



# Assessment Schedule

Year 9 – 2024

Kiama High School

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## What is assessment?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students, and a range of resources.

## Assessment of learning in Year 9

Assessment of Learning determines your level of performance on a specific task or at the conclusion of a unit of work, a school year or stage. The information gained from this type of assessment is often used in reporting.

## Assessment for learning in Year 9

Assessment For Learning gives you opportunities to produce work that leads to the development of knowledge, understanding and skills. Teachers decide how and when to assess your achievement, as they plan the work you will do, using a whole range of strategies including self-assessment and peer-assessment.

Assessment of Learning (Formal Assessment)	Assessment for Learning (Informal Assessment)
<ul style="list-style-type: none"> <li>➤ Assessment tasks usually occur at the end of a unit to check your overall understanding.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment that checks your progress along the way to make sure that you are learning as the teacher moves through the unit of work</li> </ul>
<p><b>Types of Formal Assessment:</b></p> <ul style="list-style-type: none"> <li>➤ Assessment tasks/unit tests</li> <li>➤ Projects or research assignments</li> <li>➤ Oral engagement or presentations</li> <li>➤ Practical tasks and artworks</li> <li>➤ Portfolios</li> <li>➤ Practical performances and compositions</li> <li>➤ Half Yearly and Yearly examinations</li> </ul>	<p><b>Types of Informal Assessment:</b></p> <ul style="list-style-type: none"> <li>➤ Observation of student learning</li> <li>➤ Classroom activities</li> <li>➤ Homework assignments</li> <li>➤ Mini tests or quizzes</li> <li>➤ Group or pair work</li> <li>➤ Experiments</li> <li>➤ Performances</li> <li>➤ Book work</li> </ul>

## What do formal assessment tasks look like?

Formal assessment tasks should:

- Be based on syllabus outcomes.
- Be a valid instrument designed to assess student learning.
- Include a task description to clarify student understanding of what is required in the task.
- Be reliable, measure what the task intends to assess and provide feedback that is relevant, explicit, constructive, and actionable.
- Be free from bias and provide evidence that accurately represents student’s knowledge, understanding and skills.
- Enable students and teachers to use feedback effectively and reflect on the learning process.
- Be inclusive to and accessible by all students.
- Be a part of the ongoing monitoring of student progress.

## Student rights and responsibilities in assessment:

As a student at Kiama High School, you have the **right** to:

- Two weeks formal notice for any assignment.
- Receive clear guidelines for any assignment.
- Receive formal feedback from your teacher.
- To query a result of an assessment task or assignment.
- To apply for an extension of time/misadventure through the proper channels.

As a student at Kiama High School you have the **responsibility** to:

- Submit all tasks on time.
- Submit work that is your own - i.e. not copied from another source such as friends or the Internet. To do this is an act of plagiarism and will result in a mark of zero.
- Not engage in behaviour that is considered cheating.
- Take responsibility for your own learning. If you cannot submit a task on time, it is up to you to approach your teacher and look at options for handing in the work at another time.
- Complete all classwork to the best of your ability in all lessons.
- Complete homework as requested by your teacher.

## Kiama High School Assessment Policy for Stage 5 (Year 9)

All students are required to submit their work on the due date provided by their teacher, in accordance with their teacher's instructions. Failure to hand in work on the designated day will incur the following penalties:

1. **The loss of 10% of the full marks per school day.**
2. Failure to submit a task after **five (5) days** will see the student receive a mark of **zero**. The student is expected to complete the work even after the five-day cut-off date to satisfy course outcomes.
3. A letter will be sent home to your parent/caregiver to inform them that you have not submitted the required work.

*Suitable reasons for failing to submit a task:*

1. Genuine illness.
2. School business (i.e. sporting teams or excursions). If this is the case, students must notify their teacher *before* the due date to negotiate a new due date.
3. Accident or misadventure.

**NOTE:** Access to or failure of technology is NOT a suitable reason to not submit your task on time. There is plenty of technology (i.e. computers and printers) available at school for you to complete your work. It is suggested that all tasks are saved on Google Drive or One Drive so students have access to their work at home and school. If a student is experiencing difficulty with technology, they must see their teacher as soon as possible to ensure they are able to resolve the problem

## Request for consideration or extension

Students are responsible for making sure they hand in their assessment tasks on time, but there are incidences when you may not be able to meet a due date. This may be because of a sporting event, other school business or illness or accident.

If you have a legitimate reason from missing an assessment task, you can apply for consideration or extension. To apply for consideration or an extension you should:

- Talk to your classroom teacher:
  - If you know you are going to be absent on the day of an assessment task or a test and explain to them the reason you may be missing the task. They will be able to help you with an extension.
  - If you were sick and missed the assessment task, then bring a note in from home on your first day back from school and give it to your teacher. You can then talk with your teacher about rescheduling or handing in the task on another day.
- It is always advisable to have a medical certificate when you miss an assessment due to illness or accident, this creates good habits for when you are in Years 10, 11 and 12.

Your classroom teacher may speak to the Head Teacher before deciding about consideration or an extension.

## Stage 5 Courses at Kiama High School

KLA	Description
English	<ul style="list-style-type: none"> <li>➤ The syllabus must be studied substantially throughout Years 7 to 10.</li> <li>➤ By the end of Year 10, each student should have engaged in 400 hours of study in English.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>➤ The syllabus must be studied substantially throughout Years 7 to 10.</li> <li>➤ By the end of Year 10, each student should have engaged in 400 hours of study in Mathematics.</li> </ul>
Science	<ul style="list-style-type: none"> <li>➤ The syllabus must be studied substantially throughout Years 7 to 10.</li> <li>➤ By the end of Year 10, each student should have engaged in 400 hours of study in Science.</li> </ul>
Human Society & Its Environment (HISE)	<ul style="list-style-type: none"> <li>➤ The syllabus must be studied substantially throughout Years 7 to 10.</li> <li>➤ By the end of Year 10, each student should have engaged in 400 hours of study in HISE.</li> <li>➤ This must include 100 hours of study of History and Geography in each stage.</li> </ul>
Personal Development, Health and Physical Education (PDHPE)	<ul style="list-style-type: none"> <li>➤ The mandatory 300 hour course is to be completed.</li> <li>➤ This integrated course is to be studied in Years 7 to 10</li> </ul>
Elective Subjects	<ul style="list-style-type: none"> <li>➤ Students are also required to study 400 hours of board developed elective courses across Year 9 &amp; 10. At Kiama High School, these electives <i>may</i> include:                             <ul style="list-style-type: none"> <li>○ Commerce</li> <li>○ Child Studies</li> <li>○ History (Elective)</li> <li>○ PASS and PASS – Rugby League</li> <li>○ Information Software and Technology</li> <li>○ Visual Arts</li> <li>○ Music</li> <li>○ Japanese</li> <li>○ Marine Studies and Aquaculture Technology</li> <li>○ Food Technology</li> <li>○ Industrial Technology – Timber and/or Metals</li> </ul> </li> </ul>



## Core Subjects – Assessment Program

# English

Head Teacher – Ms L. Chapman



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Literacy Task	Creative Writing	Poetry Creation and Reflection	Representation Essay
Due date:	Term 1, Week 4	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9
Weighting:	10%	30%	30%	30%
Outcomes assessed:	EN5-RVL-01	EN5-URA-01 EN5-ECA-01	EN5-URB-01 EN5-ECB-01	EN5-URA-01 EN5-ECA-01

## Course Outcomes:

*A student:*

- EN5-RVL-01      Uses a range of personal, creative and critical strategies to interpret complex texts
- EN5-URA-01      Analyses how meaning is created using interpretation of increasingly complex language forms, features and structures
- EN5-URB-01      Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
- EN5-URC-01      Investigates and explains ways of valuing texts and the relationships between them
- EN5-ECA-01      Crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
- EN5-ECB-01      Uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts



# Mathematics – Core Pathway

Head Teacher (Rel) – Mr J. Jovanovski



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Class test	In Class Task	Research task	Examination
Due date:	Term 1, Week 9	Term 2, Week 6	Term 3, Week 7	Term 4, Week 6
Weighting:	20%	30%	20%	30%
Outcomes assessed:	MA4-PYT4-C-01 MA5-TRG-C-01 MA5-TRG-C-02 MA5-FIN-C-01	MA5-FIN-C-01 MA4-ALG-C-01 MA5-ALG-01 MA5-IND-C-01 MA5-EQU-C-01 MA5-MAG-C-01 MA5-ARE-C-01 MA5-VOL-C-01	MA5-MAG-C-01 MA5-ARE-C-01 MA5-VOL-C-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-RAT-P-01 MA4-ANG-C-01 MA5-GEO-C-01 MA4-PRO-C-01 MA5-PRO-C-01 MA5-PRO-P-01	MA4-PRO-C-01 MA5-PRO-C-01 MA5-PRO-P-01 MA5-ALG-C-01 MA5-ALG-P-01 MA5-ALG-P-02 MA4-DAT-C-02 MA5-DAT-C-01

**NOTE:**

- Cumulative topic assessment is made up of a range of informal tasks. Tasks may include and are not limited to research, homework, assignments, topic test, bookmarks, oral presentations.
- The Pathways are through the Maths Continuum and students will be presented with outcomes that reflect their ability. For this Pathway, this may mean that some Stage 4 or Stage 5 Pathway/Extension outcomes may also be assessed.

## Course Outcomes:

*A student:*

MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations ( <i>Path: Stn, Adv</i> )
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions ( <i>Path: Adv</i> )
MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions ( <i>Path: Adv</i> )
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability ( <i>Path: Adv</i> )



# Mathematics – Core and Advanced/Extension

Head Teacher (Rel) – Mr J. Jovanovski

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
Task Name:	Class Test	In Class Task	Research Task	Examination
Due date:	Term 1, Week 9	Term 2, Week 6	Term 3, Week 7	Term 4, Week 6
Weighting:	20%	30%	20%	30%
Outcomes assessed:	MA4-PYT-C-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-02, MA5-FIN-C-01, MA5-FIN-C-02	MA5-FIN-C-01, MA5-FIN-C-02, MA4-ALG-C-01, MA5-ALG-C-01, MA5-IND-C-01, MA5-IND-P-01 MA5-EQU-C-01, MA5-MAG-C-01, MA5-ARE-C-01, MA5-VOL-C-01	MA5-MAG-C-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-RAT-P-01, MA4-ANG-C-01, MA5-GEO-C-01, MA5-GEO-P-01, MA5-GEO-P-02, MA4-PRO-C-01, MA5-PRO-C-01, MA5-PRO-P-01	MA4-PRO-C-01, MA5-PRO-C-01, MA5-PRO-P-01, MA5-ALG-P-01, MA5-ALG-P-02, MA5-EQU-P-01, MA5-EQU-P-02, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01 MA4-DAT-C-02, MA5-DAT-C-01, MA5-DAT-P-01

## Course outcomes:

### *The student:*

MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations ( <i>Path: Stn, Adv</i> )
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions ( <i>Path: Adv</i> )
MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions ( <i>Path: Adv</i> )
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices ( <i>Path: Adv</i> )
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form ( <i>Path: Adv</i> )
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations ( <i>Path: Adv</i> )
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-NLI-P-01	interprets and compares non-linear relationships and their transformations, both algebraically and graphically ( <i>Path: Adv</i> )
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-GEO-P-01	establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane
MA5-GEO-P-02	constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes ( <i>Path: Ext</i> )
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest ( <i>Path: Stn, Adv</i> )
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability ( <i>Path: Adv</i> )

# Science

Head Teacher – Mr H. McKay



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Infectious Diseases Research Task	Electricity Task	Ecology & Environment Knowledge & Skills Test	Atoms, Electricity, Waves Knowledge Task
Due date:	Term 1, Week 5	Term 2, Week 5	Term 3, Week 4	Term 4, Week 5
Weighting:	25%	25%	25%	25%
Outcomes assessed:	SC5-1VA, SC5-9WS, SC5-14LW	SC5-11PW, SC5-7WS, SC5-8WS	SC5-7WS, SC5-14LW	SC5-16CW, SC5-10PW

## Course Outcomes:

### A student:

- 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 and 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
- 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



# Geography (HISE Faculty)

Head Teacher (Rel) – Mr L. Anderberg

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
Task Name:	PEEL Task International Migration	Urbanisation Research Task	PEEL Task Kiama West Letter	Fieldwork Test	Yearly Examination
Due date:	Term 1, Wk. 6 Term 3, Wk. 6	Term 1, Wk. 9 Term 3, Wk.9	Term 2, Wk. 3 Term 4, Wk. 3	Term 2, Wk. 4 Term 4, Wk. 4	Term 2, Wk. 6 Term 4, Wk. 6
Weighting:	15%	30%	15%	15%	25%
Outcomes assessed:	GE5.2, GE5.3, GE5.4, GE5.6	GE5.1, GE5.2, GE5.3, GE5.8	GE5.1, GE5.2, GE5.3, GE5.4	GE5.1, GE5.2, GE5.3, GE5.7	GE5.2, GE5.3, GE5.5, GE5.8

## Course Outcomes:

*The student:*

- GE5.1 locates and describes the diverse features and characteristics of a range of places and environments
- GE5.2 describes processes and influences that form and transform places and environments
- GE5.3 explains how interactions and connections between people, places and environments result in change
- GE5.4 examines perspectives of people and organisations on a range of geographical issues
- GE5.5 discusses management of places and environments for their sustainability
- GE5.6 explains differences in human wellbeing
- GE5.7 acquires and processes geographical information by selecting and using geographical tools for inquiry
- GE5.8 communicates geographical information using a variety of strategies

# History (HISE Faculty)

Head Teacher (Rel)– Mr L. Anderberg



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Industrial Revolution sources task	Australia at War Research Task	Australia at War Knowledge Test	Class Mark
Due date:	Term 1, Wk. 6 Term 3, Wk. 6	Term 1, Wk. 9 Term 3, Wk. 9	Term 2, Wk. 3 Term 4, Wk. 3	Ongoing through the semester
Weighting:	25%	25%	25%	25%
Outcomes assessed:	HT5-3, HT5-4 HT5-9, HT5-10	HT5-2, HT5-6 HT5-7, HT5-9 HT5-10	HT5-1, HT5-5 HT5-6, HT5-8 HT5-9, HT5-10	All

## Course Outcomes:

*The 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

# Personal Development, Health and Physical Education (PDHPE)



Head Teacher – Mr Peter Quine

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
Task Name:	Relationships	Invasion Games	Perceptions of Drugs Task	Cha Cha Task
Due date:	Term 1, Week 7	Term 2, Week 5	Term 3, Week 3	Term 3, Week 5
Weighting:	25%	25%	25%	25%
Outcomes assessed:	PD 5.3, PD 5.10	PD 5.5, PD 5.11	PD 5.1, PD 5.2	PD 5.4, PD 5.11

## Course Outcomes:

*A student:*

- 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





## Elective Courses – Assessment Program

## Child Studies (TAS Faculty)

Head Teacher (Rel) – Mr. M. Yates



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Preparing for Parenting “Little Blessings” – Egg Baby Task	Newborns, health & the family – cost of a newborn	Practical Project Baby Blanket	Yearly Examination
Due date:	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9	Term 4, Week 2
Weighting:	20%	30%	20%	30%
Outcomes assessed:	CS5-7, CS5-10	CS5-2, CS5-8, CS5-11	CS5-4,	CS5-8, CS5-11, CS5-9

### Course Outcomes:

*A student:*

- 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

## Commerce (HSIE Faculty)

Head Teacher (Rel) – Mr. L. Anderberg



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Comparative Shopping	Consumer and Financial Directions	Law, Society & Political Involvement Test	Promoting and Selling Task
Due date:	Term 1, Week 7	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9
Weighting:	20%	25%	25%	30%
Outcomes assessed:	COM5-4 COM5-5 COM5-7 COM5-9	COM5-1 COM5-2 COM5-4 COM5-5	COM5-1 COM5-2 COM5-3 COM5-5	COM5-4 COM5-6 COM5-7 COM5-8 COM5-9

### Course Outcomes:

*A student:*

- COM5-1 applies consumer, financial, 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, 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 timelines

## Food Technology (TAS Faculty)

Head Teacher (Rel) – Mr. M.Yates



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Diet Related Disorders Research Task	Multicultural Australia Presentation	Food Trends Practical Task	Yearly Examination
Due date:	Term 1, Week 9	Term 2, Week 7	Term 3, Week 7	Term 4, Week 5 (Exam week)
Weighting:	25%	25%	20%	30%
Outcomes assessed:	FT5-6, FT5-9, FT5-13	FT5-1, FT5-8, FT5-11, FT5-12	FT5-1, FT5-2, FT5-11,	FT5-6, FT5-7, FT5-9, FT5-13

### Course Outcomes:

*The 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

## Industrial Technology – Timber (TAS Faculty)



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Work Health & Safety Task	Practical Project & Folio 1	In-class Examination	Practical Project & Folio 2
Due date:	Term 1, Wk. 9	Term 2, Wk. 6	Term 3, Wk. 9	Term 4, Wk. 3
Weighting:	20%	20%	20%	40%
Outcomes assessed:	IND5-1, IND5-5	IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8	IND5-1, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8	IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8

### Course Outcomes:

*The 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 qualities 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

# Industrial Technology – Metal (TAS Faculty)

Head Teacher(Rel) : Mr M Yates



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Research Task	Practical Project & Folio 1	Yearly Examination	Practical Project & Folio 2
Due date:	Term 1, Wk. 9	Term 2, Wk. 7	Term 3, Wk. 9	Term 4, Wk. 7
Weighting:	20%	30%	20%	30%
Outcomes assessed:	IND5-1, IND5-5	IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8	IND5-1, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8	IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8

**Course Outcomes:**

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

# Information and Software Technology (Mathematics Faculty)



Head Teacher – Mr J. Jovanovski

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Software Development and Programming	DigitalMedia	Research Presentation	Internet & Website Development
Due date:	Term 1, Week 10	Term 2, Week 8	Term 3, Week 10	Term 4, Week 5
Weighting:	30%	20%	30%	20%
Outcomes assessed:	5.2.1, 5.2.2, 5.2.3, 5.4.1, 5.5.1	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.2	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.3	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.5.1, 5.5.2

## 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 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

# Marine Studies & Aquaculture Technology (Science Faculty)



Head Teacher – Mr H. McKay

	TASK 1	TASK 2	TASK 3
Task Name:	Water safety skills test	The Oceans Knowledge and skills test	Yearly Examination
Due date:	Term 2, Week 5	Term 3, Week 6	Term 4, Week 5
Weighting:	30%	30%	40%
Outcomes assessed:	MAR5-9, MAR5-10	MAR5-13, MAR5-14	MAR5-1, MAR5-13, MAR5-14

## Course Outcomes:

*The student:*

- MAR5-1 Identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
- MAR5-2 Identifies, describes and evaluates the social and economic importance of marine ecosystems
- MAR5-3 Identifies, describes and evaluates the effects humans have had on the marine environment
- MAR5-4 Explains why aquaculture provides an economically sustainable source of food
- MAR5-5 Assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
- MAR5-6 Evaluates the economic and environmental sustainability of aquacultural pursuits
- MAR5-7 Identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
- MAR5-8 Identifies, describes and evaluates policies for monitoring and conserving the marine environment
- MAR5-9 Selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
- MAR5-10 Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations





# Year 9 Music 2024 (CAPA Faculty)

Head Teacher – Scott Wright

	<b>TERM 1 Small Ensembles</b>	<b>TERM 2 Rock Music</b>	<b>TERM 3 Jazz Music</b>	<b>TERM 4 Classical</b>	
<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	Performance Solo/Ensemble	Listening Examination & Progressive	Composition Notation	Performance Solo/Ensemble & Progressive	
	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
<b>Outcomes assessed</b>	<b>5.1, 5.2, 5.11</b>	<b>5.7, 5.8, 5.9</b>	<b>5.4, 5.5, 5.6</b>	<b>5.3, 5.10, 5.12</b>	
Performance	20			20	<b>40</b>
Composition		20			<b>20</b>
Listening			20		<b>20</b>
Progressive		10		10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Course Outcomes:

- 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.



# PASS and PASS Rugby League (PDHPE Faculty)

Head Teacher – Mr Peter Quine

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Surf Survival & Swimming Activities	Athlete Profile	Event Management	Modified Games
Due date:	Term 1, Week 10	Term 2, Week 8	Term 3, Week 3-8	Term 4, Week 4
Weighting:	25%	25%	25%	25%
Outcomes assessed:	PASS5-2, PASS5-5, PASS5-9	PASS5-4, PASS5-10	PASS5-8, PASS5-10	PASS5-7, PASS5-10

## 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.

# Visual Design (CAPA/LOTE Faculty)

Head Teacher: Mr Scott Wright



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Band Merch	Steampunk	Ceramics	Manga Design
Due date:	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	Term 4, Week 4
Artmaking (70%)	20% (Artmaking)	20% (Artmaking)	20% (Artmaking)	10% (Artmaking)
Critical/Historical (30%)	5% (Visual Design Diary)	5% (Visual Design Diary)	15% (Exam)	5% (Visual Design Diary)
Outcomes assessed:	5.1, 5.4	5.5, 5.6	5.4, 5.10	5.2, 5.8

## Course Outcomes:

*A student:*

- 5.1 develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
- 5.2 makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 makes visual design artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
- 5.5 makes informed choices to develop and extend concepts and different meanings in their visual design artworks
- 5.6 selects appropriate procedures and techniques to make and refine visual design artworks
- 5.7 applies their understanding of aspects of practice to critically and historically interpret visual design artworks
- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks
- 5.9 uses the frames to make different interpretations of visual design artworks
- 5.10 constructs different critical and historical accounts of visual design artworks

## Year 9 Assessment Calendar 2024

<b>TERM 1, 2023</b>	
<b>Week</b>	<b>Task due</b>
Weeks 3-4	NAPLAN – final dates TBC in early Term 1, 2023
5	Task 1: History
7	Task 1: PDHPE, Commerce
8	Task 1: Science, Geography, Child Studies
9	Task 1: Food Technology, Industrial Technology
10	Task 1: English, IST, PASS, PASS RL, Visual Design Task 2: History, Commerce
11	
<b>TERM 2, 2024</b>	
<b>Week</b>	<b>Task due</b>
3	Task 2: Geography
4	Task 3: Geography
5	Task 1: Mathematics, Marine Studies, PDHPE Task 3: History Task 4: Geography
6	Task 2: Industrial Technology
7	Task 2: Food Technology, Japanese
8	Task 2: Child Studies, IST, PASS, PASS RL
9	Task 2: English
10	Task 2: Visual Design

<b>TERM 3, 2024</b>	
<b>Week</b>	<b>Task due</b>
3	Task 3: PDHPE
5	Task 4: PDHPE
6	Task 2: Science, Marine Studies
7	Task 2: Mathematics Task 3: Food Technology
8	Task 3: Child Studies, Japanese
9	Task 3: English, Industrial Technology,
10	Task 3: IST, Visual Design
<b>TERM 4, 2024</b>	
<b>Week</b>	<b>Task due</b>
2	Task 4: Child Studies
4	Task 4: PASS, PASS RL, Visual Design
5	Task 3: Mathematics, Marine Studies Task 4: Food Technology, IST,
6	Task 3: Science
7	Task 4: Industrial Technology