



# **Year 9**

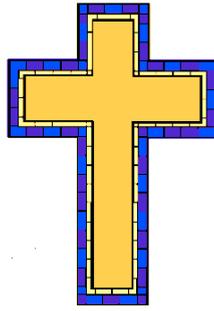
# **Assessment Handbook**

# **2020**

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***Do your best  
and  
God will bless your  
efforts***



*St Mary of the Cross MacKillop*

*22.11.1899*

February, 2020

## Letter from the Principal

Dear Parents/Carers and students of Year 9,

The Year 9 Assessment Handbook is provided to assist you and your daughter with the planning of assessment tasks which will take place throughout the year. You will notice that the schedules contain:

- The number of formal tasks for the year
- A brief description of the type of task
- The week of the term the task is due or will take place.
- The break up of marks between assessment tasks for the academic reports in Semester 1 & 2.

For each task the students will receive additional written details of the task and the specific date it is due. This will be given to students at least two weeks prior to the submission date.

The Leaders of Learning and teachers have put together thorough assessment programs that reflect the NSW Education Standards Authority syllabuses and provide opportunities for students to excel in a variety of assessment tasks.

Despite our best intentions, it is possible as with any large assessment program that changes may occur. Any change, if it does occur, is expected to be minor and ample forward notice will be given to the students involved.

I would also like to refer parents to the *Lines of Communication* included in this booklet as a guide to making appropriate contact with the college regarding any concerns relating to assessment. Ordinarily, the first contact will be the class teacher, followed by the relevant Leader of Learning.

St Joseph's Catholic College is a school which places high expectations on school work and study, with all students expected to do their very best. Achieving one's best will be the reward for those whose study habits are firmly established throughout the early years of secondary schooling.

Yours sincerely,



Tony McCudden  
Principal

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## Staff Directory 2020

<b>COLLEGE LEADERSHIP TEAM</b>	
<b>Principal</b>	Mr Tony McCudden
<b>Assistant Principal</b>	Ms Anne Lovett
<b>Leader of Religious Education</b>	Ms Nicole Harrison
<b>Leader of Student Wellbeing</b>	Mrs Cathy Toby
<b>Leader of Learning and Teaching</b>	Mrs Alexandra McArdle
<b>Leader of Administration</b>	Mr Kirk Mercer
<b>Business Manager</b>	Ms Nicole Murphy
<b>MANAGEMENT SYSTEMS</b>	
<b>Leader of Management Systems</b>	Mrs Julie Finneran
<b>COLLEGE MINISTRY</b>	
<b>Youth Minister and Leader of Mission</b>	Mrs Fiona Green
<b>YEAR LEADER</b>	
<b>Year 9 2020</b>	Mr Terry Grubba
<b>LEADERS OF LEARNING</b>	
<b>Religious Education</b> <b>English</b>  <b>HSIE</b> (Human Society & Its Environment) <b>Mathematics</b> <b>PDHPE</b> <b>Science</b> <b>TAS</b> (Technological & Applied Studies) <b>Creative and Performing Arts</b> – Music, Visual Arts <b>Languages</b> <b>Learning Support</b> <b>Vocational Education &amp; Training (VET) and TAFE</b> <b>eLearning</b>	Ms Nicole Harrison Mrs Sue Back Mrs Ann Martin and Mrs Kristie Kelaher Mr Luke Wilmott Mrs Janelle Bartholomew Mrs Amanda Eades Mrs Anne Evanson Mrs Sue Lockwood Mrs Samantha Andersen Mrs Tracy Simpson Mrs Christine Wilkinson Ms Maria Woodhouse
<b>SPECIAL RESOURCE TEACHERS</b>	
<b>School Counsellor</b>	Mrs Christine Hain
<b>Teacher Librarian</b>	Mrs Karen Powers
<b>Careers Advisor</b>	Mrs Christine Wilkinson
<b>Representative Sports Coordinator</b>	Mrs Debra Northey
<b>Disability provisions</b> – teacher in charge	Mrs Tracy Simpson

## **Lines of communication 2020**

Issues relating to specific subjects, learning and teaching, which include assignments and tests, homework, resources and equipment, are directed to the **class teacher** in the first instance.

### ***Next***

The relevant **Leader of Learning** (see the staff directory).

### ***As well***

**If it is a specific learning difficulty question** you may wish to consult with the **Leader of Learning Support** and/or the **teacher in charge of Disability Provisions**

### ***Then***

The **Leader of Learning and Teaching** (Mrs Alexandra McArdle), who works with the Leaders of Learning, for issues in relation to college curriculum, student illness and misadventure, student assessment, NESAs requirements, reporting etc.

### ***Then***

**Assistant Principal** ( Mrs Anne Lovett) who works in conjunction with the **Leader of Learning and Teaching** on all areas of the college curriculum, learning and teaching

### ***Then***

**The Principal.** All appointments with Mr McCudden are via the Principal's personal assistant.

## **Assessment policy and procedures**

### **Year 9**

The St Joseph's Catholic College assessment policy has been devised in the light of its Mission Statement, to be just to students on an individual basis, to the students in each course as a group, and to the teachers who have responsibility for its implementation.

The college aims to provide students with

- ❖ relevant and meaningful assessment tasks and activities of learning
- ❖ rich tasks
- ❖ assessment for learning (learning experiences throughout a unit or course of work)
- ❖ clear and fair assessment procedures
- ❖ opportunities for success.

Therefore we believe that assessment tasks must

- ❖ clearly and effectively assess appropriate outcomes
- ❖ allow students to demonstrate their level of achievement
- ❖ encourage deeper learning
- ❖ use an appropriate level of language, difficulty and time length
- ❖ be creative and interesting
- ❖ include clear instructions outlining what is expected.

#### **1.0 Notification of assessment tasks**

Notification of assessment tasks will be communicated by specification handout to students in writing **at least two weeks** prior to the due date. For each task, the specification sheet will set out:

- the course
- the date and time (*e.g. Monday February 9, period 5*)
- the weighting – mark value in relation to the total number of marks for the course (*e.g. 15%*)
- the mode of submission of the task (*e.g. hand in to class teacher*)
- what will be assessed and by what means (*e.g. test on Chapter 4 Algebra*)
- the outcomes assessed
- marking schemes
- the task to be completed – a clear outline of the work to be completed
- any additional details (*e.g. students will require calculators*)

**NOTE: It is each student's responsibility to carefully check the details of the assessment task specification sheet. Additionally, if a student is absent when the assessment task notification is issued it is her responsibility to obtain the task information from the class teacher on return to school or otherwise. There will not be a staggered due date because of student absence due to holiday.**

Assessment tasks will not be held in the week prior to formal examination periods.

#### **2.0 Presenting assessment tasks**

##### *2.1 Hand-in tasks*

- Assessment tasks are to be submitted clearly labelled with:
  - \* student's name on each page
  - \* subject and title of the task
  - \* submission date
- Assessment tasks must be submitted **on the date and at the time** indicated on the notification specification sheet, and **only to the person designated** on the notification sheet to collect them. If, in exceptional circumstances, it is not possible to submit the task to the person nominated, the student should see the Leader of Learning for the course (see the staff directory page).

- If the Leader of Learning is not available, the student should see the Leader of Learning and Teaching. Any tasks delivered by other members of the student's family must be delivered to the Leader of Learning, Leader of Learning and Teaching. **No tasks are to be handed in at student services/reception.**
- Assessment tasks submitted via a USB/email must be accompanied by a hard copy (print out). A student who is unable to submit a task because of difficulty with printing must submit the USB to the nominated teacher by the specified time with the task file being in a format which can be accessed by the teacher. An extension of time may be given for the hard copy to be printed on the school's printers. In exceptional circumstances and only with the prior approval by the Leader of Learning for the course, an assessment task may be submitted digitally.
- Computer/technology problems (i.e. loss of data) should be safeguarded by students through backing up, keeping regular print outs or hard copy drafts. These would be used as evidence in genuine cases. Computer/printer problems alone are not sufficient grounds for an misadventure appeal. Students are encouraged to complete tasks ahead of time so that last minute technical difficulties can be sorted out in a timely fashion.
- The security of the assessment task prior to submission is the responsibility of the student. No consideration can be given for tasks which have allegedly been lost or stolen.
- Students are advised for their own protection to get a receipt or note in their planner when submitting an assessment task.
- It is expected that students must present for the start of the school day when handing in a prepared task, unless illness/misadventure applies. A student who arrives late to school/class must provide relevant documentation to demonstrate illness or misadventure otherwise the student may be deemed to have gained an advantage by taking extra time to complete the task. If this is proven, penalties (as outlined in Section 6) may be applied.

## *2.2 In-class tasks-tests, examinations, speeches and presentations*

- It is expected that each student will bring basic equipment to an assessment task, as well as any special apparatus indicated by the class teacher or on the notification specification sheet. Students should not expect to be allowed to borrow equipment.
- Unless other instructions are given, normal examination conditions will apply to all tasks, **including mobile phones and internet connected smart phones being prohibited from the examination room.** Note that written instructions are given to each student prior to the formal examination periods detailing specific procedures and behaviour expectations.
- It is expected that students will be present from the start of the school day when test-style assessment tasks or examinations are scheduled. A student who arrives late to school/class must provide a note from their parent or other documentation otherwise the student may be deemed to have gained an advantage by taking extra time to prepare for the task.
- Where two or more classes exist in the same course an in-class assessment task may be scheduled during different periods throughout the school day. Students are reminded of the malpractice provisions of this policy (as outlined in section 6) and must understand that their interests are best protected by silence and not assisting students in a class who may have a similar task to complete later in the day. Common conditions and marking procedures will occur for all students.
- If a class teacher is absent on the day when an assessment task is due for completion the Leader of Learning will determine whether the task can proceed. If the task needs to be rescheduled all students will be informed.

### 2.3 Invalid assessment tasks

Where there is an irregularity with the integrity of an assessment task, or where there is a problem with its administration, a completed task may have its weighting reduced and a replacement task may be added (with sufficient notice and adjusted weighting). In extreme cases a task may be totally discarded and/or a replacement task arranged.

### 3.0 Student performance

Assessment tasks will not necessarily be returned to students. However, students will be given timely and meaningful feedback on their performance. This information may be written and/or oral and given in relation to the marking guidelines and course outcomes to assist students in their learning in that course.

Considerable care is taken in marking assessment tasks. However, if a student believes that her work has been incorrectly graded, she should bring this to the attention of the relevant class teacher or Leader of Learning at the time of the return of the task when the feedback is received.



**Students wishing to query their result must do so at the time of receipt of feedback for the task. Appeals in this area will not be considered at a later date.**

Assessment task marks are recorded and stored centrally using the college's student management system, Compass. Student academic performance in each course is reported to parents twice during the year.

### 4.0 Non-presentation/completion of an assessment task

**Identify the situation that applies to you, and then follow the steps down the columns.**

	<i>Before the task is due:</i>	<i>When the task is due: illness</i>	<i>After the task is due: other unexpected events</i>
Definition	You know in advance: * that you may not be able to sit for or submit an assessment task (funeral etc.)  or * that you know you will not have had fair preparation for a task (e.g. illness across an extended period)	Because of illness, you are unable to attend school on the day that an assessment task is to be done or submitted	Because of unexpected events other than illness (e.g. family emergency, accident) you are unable to do or submit a task on the due date
That day	1. Bring appropriate documents (e.g. letter from parents/carer; doctor's certificate) that clearly state the dates affected and the reason for your inability to complete the task on time.  2. Take the letter to the class	1. Bring appropriate documents (e.g. letter from parents/carer; doctor's certificate) that clearly state the dates affected and the reason for your inability to complete the task on time.  2. Take the letter to the class	1. Bring appropriate documents (letter from parents or carers) that clearly state the dates affected and the reason for your inability to complete the task on time.  2. Take the letter to the class

	teacher or relevant Leader of Learning <b><u>in advance</u></b>	teacher or relevant Leader of Learning on the student's first day back at school.	teacher or relevant Leader of Learning on the student's first day back at school.
	3. Leader of Learning will decide the appropriate action e.g. extension of time; estimate based on other tasks etc.	3. Leader of Learning will decide the appropriate action e.g. extension of time; estimate based on other tasks etc.	3. Leader of Learning will decide the appropriate action e.g. extension of time; estimate based on other tasks etc.

### 5.0 Student responsibilities

**Every attempt has to be made to submit/complete the task on the due date. Parents/students/siblings may bring a submission task to the Leader of Learning if the student is ill on the day it is due.**

In the case of a task for submission, a student who will be absent for more than one day must arrange for the task to be delivered to the Leader of Learning by the date for submission or, if that is not possible due to illness/misadventure, on the **first day the student returns to school**. Tasks submitted after the due date because of illness or misadventure must include appropriate documentation from parents explaining the absence. Please see Section 6 for penalties for non-presentation of a task without an accepted reason.

No allowance will be made for a student's poor performance due to illness or misadventure; students should not attempt an examination or test-style assessment task when they are affected by illness or other circumstances. The relevant Leader of Learning or Year Leader must be notified that the student will not be attempting the task then the appropriate documentation (e.g. a parental letter of explanation, doctor's certificate) must be provided on the student's return to school.

A student returning to school after any absence must see their class teacher upon return (even if they do not have that particular class/subject on their return to school) to school to make arrangements for:

- completion of the same task if deemed valid and appropriate, *or*
- completion of an alternate task of similar nature, *or*
- an estimate of performance if it is deemed appropriate by the relevant Leader of Learning



**No allowance will be made for a student's diminished performance due to exemption from attendance for a family holiday.**

## 6.0 Penalties

**Penalties may include the award of a zero mark and can be awarded in two instances: non-presentation of a task without approved reason or an attempt to gain unfair advantage over other students.**

### 6.1 Non-presentation

**If the student is absent**, the task must be submitted on the **first day that the student returns to school** unless other arrangements have been made. The college reserves the right to determine the validity, or otherwise, of the reason for the failure to submit an assessment task. The student must provide written documentation (letter from parents, doctors certificate etc explaining this absence). A copy of the letter must be given to the class teacher and the original given to the homeroom teacher for the college attendance records.

If a task is not attended/submitted by the due date, and the student is not exempted by following the appropriate procedure outlined in Section 4.0 to verify illness and/or misadventure students will incur a penalty of **20% of the total marks available for the task per day**.

A task **more than three days late will result in a zero mark**, however, in order to fulfil the outcomes of the course, **the task must still be submitted**.

### 6.2 Unfair Advantage/Cheating/Plagiarism/Non-serious attempt

All work submitted for assessment must be the student's own: it must be a serious attempt at parts of the task and cannot be copied from another student, plagiarised from reference material, downloaded from the internet, nor completed by nor in collaboration with another student (unless group work is specified in the task specifications).

Any work suspected of not being original will be subjected to further investigation. If proved to be not original work, the Assessment Panel may determine that a zero mark is awarded or a penalty applied. **All students involved, whether borrowers or lenders of work, can be subject to the award of a zero mark or penalty.**

Any attempt to gain an unfair advantage over other students in terms of extra time, additional knowledge of the nature of a task, non-compliance with stated conditions and examination procedures or such, may result in the award of a zero mark. **Any student found with a mobile phone, or similar device such as an internet wrist watch, in an examination room will be given a mark of zero.**

### 6.3 Warning to students

If a student is awarded a zero mark for a task and is thus at risk of not meeting the assessment requirements for a course, then:

- a letter will be posted to the school's record of student's address, outlining what needs to be completed, and the date for completion,
- a request from the student and her parent(s)/carer(s) for a written acknowledgment is included, and
- a copy of the letter is placed in the student's file.

## 7.0 Satisfactory progression

### 7.1 Attendance

The Year Leader will monitor attendance to identify students of concern i.e. students with unexplained absences, including arrival at school after period 1, for which no absence note has been provided in days following return to school. Absence from class may result in the non-completion of course requirements. The Year Leader will issue a letter to parents of students of concern. If absence continues the Assessment Panel will review the student's performance to determine if she is achieving course outcomes.

### 7.2 Application/Achievement/Class Attendance

The class teacher has the first responsibility to determine whether a student's progress in the course is satisfactory, whether her achievement is at a level consistent with her ability. Factors

that might affect this include attendance at lessons – late arrival, unexplained absence, extended absence, unsatisfactory effort in completing formal and informal set tasks, inappropriate and inattentive classroom behaviour.

As the need arises, progress sheets will be issued to class teachers for them to make comment on student performance. The sheets will request information on students for whom the teacher has documentation (e.g. dates of missed tasks, detention, planner entries) showing them to be at risk.

In these circumstances the Leader of Learning will issue a letter on behalf of the Principal. An interview involving the Leader of Learning and class teacher(s) concerned will normally follow.

### **8.0 Student transfers**

For students who transfer to St Joseph's during the year assessment marks are prepared based on those tasks that have been completed since the time of arrival at the college. For these students, each task is worth more than the stated amount taking into account the value of the component/s missed.

### **9.0 Disability provisions**

Students seeking disability provisions (e.g. extra time, reader, writer, enlarged print, separate supervision) need to liaise with the teacher-in-charge of disability provisions generally before the commencement of the first assessment task of the year.

If disability provisions are granted the student is entitled to these for each assessment task of her program of study. It is the responsibility of the student to arrange with either her teacher, the Leader of Learning or the teacher-in-charge of disability provisions, well in advance of an assessment task, for these disability provisions.

# YEAR 9

# ASSESSMENT

# SCHEDULES

# 2020

### Year 9 Assessment Schedule 2020 – Child Studies

Code	Outcome
	<b>A student:</b>
<b>CS5-1</b>	identifies the characteristics of a child at each stage of growth and development
<b>CS5-2</b>	describes the factors that affect the health and wellbeing of the child
<b>CS5-3</b>	analyses the evolution of childhood experiences and parenting roles over time
<b>CS5-4</b>	plans and implements engaging activities when educating and caring for young children within a safe environment
<b>CS5-5</b>	evaluates strategies that promote the growth and development of children
<b>CS5-6</b>	describes a range of parenting practices for optimal growth and development
<b>CS5-7</b>	discusses the importance of positive relationships for the growth and development of children
<b>CS5-8</b>	evaluates the role of community resources that promote and support the wellbeing of children and families
<b>CS5-9</b>	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
<b>CS5-10</b>	demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
<b>CS5-11</b>	analyses and compares information from a variety of sources to develop an understanding of child growth and development
<b>CS5-12</b>	applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting
Task 1	Week 10 Term 1	Growth chart project Child development brochure	CS5-1, CS5-6, CS5-11	100% Academic report issued at the end of Term 2
Task 2	Week 2 Term 3	Nutrition – recipe book	CS5-4, CS5-5, CS5-8	60%
Task 3	Week 5 Term 4	End of course exam	CS5-9, CS5-12	40% Whole year Academic report issued at the end of Term 4

## Year 9 Assessment Schedule 2020 – Commerce

Code	Outcome
	<b>A student:</b>
COM4-1	uses appropriate terminology in consumer, financial, economic, business, legal, political and employment contexts
COM4-2	describes the rights and responsibilities of individuals within consumer, financial, economic, business, legal, political and employment contexts
COM4-3	identifies the role of the law in society
COM4-4	describes key factors affecting decisions
COM4-5	identifies and describes options for solving problems and issues
COM4-6	identifies and explains plans for achieving goals
COM4-7	selects and organises information from a variety of sources
COM4-8	communicates information using a variety of forms
COM4-9	works independently and collaboratively to meet goals within specified timeframes

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting
Task 1	Term 1 Week 5	Scams Research Task	4-1, 4-2, 4-5, 4-7, 4-9	50%
Task 2	Term 2 Week 7	Investment Research	4-1, 4-4, 4-7, 4-8, 4-9	50% Academic report issued at the end of Term 2
Task 3	Term 3 Week 8	Business Presentation	4-1, 4-2, 4-4, 4-7, 4-8, 4-9	50%
Task 4	Term 4 Week 5/6	Yearly Exam	4-1, 4-2, 4-3, 4-4, 4-5, 4-6	50% Whole year Academic report issued at the end of Term 4

## Year 9 Assessment Schedule 2020 - Drama

Code	Outcome
	<b>A student:</b>
5.1.1	manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	contributes, selects, develops and structures ideas in improvisation and play building
5.1.3	devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
5.2.1	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
5.3.1	responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	analyses the contemporary and historical contexts of drama
5.3.3	analyse and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting
Task 1	Term 1 Week 9	<i>Performance</i>  Ensemble performance  There is a logbook component to the task	5.1.1, 5.1.4,5.2.1,  5.3.1	Performance 30%  Log 20%
Task 2	Term 2 Week 6	<i>Melodrama Performance</i>  Essay  There is a written component to the task	5.1.3,5.1.4, 5.2.2,  5.3.1,5.3.2	Performance 30%  Essay 20%  Academic report issued at the end of Term 2
Task 3	Term 3 Week 5	<i>Monologue performance</i>  2-3 minute monologue performance  There is a logbook component to the task	5.1.1, 5.1.3,  5.2.2, 5.3.3	Performance 30%  Log 20%
Task 4	Term 4 Week 3/5	<i>Yearly examination : Non-realistic Theatre 3-5 minute performance</i>  Written examination	5.1.1,5.1.3, 5.1.4,  5.3.1, 5.3.2	Performance 30%  Essay 20%  Whole year Academic report issued at the end of Term 4

## Year 9 Assessment Schedule 2020 - English

Code	Outcome
	<b>A student:</b>
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

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting
Task 1	Term 1 Week 6	Visual representation and reflective statement	1A,2A,3B,4B,5C,6C,7D,8D	50%
Task 2	Term 2 Week 7	Multimodal presentation and reflective statement	1A,2A,3B,4B,5C,7D,8D,9E	50% Academic report issued at the end of Term 2
Task 3	Term 3 Week 8	Debate in pairs	1A,2A,3B,4B,5C,6C,7D,8D	40%
Task 4	Term 3 Week 10	Portfolio	1A,2A,3B,4B,5C,7D,8D,9E	20%
Task 5	Term 4 Week 4	Extended response	1A,3B,5C,7D,8D	40% Whole year Academic report issued at the end of Term 4

## Year 9 Assessment Schedule 2020 - Food Technology

Code	Outcome
	<b>A student:</b>
<b>FT5-1</b>	demonstrates hygienic handling of food to ensure a safe and appealing product
<b>FT5-2</b>	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
<b>FT5-3</b>	describes the physical and chemical properties of a variety of foods
<b>FT5-4</b>	accounts for changes to the properties of food which occur during food processing, preparation and storage
<b>FT5-5</b>	applies appropriate methods of food processing, preparation and storage
<b>FT5-6</b>	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
<b>FT5-7</b>	justifies food choices by analysing the factors that influence eating habits
<b>FT5-8</b>	collects, evaluates and applies information from a variety of sources
<b>FT5-9</b>	communicates ideas and information using a range of media and appropriate terminology
<b>FT5-10</b>	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
<b>FT5-11</b>	plans, prepares, presents and evaluates food solutions for specific purposes
<b>FT5-12</b>	examines the relationship between food, technology and society
<b>FT5-13</b>	evaluates the impact of activities related to food on the individual, society and the environment

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting
Task 1	Week 9 Term 1	Food in Australia	FT5-8, FT5-9, FT5-10, FT5-11, FT5-12	50%
Task 2	Week 9 Term 2	Food Equality	FT5-2, FT5-5, FT5-6, FT5-11, FT5-13	50% Academic report issued at the end of Term 2
Task 3	Week 9 Term 3	Food Product Development	FT5-1, FT5-2, FT5-10, FT5-11, FT5-13	50%
Task 4	Week 4 Term 4	Food Selection and Health	FT5-7, FT5-8, FT5-11, FT5-12, FT5-3	50% Whole year Academic report issued at the end of Term 4

## Year 9 Assessment Schedule 2020 - Geography

Code	Outcome
	<b>A student:</b>
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

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting
Task 1	Term 1 Week 9	Research task	GE5.3, GE5.5, GE5.7, GE5.8	50%
Task 2	Term 2 Week 6	Semester test	GE5.1, GE5.7, GE5.2, GE5.8, GE5.3, GE5.4, GE5.5,	50% Academic report issued at the end of Term 2
Task 3	Term 3 Week 9	In-class task based on prior research	GE5.1, GE5.4, GE5.2, GE5.5, GE5.3, GE5.8	50%
Task 4	Term 4 Week 5/6	Semester test	GE5.1, GE5.5, GE5.2, GE5.6, GE5.3, GE5.8, GE5.4,	50% Whole year Academic report issued at the end of Term 4

## Year 9 Assessment Schedule 2019 - Industrial Technology: Timber

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

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting
Task 1	Term 1 Week 8	Hand Tools Research	IND5-1, IND5-3	20%
Task 2	Term 2 Week 6	Practical item 25% Portfolio 15%	IND5-1, IND5-7	80% Academic report issued at the end of Term 2
Task 3	Term 3 Week 7	Joining Timber Research	IND5-4, IND5-8	20%
Task 4	Term 4 Week 5	Practical item and Exam	IND5-2,IND5-3, IND5-7	80% Whole year Academic report issued at the end of Term 4

## Year 9 Assessment Schedule 2020 - Japanese

Code	Outcome
	<b>A student:</b>
LJA5-1C	manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LJA5-2C	identifies and interprets information in 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
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
LJA5-5U	demonstrates how Japanese pronunciation and intonation are used to convey meaning
LJA5-6U	demonstrates understanding how Japanese writing conventions are used to convey meaning
LJA5-7U	analyses the function of complex Japanese grammatical structures to extend meaning
LJA5-8U	analyses linguistic, structural and cultural features in a range of texts
LJA5-9U	explains and reflects on the interrelationship between language, culture and identity

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting
Task 1	Week 8 Term 1	Digital Presentation with Narration	LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-9U	50%
Task 2	Week 8 Term 2	Semester Test	LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-8U, LJA5-9U	50% Academic report issued at the end of Term 2
Task 3	Week 8 Term 3	Japanese Story Time	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-8U, LJA5-9U	50%
Task 4	Week 4 Term 4	Semester Test	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	50% Whole year Academic report issued at the end of Term 4

## Year 9 Assessment Schedule 2020 – Marine and Aquaculture Technology (Marine Studies)

Code	Outcome
	<b><i>A student:</i></b>
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
MAR5-7	identifies, describes and evaluates the ethical, social and sustainability issues related to 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
MAR5-11	identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
MAR5-13	collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
MAR5-14	recalls aspects of the marine environment using relevant conventions, terminology and symbols

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting
Task 1	Week 5 Term 1	Practical swimming assessment	MAR5-10	50%
Task 2	Week 4 Term 2	Poster Project	MAR5-3	50% Academic report issued at the end of Term 2
Task 3	Week 2 Term 3	Dangerous Marine Creatures Presentation	MAR5-7	50%
Task 4	Week 1 Term 4	Practical Snorkeling Safety Test	MAR5-10 MAR5-14	50% Whole year Academic report issued at the end of Term 4

## Year 9 Assessment Schedule 2020 – Mathematics Pathway 5.3

Code	Outcome
	<b>A student:</b>
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
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices
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 & very large units of measurement, uses scientific notation, and rounds to sig. figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including 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
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear & simple quadratic equations, linear inequalities & linear simultaneous equations
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 & uses minimum conditions to prove triangles are congruent/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
MA5.3-4NA	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
MA5.3-8NA	uses formulas to find midpoint, gradient and distance & applies standard forms of equation of a straight line
MA5.3-9NA	sketches and interprets a variety of non-linear relationships
MA5.3-12NA	uses function notation to describe and sketch functions
MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres & related composite solids
MA5.3-14MG	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG	applies Pythagoras' theorem & trigonometry to solve problems, including involving three dimensions
MA5.3-16MG	proves triangles are similar, & uses formal geometric reasoning to establish properties of triangles & quadril's
MA5.3-17MG	applies deductive reasoning to prove circle theorems and to solve related problems
MA5.3-18SP	uses standard deviation to analyse data
MA5.3-19SP	investigates the relationship between numerical variables using lines of best fit & explores how data is used

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting
Task 1	Week 7 Term 1	Common Test	5.1-5NA, 5.2-7NA, 8NA 5.3-1WM, 3WM, 6NA, 7NA	50%
Task 2	Week 5 Term 2	Common Test	5.1-8MG, 4NA 5.2-11MG, 4NA 5.3-1WM, 2WM, 3WM, 13MG,	50% Academic report issued at the end of Term 2
Task 3	Week 7 Term 3	Common Test	5.1-6NA 5.2-9NA, 15SP, 16SP, 6NA, 8NA 5.3-1WM, 2WM, 3WM, 9NA,	70%
Task 4	Week 5 Term 4	Hand-in Task	5.2-13MG, 5.3-1WM, 2WM, 3WM, 15MG	30% Whole year Academic report issued at the end of Term 4

## Year 9 Assessment Schedule 2020 – Mathematics 5.2 Pathway

Code	Outcome
	<b>A student:</b>
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
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-8MG	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 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
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical
MA5.2-9NA	uses the gradient-intercept form to interpret and graph 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

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting
Task 1	Week 7 Term 1	Common Test	5.2-1WM, 3WM, 5NA	50%
Task 2	Week 5 Term 2	Common Test	5.2-1WM, 2WM, 3WM, 11MG, 12MG, 8NA	50% Academic report issued at the end of Term 2
Task 3	Week 7 Term 3	Common Test	5.2-1WM, 2WM, 3WM, 4NA, 9NA, 15SP	70%
Task 4	Week 5 Term 4	Hand-in Task	5.2-1WM, 2WM, 3WM, 13MG	30% Whole year Academic report issued at the end of Term 4

## Year 9 Assessment Schedule 2020 – Mathematics 5.1 Pathway

Code	Outcome
	<b>A student:</b>
MA4-5NA	operates with fractions, decimals and percentages
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-9NA	operates with positive-integer and zero indices of numerical bases
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA4-11NA	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles; converts between units of area
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves problems
MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	selects and uses appropriate strategies to solve problems
MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	interprets small & large units of measurement, uses scientific notation; 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

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting
Task 1	Week 6 Term 1	Class Test	MA4-5NA, 8NA	50%
Task 2	Week 5 Term 2	Class Test	MA5.1-1WM, 2WM, 3WM MA4-12MG, 10NA MA5.1-8MG	50% Academic report issued at the end of Term 2
Task 3	Week 7 Term 3	Class Test	MA5.1-1WM, 2WM, 3WM 9MG, 6NA, 12SP	70%
Task 4	Week 5 Term 4	Hand-in Task	MA5.1-4NA	30% Whole year Academic report issued at the end of Term 4

## Year 9 Assessment Schedule 2020 – Music

Code	Outcome
	<b>A student:</b>
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

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting
Task 1	Term 1 Week 9	Composition (Jazz)	5.4,5.5,5.6,5.7,5.9,5.10	30%
Task 2	Term 2 Week 5/6	Performance (35%)(Jazz) Aural (35%) Exam	5.1,5.2,5.3,5.4  5.7,5.8,5.9	70%  Academic report issued at the end of Term 2
Task 3	Term 3 Week 7	Composition (Classical)	5.4,5.5,5.6,5.7,5.9.5.10	30%
Task 4	Term 4 Week 5	Performance (35%) (Own choice) Aural Exam (35%)	5.4,5.5,5.6  5.7,5.8,5.10	70%  Whole year Academic report issued at the end of Term 4

## Year 9 Assessment Schedule 2020 – PDHPE

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

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting
Task 1	Term 1 Week 9	Enhancing Performance	PD 5-4, PD 5-11	50%
Task 2	Term 2 Week 7	Living Healthy, Feeling Great	PD 5-1, PD 5-2, PD 5-6, PD 5-6, PD 5-8, PD 5-9	50% Academic report issued at the end of Term 2
Task 3	Terms 1- 4 ongoing	Movement	PD 5-4, PD 5-11	50%
Task 4	Term 4 Week 5	Topic Test	PD 5-1, PD 5-2, PD 5-6, PD 5-6, PD 5-8, PD 5-9	50% Whole year Academic report issued at the end of Term 4

## Year 9 Assessment Schedule 2020 – Photography and Digital Media

Code	Outcome
	<b>A student:</b>
5.1	develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
5.2	makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
5.3	makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	selects appropriate procedures and techniques to make and refine photographic and digital works
5.7	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	uses their understanding of the function of and relationships between the artist artwork–world–audience in critical and historical interpretations of photographic and digital works
5.9	uses the frames to make different interpretations of photographic and digital works
5.10	constructs different critical and historical accounts of photographic and digital works

Assessment of Learning	Week of term due	Description of task	Outcomes to be assessed	Report weighting
Task 1	Week 3 Term 2	<i>Objects d’Art</i>  Historical and critical interpretations- The Conceptual Frameworks questions	5.7,5.8,5.10	40%
Task 2	Week 6 Term 2	<i>Objects d’Art</i>  Portfolio of photographs and PDM journal	5.1,5.2,5.3, 5.4,5.5,5.6	Portfolio 50% Journal 10% Academic report issued at the end of Term 2
Task 3	Week 3 Term 4	<i>People and Places</i>  Portfolio of photographs and PDM journal	5.1,5.2,5.3, 5.4,5.5,5.6	Portfolio 50% Journal 10%
Task 4	Week 5 Term 4	<i>People and Places</i>  Historical and critical interpretations- The Conceptual Frameworks questions	5.7,5.9,5.10	40% Whole year Academic report issued at the end of Term 4

## Year 9 Assessment Schedule 2020 – Physical Activity and Sports Studies

Code	Outcome
	<b>A student:</b>
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.

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting
Task 1	Term 1: a)Week 7 b)Week 9 Term 2: c)Week 3	Body systems Topic Tests	PASS 5-1; PASS 5-7; PASS 5-8; PASS 5-9; PASS 5-10	75%
Task 2	Week 10 Term 1	Bronze Medallion	PASS 5-1; PASS 5-7; PASS 5-9; PASS 5-10	25% Academic report issued at the end of Term 2
Task 3	Term 2 & 3 ongoing	Physical Fitness	PASS 5-1; PASS 5-5; PASS 5-7; PASS 5-8; PASS 5-9; PASS 5-10	50%
Task 4	Week 3 Term 4	Australian Sporting Identity Research and Submission	PASS 5-1; PASS 5-5; PASS 5-7; PASS 5-8; PASS 5-9; PASS 5-10	50% Whole year Academic report issued at the end of Term 4

## Year 9 Assessment Schedule 2020 – Religious Education

Code	Outcome
	<b><i>A student:</i></b>
5.1a	communicates the relationship between respect for creation and creation as an act of God
5.1b	identifies various manifestations of the Spirit’s activity in the world
5.2a	identifies and describes a distinct feature of a portrait of Jesus in the Gospels
5.2b	constructs a project to promote social justice grounded in the message of Jesus
5.3a	names and describes a range of expressions of Christianity
5.3b	demonstrates an appreciation of the Church as committed to authentically proclaiming the Word
5.4a	identifies and describes the relationship between the Church’s celebrations and its mission
5.5b	locates examples of the Gospel in action in contemporary Australia

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting
Task 1	Term 1 Week 9	Research task	5.1b, 5.4a	50%
Task 2	Term 2 Week 7	Oral presentation	5.1b, 5.3a, 5.5b	50% Academic report issued at the end of Term 2
Task 3	Term 4 Week 5	Yearly exam	5.1a, 5.5a, 5.2a, 5.5b, 5.3b, 5.4a	100% Whole year Academic report issued at the end of Term 4

## Year 9 Assessment Schedule 2020 - Science

Code	Outcome
	<b>A student:</b>
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
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting
Task 1	Week 8 Term 1	Communication in class tasks	SC5-14LW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	50%
Task 2	Week 6 Term 2	Radiation Super hero task	SC5-16CW, SC5-7WS, SC5-8WS, SC5-9WS	50% Academic report issued at the end of Term 2
Task 3	Week 10 Term 3	Sustainable city project  Students recall knowledge of an in-class project	SC5-14LW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	50%
Task 4	Week 5 Term 4	Yearly examination on all modules  Students recall knowledge	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW, SC5-14LW, SC5-16CW.	50% Whole year Academic report issued at the end of Term 4

## Year 9 Assessment Schedule 2020 - STEM

Code	Outcome
	<b><i>A student will develop:</i></b>
5.1	inquiry and project based learning skills appropriate to stem practice
5.2	knowledge and understanding of scientific and mechanical concepts through investigation of technology and engineering
5.3	an understanding of stem principles and processes
5.4	skills in solving stem based problems and ,meeting stem challenges using mechanical, graphical and scientific methods
5.5	skills in communication and critically evaluating
5.6	problem solving skills in a range of stem contexts
5.7	an appreciation of the role and potential of stem in the world in which they live
5.8	an understanding of the economic well-being of nations

Assessment of learning	Date of task	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting
Task 1	Term 1 Week 9	The pulse dish	5.1, 5.5, 5.6, 5.7, 5.8	50%
Task 2	Term 2 Week 6	Hydraulic challenge	5.1, 5.2, 5.3, 5.4	50% Academic report issued at the end of Term 2
Task 3	Term 3 Week 9	Micro:bit solution	5.3, 5.7	50%
Task 4	Term 4 Week 6	Minor project	5.1, 5.2, 5.5, 5.6	50% Whole year Academic report issued at the end of Term 4

## Year 9 Assessment Schedule 2020 – Visual Arts

Code	Outcome
	<b><i>A student:</i></b>
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

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting
Task 1	Term 2 Week 2	<i>Still Life</i>  Critical and Historical studies- The Conceptual Framework questions	5.7,5.8,5.10	40%
Task 2	Term 2 Week 6	<i>Still Life</i>  Body of work VAd	5.1,5.2,5.3,5.4,5.5, 5.6	Bow 50% Vad10% Academic report issued at the end of Term 2
Task 3	Term 3 Week 10	<i>Portraiture and the Prize</i>  Critical and Historical studies- The Frames questions	5.7,5.9,5.10	40%
Task 4	Term 4 Week 5/6	<i>Portraiture and the Prize</i>  Body of work VAd	5.1,5.2,5.3,5.4,5.5, 5.6	Bow 50% Vad10% Whole year Academic report issued at the end of Term 4

### Year 9 Assessment task distribution 2020

Week	Term 1	Term 2	Term 3	Term 4
<b>1</b>				Marine
<b>2</b>		Visual Arts	Child Studies Marine	
<b>3</b>		PDM PASS		PDM Drama PASS
<b>4</b>		Marine		English Food Tech Timber Japanese Geography
<b>5</b>	Commerce Marine	Music Mathematics 5.1, 5.2 & 5.3	Drama	PDM Visual Arts PDHPE Science Timber Music Mathematics 5.1, 5.2 & 5.3 Religious Education
<b>6</b>	English Mathematics 5.1	Drama English PDM Visual Arts Science Timber Music Geography iSTEM		Visual Arts Child Studies Commerce iSTEM
<b>7</b>	Mathematics 5.2 & 5.3 PASS	Commerce PDHPE English Religious Education	Timber Music Mathematics 5.1, 5.2 & 5.3	
<b>8</b>	Science Timber Japanese	Japanese	English Commerce Japanese	
<b>9</b>	PDHPE Drama Music Food Tech Child Studies Geography Religious Education PASS iSTEM	Food Tech	Food Tech Geography iSTEM	
<b>10</b>	PASS		English Portfolio Science Visual Arts	

- PDHPE ongoing assessment throughout year – Task 3
- PASS ongoing assessment throughout year