

LEETON HIGH SCHOOL

2021

Assessment Policy and Procedures

Year 9



Contents

Junior Assessment Policy	2
Assessment and Course Requirements	2
Malpractice in Assessment Tasks	2
Misbehaviour and electronic devices during Assessment Tasks and Examinations	3
My Year 9 Assessment Calendar	4
Assessment Schedules	5
Year 9 Commerce 2021	6
Year 9 Drama 2021	7
Year 9 English 2021	8
Year 9 Food Technology 2021.....	9
Year 9 Geography 2021	10
Year 9 History 2021.....	11
Year 9 Industrial Technology—Metal 2021	12
Year 9 Industrial Technology—Timber 2021	13
Year 9 iSTEM 2021	14
Year 9 Mathematics 2021	15
Year 9 Music 2021.....	16
Year 9 PDHPE 2021	17
Year 9 Physical Activity & Sports Studies (PASS) 2021.....	18
Year 9 Science 2021	19
Year 9 Visual Arts 2021	20
Appendix I	21
Application for Assessment Task Consideration - Illness/Misadventure	21
Appendix II	22
Application for Year 7-10 Assessment Task Consideration—Extension.....	22
Appendix III	23
Application for Appeal of the Assessment Procedure—Year 7-10	23

Junior Assessment Policy

Assessment and Course Requirements

Students are expected to undertake all assessment tasks and class activities to complete the course whether they are part of an assessment schedule or not. Students need to meet assessment requirements to be eligible to meet the minimum requirements for the course. Normal procedures for contacting parents will apply with failure to meet these requirements.

In-class tasks / Examinations

- Students should be present for an in-class task. If they are absent, they need to present an Illness/Misadventure Form (see Appendix I) from a parent/carer/guardian explaining their absence. No penalty will occur if the form is provided with a legitimate reason.
- Absence from an examination or in-class task will incur a 20% penalty if no satisfactory reason is given by a parent, carer or guardian.
- Failure to sit a negotiated substitute task will result in a zero being awarded for this task.
- Refusal to do a task will result in a zero mark being awarded for this task.
- Absences through school approved activities such as representation at sporting knockouts do not require a note from a parent or carer. Students should let their teacher know if they will be absent for an assessment task due to school approved activities prior to the date. Alternative arrangements will be provided to the student without penalty.

Take-home assessment tasks

- Usually a minimum two weeks' notice will be given for a research or take-home task. The due date is the last day the task can be handed in without penalty.
- Tasks submitted late will incur a 10% penalty per day for up to 5 days. Tasks submitted after two weeks (10 school days) will receive a zero mark.
- Students who miss tasks due to misadventure (with an approved illness/misadventure form – Appendix I) may be given an extension or an estimate as determined by the teacher and the Head Teacher.
- Refusal to complete a task will result in a zero mark being awarded for the task.
- School approved activities such as representation at sporting knockouts occurring on the due date do not warrant an extension. Students must make arrangements to submit the task prior to excursion in this case, unless a pre-approved extension has been granted (see Appendix II).

Malpractice in Assessment Tasks

Claims of malpractice, including plagiarism and cheating, must be proven before mark reduction can occur. Students may only receive marks on their own work and the teacher will only mark the sections that have not been plagiarised and will mark according to the marking criteria.

Students who have completely plagiarised their assessment will receive a zero and a letter of concern (Years 7-9). Students must show ethical scholarship by learning how to summarise and write in their own words.

Misbehaviour and electronic devices during Assessment Tasks and Examinations

In 2018, the New South Wales Education Standards Authority (NESA) issued a memo stating that students in the HSC are not to bring electronic devices into HSC examinations and they may receive a zero for contravening this policy. To reinforce this message in the junior school, students will not be allowed to use electronic devices, unless prescribed in the assessment, at any time in class whilst an assessment is in progress.

Students need to learn how to manage their behaviour during times when they have finished their examination. Students are encouraged to review and edit their papers to use up the allotted time appropriately.

Students who misbehave during assessment tasks will be given an appropriate consequence for their actions. Depending on the severity of the disruption, students may receive a zero for the assessment. Students who are ejected from an assessment task should have their paper removed and the time they left the assessment recorded on the top of their paper including details of the disruption and negotiate a suitable penalty with the course Head Teacher.

My Year 9 Assessment Calendar

Highlight your assessment tasks on this calendar to help you organise your time.

Term 1			
Week 1			
Week 2			
Week 3			
Week 4	Music task 1		
Week 5			
Week 6	Science task 1	PASS task 1	PDHPE task 2
Week 7	Food Technology task 1, Geography task 1, IT Metal task 1		
Week 8	Drama task 1		
Week 9	English task 1, History task 1, IT Timber task 1, Visual Arts task 1		
Week 10	Commerce task 1, PDHPE task 1		

Term 2			
Week 1	PASS task 2		
Week 2	Science task 2		
Week 3			
Week 4	History task 2		
Week 5	Commerce task 2, English task 2, Geography task 2, Mathematics exam, Music task 2, Visual Arts task 2		
Week 6	Food Technology task 2		
Week 7	iSTEM task 2		
Week 8	IT Timber task 2, PASS task 3		
Week 9	Drama task 2		
Week 10	IT Metal task 2, Mathematics project		

Term 3	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	Science task 3
Week 6	
Week 7	Food Technology task 3, Geography task 3
Week 8	Commerce task 3, History task 3, PDHPE task 3
Week 9	Drama task 3, English task 3, Visual Arts task 3
Week 10	iSTEM task 3, Mathematics project, Music task 3, PDHPE task 4, PASS task 4

Term 4	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	Food Technology task 4, IT Metal task 3, IT Timber task 3, Visual Arts task 4 Examination Period
Week 6	Commerce, Drama, English, Geography, History, IT Metal, IT Timber, iSTEM, Mathematics, Music, PDHPE, PASS, Science
Week 7	
Week 8	
Week 9	
Week 10	Mathematics project

Assessment Schedules

Assessment schedules for each course begin on the next page

Year 9 Commerce 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Writing/Research	5.1, 5.3, 5.7, 5.8, 5.9	Term 1 Week 10	25
2	Mid-course Examination	5.1, 5.2, 5.4, 5.5, 5.6	Term 2 Week 5	25
3	Writing/Research	5.1, 5.3, 5.4, 5.7, 5.8, 5.9	Term 3 Week 8	25
4	Yearly Examination	5.1, 5.2, 5.5, 5.6	Term 4 Week 5/6	25
Total				100%

Syllabus outcomes

A student:

- COM5-1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
- COM5-2** analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
- COM5-3** examines the role of law in society
- COM5-4** analyses key factors affecting decisions
- COM5-5** evaluates options for solving problems and issues
- COM5-6** develops and implements plans designed to achieve goals
- COM5-7** researches and assesses information using a variety of sources
- COM5-8** explains information using a variety of forms
- COM5-9** works independently and collaboratively to meet individual and collective goals within specified timeframes

Year 9 Drama 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Improvisation/ Elements of Drama Quiz and Performance	5.1.1, 5.1.2, 5.2.3, 5.3.1	Term 1 Week 8/9	20
2	Commedia Dell'Arte Mask and Group Tableaux	5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.2, 5.3.3	Term 2 Week 9	20
3	Scripted Performance	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.1	Term 3 Week 9	30
4	Examination	5.1.4, 5.3.1, 5.3.2, 5.3.3	Term 4 Week 5/6	30
Total				100%

Syllabus 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.
- 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

Year 9 English 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Creative Composition	EN5-3B, EN5-5C, EN5-7D, EN5-8D	Term 1 Week 9	25
2	Comprehension	EN5-1A, EN5-3B, EN5-4B, EN5-6C, EN5-9E	Term 2 Week 5	25
3	Multimodal Presentation	EN5-1A, EN5-2A, EN5-3B, EN5-5C	Term 3 Week 9	25
4	Examination	EN5-1A, EN5-3B, EN5-5C, EN5-7D	Term 4 Week 5/6	25
Total				100%

Syllabus outcomes

A student:

- EN5-1A** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN5-2A** 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
- EN5-3B** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- EN5-4B** effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
- EN5-5C** 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
- EN5-6C** investigates the relationships between and among texts
- EN5-7D** understands and evaluates the diverse ways texts can represent personal and public worlds
- EN5-8D** questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
- EN5-9E** purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Year 9 Food Technology 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Food in Australia	FT5.8, FT5.9, FT5.10, FT5.11, FT.12	Term 1 Week 7	25
2	Food Equity	FT5.2, FT5.5, FT5.6, FT5.11, FT5.13	Term 2 Week 6	25
3	Food Selection and Health	FT5.7, FT5.8, FT5.11, FT5.12, FT5.3	Term 3 Week 7	25
4	Food Product Development	FT5.1, FT5.2, FT5.10, FT5.11, FT5.13	Term 4 Week 5	25
Total				100%

Syllabus outcomes

A student:

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

FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage

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 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Research Task	5.1, 5.2, 5.5, 5.7	Term 1 Week 7	25
2	Skills Test	5.2, 5.7, 5.8	Term 2 Week 5	20
3	Writing Task	5.3, 5.4, 5.5, 5.6, 5.8	Term 3 Week 7	25
4	Examination	5.1, 5.2, 5.3, 5.5, 5.6, 5.8	Term 4 Week 5/6	30
Total				100%

Syllabus outcomes

A student:

- 5.1 explains the diverse features and characteristics of a range of places and environments
- 5.2 explains processes and influences that form and transform places and environments
- 5.3 analyses the effect of interactions and connections between people, places and environments
- 5.4 accounts for perspectives of people and organisations on a range of geographical issues
- 5.5 assesses management strategies for places and environments for their sustainability
- 5.6 analyses differences in human well-being and ways to improve human well-being
- 5.7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- 5.8 communicates geographical information to a range of audiences using a variety of strategies

Year 9 History 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Essay	5.3, 5.4, 5.6, 5.9, 5.10	Term 1 Week 9	25
2	Test	5.5,5.6, 5.7, 5.8	Term 2 Week 4	20
3	Diary	5.3, 5.6, 5.7, 5.8, 5.9, 5.10	Term 3 Week 8	25
4	Examination	5.1, 5.2, 5.4, 5.5, 5.8, 5.9, 5.10	Term 4 Week 5/6	30
Total				100%

Syllabus outcomes

A student:

- 5.1** explains and assesses the historical forces and factors that shaped the modern world and Australia
- 5.2** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- 5.3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- 5.4** explains and analyses the causes and effects of events and developments in the modern world and Australia
- 5.5** identifies and evaluates the usefulness of sources in the historical inquiry process
- 5.6** uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- 5.7** explains different contexts, perspectives and interpretations of the modern world and Australia
- 5.8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- 5.9** applies a range of relevant historical terms and concepts when communicating an understanding of the past
- 5.10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Year 9 Industrial Technology—Metal 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Sheet Metal Tool Carry Tray	IND5-1, IND5-3, IND5-4, IND5-6, IND5-8	Term 1 Week 7	20
2	F Clamp design	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-8	Term 2 Week 10	25
3	Hacksaw & Design Portfolio	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-8, IND5-9	Term 4 Week 6	35
4	Yearly Examination	IND5-1, IND5-4, IND5-5, IND5-6, IND5-8, IND5-9, IND5-10	Term 4 Week 5/6	20
Total				100%

Syllabus outcomes

A student:

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Year 9 Industrial Technology—Timber 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Toolbox	IND5-1, IND5-3, IND5-5, IND5-6, IND5-7, IND5-8	Term 1 Week 9	20
2	Decorative Timber Storage Box with Portfolio	IND5-1, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10	Term 2 Week 8	25
3	Timber Step and Portfolio	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-8, IND5-9, IND5-10	Term 4 Week 5	35
4	Yearly Examination	IND5-1, IND5-4, IND5-5, IND5-8, IND5-9, IND5-10	Term 4 Week 5/6	20
Total				100%

Syllabus outcomes

A student:

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Year 9 iSTEM 2021

Task No.	Task Description	Areas for Assessment	Due Date	Weighting %
1	Inquiry based STEM challenges STEM Fundamentals 1 & 2	5.1.1, 5.1.2, 5.4.2, 5.6.2, 5.8.1	Term 1 Ongoing	15
2	Lego EV3 Robotics	5.2.1, 5.2.2, 5.3.2, 5.5.1, 5.6.1, 5.7.1	Term 2 Week 7	30
3	Aerodynamics Project & Portfolio	5.3.1, 5.4.1, 5.4.2, 5.5.2, 5.6.1, 5.6.2, 5.7.1	Term 3 Week 10	35
4	Yearly Examination	All outcomes may be assessed.	Term 4 Week 5/6	20
Total				100%

Syllabus outcomes

A student:

- 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 Mathematics 2021

Task Description	Outcomes	Due Date
Cycle Tests	Will vary for each student. Some or all of the outcomes listed below may be assessed.	Fortnightly from Term 1 Week 4
Semester 1 Examination		Term 2 Weeks 5/6
Class Project		Last week of Terms 2, 3, and 4
Semester 2 Examination		Term 4 Weeks 5/6

Syllabus Outcomes

(Stage 5.1 and 5.2 outcomes listed; however, students may be working on other stages and on content working towards or beyond Stage 5.1 and 5.2 depending on each individual student's pathway.) A student:

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

MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships

MA5.1-7NA graphs simple non-linear relationships

MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms

MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

MA5.1-11MG describes and applies the properties of similar figures and scale drawings

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

MA5.2-1WM 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

MA5.2-4NA solves financial problems involving compound interest

MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion

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

MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques

MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships

MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships

MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids

MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings

MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar

MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data

MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time

MA5.2-17SP describes and calculates probabilities in multi-step chance experiments

Year 9 Music 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Performance	5.1, 5.2	Term 1 Week 4	20
2	Composition/Listening	5.7, 5.8, 5.9, 5.10	Term 2 Week 5/6	30
3	Composition	5.7, 5.8, 5.9, 5.10	Term 3 Week 10	20
4	Yearly Examination	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10	Term 4 Week 5/6	30
Total				100%

Syllabus Outcomes

A student:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 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
- 5.10 demonstrates an understanding of the influence and impact of technology on music
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Year 9 PDHPE 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Resilience Theory Task	PD5-1, PD5-3, PD5-7, PD5-8, PD5-9, PD5-10	Term 1 Monday Week 10	20
2	Ultimate Frisbee Practical Task	PD5-3, PD5-4, PD5-6, PD5-11	Term 1 Weeks 6-10	20
3	Email to the Editor Theory Task	PD5-2, PD5-6, PD5-7, PD5-8, PD5-9	Term 3 Week 8	20
4	Invade this space - League Tag Practical Task	PD5-4, PD5-5, PD5-11	Term 3 Weeks 10	20
5	Yearly Examination	All outcomes may be assessed	Term 4 Week 5/6	20
Total				100%

Syllabus 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** adapt 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 personalized 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 Physical Activity & Sports Studies (PASS) 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Netball	PASS5-7 PASS5-9	Term 1 Weeks 6-8	20
2	Coaching Assessment	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	Term 2 Weeks 1 and 2	20
3	Nutrition	PASS5-1, PASS5-2, PASS5-8, PASS5-10	Term 2 Week 8	20
4	Health Promotion Video	PASS5-3, PASS5-4, PASS5-5, PASS5-6, PASS5-10	Term 3 Week 10	20
5	Yearly Examination	All outcomes may be assessed.	Term 4 Week 5/6	20
Total				100%

Syllabus outcomes

A student:

- 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 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Research Task (Waves)	SC5-8WS, SC5-9WS, SC5-10PW	Term 1 Week 6	25
2	Modelling Task (Plate Tectonics)	SC5-8WS, SC5-9WS, SC5-12ES, SC5-13ES	Term 2 Week 2	25
3	First Hand Investigation (Clock Reactions)	SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-17CW	Term 3 Week 5	25
4	Yearly Examination	All Outcomes may be assessed.	Term 4 Week 5/6	25
Total				100%

Note: Year 9 content will be assessed in the Year 10 VALID Science Test. Students should keep their class notes.

Syllabus outcomes

- SC5-1VA** appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC5-2VA** shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
- SC5-3VA** demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
- SC5-4WS** develops questions or hypotheses to be investigated scientifically
- SC5-5WS** produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
- SC5-6WS** undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- SC5-7WS** processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- SC5-8WS** applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- SC5-9WS** Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
- SC5-10PW** applies models, theories and laws to explain situations involving energy, force and motion
- SC5-11PW** explains how scientific understanding about energy conservation, transfers & transformations is applied in systems
- SC5-12ES** 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
- SC5-13ES** 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
- SC5-14LW** analyses interactions between components and processes within biological systems
- SC5-15LW** explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
- SC5-16CW** explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
- SC5-17CW** 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

Year 9 Visual Arts 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Research Task 1 Visual Arts Process Diary Body of Work	5.1, 5.2, 5.3, 5.4, 5.8, 5.9, 5.10	Term 1 Week 9	25
2	Research Task 2 Visual Arts Process Diary And Progressive Body of Work	5.1, 5.2, 5.3, 5.4, 5.8, 5.9, 5.10	Term 2 Week 5	25
3	Research Task 3 Visual Arts Diary Body of Work	5.1, 5.2, 5.3, 5.4, 5.8, 5.9, 5.10	Term 3 Week 9	25
4	Research Task 4 Visual Arts Diary and Progressive Body of Work	5.8, 5.9, 5.10	Term 4 Week 5	25
Total				100%

Syllabus Outcomes

A student:

- 5.1** develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2** makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3** makes artworks informed by an understanding of how the frames affect meaning
- 5.4** investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5** makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6** demonstrates developing technical accomplishment and refinement in making artworks
- 5.7** applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8** uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9** demonstrates how the frames provide different interpretations of art
- 5.10** demonstrates how art criticism and art history construct meanings

Appendix I

Application for Assessment Task Consideration - Illness/Misadventure

Name:		Year:		Date:	
Subject:		Teacher:			

Task No.		Due Date:		Task Weighting	
Task Description					
.....					
.....					

Reason for absence: (Attach evidence such as a medical certificate)
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.....
.....

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.	
Student Signature:	Date:
Parent/Guardian Signature:	Date:

Recommendation of Teacher/Head Teacher
.....
.....

Signature of Teacher/Head Teacher		Date	
Final Decision		Date	
Principal/DP Signature		Date	
Year Adviser Signature		Date	

Appendix II

Application for Year 7-10 Assessment Task Consideration—Extension

Name:		Year:		Date:	
Subject:		Teacher:			

Task No.		Due Date:		Task Weighting	
Task Description					
.....					

I wish to apply for an extension based on consideration of the following factors which may affect my performance in this assessment task. (Attached Evidence where possible).

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.....

.....

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student Signature: **Date:**

Parent/Guardian Signature: **Date:**

Recommendation of Teacher/Head Teacher

.....

.....

Signature of Teacher/Head Teacher		Date	
Final Decision		Date	
Principal/DP Signature		Date	
Year Adviser Signature		Date	

Appendix III

Application for Appeal of the Assessment Procedure—Year 7-10

Name:		Year:		Date:	
Subject:		Teacher:			

Task No.		Due Date:		Task Weighting	
Task Description					
.....					
.....					

Details of appeal
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In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.	
Student Signature:	Date:
Parent/Guardian Signature:	Date:

Recommendation of Teacher/Head Teacher
.....
.....

Signature of Teacher/Head Teacher		Date	
Final Decision		Date	
Principal/DP Signature		Date	
Year Adviser Signature		Date	