

# **Mount Annan High School**



## **Stage 5 – Year 9**

**2020**

### **Assessment Policy Booklet**

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Appeal due to Illness/Misadventure Form

### **Core Subjects –**

Year 9 Assessment Schedules – English  
Year 9 Assessment Schedules – Geography  
Year 9 Assessment Schedules – History  
Year 9 Assessment Schedules – Mathematics  
Year 9 Assessment Schedules – PDHPE  
Year 9 Assessment Schedules – Science

### **Year 9 Electives –**

- Building & Construction
- Child Studies
- Drama
- Food Technology
- Information Software Technology
- Music
- Multimedia
- PASS
- Photography and Digital Media
- Timber
- Visual Arts

## **Information for parents and students**

This booklet outlines assessment procedures being followed at *Mount Annan High School* in **Stage 5 – Year 9**. These are consistent with the General Guidelines issued by the NSW Education Standards Authority (NESA) and represent minimum requirements.

### **The NSW Record of School Achievement**

The NSW Record of School Achievement (ROSA) is a credential from NESA.

The Credential will:

- be a record of achievement for students who leave school before completing the HSC
- report results of moderated, school-based assessment, not external tests
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all Stage 5 courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the option to take online literacy and numeracy test
- be comprehensive and offer the ability to record a student's extra-curricular achievements.

## School-based grades

General Performance Descriptors will be reported with the gradings A, B, C, D or E for all subjects, **except** Mathematics, where the gradings are A10, A9, B8, B7, C6, C5, D4, D3, E2. Students' grades will be based on our school's assessment of a student's performance against Course Performance Descriptors in each subject.

<b>GRADE</b>	<b>General Performance Descriptors</b>
<b>A</b>	The student has an <b>extensive</b> knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a <b>thorough</b> 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.
<b>C</b>	The student has a <b>sound</b> knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a <b>basic</b> knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an <b>elementary</b> knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## What is an assessment?

- A series of tasks which students undertake so as the school can compile a mark to forward to NESA (NSW Education Standards Authority).
- It is a mark compiled by the school, which measures your achievement relative to other students throughout each course studied.

## Why have school assessments?

- It allows you to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of your achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
- It increases the accuracy of your final mark by using multiple assessment tasks, rather than a single examination result.

## What will be assessed?

- Such things as knowledge, and how you apply it, your ability to think critically, to analyse, to interpret and use evidence to manipulate ideas and materials, your practical performance and your ability to evaluate your own thinking.

## How will these assessments be made?

Assessment may constitute one of the following, after advanced notice (refer to subject specific assessment schedule):

- Oral/aural tests
- Class tests
- Reports
- Extended Responses
- Assignments
- Research
- Practical work
- Fieldwork
- Lectures and oral presentations
- Class notes
- Practical performances
- Formal examination

Some aspects of each course will be emphasised more than others. Your teacher in each course will indicate which are the most important. Marks you earn in formal examinations are worth varying amounts of your assessments, decided by course co-ordinators. These are listed in the attached course assessment schedules.

## Other Tests, Assignments and Projects

It must be understood that, while certain tasks are nominated as counting towards assessment, this does not mean that other tasks completed in class do not count and so can be neglected by students. These tasks could well be, for example, practice tasks which are the basis of student learning and critical preparation for the final assessment tasks. Students who do not complete all classwork could be viewed as not having satisfactorily completed the course.

## YEAR 9: School Assessment Policy

### Schedule of Assessment tasks:

- Tasks will occur frequently through the course, starting in Term 1, 2020, at the start of Year 9 courses.
- All students will be given an assessment schedule booklet indicating the assessment week(s) for each Stage 5: Year 9 course.
- You may be told marks and rankings for individual assessment tasks as they are marked.
- Where there is a change to be made from the original assessment schedule, faculties will notify students in writing two weeks before the new task date.

### Satisfactory Completion of Courses:

This will occur when the student has:

- a) **Followed** the course developed or endorsed by NESAs.
- b) **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the Course by the School.
- c) **Achieved** some or all of the outcomes.

Students must satisfactorily complete the Stage 5 component of a **course** to be eligible to proceed into the Preliminary HSC component in Year 11. Where a student is at risk of a Non-Completion Determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given.

Students whose **attendance** is poor may not satisfy course completion criteria. The Principal is the final arbitrator on any matters that arise regarding the final Stage assessments.

### Special Note on Reporting and Assessment

Students will be given assessment tasks so teachers can allocate grades based on a student's knowledge and skills in the subject. However, in half-yearly and yearly reports, the school will report on each student's overall progress, including attitude to learning, commitment to learning and social development. Students need to work hard and do their best in all set tasks, including classwork, as all tasks will contribute to the Record of School Achievement grades.

## Failure to complete an assessment task – Zero mark:

- A zero mark is noted as a non-attempt. If zero marks have been given for tasks that make up 50% or more of the total assessment marks in a course, the student is at risk of Non-Completion of that course. The Principal is the final arbitrator.
- Students who complete assessment tasks or study for assessment tasks during other classes on the day **will receive a zero mark**.
- Late submission of assessment items **will be awarded zero** unless there are very extenuating circumstances and a misadventure form with attached documentation (Doctor's Certificate, etc.) accepted by the Faculty Head Teacher.
- Students found guilty of malpractice will be awarded a zero mark.
- Students / parents will be notified in writing when receiving a zero mark.
- If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.

## Absent for an assessment task

### If a student is absent for a task they must:

- See their teacher or head teacher on the **first day they return** back to school and obtain and complete a **misadventure form**. Reasons for the absence must be stated, and supported by documentation, e.g. a medical certificate.
- A student must attend school and **all set classes for the full day of an Assessment Task**, unless there are very extenuating circumstances. A student who attends only for the task itself OR just to submit the task **will be awarded a zero mark**.
- Where a student is absent for **non-medical reasons**, a satisfactory explanation in writing must be provided on a misadventure form and submitted to the Head Teacher of the faculty. **Absence due to a family holiday may not be accepted as a valid reason for missing an assessment task. A zero mark may be awarded in such circumstances.**
- An alternative task/examination or an estimate mark may be given at the school's discretion when an application for misadventure has been approved by the Head Teacher /Principal.
- Where a student is absent for more than the day of the task they must have a Doctor's Certificate explaining the entire absent period.
- Problems of any nature are referred to the appropriate Faculty Head Teacher.
- **Copies of all completed misadventure forms must be given to the supervising Deputy Principal.**

## Malpractice (e.g. cheating, copying) in assessment tasks:

### What is cheating in an Assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Here are some examples of behaviour considered to be cheating:

- Copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own.
- Using material directly from books, journals, CDs or the internet without acknowledging the source.
- Submitting work that contains a large contribution from another person, coach or subject expert that is not acknowledged.
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

The examples above are generally referred to as plagiarism.

### What is Plagiarism?

Plagiarism is when you pretend that **you** have written or created work that someone else created.

- Should any student be found guilty of malpractice in an assessment task, he or she will be given a zero mark for the task. If malpractice occurs more than once a student may not be regarded as satisfying the school's requirements for the Course.
- Students are reminded that **all work** submitted for assessment is to be the work of their own person. Where resources and work of others is used, this must be appropriately cited. Cases of plagiarism will be investigated and students found to have inappropriately used others' work will be awarded a zero mark.
- Students should also take care when working with others that their work remains their own. Students may and will support their friends learning; however, students found to have allowed their work to be used by another student without acknowledgement will also be awarded a zero mark.



## Use of Technology

- When completing a task on a computer it is a student's responsibility to make sure there is more than one copy in case there is a problem accessing the task OR print the task off before the due date. **All hand-in tasks must be submitted on paper unless otherwise stated.**
- Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of tasks.
- Any assessment tasks that are plagiarised will result in a zero mark.
- Any inappropriate use of technology will result in disciplinary action.

## Appeals Process:

- If you disagree with a mark, the matter must be discussed with the class teacher who will refer the matter on if necessary.
- Where no agreement is reached, the issue should be discussed with the Head Teacher.
- External appeals are dealt with by the Principal. A student seeking a review of an N-Determination must apply to the Principal by the date specified by NESAs.



## Examinations

### Information for Students and Parents

This information is to inform students who have a special examination need, and their parents, of the possibilities available to assist them during formal assessment tasks and examinations.

If you have a special examination need – whether it is related to a physical or medical condition, visual impairment, hearing loss, or a learning difficulty – you should read this and discuss it with your parents, Year Adviser, teacher or Learning and Support Teacher.

### What are Disability Provisions?

Disability provisions provide students who have special needs with practical support in formal assessment tasks and examinations.

The school aims to offer practical support to students by allowing provisions such as special coloured examination papers, rest breaks, writers or readers, and permission to take medication.

### Applying for Disability Provisions

- i. If you wish to apply for special examination provisions you should see your Year Adviser, or the Learning and Support Teacher.
- ii. The Year Adviser or Learning and Support Teacher will discuss the special provision process and eligibility requirements with you.

When a final decision has been made, the school will send you written notification of the approved and/or declined provisions.

### Appeal procedures

If you wish to appeal against the school's decision to decline a provision for which you have applied, the appeal must be submitted within 10 working days of receiving your special provisions decision letter.

### A note to parents

If you are concerned about whether special examination provisions apply for your child, you should contact the Year Adviser or Learning and Support Teacher at the school.

## APPEAL DUE TO ILLNESS/MISADVENTURE AT THE TIME OF THE EXAMINATIONS

You should complete this form and submit an appeal if either:

- ◆ your performance in an examination was affected by an unforeseen illness or misadventure suffered immediately before or during the exam, or
- ◆ you were prevented from attending an examination due to illness or misadventure.

If your difficulties in sitting for the exams are the result of any of the reasons listed below, then your circumstances fall outside the guidelines of the Office of the Board of Studies' Illness/Misadventure appeals program.

You cannot submit an appeal on the basis of:

- ◆ alleged deficiencies in tuition
- ◆ long term illnesses such as glandular fever - unless you suffered a flare up or exacerbation of your symptoms during the examination
- ◆ the same grounds for which you received special examination provisions - unless you experienced additional difficulties during an examination
- ◆ misreading the exam timetable - if you miss an exam or arrive late to an exam because you have misread the timetable
- ◆ misreading exam instructions
- ◆ failure to enter for the examination in the correct course
- ◆ illness and/or misadventure in a course studied as a self-tuition student
- ◆ other commitments, such as participation in entertainment, work or sporting events, or attendance at examinations from other educational organisations.

**Section A**  
**To be completed by the student**

Date	PAPER OR EXAMINATION (one paper only per space, eg first English paper on one line, second English paper on the next)	DETAILS OF EFFECT ON PERFORMANCE For EACH and EVERY written examination session in which you are appealing, describe how illness or unforeseen misadventure affected your performance or prevented your attendance. Give details of any action you took to report this. DO NOT use dittos, or write 'AS ABOVE', but describe how your performance was affected for EACH examination session	ATTENDANCE Did you attend? YES/No

## Section B

### Written examination to be completed by the class teacher

Name:	Signature:
Position:	Date:
Centre name and number:	Contact phone number:

Please attach a separate sheet should you wish to make further comments which may assist in the consideration of the appeal

PAPER OR EXAMINATION	Record fully your observations of distress or disadvantage suffered by the student. It is most important that this section is completed in respect of EVERY paper or examination in which the student has appealed	Did the student report illness and/or misadventure? YES/NO	Estimate of total time lost during examination (hrs/mins)

## APPEAL DUE TO ILLNESS/MISADVENTURE AT THE TIME OF THE EXAMINATIONS

### Section C

Independent Evidence of Illness complete Section C1 or Misadventure complete Section C2

Section C1: to be completed by a medical practitioner or health professional

Section C2: to be completed by a relevant person, eg a police officer

**The person completing Section C1 or C2 must NOT be related to the student**

The Board of Studies advises that students should attend examinations unless it is considered detrimental to their health.

The student has agreed in writing to a medical practitioner appointed by the Board or a Board Officer obtaining further information from you relating to the student's appeal should the need arise.

### Section C1

#### Independent evidence of illness

Diagnosis of medical condition:

Date of onset of illness:

Date(s) and time(s) of all consultations/meetings relating to this illness:

Please describe how the student's condition/symptoms could impede their examination performance. (If the student was **unable to attend** an examination, it is imperative that you provide full detail in the space provided or on additional sheets and attach them to the application)

Any other comments or information which you feel will assist in the assessment of the student's applications. (If there is not enough space, please attach additional sheet(s).)

Please note that any fee for providing this report is the responsibility of the student.

Name of doctor or health professional providing this information:

Profession:

Placer of work/organisation:

Address:

Contact telephone number:

Signed:

Date:

**Section C2**  
**Independent evidence of misadventure**

Date of event causing illness/misadventure:		
Where you witness to the event:	YES/NO	
If NO how did you obtain the evidence you are providing:		
What is your relationship (for example teacher, relative or friend) to the student:		
Description of event:		
Name:		
Profession:	Place of work/organisation:	
Address:		
Contact telephone number:	Signed:	Date:





## Year 9 Assessment Booklet 2020

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### English

Task	Task Description	Due Date
1	Portfolio: Writing for a Purpose-Argument	Term 1, Week 10
2	Smart board presentation: Narrative	Term 2, Week 9
3	Creative Adaptation: Drama Study and Context	Term 3, Week 9
4	In class assessment: Visual Literacy Connotation, Imagery and Symbolism	Term 4, Week 5

Outcome	Description
<b>EN5-1A</b>	Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
<b>EN5-2A</b>	Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.
<b>EN5-3B</b>	Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effect on meaning.
<b>EN5-4B</b>	Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
<b>EN5-5C</b>	Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.
<b>EN5-6C</b>	Investigates the relationships between and among texts.
<b>EN5-7D</b>	Understands and evaluates the diverse ways texts can represent personal and public worlds.
<b>EN5-8D</b>	Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
<b>EN5-9E</b>	Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

# Year 9 Assessment Booklet 2020

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## Geography

### Semester 1:

Task	Task Description	Due Date
1	Topic Test	Term 1, Week 10
2	Yearly Examination	Term 2, Week 5

### Semester 2:

Task	Task Description	Due Date
1	Topic Test	Term 3, Week 10
2	Yearly Examination	Term 4, Week 5

Outcome	Description
<b>GE5-1</b>	Explains the diverse features and characteristics of a range of places and environments.
<b>GE5-2</b>	Explains processes and influences that form and transform places and environments.
<b>GE5-3</b>	Analyses the effect of interactions and connections between people, places and environments.
<b>GE5-4</b>	Accounts for perspectives of people and organisations on a range of geographical issues.
<b>GE5-5</b>	Assesses management strategies for places and environments for their sustainability.
<b>GE5-6</b>	Analyses differences in human wellbeing and ways to improve human wellbeing.
<b>GE5-7</b>	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry.
<b>GE5-8</b>	Communicates geographical information to a range of audiences using a variety of strategies.

# Year 9 Assessment Booklet 2020

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## History

### Semester 1:

Task	Task Description	Due Date
1	Research Task	Term 1, Week 9
2	Yearly Examination	Term 2, Week 5

### Semester 2:

Task	Task Description	Due Date
1	Research Task	Term 3, Week 9
2	Yearly Examination	Term 4, Week 5

Outcome	Description
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 Assessment Booklet 2020

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### Mathematics 5.1/5.2

Task	Task Description	Due Date
1	In Class Examination	Term 1, Week 9
2	Half Yearly Examination	Term 2, Week 5
3	Assignment	Term 3, Week 8
4	Yearly Examination	Term 4, Week 4/5

Outcome	Description
MA5.1-1WM	Uses appropriate terminology, diagrams and symbols in mathematical contexts.
MA5.2-1WM	Selects appropriate notations and conventions to communicate mathematical ideas and solutions.
MA5.1-2WM	Selects and uses appropriate strategies to solve problems.
MA5.2-2WM	Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems.
MA5.1-3WM	Provides reasoning to support conclusions that are appropriate to the context.
MA5.2-3WM	Constructs arguments to prove and justify results.
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.
MA5.1-6NA	Determines the midpoint, gradient and length of an interval, and graphs linear relationships.
MA5.2-6NA	Simplifies algebraic fractions, and expands and factorises quadratic expressions.
MA5.2-7NA	Applies index laws to operate with algebraic expressions involving integer indices.
MA5.1-8MG	Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms.

Mathematics 5.1/5.2

<b>Outcome</b>	<b>Description</b>
<b>MA5.2-8NA</b>	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.
<b>MA5.1-9MG</b>	Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures.
<b>MA5.2-9NA</b>	Uses the gradient-intercept form to interpret and graph linear relationships.
<b>MA5.1-10MG</b>	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression.
<b>MA5.2-10NA</b>	Connects algebraic and graphical representations of simple non-linear relationships.
<b>MA5.1-11MG</b>	Describes and applies the properties of similar figures and scale drawings.
<b>MA5.2-11MG</b>	Calculates the surface areas of right prisms, cylinders and related composite solids.
<b>MA5.1-12SP</b>	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media.
<b>MA5.2-12MG</b>	Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders.
<b>MA5.1-13SP</b>	Calculates relative frequencies to estimate probabilities of simple and compound events.
<b>MA5.2-13MG</b>	Applies trigonometry to solve problems, including problems involving bearings.
<b>MA5.2-14MG</b>	Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar.
<b>MA5.2-17SP</b>	Describes and calculates probabilities in multi-step chance experiments.

## Mathematics – 5.3 Pathway

Task	Task Description	Due Date
1	In Class Examination	Term 1, Week 9
2	Half Yearly Examination	Term 2, Week 4
3	Assignment	Term 3, Week 8
4	Yearly Examination	Term 4, Week 4/5

**In addition to the 5.1/5.2 outcomes, 5.3 students also be assessed against the following outcomes.**

Outcome	Description
<b>MA5.3-1WM</b>	Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures.
<b>MA5.3-2WM</b>	Generalises mathematical ideas and techniques to analyse and solve problems efficiently.
<b>MA5.3-3WM</b>	Uses deductive reasoning in presenting arguments and formal proofs.
<b>MA5.2-5NA</b>	Recognises direct and indirect proportion, and solves problems involving direct proportion.
<b>MA5.3-5NA</b>	Selects and applies appropriate algebraic techniques to operate with algebraic expressions.
<b>MA5.3-6NA</b>	Performs operations with surds and indices.
<b>MA5.3-7NA</b>	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations.
<b>MA5.3-8NA</b>	Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line.
<b>MA5.3-14MG</b>	Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids.
<b>MA5.3-16MG</b>	Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals.

## Year 9 Assessment Booklet 2020

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### PDHPE

Task	Task Description	Due Date
1	Net Games	Term 1, Week 8
2	Diversity	Term 1, Week 11
3	Sexual Health	Term 3, Week 10
4	Backyard Games	Term 3, Weeks 5-10

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

## Year 9 Assessment Booklet 2020

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### Science

Task	Task Description	Due Date
1	Topic 1 - Theory and Skills Test	Term 1, Week 8
2	Topic 2 - Theory and Skills Test	Term 2, Week 6
3	Research Project	Term 2, Week 9
4	Topic 3 and 4 – Yearly Examination	Term 4, Weeks 4/5

Outcome	Description
<b>SC5-13ES</b>	Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
<b>SC5-12ES</b>	Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
<b>SC5-16CW</b>	Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.
<b>SC5-17CW</b>	Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.
<b>SC5-10PW</b>	Applies models, theories and laws to explain situations involving energy, force and motion.
<b>SC5-11PW</b>	Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
<b>SC5-14LW</b>	Analyses interactions between components and processes within biological systems.
<b>SC5-15LW</b>	Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
<b>SC5-4WS</b>	Develops questions or hypotheses to be investigated scientifically.
<b>SC5-5WS</b>	Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
<b>SC5-6WS</b>	Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
<b>SC5-7WS</b>	Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
<b>SC5-8WS</b>	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
<b>SC5-9WS</b>	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.



# **Year 9**

# **Electives**

## Building and Construction

Task	Description	Due Date
1	Practical Project 1	Term 2, Week 4
2	Portfolio 1	Term 2, Week 4
3	Half Yearly Examination	Term 2, Week 4/5
4	Practical Project 2	Term 4, Week 4
5	Portfolio 2	Term 4, Week 4
6	Yearly Examination	Term 4, Week 4/5

Outcome	Description
<b>IND5-1</b>	Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
<b>IND5-2</b>	Applies design principles in the modification, development and production of projects.
<b>IND5-3</b>	Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
<b>IND5-4</b>	Selects, justifies and uses a range of relevant and associated materials for specific applications.
<b>IND5-5</b>	Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
<b>IND5-6</b>	Identifies and participates in collaborative work practices in the learning environment.
<b>IND5-7</b>	Applies and transfers skills, processes and materials to a variety of contexts and projects.
<b>IND5-8</b>	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
<b>IND5-9</b>	Describes, analyses and uses a range of current, new and emerging technologies and their various applications.
<b>IND5-10</b>	Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

## Child Studies

Task	Task Description	Due Date
1	Planning for Parenthood	Term 1, Week 9
2	Conception to Birth	Term 2, Week 6
3	Newborn Care	Term 3, Week 8
4	Play and the Developing Child	Term 4, Week 4

Outcome	Description
CS5-1	Identifies the characteristics of a child at each stage of growth and development.
CS5-2	Describes the factors that affect the health and wellbeing of the child.
CS5-3	Analyses the evolution of childhood experiences and parenting roles over time.
CS5-4	Plans and implements engaging activities when educating and caring for young children within a safe environment.
CS5-5	Evaluates strategies that promote the growth and development of children.
CS5-6	Describes a range of parenting practices for optimal growth and development.
CS5-7	Discusses the importance of positive relationships for the growth and development of children.
CS5-8	Evaluates the role of community resources that promote and support the wellbeing of children and families.
CS5-9	Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing.
CS5-10	Demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts.
CS5-11	Analyses and compares information from a variety of sources to develop an understanding of child growth and development.
CS5-12	Applies evaluation techniques when creating, discussing and assessing information related to child growth and development.

## Year 9 Assessment Booklet 2020

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### Drama

Task	Task Description	Due Date
1	Script writing, monologue	Term 1, Week 9
2	Performance & Script: Comedy	Term 2, Week 8
3	Performance & Logbook	Term 3, Week 8
4	Workshop & Examination	Term 4, Weeks 4 & 5

Outcome	Description
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 play-building.
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.
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.
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.

## Food Technology

Task	Description	Due Date
1	Practical Project 1	Term 2, Week 4
2	Portfolio 1	Term 2, Week 4
3	Half Yearly Examination	Term 2, Week 4/5
4	Practical Project 2	Term 4, Week 4
5	Portfolio 2	Term 4, Week 4
6	Yearly Examination	Term 4, Week 4/5

Outcome	Description
<b>FT5-1</b>	Demonstrates hygienic handling of food to ensure a safe and appealing product.
<b>FT5-2</b>	Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food.
<b>FT5-3</b>	Describes the physical and chemical properties of a variety of foods.
<b>FT5-4</b>	Accounts for changes to the properties of food which occur during food processing, preparation and storage.
<b>FT5-5</b>	Applies appropriate methods of food processing, preparation and storage.
<b>FT5-6</b>	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities.
<b>FT5-7</b>	Justifies food choices by analysing the factors that influence eating habits.
<b>FT5-8</b>	Collects, evaluates and applies information from a variety of sources.
<b>FT5-9</b>	Communicates ideas and information using a range of media and appropriate terminology.
<b>FT5-10</b>	Selects and employs appropriate techniques and equipment for a variety of food-specific purposes.
<b>FT5-11</b>	Plans, prepares, presents and evaluates food solutions for specific purposes.
<b>FT5-12</b>	Examines the relationship between food, technology and society.
<b>FT5-13</b>	Evaluates the impact of activities related to food on the individual, society and the environment.

## Information Software Technology

Task	Description	Due Date
1	Practical Project 1	Term 2, Week 4
2	Portfolio 1	Term 2, Week 4
3	Half Yearly Examination	Term 2, Week 4/5
4	Practical Project 2	Term 4, Week 4
5	Portfolio 2	Term 4, Week 4
6	Yearly Examination	Term 4, Week 4/5

Outcome	Description
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 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.
5.5.3	Describes and compares key roles and responsibilities of people in the field of information and software technology.

## Year 9 Assessment Booklet 2020

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### Music

<b>Task</b>	<b>Task Description</b>	<b>Due Date</b>
1	Performance	Term 1, Week 9
2	Composition	Term 2, Week 10
3	Performance	Term 3, Week 8
4	Listening/ Musicology Examination	Term 4, Week 3

<b>Outcome</b>	<b>Description</b>
<b>5.1</b>	Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
<b>5.2</b>	Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
<b>5.3</b>	Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
<b>5.4</b>	Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.
<b>5.5</b>	Notates own compositions, applying forms of notation appropriate to the music selected for study.
<b>5.6</b>	Uses different forms of technology in the composition process.
<b>5.7</b>	Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.
<b>5.8</b>	Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study.
<b>5.9</b>	Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study.
<b>5.10</b>	Demonstrates an understanding of the influence and impact of technology on music.
<b>5.11</b>	Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form.
<b>5.12</b>	Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## Year 9 Assessment Booklet 2020

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### Multimedia

Task	Description	Due Date
1	Practical Project 1	Term 2, Week 4
2	Portfolio 1	Term 2, Week 4
3	Half Yearly Examination	Term 2, Week 4/5
4	Practical Project 2	Term 4, Week 4
5	Portfolio 2	Term 4, Week 4
6	Yearly Examination	Term 4, Week 4/5

Outcome	Description
<b>IND5-1</b>	Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
<b>IND5-2</b>	Applies design principles in the modification, development and production of projects.
<b>IND5-3</b>	Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
<b>IND5-4</b>	Selects, justifies and uses a range of relevant and associated materials for specific applications.
<b>IND5-5</b>	Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
<b>IND5-6</b>	Identifies and participates in collaborative work practices in the learning environment.
<b>IND5-7</b>	Applies and transfers skills, processes and materials to a variety of contexts and projects.
<b>IND5-8</b>	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
<b>IND5-9</b>	Describes, analyses and uses a range of current, new and emerging technologies and their various applications.
<b>IND5-10</b>	Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.



## Year 9 Assessment Booklet 2020

### PASS

Task	Task Description	Due Date
1	Topic test on Body systems: Students will explore the bones, muscles, articular system, anatomical actions, explore the relationships between the musculo-skeletal and skeletal system to determine their importance in physical activity.	Term 1, Week 10
2	Enhancing performance (flag football) - Skills and game sense: Students will participate in skills and modified games based on Flag Football.	Term 1, Week 9
3	World Games – Ice Hockey (Slider Hockey) and Futsal: Team sport Event Management - Practical and theory task where students administer, implement and organise a small sided team sporting competition based on Ice hockey or Football.	Term 2, Week 8
4	Olympic Games Case Study: Case Study of selected country competing at the Olympics: Investigate the history of the Olympics and case study of selected countries, examine issues that impacted on the profile of sport/athletes, evaluate factors that have influences on the Olympics.	Term 3, Week 8
5	Participation and performance in a modified Olympics: Mini Olympics: Participate in a selection of individual and team events.	Term 3, Week 5-10
6	Personal skill analysis on Cricket, Golf, Swimming: Enhancing pre-performance - Specialised skills and games associated with Cricket, Golf and swimming. This task will count toward 10PASS 2021 assessment.	Term 4, Weeks 2-6

Outcome	Description
<b>PASS5-1</b>	Discusses factors that limit and enhance the capacity to move and perform.
<b>PASS5-2</b>	Analyses the benefits of participation and performance in physical activity and sport.
<b>PASS5-3</b>	Discusses the nature and impact of historical and contemporary issues in physical activity and sport.
<b>PASS5-4</b>	Analyses physical activity and sport from personal, social and cultural perspectives.
<b>PASS5-5</b>	Demonstrates actions and strategies that contribute to active participation and skilful performance.
<b>PASS5-6</b>	Evaluates the characteristics of participation and quality performance in physical activity and sport.
<b>PASS5-7</b>	Works collaboratively with others to enhance participation, enjoyment and performance.
<b>PASS5-8</b>	Displays management and planning skills to achieve personal and group goals.
<b>PASS5-9</b>	Performs movement skills with increasing proficiency.
<b>PASS5-10</b>	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

## Photography and Digital Media

Task	Task Description	Due Date
1	Images with light DMJ (Digital Media Journal) & Critical study	Term 2, Week 6
2	Animal hybrids, surreal creatures Photo montage	Term 4, Week 6
3	Yearly Examination	Term 4, Week 4 & 5

Outcome	Description
5.1	Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works.
5.2	Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience.
5.3	Makes photographic and digital works informed by an understanding of how the frames affect meaning.
5.4	Investigates the world as a source of ideas, concepts and subject matter for photographic and digital media works.
5.5	Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works.
5.6	Selects appropriate procedures and techniques to make and refine photographic and digital works.
5.7	Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works.
5.8	Uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works.
5.9	Uses the frames to make different interpretations of photographic and digital works.
5.10	Constructs different critical and historical accounts of photographic and digital works.

## Year 9 Assessment Booklet 2020

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### Timber

Task	Description	Due Date
1	Practical Project 1	Term 2, Week 4
2	Portfolio 1	Term 2, Week 4
3	Half Yearly Examination	Term 2, Week 4/5
4	Practical Project 2	Term 4, Week 4
5	Portfolio 2	Term 4, Week 4
6	Yearly Examination	Term 4, Week 4/5

Outcome	Description
<b>IND5-1</b>	Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
<b>IND5-2</b>	Applies design principles in the modification, development and production of projects.
<b>IND5-3</b>	Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
<b>IND5-4</b>	Selects, justifies and uses a range of relevant and associated materials for specific applications.
<b>IND5-5</b>	Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
<b>IND5-6</b>	Identifies and participates in collaborative work practices in the learning environment.
<b>IND5-7</b>	Applies and transfers skills, processes and materials to a variety of contexts and projects.
<b>IND5-8</b>	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
<b>IND5-9</b>	Describes, analyses and uses a range of current, new and emerging technologies and their various applications.
<b>IND5-10</b>	Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

## Year 9 Assessment Booklet 2020

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### Visual Arts

<b>Task</b>	<b>Task Description</b>	<b>Due Date</b>
1	Still life: Artmaking VAPD: Critical Study	Term 2, Week 6
2	Ceramics surrealist objects VAPD & Critical study	Term 4, Week 6
3	Yearly Examination	Term 4, Weeks 4 & 5

<b>Outcome</b>	<b>Description</b>
<b>5.1</b>	Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.
<b>5.2</b>	Makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience.
<b>5.3</b>	Makes artworks informed by an understanding of how the frames affect meaning.
<b>5.4</b>	Investigates the world as a source of ideas, concepts and subject matter in the visual arts.
<b>5.5</b>	Makes informed choices to develop and extend concepts and different meanings in their artworks
<b>5.6</b>	Demonstrates developing technical accomplishment and refinement in making artworks.
<b>5.7</b>	Applies their understanding of aspects of practice to critical and historical interpretations of art.
<b>5.8</b>	Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art.
<b>5.9</b>	Demonstrates how the frames provided different interpretations of art.
<b>5.10</b>	Demonstrates how art criticism and art history construct meanings.

# Year 9 Assessment Booklet 2020

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Term 1	
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Week 10	
Week 11	

Term 2	
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Week 10	

# Year 9 Assessment Booklet 2020

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Term 3	
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Week 9	
Week 10	

Term 4	
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Week 10	