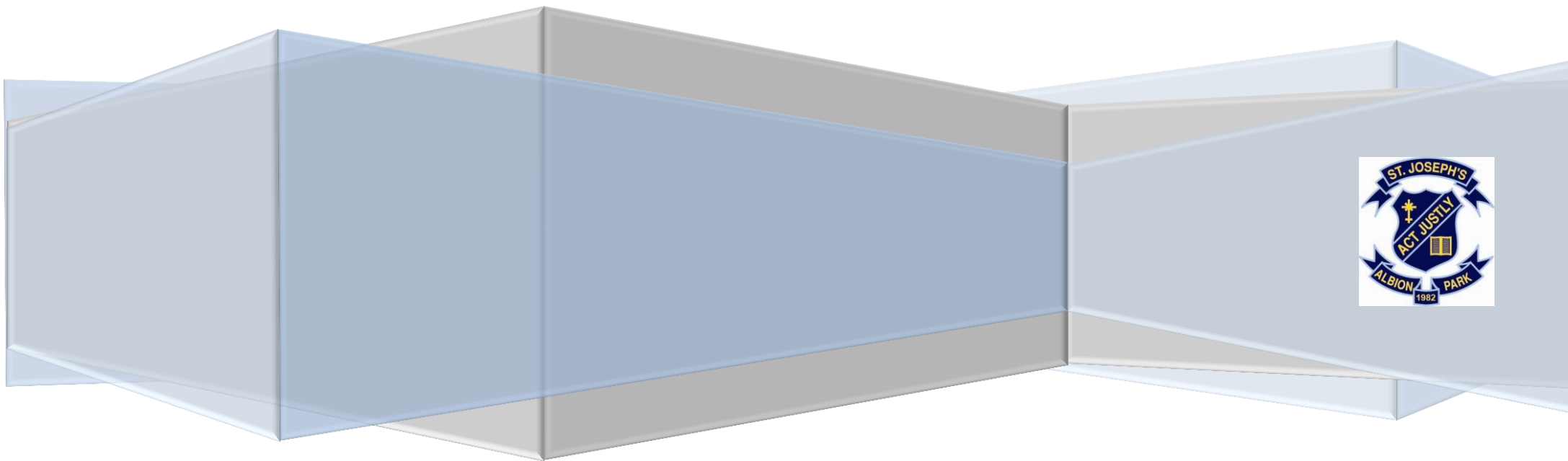


ST JOSEPH'S CATHOLIC HIGH SCHOOL YEAR 9 ASSESSMENT MANUAL 2017





Years 9 Assessment Policy

1. Rationale:

Through the development of effective and informative assessment teachers and students are able to identify specific learner strengths and needs whilst measuring achievement based on a wide range of syllabus outcomes and objectives. Learners are entitled to be challenged, to take responsibility for their own learning, to be motivated to achieve their full potential and to receive meaningful feedback regarding their learning.

In addition Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding is a suitable basis for future learning.

1.1 Assessment Experiences & Plans

Students can expect assessment:

- To be valid and based on syllabus outcomes
- To include criteria to clarify for students what aspects of learning are being assessed
- To enable students to demonstrate their learning in a range of different contexts
- Be reliable, free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- To enable students and teachers to use feedback effectively and reflect on the learning process
- To be inclusive of and accessible for all students
- To be part of an ongoing process where progress is monitored over time.

Assessment across the many Key Learning Areas (KLA) of secondary schooling will vary considerably, however they are all designed to assess a student's achievement according to standards known as the common grade scale (A-E scale).

Assessment plans are required to be in place for each KLA, subject or course in Years 7 – 11. Assessment plans aim to provide an overview of how student performance will be assessed, monitored and recorded during a school calendar year.



1.2 Number of tasks & Submission

Assessment will take many forms throughout the calendar year and it is important to find a balance between obtaining sufficient information and not over assessing. It is for this reason that formal tasks will not exceed:

- **Stage 4 & 5 0 - 4 per year**
- **Year 11 2 unit courses (3 per year)**
- **Year 11 1 unit courses (2 per year)**
- **Year 12 (3 – 4 per year as prescribed by BOS excluding English and Music which can be 5)**

Assessment for learning (ongoing informal assessments) will be a prominent feature of the assessment plan in each year group reducing the amount of formal assessment throughout the year. In some cases informal assessment that is ongoing may be the preferred mode of assessment instead of formal assessment tasks. Faculties choosing to assess in this manner will inform students of this in their assessment plans.

Assessment will take place intermittently throughout the year across all KLA's to gather snapshots of each student's learning and provide further evidence to use in the grade allocation process.

Message for Students:

Every lesson counts when it comes to gaining the best possible grades

Classroom teachers will decide the mode of submission for assessments.

Assessments will be either completed during timetabled lessons or if externally completed, collected during specified lessons.

Assessment undertaken within courses remains significant to the grade allocation process in each Semester. Formal assessments will typically be summative in nature and be issued in the form of a notification, task outline and marking criteria. Informal assessments will be completed more frequently and act as ongoing skill and knowledge development checks for the benefit of formal assessment. As it will be occurring more frequently it will be a critical element of the grade allocation.

Assessment tasks will have an **appropriate amount of time** for completion and submission dates if published must be adhered to by all students. Failure to meet deadlines will result in written notification of late / non-submission and a personal consequence for each student, for example: Coordinator's withdrawal, after school community service or internal isolation depending on the frequency of infringement. The consequence in most cases will be an allocated period of time to ensure that the required work is completed to a satisfactory standard.



Late tasks can still be used in the grade allocation for each student but as year 7 – 11 are seen as preparation for the HSC it is important for students in 7 – 11 to take responsibility for their learning and completion of all required work items. Ongoing infringements with deadlines will result in further consequences at the discretion of the KLA Coordinator, Curriculum Coordinator and if further transgressions the Assistant Principal.

1.3 SJCHS Student Submission and Resubmission

Classroom teachers within each of the courses undertaken will specify modes of submission of assessment tasks. Students at SJCHS may be required to resubmit their work to further demonstrate their levels of achievement according to the standards, the common grade scale.

Classroom teachers and/or KLA Coordinators will outline the resubmission process when it is deemed appropriate or necessary. This will provide students with the opportunity to re-consolidate recent learning or enhance their skills further and act on the feedback provided by their teachers.

This process is only applicable to students in Year 7 – 11, as it doesn't align to the practices of the HSC.

1.4 Examination, Assessment Tasks & Holiday periods:

In the case of examination periods and / or Assessable items being implemented students will receive the adequate amount of notification of the task being completed at this time.

Examinations may be considered to be a formal assessment task and not additional to the assessment plans provided for each subject.

Assessment tasks can be assigned over holiday periods permitting that adequate instructional and time on task is provided.

1.5 Illness & Misadventure

Assessment of student's performance in tasks will be based on the student's actual performance, not potential performance. Where a student feels that circumstances outside their control have affected or may affect their performance in an individual assessment task, they may complete an **Illness / Misadventure Form** requesting special consideration.



Illness / Misadventure forms must be submitted prior to, on the day of the task or on the day of the student's return to school as applicable.

Forms are obtained from and returned to the relevant KLA coordinator with WRITTEN DOCUMENTATION (In 7 – 9 a parental letter may be sufficient). The appropriate paperwork needs to be filled out by ALL students.

NOTE: Illness / Misadventure Forms can also be obtained from the Curriculum Coordinator (Mr Hughes) or from the front office.

2. Procedures to ensure students are adequately informed of Assessment Tasks

2.1 At the commencement of each calendar year, students will be given a detailed Assessment Plan for each course that will include:

- The nature of each task
- How and when the task is to be submitted
- The outcomes to be assessed

2.2 To ensure students have adequate time to prepare for an assessment task, they will be informed of all details pertaining to the task before its due date, including:

- The scope of the assessment task
- The form it will take
- Proposed time and duration
- Specific details on how and when the task is to be submitted
- The outcomes to be examined
- The marking criteria

It is the responsibility of the KLA coordinator and Class teacher to ensure that all students receive relevant notification. This will take the form of a digital copy (sent only to student's school email addresses) although a hard copy may also be provided. Students must recognise that there is a shared responsibility in this area, and should make every effort to find out about work missed during any absence.

2.3 To ensure the integrity of formal assessment tasks, any change of scheduled date must be discussed with the Curriculum Coordinator and all affected students must be notified in writing of the change.

3. Grade Allocation

3.1 The Common Grade Scale:

The Board of studies has developed a set of general performance descriptors that describe grades A to E as five levels of achievement. The following table gives an indication of how these help to assess a student's performance across all elements of each course.

A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

A range of formal and informal assessment experiences are used throughout the learning and teaching of a particular KLA or course during a semester to develop holistic understanding of how a student is performing. These experiences will be developed and evaluated using the



standards-referenced approach, teacher professional collaboration and consistent teacher judgement (refer 3.3). This process would also include where applicable the establishment of shared understanding among teachers of a Year/grade or course of the definition of standards and the process of awarding final grades.

3.2 How are students informed of their progress?

Feedback will be provided to students and can occur at any point in the learning, teaching and assessment cycle and involves regular teacher–student dialogue to guide student learning. The nature of the assessment activity and the context of the learning influences the type of feedback provided to students. Teachers may engage students in the following forms of feedback:

- Whole class discussions to clarify the task during the activity, including online tools
- Whole class or individual student comments about aspects of the activity where students performed well, and how to improve
- Peer and self assessments and self reflections
- Checklists, criteria sheets, comments or grades
- Ongoing oral or written comments, including questioning students' understanding
- Cues, reinforcements or prompts to redirect learning
- Drafts and resubmissions
- Peer collaborations using online tools
- Written, audio or digital annotations
- Discussion of a range of student work samples and other examples beyond the classroom in relation to criteria.

Student performance in each subject will be **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual assessment experiences as determined by the criteria for the task and standards-referenced levels of achievement (A-E Grade scale) and in the recording of professional anecdotal notes by teachers.

4. Satisfactory Completion of Course

Students will be considered to have satisfactorily completed the subject being attempted if there is sufficient evidence that they have applied themselves with diligence and sustained effort to all set tasks; this includes formal and informal assessment and all classwork as it collectively contributes to their grade allocation.



5. Absences and Assessment Tasks

5.1 Absence on the day of completion / submission of an assessment task.

Students are required to provide written notification if circumstances occurring on the day or days leading into an assessment task prohibit the student submitting or completing the task on that day; or, if they have been disadvantaged in the preparation of the assessment task due to factors beyond their control.

5.1.1 If a student knows in advance that they are to be absent on the day of the completion/submission of a task, they must provide written documentation to the relevant KLA coordinator.

This is inclusive of Principal approved leave.

OR

5.1.2 If a student is absent due to illness/misadventure, they must approach the relevant KLA coordinator with their written documentation on the day of his or her return to school.

When the reason for illness / misadventure has been accepted, an extension of time or a rescheduled task may be provided by the classroom teacher.

For the above circumstances, the relevant KLA coordinator may:

- allow the student to complete the given task
- allow the student to complete an alternative task
- grant an extension of time

N.B Any requirements may be waived at the discretion of the Principal

6. Failure to meet assessment requirements

6.1 Late submission of an assessment task

If a task is not submitted by the specified due date, students will still be required to complete the task. It is the school's responsibility to ensure that students satisfactorily complete all set tasks throughout each course undertaken.



Failure to submit a task will result in the following consequences:

Initial incident/s :

- Written notification is provided to parents regarding the late submission.
- In addition the student completes the task at a time decided by the KLA Coordinator, classroom teacher and parent. This may be either in the afternoon after school or before school commences.
Please note that students will only be required to attend at this time until the work has been completed satisfactorily. Completion of the task prior to the organised date will result in the student not having to attend.
- Inability to attend will result in the task being completed at an alternate time that is arranged by the KLA coordinator of the affected subject whilst at school. Again students will only remain until the task is completed.

Ongoing late / non-submissions:

Personal consequences remain the same as above with the addition of a parental interview with Curriculum Coordinator. Further monitoring or work ethic through the use of personal booklets may be implemented, as may sanctions on personal time at school.

Further occasions:

Personal consequences continue as above with the addition of a parental interview with the Assistant Principal and / or Principal. The use of other behaviour modification strategies may again be implemented at this time whilst continued monitoring of work ethic through the use of personal booklets.

6.2 Non-genuine attempt at a task

If a student is deemed to have not made a genuine attempt in any item of assigned work the classroom teacher will ask for the work to be re-submitted to a satisfactory standard. The process of undertaking this can be either managed by the classroom teacher or may follow the procedures for late submission / non-submission as outlined above.



6.3 Malpractice

Plagiarism and/or cheating in an assessment task will be deemed MALPRACTICE and the student will not have their result contribute to their grade allocation. Whilst collaboration between students will occur in regard to take home tasks, it is an expectation that each student's submission will be distinctly individual.

Where two or more tasks are identical students will be notified and required to resubmit an alternative task that may be considered for grade allocation.

Written notification of malpractice will be provided to parents.

6.4 Technology

Students cannot sight technology errors for lateness of submission. It is expected that in extreme cases of computer malfunction, students will have copies of notes to demonstrate the development and progress of their work.

The backing up of work on to external hard drives or in the cloud is strongly encouraged

If you need assistance with this then please ask any of your classroom teachers or speak to the I.T. Department

Rules pertaining to the late submission of tasks will apply in these situations.

7. Students transferring to St Joseph's Catholic High school

Where a student has transferred from another school after the completion of assessments it would be expected a grade is allocated from the data collected since their enrolment.

The data used may not include any formal assessment instead being made up class work and informal assessments.

In the case of Year 10 & 11 students transferring their previous school may be responsible for allocating a grade, particularly if the date of transfer is around or after June 30th of that school year.



8. Student's Appeals Process

Students who believe the assessment procedures have not been met must first approach the specific classroom teacher to discuss the issue.

- If the matter is unresolved, the student then should seek advice from the respective KLA coordinator who will decide on a course of action and inform the Curriculum Coordinator of the decision. If clarification is needed the KLA Coordinator will;
- Consult the Curriculum Coordinator who will provide the student with a Student's appeal form that is filled out by student and signed by student, parents and curriculum coordinator.
- An appeals meeting will be scheduled by the Curriculum coordinator involving a panel of three coordinators (outside of the faculty that the appeal is coming from), the student and their parent/s / guardians to decide on the most appropriate course of action.
- At no time is the professional judgement of the teacher to be appealed against.

9. Basis of discretion

1. The Curriculum Coordinator in consultation with the KLA coordinator, upon consideration of all relevant information, may decide what is or is not a justifiable reason for late submission / completion of an assessment task.
2. If the final decision made is not seen as appropriate students may, through appointment, consult the Principal.



Subject Assessment Information



Year 9 Religion

Student performance in Religious Education is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Religious Education syllabus via their ability to:

- Making sense of everyday life experiences in the broader contexts of mystery, complexity, confusion and awe
- Gaining access to and understanding the Scriptures, the traditions of the Catholic community, its stories, its experiences and its teachings
- Celebrating with others the mystery and life of the Risen Christ
- Responding to the activity of God in their lives and in the whole of creation.

Student performance in Religious Education is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



YEAR 9 RELIGION 2017 ASSESSMENT EXPERIENCES RELIGIOUS EDUCATION FACULTY				
		Formal Task 1	Formal Task 2	Formal Task 3
	Areas for Assessment	Sacraments of Healing Written Task Term 2 Week 2 3 rd May, 2017	Living the Commandments and Beatitudes Speech/Presentation Term 3 Week 6 23 rd August, 2017	Yearly Examination Term 4 Week 5 8 th November, 2017
	Skills & Knowledge	D9	B10-2	C10-2
		Suggested informal (AFL) experiences: pre & post testing, substantial written responses, substantial multiple choice testing, quizzes, substantial study and revision notes to be checked.		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 9 English

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to:

- monitor student achievement in relation to outcomes
- guide future teaching and learning opportunities
- provide ongoing feedback to students to improve learning.

The type of assessment activity and the way evidence of learning will be gathered will vary, depending on the:

- outcomes being assessed
- evidence to be gathered
- teaching and learning activity
- context
- students' learning needs.

The assessment schedule in English incorporates a wide range of experiences. Students will be assessed through collaborative activities, peer and self assessment and teacher observations in both formative and summative tasks. The BOSTES Common Grade Scale is used to measure the various levels of student achievement.

Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the English syllabus via their ability to:

- Communicate through speaking, listening, reading, writing, viewing and representing
- Use language to shape and make meaning according to purpose, audience and context
- Think in ways that are imaginative, creative, interpretive and critical
- Express themselves and their relationships with others and their world
- Learn and reflect on their learning through their study of English

Student performance in English is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

YEAR 9 ENGLISH 2017 ASSESSMENT EXPERIENCES ENGLISH FACULTY					
		Formal Task 1		Formal Task 2	
		'It's Debatable' and 'Conflict' Essay Term 1 Week 10	"Survival" (Informal Assessment)	'Up up and Away' and 'The Year of the Kangaroo' Term 3 Week 7	'The Teen Experience' (Informal Assessment)
	Syllabus Components / Areas for Assessment	EN51-A, EN5-2A, EN5-3B EN5-4B, EN5-5C, EN5-6C EN5-9E	EN5-2A, EN5-4B, EN5-5C EN5-7D, EN5-9E	EN5-1A, EN5-2A, EN5-3B EN5-4B, EN5-6C, EN5-7D EN5-8D, EN5-9E	EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-6C, EN5-7D EN5-8D, EN5-9E
	Communication	AFL: Journal entry/Letter	AFL: Storyboard of scene from film	AFL: Listening (or reading) task from travel writing extract (eg. Eat, Pray, Love, Under the Tuscan Sun)	
	Using language	AFL: Class debate	AFL: Visual literacy/Film techniques post test		AFL: Digital presentation of chosen poem/song about teen experience
	Thinking	AFL: Mindmap of different kinds of conflict represented in text		AFL: Graphic organiser – similarities and differences in Asian and Aboriginal poetry	AFL: Visual representation of characters and/or themes in prescribed text
	Expressing			AFL: Presentation on travel destination	
	Reflecting		AFL: Self assessment	AFL: Blog entry – review of text	

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 9 Mathematics

Student performance in Mathematics is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Mathematics syllabus via their ability to:

- apply understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning
- use efficient strategies for numerical calculation, recognize patterns, describe relationships and apply algebraic techniques and generalisation
- identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems
- collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements

Student performance in Mathematics is **monitored** and **recorded** through the practices of tracking students on the Numeracy Continuum K-10, the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers. Externally provided diagnostic assessments are also used to monitor the performance of a student over time.



YEAR 9 MATHEMATICS 2017 ASSESSMENT EXPERIENCES MATHEMATICS FACULTY			
		Formal Task 1	Formal Task 2
	Syllabus Components / Areas for Assessment	Written Examination Term 2 Week 5	Written Examination Term 4 Week 5
	Working Mathematically	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.3-1WM, MA5.3-2WM,	MA5.2-1WM, MA5.2-2Wm, MA5.2-3WM, MA5.3-2WM, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.3-1WM, MA5.3-3WM,
	Number and Algebra	MA5.2-5NA, MA5.2-6NA, MA5.2-8NA, MA5.1-5NA, MA5.2-7NA, MA5.3-6NA, MA5.1-6NA, MA5.2-9NA	MA5.2-6NA, MA5.2-8NA, MA5.3-5NA, MA5.3-7NA,
	Measurement and Geometry	MA5.1-9MG, MA5.1-10MG, MA5.2-12MG	MA5.1-8MG, MA5.2-11MG, MA5.2-12MG, MA5.3-13MG, MA5.3-14MGMA5.2-14MG, MA5.3-16MG
	Statistics and Probability		MA5.1-13SP, MA5.2-15SP, MA5.2-17SP
	<i>Suggested Informal Assessment FOR, AS and OF Learning Experiences; Knowledge Pre-Test; Classroom activities and discussion; Personal response; Peer marking; Class quiz; Problem solving and demonstration; ICT quiz – Hotmaths; Non-calculator activities; Open-book task; iPad project; Group work; Research task – iPad/newspaper article.</i>		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 9 Science

Student performance in Science is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Science syllabus via their ability to:

- develop questions or hypotheses to be investigated scientifically
- produce a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
- undertake a first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- process, analyse and evaluate data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- apply scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- present science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
- demonstrate knowledge contained within the Physical World, Earth and Space, Living World and Chemical World strands, and understanding about the nature, development, use and influence of science.

Student performance in Science is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

YEAR 9 SCIENCE 2017 ASSESSMENT EXPERIENCES SCIENCE FACULTY

		Formal Task 1	Formal Task 2	Informal Assessment	
	Syllabus Components / Areas for Assessment	S1 Unit Examination Term 2 Week 4-5	S2 Unit Examination Term 4 Week 4-5	Mandatory Practicals (3 per Unit of Work)	Unit Post-Test (1 per Unit of Work)
	Skills – Planning and Conducting Investigations			SC5-4WS, SC5-5WS, SC5-6WS	
	Informal Assessment Types	Pre-test, summarising key terms, Socrative, Google Form exit surveys, Exit forms, quick quizzes, traffic lights, represent concepts visually, thumbs up-thumbs down, ABCD cards, collaborative Google docs, iMovie commercial, creative writing, report writing.			
	Skills – Communicating and Problem Solving	SC5-7WS, SC5-8WS, SC5-9WS	SC5-7WS, SC5-8WS, SC5-9WS	SC5-7WS, SC5-8WS, SC5-9WS	SC5-7WS, SC5-8WS, SC5-9WS
	Informal Assessment Types	Pre-test, summarising key terms, Socrative, Google Form exit surveys, Exit forms, quick quizzes, traffic lights, represent concepts visually, thumbs up-thumbs down, ABCD cards, collaborative Google docs, iMovie commercial, creative writing, report writing.			
	Knowledge and Understanding	SC5-14LW, SC5-15LW, SC5-16CW	SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES		SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW
	Informal Assessment Types	Pre-test, summarising key terms, Socrative, Google Form exit surveys, Exit forms, quick quizzes, traffic lights, represent concepts visually, thumbs up-thumbs down, ABCD cards, collaborative Google docs, iMovie commercial, creative writing.			

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 9 Geography

Student performance in Geography is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Geography syllabus via their ability to:

- Identify, gather and evaluate geographical information
- Analyse, organise and synthesise geographical information
- Select and use appropriate written, oral and graphic forms to communicate geographical information
- Select and apply appropriate geographical tools
- Demonstrate a sense of place about Australian environments
- Explain the geographical processes that form and transform Australian environments
- Analyse the impacts of different perspectives on geographical issues at local, national and global scales
- Account for differences within and between Australian communities
- Explain Australia's links with other countries and its role in the global community
- Apply geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship

Student performance in Geography is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

Students will be provided with an Assessment Schedule in Semester 2.



Year 9 History

Student performance in History is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Geography syllabus via their ability to:

- Explain and assess the historical forces and factors that shaped the modern world and Australia
- Sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia
- Explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- Explain and analyse the causes and effects of events and developments in the modern world and Australia
- Identify and evaluate the usefulness of sources in the historical inquiry process
- Use relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- Explain different contexts, perspectives and interpretations of the modern world and Australia
- Select and analyse a range of historical sources to locate information relevant to an historical inquiry
- Apply a range of relevant historical terms and concepts when communicating an understanding of the past
- Select and use appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Student performance in History is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



YEAR 9 HISTORY 2017 ASSESSMENT EXPERIENCES HSIE FACULTY			
		Formal Task 1	Formal Task 2
	Syllabus Components / Areas for Assessment	Rights and Freedoms (1945-Present) Diary Entry Task Term 1 Week 8	The Industrial Revolution Industrial Revolution Historical Investigation Term 2 Week 5
	Outcomes	HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10
	Common Informal AFL's	Rights and Freedoms Research Task	Inventions poster, Shark Tank Task and Source analysis on Boxer Rebellion
	<i>Suggested Informal AFL Idea;</i> Google Form exit surveys, Exit forms, quick quizzes, traffic lights, represent concepts visually, thumbs-up-thumbs-down, ABCD cards, collaborative Google docs, creative writing tasks, pre-test, quizzing peers, iMovie.		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 9 Commerce

Student performance in Commerce is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Commerce syllabus via their ability to:

- Apply consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- Analyse the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
- Examine the role of law in society
- Analyse key factors affecting commercial and legal decisions
- Evaluate options for solving commercial and legal problems and issues
- Monitor and modifies the implementation of plans designed to solve commercial and legal problems and issues
- Research and assesses commercial and legal information using a variety of sources
- Explain commercial and legal information using a variety of forms
- Work independently and collaboratively to meet individual and collective goals within specified timelines

Student performance in Commerce is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



YEAR 9 COMMERCE 2017 ASSESSMENT EXPERIENCES HSIE FACULTY				
		Formal Task 1	Formal Task 2	Formal Task 3
	Syllabus Components / Areas for Assessment	Consumer Choice Research Task Topic Test Term 1 Week 9	Running a Business Promoting and Selling Term 2 Week 5-7	Personal Finance/Investing Stimulus/Content Based Exam Term 4 Week 5
	Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9
	Common Informal AFL's	Complaint Letter	Advertising poster for a product	Person Finance RAP and Budget Scenario Activity
	<i>Suggested Informal AFL ideas; Google form exit surveys, Exit Forms, quick quizzes, traffic lights, represent concepts visually, thumbs-up-thumbs-down, ABCD cards, collaborative Google docs, creative writing tasks, pre-test, quizzing peers, iMovie.</i>			

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 9 Child Studies

Student performance in Child Studies is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work. Students are provided with a range of opportunities throughout the year to demonstrate:

- knowledge and understanding of child development from preconception through to and including the early years
- knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children
- knowledge and understanding of external factors that support the growth, development and wellbeing of children
- skills in researching, communicating and evaluating issues related to child development.

Student performance in CHS is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

YEAR 9 CHILD STUDIES 2017 ASSESSMENT EXPERIENCES PDHPE FACULTY			
	Formal Task 1	Formal Task 2	Formal Task 3
Areas of Study / Areas for Assessment	Pregnancy Journal Term 1 Week 9	Real Care Baby Term 1 Week 7 Term 2 Week 4	Children's Story Book Term 3 Week 5
Child Development - preconception through to and including the early years	1.1	1.2	
Positive Influences of growth, development and wellbeing of children		2.3	2.1
External Factors that support the growth, development and wellbeing of children		3.3	
Skills in researching, communicating and evaluating	4.2, 4.3	4.1, 4.3	4.1, 4.2, 4.3
Suggested informal (AFL) experiences; Real Baby Experience, Play Group Activity and Participation, class activities and presentations, group work			

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 9 Italian

Student performance in Italian is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Italian syllabus via their ability to:

Using Language

- Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in Italian.

Making Linguistic Connections

- Students will explore the nature of languages as systems by making comparisons between Italian and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.

Moving Between Cultures

- Students will develop knowledge of the culture of Italian-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

Student performance in Italian is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

YEAR 9 ITALIAN 2017 ASSESSMENT EXPERIENCES LANGUAGES FACULTY

		Formal Task 1	Formal Task 2	Formal Task 3	Formal Task 4
Syllabus Components / Areas for Assessment		Listening Term 1	Reading and Interpreting Term 2	Writing (Postcard) Term 3	Speaking and Grammar Competence Term 4
		Assessment for Learning Topics: <ul style="list-style-type: none"> • Introductions Revision • Nationalities/ Birthdays/Star Signs • Festivals, Patron Saints, Easter 	Assessment for Learning Topics: <ul style="list-style-type: none"> • Shopping/Money • Buying Food and preparing a meal. • Meal times • Ordering food and drink • Eating in Italy "Eatly" 	Assessment for Learning Topics: <ul style="list-style-type: none"> • My local area/Things to see and do • Getting around/Asking/ Giving directions • Cities/Towns in Italy/Features 	Assessment for Learning Topics: <ul style="list-style-type: none"> • Making plans • Organising a party/event • Hobbies/pastimes /sport
	Listening & Responding		5.UL.1	5.UL.1	
	Speaking	5.UL.3	5.UL.3	5.UL.3	
	Reading & Responding	5.UL.2			
	Writing	5.MBC.2		5.MLC.2	5.UL.4

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Industrial Technology Metal

Student performance in TAS is assessed through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Marine Technology syllabus.

Through the study of Industrial Technology Years 7–10 students develop knowledge relating to current and emerging technologies in industrial and domestic settings. Students study the interrelationship of technologies, equipment and materials used in a variety of settings and develop skills through hands-on interaction with these in the design, planning and production of practical projects.

Industrial Technology Years 7–10 leads students to an awareness of the relationship between technology, industry, society and the environment, and develops their ability to make value judgements about issues, decisions and consequences arising from this interaction. Students develop an awareness of the importance of environmental sustainability in relation to the use of materials and technologies and their effects on people and society.

Student performance in TAS is monitored and recorded through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



YEAR 9 INDUSTRIAL TECHNOLOGY METAL 2017 ASSESSMENT EXPERIENCES TAS FACULTY				
	Ongoing – Semester 1	Formal Assessment Semester 1	Ongoing – Semester 2	Formal Assessment Semester 2
Syllabus Components Areas for Assessment	Practical Design Skills Centre Punch	DESIGN COMPONENTS Term 2 Week 6 Wednesday B Period 1 Small Tool Carry All 31 st may, 2017	Practical Skills Tool/Utility box	DESIGN COMPONENTS Term 4 Week 6 Wednesday B Period 1 Pendant 15 th November, 2017
KNOWLEDGE	AFL - Kahoot, Workshop based practical skills development and refinement, WHS testing, expanding knowledge and understanding through Short Quizzes and information recall.			
	5.3.2, 5.4.2			
	5.1.1	5.2.2	5.2.1, 5.3.1	5.5.1
	5.1.2	5.4.1	5.7.1	5.6.1
	5.7.2			
UNDERSTANDING	AFL – Kahoot, classroom discussion, questioning and input used to demonstrate understanding industrial concepts.			
	5.1.1, 5.3.1			
SKILLS	AFL – All practical lessons used to observe and establish skill development. PMI during design development used to inform final grade.			
	5.2.1, 5.2.2			

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Industrial Technology Timber

Student performance in TAS is assessed through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Marine Technology syllabus.

Through the study of Industrial Technology Years 7–10 students develop knowledge relating to current and emerging technologies in industrial and domestic settings. Students study the interrelationship of technologies, equipment and materials used in a variety of settings and develop skills through hands-on interaction with these in the design, planning and production of practical projects.

Industrial Technology Years 7–10 leads students to an awareness of the relationship between technology, industry, society and the environment, and develops their ability to make value judgements about issues, decisions and consequences arising from this interaction. Students develop an awareness of the importance of environmental sustainability in relation to the use of materials and technologies and their effects on people and society.

Student performance in TAS is monitored and recorded through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

YEAR 9 INDUSTRIAL TECHNOLOGY TIMBER 2017 ASSESSMENT EXPERIENCES TAS FACULTY

	Ongoing	Formal Assessment Term 1 Week Term 1- 28 th March, 2017	Formal Assessment Term 3 Week 6 Term 3 – 15 th August, 2017
Syllabus Components Areas for Assessment	Practical Skills (Breadboard, Trinket Box, Footstool)	Power Tool Risk Assessment + Demonstration	Man-Made Boards
KNOWLEDGE + UNDERSTANDING	AFL – Workshop based practical skills development and refinement, WHS testing, expand knowledge and understanding through Short Quizzes and Testing. AFL – Stop Lights, Exit Pass, Short Quiz, Classroom discussions, questioning and input used to demonstrate understanding Industrial concepts.		
	5.1.1, 5.1.2		
		5.1.1	5.3.1
		5.1.2	5.7.1
		5.3.2	5.7.2
SKILLS	AFL- All practical lessons used to observe and establish skill development. PMI during design development used to inform final grade all used to inform final grade.		
	5.2.1, 5.2.2, 5.4.2, 5.6.1		
		5.4.1	5.6.1
VALUES + ATTITUDES	AFL - All practical lessons (involvement, participation, design decision making, practical skills, WHS, ability to adapt knowledge) used to inform final grade.		
	5.5.1		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 9 Information Software Technology

Student performance in TAS is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Information and Software Technology syllabus via their ability to:

Assessment for learning in Information and Software Technology is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to development of their knowledge, understanding and skills. Assessment for learning involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Teachers of Information and Software Technology will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

In summary, assessment for learning:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents in reflecting on assessment data.

Student performance in TAS is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

YEAR 9 INFORMATION SOFTWARE AND TECHNOLOGY 2017 ASESSMENT EXPERIENCES TAS FACULTY

	Informal Assessment Project Work 1 Term 1 Week 5 Getting Tech Savvy	Formal Assessment Semester 1 Term 2 Week 6 Digital Design Studio	Formal Assessment Project Work Term 3 Week 7 Cybersafety	Informal Assessment Semester 2 Term 4 Week 4 Progress Check Week 2 Term 4 Game On
Syllabus Components Areas for Assessment	Multimedia	Digital Media	Website Development	Software Development/Programming
KNOWLEDGE	AFL – All practical lessons (involvement, participation in decision making, practical skills, WHS, ability to adapt knowledge, Progress check, mini tasks and research task) used to inform final grade.			
	5.1.1, 5.1.2, 5.3.2, 5.5.3			
		5.2.1		5.2.1
UNDERSTANDING	AFL –Stop Lights, Exit Pass, Short Quiz, Classroom discussion, questioning and input used to demonstrate understanding of concepts.			
	5.2.3, 5.3.1, 5.3.2, 5.4.1			
		5.2.2		5.3.2, 5.2.2
SKILLS, Values and Attitudes.	AFL - All practical lessons (involvement, participation, Stop Lights, Exit Pass, Short Quiz) used to inform final grade.			
	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.2, 5.5.1,			
		5.5.2, 5.2.3		5.2.3, 5.5.2



Year 9 Marine and Aquaculture Technology

Student performance in TAS is assessed through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Marine Technology syllabus via their ability to:

The study of Marine and Aquaculture Technology provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instil in students an acceptable ethical code towards the use of the marine environment, increasingly demanded by the community and governments.

Student performance in TAS is monitored and recorded through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



YEAR 9 MARINE AND AQUACULTURE TECHNOLOGY 2017 ASSESSMENT EXPERIENCES TAS FACULTY				
	Ongoing – Semester 1	Formal Assessment Semester 1	Ongoing – Semester 2	Formal Assessment Semester 2
Syllabus Components Areas for Assessment	Practical Skills	Mangrove and Estuary Study 12 th May, 2017	Practical Skills	Fish Stock Depletion 20 October, 2017
KNOWLEDGE	AFL – All lessons (involvement, participation, observed through workshoping of Climate Change Issues, Stop Lights, Water Based practical skills development and refinement, WHS testing, knowledge and understanding through Short Quizzes and Testing) used to inform final grade.			
	5.4.1, 5.4.2			
		5.1.1		5.3.1
		5.1.2		5.3.2
		5.6.1		5.7.1
		5.6.2		5.7.2
UNDERSTANDING	AFL – Stop Lights, Exit Pass, Short Quiz, Classroom discussion, questioning and input used to demonstrate understanding concepts of pollution, climate change and species migration.			
	5.2.1, 5.2.2			
SKILLS	AFL – All practical lessons used to observe and establish skill development. Pre and Post testing of Global issues PMI during design development used to inform final grade.			
	5.5.1, 5.5.2, 5.7.1, 5.7.2			

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 9 Food Technology

Student performance in Food Technology is assessed through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including:

- concrete,
- practical,
- oral, pictorial/symbolic,
- digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Food Technology syllabus via their ability to:

- explore food-related issues through a range of practical experiences that will develop confidence and proficiency
- make informed and appropriate choices with regards to food,
- apply practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.
- design, produce and evaluate solutions to situations involving food.

Student performance in Food Technology is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

YEAR 9 FOOD TECHNOLOGY 2017 ASSESSMENT EXPERIENCES TAS FACULTY			
	Formal Task 1 Core: Food Preparation and Processing Practical Exam 28 th March, 2017 – Group 1 4 th April, 2017 – Group 2	Formal Task 2 Food in Australia Research and Presentation 30 th May, 2017	Formal Task 3 Food Selection and Health Written Examination 12 th September, 2017
Syllabus Components / Areas for Assessment			
Knowledge, understanding and skills.	5.1.1, 5.1.2	5.1.2, 5.2.3, 5.3.1	
Suggested informal (AFL) experiences; all practical lessons- observed skill development. ONGUARD and theory lessons relating to food hygiene and safety.			
Knowledge and understanding.	5.2.3	5.5.1, 5.5.2	
Suggested informal (AFL) experiences; discussion through practical lessons. Use of exit pass.			
Knowledge and understanding.		5.3.2, 5.6.1	5.3.2, 5.6.1
Suggested informal (AFL) experiences; completion of course work as determined through book marking, selection of practical lessons, health food guides, indigenous foods. Stop Lights, Exit Pass, Short Quiz, Classroom discussion, questioning and input used to demonstrate understanding.			
Skills			5.4.1, 5.6.2
Suggested informal (AFL) experiences; completion of course work – note book collection.			
Skills		5.5.1, 5.5.2	
Suggested informal (AFL) experiences; practical lessons and completion of course work.			
Knowledge, understanding.			5.3.2, 5.6.1
Suggested informal (AFL) experiences; completion of course work.			

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 9 Drama

Student performance in DRAMA is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the DRAMA syllabus via their ability to:

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills, individually and collaboratively, through:

- 1 **making** drama that explores a range of imagined and created situations in a collaborative drama and theatre environment
- 2 **performing** devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
- 3 **appreciating** the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.

Values and attitudes

Students will value and appreciate:

- the collaborative and diverse nature of drama and theatre
- the contribution of drama and theatre to enriching and sustaining cultures and societies.

Student performance in DRAMA is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

YEAR 9 DRAMA 2017 ASSESSMENT EXPERIENCES CREATIVE ARTS FACULTY					
		Learning Experience (Informal Assessment)	Learning Experience (Informal Assessment)	Learning Experience (Informal Assessment)	Learning Experience (Informal Assessment)
	Syllabus Components / Areas for Assessment	Improvisation Term 1	Playbuilding – (Narratives) Term 2	Physical Theatre Term 3	Street Theatre Term 4
	Making	Relevant Outcomes 5.1.1, 5.1.2,	Relevant Outcomes 5.1.1, 5.1.3, 5.1.4	Relevant Outcomes 5.1.1, 5.1.3,	Relevant Outcomes 5.1.3, 5.1.4
		Spontaneous improvisation Prepared improvisation	Group devising manipulation of narrative (linear, non-linear, cyclical compilation montage) Experimentation with space	Physical theatre piece Choosing music Manipulate physical techniques to create flow & sequence Writing running order and story synopsis	Street Theatre piece in playground Choosing real world space appropriate to narrative ,Scriptwriting Group devising community concerns
	Performing	Relevant Outcomes 5.2.1	Relevant Outcomes 5.2.1	Relevant Outcomes 5.2.1, 5.2.2	Relevant Outcomes 5.2.1, 5.2.2, 5.2.3
		Voice, Body, Role, timing Performance skills, Actor Audience Relationship as natural and abstract characters	Voice, Body, Role, timing Performance skills, Actor Audience Relationship as natural and abstract characters	Body in performance, performing abstract concepts, manipulations of space and time and developing unison and control	Performing archetypes and creating meaning in a non traditional performance space
	Appreciating	Relevant Outcomes 5.3.1, 5.3.3	Relevant Outcomes 5.3.1, 5.3.3	Relevant Outcomes 5.3.1, 5.3.2, 5.3.3	Relevant Outcomes 5.3.1, 5.3.2, 5.3.3
		Recount and reflect each lesson commenting on own work and work of others	Recount and reflect each lesson commenting on own work and work of others	Recount and reflect each lesson commenting on own work and work of others Research techniques of other practitioners	Recount and reflect each lesson commenting on own work and work of others Research current news stories and importance to the community

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 9 Visual Arts

Student performance in VISUAL ARTS is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the VISUAL ARTS syllabus via their ability to:

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills:

- to **make artworks** informed by their understanding of practice, the conceptual framework and the frames
- to **critically and historically interpret art** informed by their understanding of practice, the conceptual framework and the frames.

Values and attitudes

Students will value and appreciate:

- their engagement in the practice of the visual arts and understand how the visual arts, as a field of practice and understanding, is subject to different interpretations.

Student performance in VISUAL ARTS is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



YEAR 9 VISUAL ARTS 2017 ASSESSMENT EXPERIENCES CREATIVE ARTS FACULTY

Learning Experiences (Informal Assessment)					
Getting Perspective		Painting as Pots		Site Specific Works	
Syllabus Component/ Areas for Assessment	Making Term 2	Critical and Historical Term 2	Making Term 4	Critical and Historical Term 4	Making Term 4
	2D Artworks in Printing and drawing exploring Architectural Drawing	Study Representations of Buildings, artists and practices	3D Artworks exploring Modern Australian artwork as ceramic forms	Study Colonial and Modern Australian Art and Ceramic forms	
Outcomes	5.1, 5.3, 5.4, 5.5, 5.6	5.7, 5.9	5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9	5.3, 5.4, 5.5, 5.6
Assessment For Learning	<p>Creating Printed and Drawn Still Life works</p> <p>Term 1 – Pre Test: Class discussion and preliminary drawing</p> <p>Post test : Creating Drawn Architectural Forms assessing application of Frames knowledge</p> <p>Term 2 – Pre Test: Class discussion and preliminary composition studies</p> <p>Post Test: Lino Painting and hand colouring</p>	<p>Studies of a range of artist responses to Still Life</p> <p>Pre Test: Class discussion and questioning about course language.</p> <p>Post test: In class test Frames questioning increasing in rigor from a picture stimulus.</p>	<p>Creating 3D work with an emphasis on Modern art.</p> <p>Post test: Drawing Ceramic Forms Relief surface decoration</p>	<p>Studies of a range of ceramic sculptural artist works.</p> <p>Pre test: Class discussion and questioning about course language.</p> <p>Post test: In class test Frames and Conceptual Framework questioning increasing in rigor from a picture stimulus.</p>	<p>Create a series of drawn designs to develop as a school based site specific work.</p> <p>To be installed and evaluated at a site in the school. Self and peer evaluation.</p>

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 9 Music

Student performance in MUSIC is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the MUSIC syllabus via their ability to:

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills in the concepts of music through:

- **performing** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
- **composing** as a means of self-expression, musical creation and problem solving
- **listening** as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Values and attitudes

Students will value and appreciate:

- the aesthetic value of music and the enjoyment of engaging in performing, composing and listening.

Student performance in MUSIC is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

YEAR 9 MUSIC 2017 ASSESSMENT EXPERIENCES CREATIVE ARTS FACULTY					
		Learning Experience (Informal Assessment)	Learning Experience (Informal Assessment)	Learning Experience (Informal Assessment)	Learning Experience (Informal Assessment)
	Syllabus Components / Areas for Assessment	Music for small Ensembles (Focus Notation) Term 1-2	Theatre Music (Contemporary Musicals) Term 2-3	Australian Music Term 3-4	Australian Film Music (Focus: David Hirschfelder) Term 4
	Performing	Relevant Outcomes 5.1, 5.2, 5.3, 5.11, 5.12			
	Composing	Relevant Outcomes 5.4, 5.5, 5.6, 5.11, 5.12			
	Listening	Relevant Outcomes 5.7, 5.8, 5.9, 5.10, 5.11, 5.12			
		Assessment for Learning (AFL) <ul style="list-style-type: none"> Teacher to share learning goals for composition activities. Students will engage in self-assessment through performance of their composition work. Students will peer assess compositions. Teachers will question students about notation choices. Students share their understanding through listening and composition activities. Specific, targeted written feedback will be provided via student class books/activity sheets. Assessment of pupil responses through written and verbal activities. Group and individual questioning to demonstrate understanding through verbal responses. Self-assessment of their own research using a given scaffold. 			

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 9 Personal Development, Health and Physical Education

Student performance in PDHPE is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the PDHPE syllabus via their ability to:

- enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships
- move with confidence and competence, and contribute to the satisfying and skilled performance of others
- take actions to protect, promote and restore individual and community health
- participate in and promote enjoyable lifelong physical activity
- develop and apply the skills that enable them to adopt and promote healthy and active lifestyles.

Student performance in PDHPE is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



YEAR 9 PDHPE 2017 ASSESSMENT EXPERIENCES PDHPE FACULTY				
		Formal Task 1		Formal Task 2
Syllabus Components / Areas for Assessment		In Class: Overcoming Adversity (Listening Task) Mid Term 2		Hand in: Nutrition Throughout Life Mid Term 4
Self and Relationships		5.2, 5.3		
Informal Assessment	Suggested informal (AFL) experiences; Personal reflection (influences), Develop own Coping Cards, participate in "trust games", think pair share "good relationships" 5.1, 5.2, 5.3			
Movement, Skill and Performance				
Informal Assessment	Suggested informal (AFL) experiences; All practical lessons (involvement, participation, leadership roles, decision making, skills, strategies and tactics) used to inform final grade 5.4, 5.5			
Individual and Community Health		5.6		5.6, 5.7, 5.8
Informal Assessment	Suggested informal (AFL) experiences; create own definition of Health (Digital), class debate " Genetics V Environment", create a fact sheet "health issues affecting young people" used to inform final grade. 5.6, 5.7, 5.8			
Life-long Physical Activity				
Informal Assessment	Suggested informal (AFL) experiences; All practical lessons (involvement, participation, leadership roles, decision making) used to inform final grade 5.9, 5.10			

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 9 Physical Activity and Sports Studies

Student performance in PASS is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the PASS syllabus via their ability to:

- develop a foundation for efficient and enjoyable participation and performance in physical activity and sport
- develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- enhance the participation and performance of themselves and others in physical activity and sport
- develop the personal skills to participate in physical activity and sport with confidence and enjoyment.
-

Student performance in PASS is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



YEAR 9 PASS 2017 ASSESSMENT EXPERIENCES PDHPE FACULTY				
		Formal Task 1		Formal Task 2
Syllabus Components / Areas for Assessment		Physical Fitness Ongoing throughout Term 1		Sporting Coaching Ongoing throughout Term 3
Foundations of Physical Activity		1.1		
Informal Assessment	Suggested informal (AFL) experiences; All practical lessons (involvement, participation, leadership roles, decision making, skills, strategies and tactics) used to inform final grade.			
Physical Activity and Sport in Society		2.1, 2.2		
Informal Assessment	Suggested informal (AFL) experiences; All practical lessons (involvement, participation, leadership roles, decision making, skills, strategies and tactics) used to inform final grade. 2.1, 2.2			
Enhancing Participation and Performance				3.1, 3.2
Informal Assessment	Suggested informal (AFL) experiences; All practical lessons (involvement, participation, leadership roles, decision making, skills, strategies and tactics) used to inform final grade. 3.1, 3.2			
Developing Skills to Participate in Physical Activity		4.3, 4.4		4.1, 4.2, 4.4
Informal Assessment	Suggested informal (AFL) experiences; All practical lessons (involvement, participation, leadership roles, decision making, skills, strategies and tactics) used to inform final grade 4.1, 4.2, 4.3, 4.4			

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



ST JOSEPH'S CATHOLIC HIGH SCHOOL

Illness / Misadventure Form

(to be completed by the student)

Student's Name: Year

Teacher's Name: Subject:

KLA Coordinator:

Due date of Task: Date of Notification:

Type of Assessment (eg: Exam, in class task):

Was any staff member approached before due date? ☐ Yes ☐ No

Please provide details:

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.....
.....

Outline the nature of the misadventure:(Student or Doctor completed) Please indicate

.....
.....
.....
.....
..... Signed:

Medical Certificate attached: ☐ Yes ☐ No

Other written evidence attached: ☐ Yes ☐ No

Student's Signature:

Parent's Signature:

(To be completed by the KLA Coordinator)

Action Taken:

.....
.....
.....

KLA Coordinator's Signature:

Curriculum Coordinator:



ST JOSEPH'S CATHOLIC HIGH SCHOOL

Illness / Misadventure Form

(Independent evidence of illness: to be completed by a medical practitioner)

Diagnosis of medical condition:

Date of onset of illness:

Date(s) and time(s) of all consultations/meetings relating to this illness:

Please describe how the student's condition/symptoms could affect their examination/assessment performance. (If the student was unable to attend an examination, it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)

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Any other comments or information that may assist in the assessment of the student's application misadventure. (If there is not enough space, please attach additional sheet(s).)

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Please note that any fee for providing this report is the responsibility of the student.

Name of Doctor or other health professional providing this information:

.....

Profession: Place of work/organisation:.....

Address:

Contact phone:.....

Signed:.....

Date:.....