**40%**
Knowledge and understanding of course content		✓		✓	✓
Historical inquiry and research	✓		✓		✓
Source-based skills		✓		✓	✓
Communication of historical understanding	✓		✓		✓
Outcomes Assessed	HT5-5, HT5-8, HT5-10	HT5-1, HT5-7, HT5-9	HT5-3, HT5-6 , HT5-10	HT5-2, HT5-4, HT5-9	All outcome options

Course Outcomes

A student:
HT5-1: explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2: sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3: explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4: explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5: identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6: uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7: explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8: selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5-9:applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10: selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

YEAR 9 IST ASSESSMENT SCHEDULE - 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		**iRobot**	**Auction Hunters**	**Fanmade**	**Toy Story**
Task Type		Practical and Pseudocode	Practical	Practical and Folio	Practical
Week/Term		**T1W8**	**T2W5**	**T3W10**	**T4W4**
Assessment Component					
Practical Knowledge & Skill	**70**	10	20	25	15
Knowledge and understanding of course content	**30**	10		20	
Total	**100%**	**20**	**20**	**45**	**15**
Outcomes Assessed		5.2.1, 5.2.2, 5.5.1	5.3.2, 5.5.1	5.1.2, 5.3.2, 5.5.2	5.2.2

Course Outcomes

5.1.1 selects and justifies the application of appropriate software programs to a range of tasks
5.1.2 selects, maintains and appropriately uses hardware for a range of tasks
5.2.1 describes and applies problem-solving processes when creating solutions
5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems
5.2.3 critically analyses decision-making processes in a range of information and software solutions
5.3.1 justifies responsible practices and ethical use of information and software technology
5.3.2 acquires and manipulates data and information in an ethical manner
5.4.1 analyses the effects of past, current and emerging information and software information and software technologies on the individual and society
5.5.1 applies collaborative work practices to complete tasks
5.5.2 communicates ideas, processes and solutions to a targeted audience

YEAR 9 INDUSTRIAL TECHNOLOGY – TIMBER CORE MODULE 1
ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		**Folio** **Planning Sheets**	**Semester 1** **Practical Projects**	**Semester 2** **Practical Projects**	**Folio** **Project Planning and Report**
Task Type		Ongoing Class Theory Work	Ongoing Practical Work	Ongoing Practical Work	Ongoing Class Theory Work
Week/Term		**T1W7**	**T2W6**	**T4W3**	**T4W4**
Assessment Component					
Practical Knowledge & Skill	**70 %**		35	35	
Knowledge and understanding of course content	**30 %**	10			20
Total	**100%**	**10**	35	35	20
Outcomes Assessed		1,2,3,5	1,4	1,4	1,2,3,5

Course Outcomes

General Wood 2 Outcomes:

1. Safety - Displays awareness of potential sources of danger and takes appropriate precautions.
2. Design Principles - Modifies existing designs in the production of practical projects.

3. Communication Techniques - Has the ability to interpret and use appropriate communication techniques with guidance.

4. Tool Knowledge & Use, Practical Skill - Shows awareness of and the ability to use appropriate tools to produce practical projects.

5. Industry & Society - Shows understanding of industrial technologies and the impact on the environment.

YEAR 9 (5.1) MATHEMATICS ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		PROBABILITY AND SINGLE VARIABLE DATA ANALYSIS RATES AND RATIOS	PROPERTIES OF GEOMETRIC FIGURES	FINANCIAL MATHEMATICS	ALGEBRAIC TECHNIQUES INDICES AND NUMBERS OF ANY MAGNITUDE EQUATIONS RIGHT-ANGLED TRIANGLES
Task Type		*Competence Criteria assessment*	*Competence Criteria assessment*	*Authentic Research Task*	*Yearly Examination*
Week/Term		**T1W10**	**T2W5**	**T3W5**	**T4W5**
Total	**100**	**25**	**20**	**20**	**35**
Outcomes Assessed		MA5.1-13SP MA5.1-12SP MA5.2-15SP	MA5.1-11MG	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-4NA	MA5.1‑5NA MA5.1‑9MG MA5.1‑10MG MA5.2‑13MG

Course Outcomes

- MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events
- MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
- MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data
- MA5.1‑11MG describes and applies the properties of similar figures and scale drawings
- MA5.1‑1WM uses appropriate terminology, diagrams and symbols in mathematical contexts
- MA5.1-2WM selects and uses appropriate strategies to solve problems
- MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context
- MA5.1‑4NA solves financial problems involving earning, spending and investing money
- MA5.1‑5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- MA5.1‑9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
- and graphical techniques
- MA5.1‑10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
- MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings

YEAR 9 (5.2) MATHEMATICS ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		PROBABILITY AND SINGLE VARIABLE DATA ANALYSIS RATES AND RATIOS	PROPERTIES OF GEOMETRIC FIGURES	FINANCIAL MATHEMATICS	ALGEBRAIC TECHNIQUES INDICES AND NUMBERS OF ANY MAGNITUDE EQUATIONS RIGHT-ANGLED TRIANGLES
Task Type		Examination	In Class Topic Test	Assignment	Yearly Examination
Week/Term		**T1W10**	**T2W5**	**T3W5**	**T4W5**
Total	**100**	**25**	**20**	**20**	**35**
Outcomes Assessed		MA5.1-13SP MA5.2-17SP MA5.2-1WM MA5.2-2WM MA5.1-12SP MA5.2-15SP MA5.2‑5NA	MA5.1-11MG MA5.2-14MG MA5.2-1WM MA5.2-2WM MA5.2-3WM	MA5.2-1WM MA5.2-2WM MA5.2-4NA	MA5.2-1WM MA5.2-3WM MA5.2-6NA MA5.1‑5NA MA5.1‑9MG MA5.2‑7NA MA5.2‑2WM MA5.2‑8NA MA5.1‑10MG MA5.2‑13MG

Course Outcomes

- MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events
- MA5.2-17SP describes and calculates probabilities in multi-step chance experiments
- MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
- MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data
- MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion
- MA5.1-11MG describes and applies the properties of similar figures and scale drawings
- MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
- MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions
- MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
- MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices
- MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
- MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
- MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings
- MA5.1-4NA solves financial problems involving earning, spending and investing money
- MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
- MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
- MA5.2-3WM constructs arguments to prove and justify results

YEAR 9 (5.3) MATHEMATICS ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		PROBABILITY AND SINGLE VARIABLE DATA ANALYSIS RATES AND RATIOS	PROPERTIES OF GEOMETRIC FIGURES	FINANCIAL MATHEMATICS	ALGEBRAIC TECHNIQUES INDICES AND NUMBERS OF ANY MAGNITUDE EQUATIONS RIGHT-ANGLED TRIANGLES
Task Type		Examination	In Class Topic Test	Assignment	Yearly Examination
Week/Term		**T1W10**	**T2W5**	**T3W5**	**T4W5**
Total	**100**	**25**	**20**	**20**	**35**
Outcomes Assessed		MA5.3-1WM MA5.3-3WM MA5.3-3WM MA5.3-4NA MA5.1-12SP MA5.1-13SP MA5.2-17SP	MA5.3-1WM MA5.3-3WM MA5.3-3WM MA5.3-17MG	MA5.3-1WM MA5.3-3WM MA5.3-3WM MA5.2-4NA	MA5.3-1WM MA5.3-3WM MA5.3-3WM MA5.3-5NA MA5.3-6NA MA5.3-7NA MA5.3-15MG

Year 9 5.3 Course Outcomes

MA5.2-4NA – Solves financial problems involving compound interest.
MA5.3-4NA – Draws, interprets and analyses graphs of physical phenomena.
MA5.3-5NA – Selects and applies appropriate algebraic techniques to operate with algebraic expressions.
MA5.3-6NA – Performs operations with surds and indices.
MA5.3-7NA – Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations.
MA5.1-12SP – Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP – Calculates relative frequencies to estimate probabilities of simple and compound events
MA5.3-15MG – Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions.
MA5.2-17SP – Describes and calculates probabilities in multi-step chance experiments
MA5.3-17MG – Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals.

Working Mathematically Outcomes

MA5.3-1WM – Uses and interprets formal definitions and generalisations when explaining solutions and conjectures.
MA5.3-2WM – Generalises mathematical ideas and techniques to analyse and solve problems efficiently.
MA5.3-3WM – Uses deductive reasoning in presenting arguments and formal proofs.

YEAR 9 INDUSTRIAL TECHNOLOGY – METAL CORE MODULE 1
ASSESSMENT SCHEDULE - 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		**Folio** **Planning Sheets**	**Semester 1** **Practical Projects**	**Semester 2** **Practical Projects**	**Folio** **Project Planning and Report**
Task Type		Ongoing Class Theory Work	Ongoing Practical Work	Ongoing Practical Work	Ongoing Class Theory Work
Week/Term		**T1W7**	**T2W6**	**T4W3**	**T4W4**
Assessment Component					
Practical Knowledge & Skill	**70 %**		35	35	
Knowledge and understanding of course content	**30 %**	10			20
Total	**100%**	**10**	35	35	20
Outcomes Assessed		1,2,3,5	1,4	1,4	1,2,3,5

Course Outcomes

1. Safety - Displays awareness of potential sources of danger and takes appropriate precautions.
2. Design Principles - Modifies existing designs in the production of practical projects.

3. Communication Techniques - Has the ability to interpret and use appropriate communication techniques with guidance.

4. Tool Knowledge & Use, Practical Skill - Shows awareness of and the ability to use appropriate tools to produce practical projects.

5. Industry & Society - Shows understanding of industrial technologies and the impact on the environment.

YEAR 9 MUSIC ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		**HISTORY OF WESTERN MUSIC** Focus on the **Medieval** Period/Renaissance periods	**HISTORY OF WESTERN MUSIC** Focus on the **Baroque** and **Classical** Periods	**MUSIC FOR SMALL ENSEMBLES**	**AUSTRALIAN MUSIC**
Task Type		***PART A*: Perform** a piece, representative of the topic , as a soloist or as a member of an ensemble ***PART B***: **Compose** a Gregorian Chant using Latin text:	Written short responses to **listening** (Aural) examples based on Medieval, Baroque and Classical music	**Perform** a piece, representative of the topic as a member of an ensemble	**PARTA**: Individual IT **Research** on an AUSTRALIAN ARTIST **PARTB**: Written analysis via **listening** to 3 music examples of the artists using the Concepts of Music
Week/Term		**PARTA: T1W11** **PARTB: T2W4**	**T2W6**	**T3W9**	**T4W4**
Assessment Component		**TOPIC 1**	**TOPIC 2**	**TOPIC 3**	**MANDATORY TOPIC**
PERFORMING		10		20	
COMPOSING		20			
LISTENING			20		15
ENGAGING:RESEARCH / IT					15
Total	100%	30%	20%	20%	30%
Outcomes Assessed		5.1 5.2 5.3 5.4 5.5 5.6	5.7 5.8 5.9 5.10	5.1 5.2 5.3 5.11	5.7 5.8 5.9 5.10 5.12

Course Outcomes

Performing refers to participating in any form of practical music making in solo and/or ensemble situations
Composing refers to organising sound. This could include either individual and / or group work
Listening refers to the ability to hear, understand and respond to a wide range of musical styles, periods and genres.

A student:

5.1 5.2 5.3	Develops knowledge, understanding and skills in the musical concepts through **performing** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.
5.4 5.5 5.6	Develops knowledge, understanding and skills in the musical concepts through **composing** as a means of self-expression, musical creation and problem-solving.
5.7 5.8 5.9 5.10	Develops knowledge, understanding and skills in the musical concepts through **listening** as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.
5.11 5.12	Values and appreciates the aesthetic value of all music and the enjoyment of **engaging** in performing, composing and listening.

YEAR 9 PDHPE ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Staying In Control	Social Responsibility	Sustainable Health	Ongoing Practical Assessment
Task Type		Formative	Formative	IBL	Practical
Week/Term		**T1W8**	**T2W9**	**T3W9**	**T4W6**
Assessment Component					
Knowledge and understanding of course content		5	5		20
Historical inquiry and research			10	10	
Source-based skills		5			30
Communication of historical understanding		5		10	
Total		15	15	20	50
Outcomes Assessed		5-1, 5-2	5-3, 5-9, 5-10	5-2, 5-7,5-8	PD 5-4, 5-5, 5-6, 5-7, 5-11

Course Outcomes

PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2 researches and appraises the effectiveness of health information and support services available in the community
PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5 appraises and justifies choices of actions when solving complex movement challenges
PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5-9 assesses and applies self-management skills to effectively manage complex situations
PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

YEAR 9 PASS + PASSRL ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		**Body Systems** **Topic Test**	**Sports Injuries** **RICER Video Task**	**Fundamental of Skill Acquisition** **Primary School Visit**	**Ongoing Practical** **Tasks**
Task Type		Summative	Formative	Formative	Summative
Week/Term		**T1W6**	**T2W4**	**T3W8**	**T4W3**
Assessment Component		15%	15%	20%	50%
Knowledge and understanding of course content		5	5		10
Historical inquiry and research		5	5		
Source-based skills		5		10	30
Communication of historical understanding			5	10	10
Total		15	15	20	50
Outcomes Assessed		5-1, 5-2,5-9,5-10	5-1, 5-7, 5-8, 5-9, 5-10	5-1, 5-5, 5-7, 5-9, 5-10	5-7, 5.8, 5-9

Course Outcomes

PASS5-1 discusses factors that limit and enhance the capacity to move and perform
PASS5-2 analyses the benefits of participation and performance in physical activity and sport
PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8 displays management and planning skills to achieve personal and group goals
PASS5-9 performs movement skills with increasing proficiency
PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

YEAR 9 SCIENCE ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Changing World	Changing World/Forces and Movement/Matter and Society	Working Scientifically	**All Topics covered** ● Changing World ● Forces +Movement ● Matter and Society ● Atoms ● The Living world ● Ecosystems ● Waves ● Cosmology Skills
Task Type		Media Task	HALF YEARLY EXAM	Practical Examination	YEARLY EXAM
Week/Term		**T1W7**	**T2W3**	**T3W5**	**T4W4**
Assessment Component		25	25	25	25
Values and Attitudes		5			
Skills		10	10	15	10
Knowledge and Understanding		10	15	10	15
Total	100	25	25	25	25
Outcomes Assessed		SC5-12ES, SC5-13ES, SC5-9WS, SC4-3VA, SC5-3VA	SC5-12ES, SC5-13ES, SC5-16CW, SC5-17CW	SC5-9WS, SC4-3VA, SC5-3VA,SC5-4WS, SC5-5WS, SC5-6WS, SC5-8WS	SC5-12ES, SC5-13ES, SC5-17CW, SC5-15LW, SC5-16CW, SC5-17CW

Course Outcomes

Outcomes:
Values and Attitudes: develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future
Skills: developing knowledge, understanding of and skills in applying the processes of Working Scientifically
Knowledge: develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science
A student:

SC5-10PW, SC5-11PW	Applies scientific models to situations involving energy, force and motion.
SC5-16CW, SC5-17CW	Relates properties of elements, compounds and mixtures to atomic structure.
SC5-17CW, SC5-15LW	Relates the features of living things to the environment.
SC5-12ES, SC5-13ES	Describes and explains the dynamic structure of Earth and its relationship to other parts of the Universe.
SC5-9WS, SC4-3VA, SC5-3VA	Communicates information using tables, graphs, diagrams and scientific reports.
SC5-4WS, SC5-5WS, SC5-6WS, SC5-8WS	Uses scientific equipment appropriately, designs and carries out valid scientific experiments

YEAR 9 STEM ASSESSMENT SCHEDULE – 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		**Engineering Report**	**Aerodynamics**	**Motion**	**Space**
Task Type					
Week/Term		**T1W8**	**T2W5**	**T3W10**	**T4W2**
Assessment Component					
Total	**100%**	**25**	**25**	**25**	**25**
Outcomes Assessed		5.2.2, 5.5.1	5.4.2	5.1.2	5.2.1

Course Outcomes

5.1.1 develops ideas and explores solutions to STEM based problems
5.1.2 demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities
5.2.1 describe how scientific and mechanical concepts relate to technological and engineering practice
5.2.2 applies cognitive processes to address real world STEM based problems in a variety of contexts
5.3.1 applies a knowledge and understanding of STEM principles and processes
5.3.2 identifies and uses a range of technologies in the development of solutions to STEM based problems
5.4.1 plans and manages projects using an iterative and collaborative design process
5.4.2 develops skills in using mathematical, scientific and graphical methods whilst working as a team
5.5.1 applies a range of communication techniques in the presentation of research and design solutions
5.5.2 critically evaluates innovative, enterprising and creative solutions
5.6.1 selects and uses appropriate problem solving and decision making techniques in a range of STEM contexts
5.6.2 will work individually or in teams to solve problems in STEM contexts
5.7.1 demonstrates an appreciation of the value of STEM in the world in which they live
5.8.1 understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

Year 9 VISUAL ARTS ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Syllabus/Topic Focus		STILL LIFE:	**STREET ART:** Critical and Historical Studies	**STREET ART:**
Task Type		Collection of 3D/2D artworks and VAPD	Video Documentary	Skateboard Deck Design and VAPD
Week/Term		**T2W4**	**T3W8**	**T4W3**
Assessment Component				
Making		30		30
Critical and Historical Studies		10	30	
Total	**100%**	**40%**	**30%**	**30%**
Outcomes Assessed		5.7,5.8, 5.10	5.1, 5.2, 5.3, 5.4	5.3, 5.4, 5.5, 5.6

Course Outcomes

A student:

5.1 5.2 5.3 5.4 5.6	Develops knowledge, understanding and skills to **make artworks** informed by their understanding of practice, the conceptual framework and the frames
5.7 5.8 5.9 5.10	Develops knowledge, understanding and skills to **critically and historically interpret art** informed by their understanding of practice, the conceptual framework and the frames.