



Parramatta High School

Yr 9

Assessment Policy 2022

A guide for students and their parents

What is an assessment task and why is it so important?

Assessment is the opportunity to show what you know and what you can do. Your assessment tasks will help to diagnose your strengths and weaknesses so that teachers can focus their teaching on what you need to learn to be successful at school. You will also find out about areas to concentrate on to improve.

There are assessment tasks in each subject.

The tasks that you will complete could be:

- formal examinations
- tests
- assignments
- essays
- creative works
- field studies
- excursion reports
- in class assessment tasks

All formal assessment tasks contribute towards your achievement and grades and must be completed. The results of this work will be shown in your Half Yearly and Yearly Reports.

All students will be given an assessment schedule for each subject. It will tell you when each assessment task will be held, what you will be assessed on, and what the task is worth. This schedule should be referred to throughout the year.

You may also obtain clarification regarding your assessments from your teacher or the Head Teacher of the subject, provided you allow adequate time for a response.

Please remember that your teachers have many responsibilities and demands on their time and that the opportunity to obtain advice is limited (they cannot be available 24/7).

You are also required to complete class work and homework.

Student's Rights and Responsibilities:

Rights

Students have the right to –

Be given information about each task such as

- dates for each task;
- topic area and/or nature of assessment task;
- an approximate length or time for each task;
- mark value in relation to the total number of marks for the course; and
- how marks will be earned

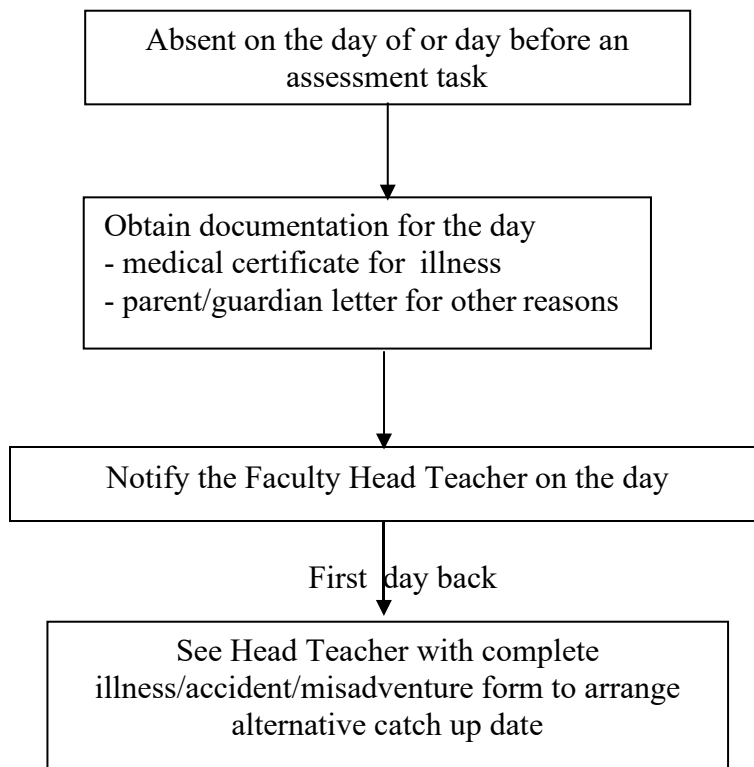
Be given Notification at least two weeks prior to formal Task

Be given meaningful feedback on their performance, ie why they received the Assessment Mark they did and how they may improve their performance.

Responsibilities

- Carefully read the assessment notification issued on the school's proforma
- Plan and mark the due dates for the tasks in your homework diary and on a calendar at home
- You cannot be away ON the day or the day BEFORE any assessment task.
- In the event of unforeseeable circumstances, a misadventure form must be filled out.
It is the responsibility of the student to see the Subject Head Teacher to organise an alternative catch up task/date on the FIRST DAY back to school.
- Check that any technology or equipment needed to complete the task is working before the due date (computer access and printing issues are not an acceptable misadventure)
- Keep your drafts of assignments as evidence of your work
- Keep a record of your submission of the task
- Keep a record of your results

Misadventure Appeal



As the assessment marks are intended to be a measure of a student's performance, applications must relate to illness or misadventure suffered immediately before or during the assessment that has affected the student's performance. Applications may be in respect of:

- a. illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (eg influenza, an asthma attack, a cut hand);
- b. misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

If you do not complete the task on the due date an illness/accident/misadventure form must be completed with relevant documentations and submitted to the Subject Head Teacher within 5 working days. An illness/accident/misadventure form can be found on the school website and at the end of this document.

Unacceptable grounds for appeal

The application process does not cover:

- attendance at a sporting or cultural event, or family holiday unless prior approval has been obtained from the Principal
- Technology failure such as computer or printer malfunction cannot be taken as an acceptable reason for failure to submit an assessment task on time. It is the student's responsibility to save his/her work frequently and also to back up their work.
- matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper).

Late Submission Policy

- Submit a Misadventure Form with a Medical Certificate or Letter from Parent/Guardian explaining the reason for lateness. This documentation must be handed to the class teacher the day the student returns to school after his/her absence/s and within 5 days of the task (Note that weekends count as days). DO NOT wait until the next time you have a lesson.
- Penalty and letter home will be awarded/sent for students who fail to submit the task without appropriate and timely documentation.

| Days Late | 1-5 | 6 + |
|--------------|-------------|-----------|
| Penalty Rate | 10% per day | Zero Mark |

Frequently Asked Questions

What if you know in advance that you will be absent?

If you know that you will be absent with sufficient reason

- e.g. a funeral or an approved school activity, urgent medical attention-you will need to explain the circumstances in writing, before the absence, to your class teacher and/or faculty Head Teacher and a new due date will be given.
- e.g. overseas trip, extended leave-you will need to obtain approval from the Principal and organise an alternate arrangement with the faculty Head Teacher

What if you have been absent from school?

When you have missed a lesson, it is your responsibility to check with your class teacher or peers to see if any relevant information about an assessment task has been provided and arrange to catch up the work.

What happens when you hand in an assessment task?

Your class teacher will keep records of the assessment task handed in and issue you with a receipt. In a formal examination, you will complete an examination attendance slip for each subject or your attendance will be noted on the class roll.

What is malpractice?

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others

Malpractice includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Using material directly from books, journals, CDs or the internet or any other source without reference to the source
- Building on the ideas of another person without referring to the source
- Buying, stealing or borrowing another's work and presenting it as your own
- Damaging another student's work
- Paying or having someone else complete the task for you
- Submitting work which another person such as a parent, tutor, subject expert or a sibling has contributed substantially
- Breaking published school examination rules
- Using non approved aids during an assessment task
- Providing false explanations for work not handed in by the due date
- Assisting another student to engage in malpractice

What if you copy other people's work?

A penalty will be imposed for copying, plagiarism or having someone else do the work for you.

What if you do not make a serious attempt or cheat?

A penalty may be imposed if you do not make a serious attempt in an assessment task, produce irrelevant or offensive material, or cheat.

Please Note:

Parents will be informed of any instances of malpractice. Students have the right to appeal if they consider that the penalty imposed is not justified.

| 9 COMMERCE Semester 1 and 2 2022 | | Task 1 | Task 2 | Task 3 |
|-----------------------------------------------------|-------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| | | Term 1 Week 8 | Term 3 Week 7/8 | Term 4 Week 4-5 |
| TASK | | Common Task: Research Task Consumer and Financial Decisions | Common Task: Literacy Task Law, Society & Political Involvement | Common Task: Yearly Examination All topics |
| POSSIBLE ASSESSES SYLLABUS OUTCOMES | | COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9 | COM5-1, COM5-2, COM5- 4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9 | COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-8 |
| TOTAL | 100% | 30% | 35% | 35% |

Stage 5 Commerce Outcomes:

A student:

COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

COM5-3 examines the role of law in society

COM5-4 analyses key factors affecting decisions

COM5-5 evaluates options for solving problems and issues

COM5-6 develops and implements plans designed to achieve goals

COM5-7 researches and assesses information using a variety of sources

COM5-8 explains information using a variety of forms

COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes

| 9 DESIGN & TECHNOLOGY | | TASK 1 | TASK 2 | TASK 3 | TASK 4 |
|------------------------------------------------------------------------|-------------|--------------------------------------------------------|-------------------------------|--------------------------------------------------------|--------------------------------------------------------|
| | | Terms 1 Week 9 | Term 2 Week 4 | Term 3 Week 5 | Term 4 Week 6 |
| TASK | | Project 1 Logo Portfolio | Designers Research Task | Project 2 3D & Laser Print Keytags | Project 3 Textiles Task |
| SYLLABUS OUTCOMES | | DT5-1, DT5-4 DT5-6, DT5-7 DT5-8, DT5-9 DT5-10 | DT5-2, DT5-4 | DT5-1, DT5-4 DT5-6, DT5-7 DT5-8, DT5-9 DT5-10 | DT5-1, DT5-4 DT5-6, DT5-7 DT5-8, DT5-9 DT5-10 |
| The Design Process | 40 | 10 | 10 | 10 | 10 |
| Activity of Designers | 10 | | 5 | | 5 |
| Skills in designing, producing and evaluating solutions | 50 | 15 | | 15 | 20 |
| TOTAL | 100% | | | | |

Year 9 Design & Technology Reporting Outcomes

Semester 1 & 2

1. Analyses the work and responsibilities of designers and the factors affecting their work
2. Develops and evaluates innovative, enterprising and creative design ideas and solutions
3. Uses appropriate techniques when communicating design ideas and solutions to a range of audiences
4. Selects and uses a range of technologies competently in the development and management of quality design solution

YEAR 9 DRAMA ASSESSMENT SCHEDULE 2022

| 9 DRAMA | | Task 1 | Task 2 | Task 3 | Task 4 |
|--------------|-------------|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|---------------------|
| | | Term 1 | Term 2 | Term 3 | Term 4 |
| TASK | | Playbuilding Group Performance | Scripted Individual Performance | Musical Theatre Group Performance | Yearly Examination |
| OUTCOMES | | 5.1.1, 5.1.2, 5.1.3 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1 | 5.1.1, 5.1.2, 5.1.3 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1 | 5.1.1, 5.1.2, 5.1.3 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1 | 5.3.1, 5.3.2, 5.3.3 |
| Making* | 35% | 15 | 5 | 15 | |
| Performing* | 35% | 10 | 15 | 10 | |
| Appreciating | 30% | 5 | | 5 | 20 |
| TOTAL | 100% | 30% | 20% | 30% | 20% |

Making and Performing are assessed simultaneously. Most tasks are prepared in class; the above schedule indicates the approximate assessment and/or completion date.

| Year 9 Drama Report Outcomes | |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 1 | Devises, interprets and enacts drama |
| 2 | Contributes and develops ideas in improvisation and play-building |
| 3 | Applies acting and performance techniques to communicate meaning in group performances. |
| 4 | Employs a variety of performance styles and dramatic techniques to create dramatic meaning in individual performances |
| 5 | Responds to and reflects on the elements of drama, performance styles and theatrical conventions. |
| 6 | Analyses and evaluates the contribution of individuals and groups to processes and performances in drama. |

| 9 ELECTIVE HISTORY Semester 1 and 2 2022 | | Task 1 | Task 2 | Task 3 |
|-------------------------------------------------|-------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| | | Term 1 Week 9/10 | Term 3 Week 5/6 | Term 4 Week 3/4 |
| TASK | | Common Task: Topic 1 : Tutankhamun Oral Presentation | Common Task: Topic 2 : Vikings Group Work Museum Display | Common Task: Topic 3 : Myths and Legends Visual Resource – Storybook/token cards/cartoon strip |
| POSSIBLE ASSESSES SYLLABUS OUTCOMES | | HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8 | HTE5-1, HTE5-3, HTE5-4, HTE5-6, HTE5-7, HTE5-8, HTE5-10 | HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10 |
| TOTAL | 100% | 30% | 40% | 30% |

Stage 5 History Elective Outcomes:

HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry

HTE5-2 examines the ways in which historical meanings can be constructed through a range of media

HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation

HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities

HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process

| 9 ENGLISH | | Task 1 | Task 2 | Task 3 | Task 4 |
|-----------------------------------|-------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| | | Term 1 Week 10 | Term 2 Week 9 | Term 3 Week 8 | Term 4 Weeks 4/5 |
| TASK | | <i>Common</i> HEARTS & MINDS NAPLAN Style Response | <i>Class Based</i> THEME/GENRE STUDY (NOVEL) Analytical Writing | <i>Common</i> REPRESENTATIONS OF IDENTITY Discursive Writing Task | <i>Class Based</i> CROSSING BOUNDARIES - SHAKESPEARE Group Performance & Reflection |
| SYLLABUS OUTCOMES | | 1A, 3B, 5C | 1A, 3B, 5C | 1A, 3B, 5C, 7D, 8D | 1A, 2A, 4B, 5C, 6C, 8D, 9E |
| Reading | | | 5 | 5 | 5 |
| Writing | | 30 | 15 | 25 | 5 |
| Viewing & Representing | | | | | 5 |
| Speaking | | | | | 5 |
| TOTAL | 100% | 30% | 20% | 30% | 20% |

| 9 FOOD TECHNOLOGY | | TASK 1 | TASK 2 | TASK 3 | TASK 4 |
|-----------------------------------------------------|-------------|----------------------------------------------------------|-----------------------------|--------------------------------------------------|-----------------------------------------------------------|
| | | Term 1 Week 9 | Term 2 Week 4/5 | Term 3 Weeks 6-7 | Term 4 Week 3/4 |
| TASK | | Nutrition Research Task | Practical Exam | Cultural Food Project | Yearly Exam |
| POSSIBLE SYLLABUS OUTCOMES | | FT5-3, FT5-6, FT5-7, FT5-8, FT5-11 FT5-12 | FT5-1, FT5-10, FT5-11 | FT5-8, FT5-9, FT5-10, FT5-11, FT5-12 | FT5-2, FT5-3, FT5-6, FT5-7, FT5-12, FT5-13 |
| Knowledge and understanding | 40 | 15 | | | 25 |
| skills in researching, evaluating and communicating | 20 | 10 | | 10 | |
| skills in designing, producing and evaluating | 40 | | 20 | 20 | |
| TOTAL | 100% | 25% | 20% | 30% | 25% |

Reporting Outcomes Assessed in Semester 1

1. Demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1
2. Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT5-6
3. Collects, evaluates and applies information from a variety of sources FT5-8
4. Selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-10
5. Examines the relationship between food, technology and society FT5-12

Reporting Outcomes Assessed in Semester 2

1. Justifies food choices by analysing the factors that influence eating habits FT5-7
2. communicates ideas and information using a range of media and appropriate terminology FT5-9
3. Selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-10
4. Plans, prepares, presents and evaluates food solutions for specific purposes FT5-11
5. Evaluates the impact of activities related to food on the individual, society and the environment FT5-13

| Year 9 French | | TASK 1 | | TASK 2 | | TASK 3 | | TASK 4 | |
|---------------------------------|-------------|------------------------------------------|--------------------|---------------------------------------|--------------------|--------------------------------------------|-------------------------------|-----------------------------------------------------------------------------|---------|
| Assessment Schedule 2022 | | Term 1 Week 10 | | Term 2 Week 5 | | Term 3 Week 9 | | Term 4 Week 5 | |
| | | Email Topic: <i>Au Collège</i> | | Tour Topic: <i>Chez Moi</i> | | Recount Topic: <i>À la Ville</i> | | Comprehension Topic: <i>Au Restaurant</i> (all Year 9 content) | |
| Course Component | Weighting | Outcomes | | Outcomes | | Outcomes | | Outcomes | |
| | | LFR5-2C LFR5-3C LFR5-4C | LFR5-6U LFR5-8U | LFR5-1C LFR5-4C | LFR5-5U LFR5-8U | LFR5-1C LFR5-4C | LFR5-5U LFR5-6U LFR5-8U | LFR5-2C LFR5-3C LFR5-4C | LFR5-7U |
| Communicating | 75 | 10 | | 20 | | 15 | | 30 | |
| Understanding | 25 | 5 | | 5 | | 15 | | | |
| Total | 100% | 15 | | 25 | | 30 | | 30 | |

| STAGE 5 (Year 9) GEOGRAPHY Semester 1 & 2 2022 | | Task 1 | Task 2 | Task 3 | Task 4 |
|---------------------------------------------------------------------------|-------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| | | Term 1 Week 7/8 | Term 2 Week 3/4 | Term 3 Week 6/7 | Term 4 Week 3/4 |
| TASK | | Common Task: Topic Test Sustainable Biomes | Common Task: Fieldwork Task Environmental Change and Management | Common Task: Project Based Learning Task Changing Places | Common Task: Yearly Examination All topics |
| POSSIBLE ASSESSED SYLLABUS OUTCOMES | | GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-8 | GE5-1, GE5-2, GE5-3, GE5-7, GE5-8 | GE5-3, 5-5, 5-7, 5-8 | GE5-1, GE5-2, GE5-3, GE5-8 |
| TOTAL | 100% | 20% | 25% | 30% | 25% |

Stage 5 Geography Outcomes

A Student:

GE5-1 explains the diverse features and characteristics of a range of places and environments

GE5-2 explains processes and influences that form and transform places and environments

GE5-3 analyses the effect of interactions and connections between people, places and environments

GE5-4 accounts for perspectives of people and organisations on a range of geographical issues

GE5-5 assesses management strategies for places and environments for their sustainability

GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

| 9 Graphics Technology 2022 | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 |
|-----------------------------------|-------------|-----------------------------------------------------------|---------------------|--------------------------------------------------|---------------------|----------------------|
| | | Term 1 Week 9 | Term 2 Week 1 | Term 3 Week 4 | Term 4 Week 3 | Term 4 Week 6 |
| TASK | | Common Research Task: Jobs in graphics industry | Project & Portfolio | Common Research Task: Design a bedroom | Project & Portfolio | Common Semester Test |
| SYLLABUS OUTCOMES | | GT4-2 | GT4-1, GT4-3 | GT4-1, GT4-4 | GT4-5, GT4-6 | GT4-6 |
| Research skills | 10% | 10% | | | | |
| Unit 1 | 25% | | 25% | | | |
| Half yearly | 15% | | | | | |
| Drawing Skills | 10% | | | 20% | | |
| Unit 2 | 25% | | | | 25% | |
| Yearly exam | 15% | | | | | 20% |
| TOTAL | 100% | 10% | 25% | 20% | 25% | 20% |

Year 10 Graphics Technology Reporting Outcomes

Semester 1 & 2

1. Communicates ideas graphically using freehand sketching and accurate drafting techniques
2. Designs and produces a range of graphical presentations
3. Identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
4. Manipulates and produces images using computer-based drafting and presentation technologies

Industrial Technology - Engineering

**Assessment Summary
Year 9 Course
Assessment Commences Term 1,
2022**

| Course Components | | Task 1 | Task 2 | Task 3 | Task 4 |
|--------------------------------------|--------------------------|------------------------------------------|----------------------------------------------------------|-----------------------------------|----------------------------------------|
| | Timing | Term 2 Week 4 | Term 3 Week 4 | Term 4 Week 3 or 4 | Term 4 Week 6 |
| | Task Type | Individual Project Folding Foot Stool | Group Project Research & Development Task - Cranes | Yearly Exam | Individual Project Pin Ball machine |
| | Outcomes Assessed | 5-1, 5-2, 5-3, 5-4, 5-8 | 5-2, 5-5, 5-6 5-7, 5-8, 5-10 | 5-1, 5-3, 5-4, 5-5 5-8, 5-9, 5-10 | 5-2, 5-3, 5-4, 5-5 5-7, 5-8, 5-9 |
| WHS and risk management | 15% | 5 | | 5 | 5 |
| Materials | 15% | | 5 | 5 | 5 |
| Tools, equipment and techniques | 10% | 5 | | 5 | |
| Engineering principles and processes | 15% | | 5 | 5 | 5 |
| Design | 10% | 5 | | | 5 |
| Workplace communication skills | 15% | | 5 | 5 | 5 |
| Societal and environmental impact | 10% | | 5 | 5 | |
| Links to industry | 10% | | 5 | 5 | |
| Total Weighting | 100% | 15% | 25% | 35% | 25% |

Year 9 Industrial Technology - Engineering Reporting Outcomes

1. Applies design principles in the modification, development and production of projects (Semester 1 & 2)
2. Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects (Semester 1 & 2)
3. Selects, justifies and uses a range of relevant and associated materials for specific applications (Semester 1 & 2)
4. Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects (Semester 1 & 2)
5. Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction (Semester 1 & 2)

Information and Software Technology

Assessment Summary
Year 9 Course
Assessment Commences Term
1, 2021

| Course Components | | Task 1 | Task 2 | Task 3 | Task 4 |
|----------------------------------------------------------------------------------|--------------------------|--------------------------------|------------------------------------|------------------------------------------------|----------------------------|
| | Timing | Term 2 Week 2 | Term 3 Week 3 | Term 4 Week 1 | Term 4 Week 3/4 |
| | Task Type | Individual Project Programming | Group Project Digital Media | Group Project Internet and Website Development | Common Yearly Exam |
| | Outcomes Assessed | 5.2.1, 5.2.2, 5.5.2 | 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.5.1, | 5.1.2, 5.3.2, 5.5.1, 5.5.2 | 5.2.3, 5.3.1, 5.4.1, 5.5.3 |
| Computer software and hardware | 10% | | 5 | | 5 |
| Problem solving and critical thinking to design & develop creative IST solutions | 20% | 10 | 5 | 5 | |
| Responsible and ethical attitude related to the use of ISTs | 10% | 5 | 5 | | |
| The effects of past, current and emerging ISTs on the individual and society | 10% | | | | 10 |
| Communication and collaborative work for IST solutions for specific problems | 10% | | 5 | 5 | |
| Option Topics | 40% | 10 | 10 | 10 | 10 |
| Total Weighting | 100% | 25% | 30% | 20% | 25% |

Year 9 Information Software and Technology Reporting Outcomes

1. Describes and applies problem-solving processes when creating solutions (Semester 1)
2. Designs, produces and evaluates appropriate solutions to a range of challenging problems (Semester 1 & 2)
3. Communicates ideas, processes and solutions to a targeted audience (Semester 1 & 2)
4. Critically analyses decision-making processes in a range of information and software solutions (Semester 1 & 2)
5. Selects and justifies the application of appropriate software programs to a range of tasks (Semester 2)

| | | | | | |
|------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 9 MATHEMATICS 2022 | | Task 1 | Task 2 | Task 3 | Task 4 |
| | | Term 1 Week 7 | Term 2 Week 3/4 | Term 3 Week 8 | Term 4 Week 3/4 |
| TASK | | Class Test | Half Yearly | Assignment | Yearly |
| POSSIBLE SYLLABUS OUTCOMES ASSESSED | | MA5.1-4NA MA5.1-5NA MA5.1-9MG MA5.2-4NA MA5.2-7NA MA5.3-6NA <i>+ Working Mathematically Outcomes</i> | TASK 1 OUTCOME + MA5.1-12SP MA5.1-13SP MA5.2-15SP MA5.2-17SP MA5.2-6NA MA5.2-8NA MA5.3-4NA MA5.3-7NA <i>+ Working Mathematically Outcomes</i> | MA5.1-4NA MA5.2-4NA <i>+ Working Mathematically Outcomes</i> | ALL OUTCOMES TO BE ASSESSED <i>+ Working Mathematically Outcomes</i> |
| TOTAL | 100% | 20% | 30% | 15% | 35% |

| | | | | | |
|----------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 9 MATHEMATICS Acceleration 2022 (Year 9 Course) | | Task 1 | Task 2 | Task 3 | Task 4 |
| | | Term 1 Week 7 | Term 2 Week 3/4 | Term 3 Week 8 | Term 4 Week 3/4 |
| Task | | Class Test | Half Yearly | Assignment | Yearly |
| POSSIBLE SYLLABUS OUTCOMES ASSESSED | | MA5.1-4NA MA5.1-5NA MA5.1-9MG MA5.2-4NA MA5.2-7NA MA5.3-6NA <i>+ Working Mathematically Outcomes</i> | TASK 1 OUTCOME + MA5.1-12SP MA5.1-13SP MA5.2-15SP MA5.2-17SP MA5.2-6NA MA5.2-8NA MA5.3-4NA MA5.3-7NA <i>+ Working Mathematically Outcomes</i> | MA5.1-4NA MA5.2-4NA <i>+ Working Mathematically Outcomes</i> | ALL OUTCOMES TO BE ASSESSED <i>+ Working Mathematically Outcomes</i> |
| TOTAL | 100% | 20% | 30% | 15% | 35% |

| | | | | | |
|-------------------------|----------|-----------------------------|-------------------------------------------------|---------------------------------------|---------------------------------------------------|
| 9 MUSIC 2022 | | Task 1 | Task 2 | Task 3 | Task 4 |
| | | Term 1 Weeks 2 - 10 | Term 2 Weeks 5 - 6 | Term 3 Weeks 5 - 6 | Term 4 Weeks 3 - 4 |
| TASK | | Musicology Presentation | Performance and Composition Assignment | Composition and Listening Test | Yearly Performance and Written Examination |
| OUTCOMES | | 5.7, 5.8, 5.9 5.10, 5.11 | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.12 | 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 | 5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 |
| Perform ance | 30 % | | Performance 15% | | Performance 15% |
| Listening | 30 % | | | Listening Test 10% | Yearly Examination 20% |
| Composi tion | 30 % | | Composition Written Response 10% | Composition 20% | |
| Musicolo gy | 10 % | Presentation 10% | | | |
| TOTAL | 10 0% | 10% | 25% | 30% | 35% |

| Year 9 Music Reporting Outcomes | |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 5.1 | Performs selected music with appropriate stylistic features demonstrating solo and ensemble awareness |
| 5.2 | Understands musical concepts through analysis, comparison and discussion of music from different concepts |
| 5.3 | Understands musical concepts through aural identification, discrimination, memorisation and notation in music |
| 5.4 | Notates own compositions, applying forms of notation appropriate to the music selected for study. |

- Subject to change with notice

| 9 PDHPE | | Task 1 | Task 2 | Task 3 | Task 4 | Participa tion | Values |
|--------------------------------------|------------|-------------------------------------|---------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------|------------------------------------|---------------------------------|
| | | Health, wellbeing & Relationships | Healthy, safe & active lifestyles Living | Healthy, safe & active lifestyles Living | Health, wellbeing & Relationships | Movement Skill & performance | Values & Attitudes |
| TASK | | Safety Action Plan Term 1 Week 6 | “Let It Grow” Individual Task Term 2 Week 4 | Physical Activity Research Scaffold Term 3 Week 3 | Topic 5: Mental Health Group Video Awareness Term 4 Week 4 | Fitness Testing & Practical Skills | Effort, Participation & Uniform |
| SYLLABUS OUTCOMES | | PD5-2, PD5-7, PD5-9 | PD5-7, PD5-9, PD5-11 | PD5-2, PD5-6, PD5-7 | PD5-2, PD5-3, PD5-7 | PD5-4, PD5-11 | |
| Knowledge & Understanding | 35 | 5 | 10 | 10 | 10 | | |
| Skills | 45 | 10 | 5 | 5 | 5 | 20 | |
| Values & Attitudes | 20 | | | | | | 20 |
| TOTAL | 100 | 15 | 15 | 15 | 15 | 20 | 20 |

| 9 PASS | | Task 1 | Task 2 | Task 3 | Task 4 | Participati on | Values |
|--------------------------------------|------------|-------------------------------------|--------------------------------------------|-----------------------------------|-----------------------------------------------------------------------|-----------------------------------|---------------------------------|
| | | Issues In Physical Activity & Sport | Nutrition & Physical Activity | Technology In Sport | Fitness | Movement Skills & Performance | Values & Attitudes |
| TASK | | Research Task Term 1 Week 6 | “Food Diary” Food plan Term 2 Week 8 | Video Analysis Term 3 Week 2 | Fitness Testing Term 4 Week 4 | Practical Skills | Effort, participation & Uniform |
| SYLLABUS OUTCOMES | | <i>PASS5-3, PASS5-4, PASS5-10</i> | <i>PASS5-1, PASS5-2, PASS5-8</i> | <i>PASS5-6, PASS5-7, PASS5-10</i> | <i>PASS5-1, PASS5-2, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10</i> | <i>PASS5-8, PASS5-9, PASS5-10</i> | <i>PASS5-10</i> |
| Knowledge & Understanding | 35 | 5 | 10 | 10 | 10 | | |
| Skills | 45 | 10 | 5 | 5 | 5 | 20 | |
| Values & Attitudes | 20 | | | | | | 20 |
| TOTAL | 100 | 15 | 15 | 15 | 15 | 20 | 20 |

| 9 SCIENCE | | Task 1 | Task 2 | Task 3 | Task 4 |
|-------------------------------------------|-------------|---------------------------|------------------------------|-------------------|--------------------|
| | | Term 1 Week 7/8 | Term 2 Week 3/4 | Term 3 Week 9 | Term 4 Week 3/4 |
| TASK | | Individual Depth study | Half Yearly Exam | Practical Exam | Yearly Exam |
| OUTCOMES | | 4WS to 9WS | ES2,3, PW3,4, LW4, CW1 | 6WS to 8WS | ES3, PW1, LW1,2 |
| Knowledge and understanding | 35% | | 15 | | 20 |
| Planning and conducting investigations | 25% | 10 | | 10 | 5 |
| Critical thinking and problem solving | 20% | 5 | 5 | 5 | 5 |
| Communication | 20% | 5 | 5 | 5 | 5 |
| TOTAL | 100% | 20% | 25% | 20% | 35% |

| | | | | |
|-----------------------------------|--------------------------------|------------------------|--------------------------------|---------------------------|
| 9 VISUAL ARTS 2022 | Task 1 | Task 2 | Task 3 | Task 4 |
| | Term 2, Week 3 | Term 2, Week 4 | Term 4, Week 3 | Yearly Examination Period |
| TASK | Artwork 1 & VAPD | Art Criticism Task | Artwork 2 & VAPD | Yearly Examination |
| SYLLABUS OUTCOMES | 5.1, 5.2, 5.3 5.4, 5.5, 5.6 | 5.7, 5.8, 5.9, 5.10 | 5.1, 5.2, 5.3 5.4, 5.5, 5.6 | 5.7, 5.8, 5.9, 5.10 |
| Making | 30% | | 30% | |
| Critical & Historical Studies | | 15% | | 25% |
| TOTAL | 30% | 15% | 30% | 25% |

All assessment tasks are worked on and completed in class, unless students are otherwise notified.

Year 9 Visual Arts Reporting Outcomes

1. Demonstrates developing technical accomplishment, refinement and autonomy when applying different art making conventions and procedures to make artworks (5.1, 5.6)
2. Makes artworks informed by their understanding of the frames, the conceptual framework and the world as a source of ideas, to extend concepts and meaning in artworks. (5.2, 5.3, 5.4, 5.5)
3. Applies their understanding of practice and the conceptual framework in critical and historical interpretations of art and demonstrates how the frames provide different interpretations of art (5.7, 5.8, 5.9)
4. Demonstrates that art criticism and art history construct meanings for the making of artwork. (5.10)