Assessment Schedule

Year 9 – 2023

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)**
➢ Assessment tasks usually occur at the end of a unit to check your overall understanding.	➢ Assessment that checks your progress along the way to make sure that you are learning as the teacher moves through the unit of work
Types of Formal Assessment: ➢ Assessment tasks/unit tests ➢ Projects or research assignments ➢ Oral engagement or presentations ➢ Practical tasks and artworks ➢ Portfolios ➢ Practical performances and compositions ➢ Half Yearly and Yearly examinations	**Types of Informal Assessment:** ➢ Observation of student learning ➢ Classroom activities ➢ Homework assignments ➢ Mini tests or quizzes ➢ Group or pair work ➢ Experiments ➢ Performances ➢ Book work

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	➢ The syllabus must be studied substantially throughout Years 7 to 10. ➢ By the end of Year 10, each student should have engaged in 400 hours of study in English.
Mathematics	➢ The syllabus must be studied substantially throughout Years 7 to 10. ➢ By the end of Year 10, each student should have engaged in 400 hours of study in Mathematics.
Science	➢ The syllabus must be studied substantially throughout Years 7 to 10. ➢ By the end of Year 10, each student should have engaged in 400 hours of study in Science.
Human Society & Its Environment (HISE)	➢ The syllabus must be studied substantially throughout Years 7 to 10. ➢ By the end of Year 10, each student should have engaged in 400 hours of study in HISE. ➢ This must include 100 hours of study of History and Geography in each stage.
Personal Development, Health and Physical Education (PDHPE)	➢ The mandatory 300 hour course is to be completed. ➢ This integrated course is to be studied in Years 7 to 10
Elective Subjects	➢ Students are also required to study 400 hours of board developed elective courses across Year 9 & 10. At Kiama High School, these electives *may* include: o Commerce o Child Studies o History (Elective) o PASS and PASS – Rugby League o Information Software and Technology o Visual Arts o Music o Japanese and/or Italian o Marine Studies and Aquaculture Technology o Food Technology o Industrial Technology – Timber and/or Metals

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 2, Week 8	Term 2, Week 10	Term 3, Week 9
Weighting:	10%	30%	30%	30%
Outcomes assessed:	EN5-1A, EN5-3B	EN5-4B, EN5-5C, EN5-6C	EN5-2A, EN5-8D, EN5-9E	EN5-1A, EN5-3B, EN5-7D

Course 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.

Mathematics – Pathway 5.1

Head Teacher – Mr T. Wrigley

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Semester 1 Examination	Investigation Task	Semester 2 Examination	Common Ongoing Assessment
Due date:	Term 2, Week 5 (Examination Week)	Term 3, Week 7	Term 4, Week 5 (Examination Week)	Ongoing
Weighting:	20%	30%	20%	30%
Outcomes assessed:	MA4-14MG, MA4-8NA, MA4-16MG, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-6NA, MA5.1-8MG, MA5.1-12SP, MA5.2-2WM, MA5.2-8NA, MA5.2-12MG	MA4-16MG, MA4-14MG, MA4-8NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-5NA, MA5.16NA,MA5.1-8MG, MA5.1-9MG, MA5.1-10MG, MA5.1-12SP, MA5.2-2WM, MA5.2-8NA, MA5.2-12MG, MA5.2-13MG	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-5 NA, MA5.1- 9M G, MA5.1-10MG, MA5.1-11MG, MA5.1-13SP, MA5.2-1WM, MA5.2-2WM, MA5.2-8NA, MA5.2-13MG, MA5.2-14MG	MA4-16MG, MA4-14MG, MA4-8NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-5 NA, MA5.1-6NA, MA5.1-8MG, MA5.1-9MG, MA5.1-10MG, MA5.1-11MG, MA5.1-12SP, MA5.1-13SP, MA5.2-2WM, MA5.2-8NA, MA5.2-12MG, MA5.2-13MG, MA5.2-14MG

Course Outcomes:

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
MA5.1-5 NA	Operates with algebraic expressions involving positive integer and zero indices, and established 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
M A5.1- 9M G	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.

Mathematics – Pathway 5.2

Head Teacher – Mr T. Wrigley

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Semester 1 Examination	Investigation Task	Semester 2 Examination	Common Ongoing Assessment
Due date:	Term 2, Week 5 (Examination Week)	Term 3, Week 7	Term 4, Week 5 (Examination Week)	Ongoing
Weighting:	20%	30%	20%	30%
Outcomes assessed:	MA4-8NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-6NA, MA5.17NA, MA5.1-8MG, MA5.1-9MG, MA5.1-12SP, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-6NA, MA5.2-8NA, MA5.2-9NA, MA5.2-11MG, MA5.2-12MG, MA5. 2-15SP	MA4-8NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-5NA, MA5.1-6NA, MA5.1-7NA, MA5.1-8MG, MA5.1-9MG, MA5.1-12SP, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5. 2-5NA, MA5.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.2-9NA, MA5.2-11MG, MA5.2-12MG, MA5. 2-15SP	MA4-16MG, MA5.1-13SP, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-5 NA, MA5.1-10MG, MA5.1-11MG, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-5NA, MA5.2-7NA, MA5.2-8NA, MA5.2-13MG, MA5.2-14MG, MA5.2-17SP	MA4-8NA, MA4-16MG, MA5.1-13SP, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-5 NA, MA5.1-6NA, MA5.1-7NA, MA5.1-8MG, MA5.1-9MG, MA5.1-10MG, MA5.111MG, MA5.1-12SP, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5. 2-5NA, MA5.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.2-9NA, MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.2-14MG, MA5. 2-15SP, MA5.2-17SP

Note:

- Cumulative topic assessment is made up of a range of informal tasks. Tasks may include and are not limited by research, homework, assignments, topic tests, bookmark, and oral presentations.
- The Pathways are through the Mathematics Continuum and students will be presented with outcomes that reflect their ability. For this Pathway, this may mean that some Stage 4 or 5.3 outcomes may also be assessed.

Course outcomes for the mathematics – 5.2 pathway are on page 10.

Course outcomes:

The 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 established 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
MAS.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

Mathematics – Pathway 5.2/5.3

Head Teacher – Mr T. Wrigley

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Semester 1 Examination	Investigation Task	Semester 2 Examination	Common Ongoing Assessment
Due date:	Term 2, Week 5 (Examination Week)	Term 3, Week 7	Term 4, Week 5 (Examination Week)	Ongoing
Weighting:	20%	30%	20%	30%
Outcomes assessed:	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-7NA,MA5.18MG, MA5.1-9MG, MA5.1-12SP, MAS.2-6NA, MA5.2-8NA, MA5.210NA, MA5.2 11MG, MA5.2-12MG, MA5.2-15SP, MA5.3-1WM: MA5.3-5NA	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-5NA, MA5.1-7NA, MA5.1-8MG, MA5.1-9MG, MA5.1-12SP, MA5.2-5NA, MAS.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.2-10NA, MA5.2-11MG, MA5.2-12MG, MA5.2-15SP, MA5.3-1WM, MA5.3-5NA	MA5.1-4NA, MA5.1-5NA, MA5.1-10MG, MA5.1-11MG, MA5.1-13SP, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-5NA, MA5.2-7NA, MA5.2-8NA, MA5.2-13MG, MA5.2-14MG, MA5.2-17SP, MA5.3-2WM, MA5.3-15MG	MA5.1-4NA,MA5.1-13SP, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-5NA, MA5.1-7NA, MA5.1-8MG, MA5.1-10MG, MA5.1-11MG, MA5.1-12SP, MA5. 2-5NA, MAS.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.1-9MG, MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.2-14MG, MA5.2-15SP, MA5.2-17SP, MA5.3-1WM: MA5.3-2WM: MA5.3-5NA, MA5.3-15MG

Note:

- Cumulative topic assessment is made up of a range of informal tasks. Tasks may include and are not limited by research, homework, assignments, topic tests, bookmark, and oral presentations.
- The Pathways are through the Mathematics Continuum and students will be presented with outcomes that reflect their ability. For this Pathway, this may mean that some Stage 4 or 5.3 outcomes may also be assessed.

Course outcomes for the mathematics – 5.2 pathway are on page 10.

Course Outcomes:

A student

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
MAS.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
MA5.3-1WM	Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM	Generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM	Uses deductive reasoning in presenting arguments and formal proofs
MA5.3-4NA	Draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA	Selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	Performs operations with surds and indices
MA5.3-7NA	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations a straight line
MA5.3-8NA	Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-9NA	Sketches and interprets a variety of non-linear relationships
MA5.3-10NA	Recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA	Uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA	Uses function notation to describe and sketch functions
MAS.3-13MG	Applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG	Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids

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 8	Term 2, Week 4	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 – Mr M. Storch

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Urbanisation Research Task	Fieldwork Booklet	Fieldwork Test	Yearly Examination
Due date:	Term 1, Wk. 8	Term 2, Wk. 3	Term 2, Wk. 4	Term 2, Wk. 5
Weighting:	30%	10%	25%	35%
Outcomes assessed:	GE5.2, GE5.3 GE5.8	GE5.1, GE5.2, GE5.3, GE5.5, GE5.7,	GE5.1, GE5.2, GE5.3, GE5.5,	GE5.2, GE5.3, GE5.5

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 – Mr M. Storch

	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. 5	Term 1, Wk. 10	Term 2, Wk. 6	Ongoing
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

	TASK 1	TASK 2	TASK 3	TASK 4
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 – 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 8	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

Food Technology (TAS Faculty)

Head Teacher – 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. 7
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: 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:

es, assesses, applies and manages the risks and WHS issues associated with

of a range of tools, equipment, materials, processes and technologies

Applies design principles in the modification, development and production of projects

es, selects and uses a range of hand and machine tools, equipment and

es to produce quality practical projects

justifies and uses a range of relevant and associated materials for specific

ions

interprets and applies a range of suitable communication techniques in the

ment, planning, production and presentation of ideas and projects

Identifies and participates in collaborative work practices in the learning environment

and transfers skills, processes and materials to a variety of contexts and

;

es products in terms of functional, economic, aesthetic and environmental

s and qualities of construction

es, analyses and uses a range of current, new and emerging technologies and

rious applications

) es, analyses and evaluates the impact of technology on society, the

ment and cultural issues locally and globally

Information and Software Technology (Mathematics Faculty)

Head Teacher – Mr T. Wrigley

	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

Italian (CAPA/LOTE Faculty)

Head Teacher – Ms M Langlands

	TASK 1	TASK 2	TASK 4	TASK 5
Task Name:	**Accessing and Responding** (*Reading*)	**Accessing and Responding** (*Listening*)	**Composing** (*Writing*)	**Communicating** *Interacting* 10% **Composing** *Speaking* 15%
Due date:	Term 1 Week 9	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4
Weighting:	25%	25%	25%	25%
Outcomes assessed:	LIT5 -2C LIT5-3C LIT5 -8U	LIT5 -2C LIT5 -8U	LIT5-3C LIT5-4C LIT5-6U	LIT5-1C LIT5-4C LIT5-5U LIT5-6U
In addition to these formal assessments, students will complete weekly quizzes and homework that assesses the skills of reading, writing, speaking, and listening. These informal tasks will also be used to calculate each student's overall grade.				

Course Outcomes:

A student:

LIT 5-1C	manipulates Italian in sustained interactions to exchange information, ideas, and opinions, and make plans and negotiate
LIT5-2C	identifies and interprets information in a range of texts
LIT5-3C	evaluates and responds to information, opinions, and ideas in texts, using a range of formats for specific contexts, purposes, and audiences
LIT5-4C	experiments with linguistic patterns and structures to compose texts in Italian, using a range of formats fora variety of contexts, purposes, and audience
LIT5-5U	demonstrates how Italian pronunciation and intonation are used to convey meaning
LIT5-6U	analyses the function of complex Italian grammatical structures to extend meaning
LIT5-7U	analyses linguistic, structural, and cultural features in a range of texts
LIT5-8U	explains and reflects on the interrelationship between language, culture, and identity

Japanese (CAPA/LOTE Faculty)

Head Teacher – Ms M Langlands

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	My Daily Life	Irrasshaimase!	Blind Date	Shop 'til You Drop
Due date:	Term 1 Week 10	Term 2 Week 7	Term 3 Week 8	Term 4 Week 5
Weighting:	25%	25%	25%	25%
Outcomes assessed:	LJA5-4C LJA5-5U LJA5-7U	LJA5-4C LJA5-5U LJA5-9U	LJA5-1C LJA5-6U LJA5-3C	LJA5-2C LJA5-8U LJA5-5U
In addition to these formal assessments, weekly quizzes and homework that assesses the skills of reading, writing, speaking and listening will be factored in when awarding students with their final grade.				

Course Outcomes:

A student

LJA5-1C	Manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LJALS-1C	Uses Japanese to interact with others in everyday context
LJA5-2C	Identifies and interprets information in a range of texts
LJALS-2C	Accesses and obtains information from a range of texts
LJA5-3C	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LJALS-3C	Responds to information and ideas for a range of purposes and/or audiences
LJA5-4C	Experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
LJALS-4C	Composes texts in a range of formats
LJA5-5U	Demonstrates how Japanese pronunciation and intonation are used to convey meaning
LJALS-5U	Explores Japanese pronunciation and intonation patterns
LJA5-6U	Demonstrates understanding of how Japanese writing conventions are used to convey meaning
LJALS-6U	Engages with letter combinations and/or symbols in Japanese
LJA5-7U	Analyses the function of complex Japanese grammatical structures to extend meaning
LJALS-8U	Engages with a variety of text structures
LJA5-9U	Explains and reflects on the interrelationship between language, culture and identity

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

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 Arts (CAPA/LOTE Faculty)

Head Teacher: Ms M. Langlands

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Street Art Skateboard and Assignment	Still Life Drawing	Canopic Jars and Ancient Egypt Assignment	Abstract Expressionist Painting
Due date:	Term 1, Week 10 (Deck) Week 9 (Assignment)	Term 2, Week 10	Term 3, Week 10 Week 9 (Assignment)	Term 4, Week 4
Artmaking (60%)	25 (Skateboard Deck 20 + VAPD 5)	15 (Still Life Drawing)	15 (Canopic Jar)	5 (Painting Techniques Progress Mark)
Historical/Critical (40%)	20 (Assignment)		20 (Assignment)	
Outcomes assessed:	5.1, 5.2, 5.4, 5.9	5.3, 5.6	5.6, 5.7, 5.8, 5.10	5.3, 5.6

Course 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

Visual Design (CAPA/LOTE Faculty)

Head Teacher: Ms M. Langlands

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Band Merch	Animation	Ceramic Houses	Steampunk Object
Due date:	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	Term 4, Week 4
Artmaking (70%)	20% (Band Merch)	20% (Animation)	20% (Ceramic House)	10% (Masks)
Critical/Historical (30%)	5% (Visual Design Diary Work)	5% (Storyboard)	15% (Ceramics Examination)	5% (Visual Design Diary Work)
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 2023

TERM 1, 2023	
Week	**Task due**
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, Japanese, PASS, PASS RL, Visual Arts, Visual Design Task 2: History, Commerce

TERM 2, 2023	
Week	**Task due**
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 Arts, Visual Design

TERM 3, 2023	
Week	**Task due**
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, Visual Arts
10	Task 3: IST, Visual Design

TERM 4, 2023	
Week	**Task due**
2	Task 4: Child Studies
4	Task 4: PASS, PASS RL, Visual Arts, Visual Design
5	Task 3: Mathematics, Marine Studies Task 4: Food Technology, IST, Japanese
6	Task 3: Science
7	Task 4: Industrial Technology