



ST JOSEPH'S CATHOLIC HIGH SCHOOL

*Year 9 Assessment  
Manual 2019*

Assessment is integral to the learning and teaching of students at St Joseph's Catholic High School. Assessment, both formal and informal enables teachers to gather evidence about student achievement, and evaluate the teaching and learning pedagogies utilised in the classroom. St Joseph's Catholic High School encourages our students to be engaged, informed, independent learners, willing to take up any challenge put to them.

Quality assessment assists students to become independent, motivated and self-directed learners. All assessment, both formal and informal is standards referenced and students should have a clear understanding of what is expected of them. Students will be engaging with learning intentions and success criteria's in their classroom linked to the Common Grade Scale. This allows students to see the '*why*' in their learning.

Assessment may be either formal or informal. Formal tasks are those listed on the assessment schedule with a notification and must be designed to assess the outcomes identified for the task. These assessments are important preparation for our student's senior years of schooling.

Formal and informal assessments are used to inform teachers about student's ability to meet the relevant stage outcomes. This also allows students to demonstrate their understanding of course content and their ability to meet the outcomes numerous times throughout the course.

Students are encouraged to make every lesson count, challenge themselves to be engaged learners and do their best in every lesson.

*Miss Sarah-Jane Janson*  
*Curriculum Coordinator*

**This handbook has been developed to provide students and parents with information regarding assessment for Year 9.**

### **Course Completion Criteria**

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- a) studied the course developed or endorsed by the NESAs; and
- b) applied themselves with ***diligence and sustained effort*** to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

### **Non-Completion of a Course**

Students must provide sufficient evidence of course completion and achievement of course outcomes through the learning experiences provided by the teacher. This may be through assessment tasks, home study, ongoing classwork, ongoing bookwork, class discussions and preparations for lessons. Failure to provide such evidence may result in non-completion of a course. In Stage 5, students will be notified in writing with an official warning letter.

## Non-Completion or Failure to Submit Assessment Tasks

If a student fails to complete an assessment task specified in the assessment schedule, without a valid and accepted reason, a zero mark will be recorded for that task. In such circumstances, students and parents/carers will be notified in writing.

## Attendance Requirements

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are five main areas that need to be clarified with regard to absenteeism.

- a) All absences must be supported with an explanation from the parent/carer
- b) Where absence coincides with either;
  - I. The due date of an assessment task, or
  - II. The date an assessment task is to be held,An explanation in writing must be received from parent/carer to substantiate the absence.
- c) Where a student's pattern of attendance interferes with their engagement with a substantial number of course outcomes, that student will be at risk of being awarded a non-completion for that course. A warning letter will be issued outlining the new requirements and a due date for outstanding work/tasks to be completed to ensure outcomes are satisfactorily met.
- d) **Approved Leave:** This may be granted by the Principal. An *Exemption from Attendance Form* must be completed prior to the absence. Where leave is applied for during an Examination period, an interview with parent/carer and the Principal must take place.
- e) The School does not encourage leave to be taken during school terms.

If a student is deemed to have not satisfactorily completed a course, the Principal will meet with the student and their parents/carer to determine an appropriate course of action.

## **Record of School Achievement (RoSA)**

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To be eligible for a Record of School Achievement, students must have:

- attended a government school or accredited non-government school within NSW, or a school outside NSW recognised by the NESA;
- satisfactorily completed the prescribed pattern of courses of study;
- satisfactorily completed the required school-based assessment program and
- completed Year 10.

The Record of School Achievement is issued to eligible students when they leave school. Students leaving school who are not eligible for the Record of School Achievement receive a Transcript of Study. The Transcript of Study includes a statement that the student is not eligible for the Record of School Achievement.

### **Prescribed Pattern of Courses**

The following are the NESA's mandatory curriculum requirements for the award of a Record of School Achievement.

- Courses in each of English, Mathematics, Science and Human Society and Its Environment are to be studied substantially throughout each of Years 7-10, with 400 hours in each to be completed by the end of Year 10. Included in the Human Society and Its Environment requirement are 100 hours each of History and Geography to be studied in Years 7-8 and 100 hours each of Australian History and Australian Geography to be studied in Years 9-10;
- Courses in each of Creative arts and Technological and Applied Studied are to studied, with 200 hours in each to be completed by the end of Year 10. Included in the Creative Arts requirement are 100 hours of Visual Arts and 100 hours of Music;
- A course in PDHPE is to be studied in each of Years 7-10 with 300 hours to be completed by the end of Year 10;
- One language is to be studied for at least 100 hours over one continuous 12 month period between Years 7 and 10, preferably in Years 7-8.

The mandatory requirements in English, Mathematics, Science, Human Society and Its Environment, Languages, Technology, Music, Visual Arts and PDHPE are reported as 'Completed' on the Record of School Achievement (or Transcript of Study).

## Reporting of Achievement

The student's achievement in Stage 5 (Years 9 and 10) courses studied for at least 100 hours is reported. Courses may be NESAs Developed Courses or NESAs Endorsed Courses. The Record of School Achievement (or Transcript of Study) shows all Stage 5 courses completed and includes;

- The indicative duration of the course (100 hrs or 200 hrs)
- Achievement in the course, generally reported as a grade, awarded by the student's school in accordance with the NESAs state-wide standards;
- For courses designated as Life Skills courses, reference is made to the Profile of Student Achievement, which provides details of the Life Skills syllabus outcomes achieved by the student.

## Stage 5 Grades

NESA 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.

<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	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.
<b>E</b>	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. 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.

## **Year 9 Assessment Policy**

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Assessment Strategies are based on the course outcomes and weightings mandated by the NESA (NSW Education Standards Authority). 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. Students 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.

Assessment across the Key learning Areas 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 aim to provide an overview of how student performance will be assessed, monitored and recorded during a school calendar year.

## **Assessment**

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### **1.1 Assessment Task Notification**

The assessment schedule for all Stage 5, Year 9 courses can be found in this handbook. In addition to this, students will receive an assessment notification for each task at least 2 weeks prior to submission/due date. The notification will include the following information:

- a) weighting
- b) outcomes formally assessed
- c) task type
- d) proposed timing and duration
- e) actual date and time of submission (eg: by 9 am Wednesday 10 May, 2017 to the Curriculum Office)
- f) any specific requirements
- g) marking criteria

This information must be given a minimum of two weeks prior to the task due date. Any changes to the assessment schedule will be notified to students in writing. It is the student's responsibility to keep themselves informed about the timing of assessment tasks. It is the responsibility of the KLA Coordinator and Class Teacher to ensure that all students receive relevant notification.

Assessment tasks, where practical, will not have a submission or completion date the week before or the week after a major examination period (ie; the Half-Yearly and Yearly Examinations), unless no exam has been scheduled for the exam period in a particular subject.

Assessment tasks can be assigned over holiday periods permitting that the 10 days notification period is also provided for the task.

Where possible, assessment tasks will not be due the first day back after a holiday period, so that students are not disadvantaged.

## **1.2 Illness or Misadventure**

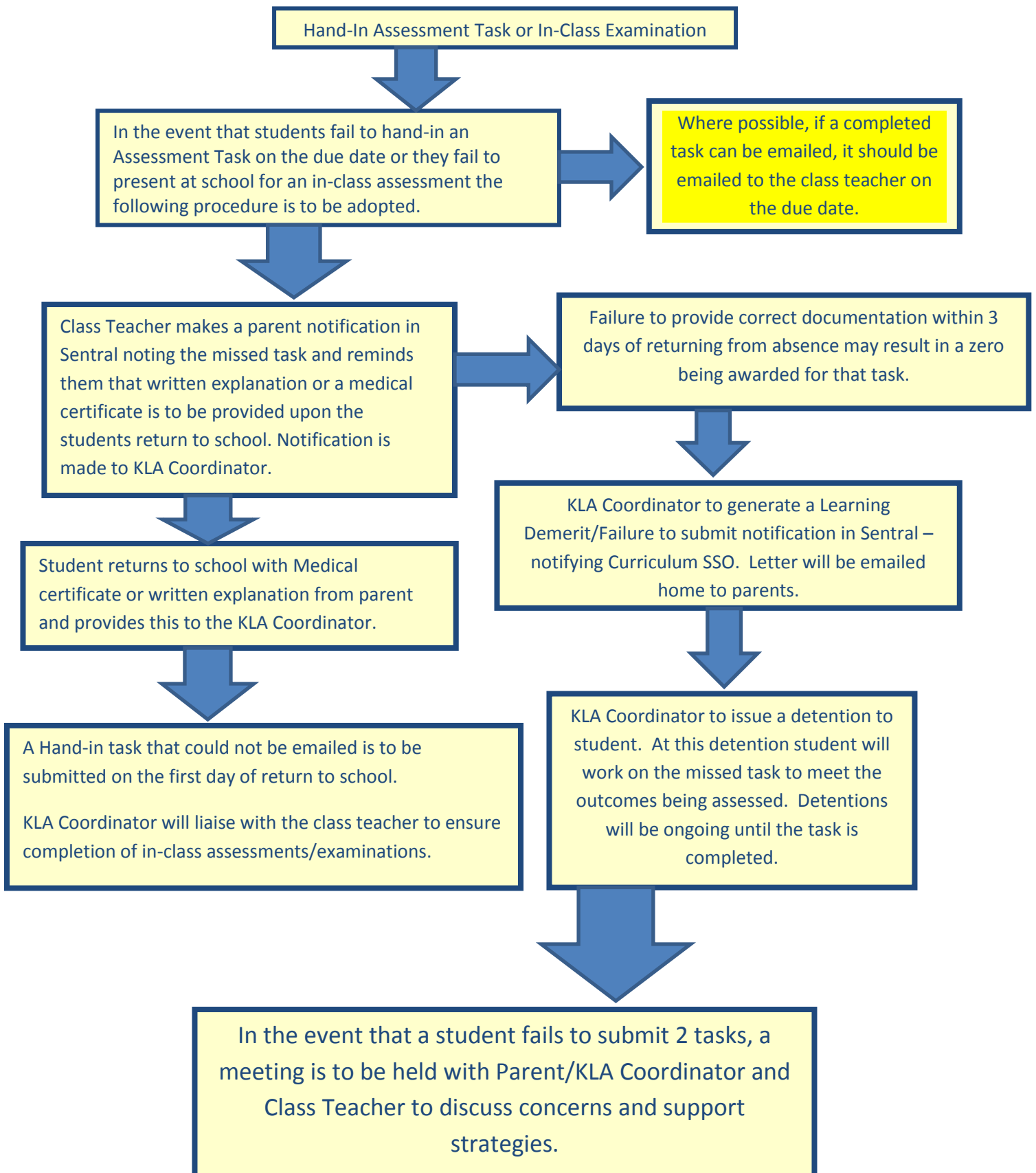
If, due to illness, misadventure or compassionate grounds a student either:

- a) misses an assessment task, or
- b) is unable to complete an assessment task by the due date, or
- c) is absent on the day an assessment task is due to be submitted,

the school is to be notified via a phone call on the morning of the task. The student MUST provide written documentation/or a medical certificate within 3 days of returning to school. This documentation must be given to the relevant KLA Coordinator. This also applies for approved leave and school events (eg: sport). Being on approved leave or a school event does not exclude a student from completing an assessment task.

The below chart explains the Years 7-9 Illness/Misadventure Procedure.

# St Joseph's Catholic High School – Years 7-9 Illness/Misadventure Procedure





## **Failure to Meet Assessment Requirements**

### **1.3 Implications of Late or Missed Assessment Task**

If an assessment task is missed or handed in late without a valid reason it will be awarded a zero mark. The assessment task must still be submitted so that the student can demonstrate they have completed the requirements of the course. Parents/Carers will be sent a written warning notification in this instance.

### **1.4 Non-genuine attempt at an Assessment Task**

If a student does not make a genuine attempt in an assessment task, the classroom teacher will ask for the work to be resubmitted to a satisfactory standard. Parent/Carers will be notified in writing. A non-genuine attempt is where a student writes irrelevant or inappropriate comments or fails to seriously address the task and may result in a zero grade.

### **1.5 Malpractice**

Plagiarism and/or cheating in an assessment task will be deemed Malpractice and the student will receive a zero mark. Whilst collaboration between students will occur in regard to take-home tasks, it is an expectation that each student's assessment task will be distinctly individual. Where it is established that one student copied from another, this will be regarded a plagiarism and the student who copied will receive zero.

The award of a zero mark indicates a non-genuine attempt and contributes towards non-completion of the course. Written notification of malpractice will be provided to parents.

### **1.6 Technology Failure**

Failure to complete an assessment task on time due to technological problems eg: computer failure, printer problems, lost files etc will **NOT** be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc and make appropriate time allowances to avoid such problems. Google Drive should be used as a back-up method. Submissions are only to be made online where defined in the assessment notification; otherwise, hard copies are to be submitted.

If you need assistance with the backing up of work, please speak with your classroom teacher or the IT Department.

## **1.7 Student 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 should then 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 an Appeal Form. An appeals meeting will be scheduled by the Curriculum Coordinator involving a panel of 3 Coordinators (outside of the faculty that the appeal is coming from), the student and their parent/s/carers to decide on the most appropriate course of action. At no time is the professional judgement of the teacher to be appealed against.

If the final decision made is not seen as appropriate, student may, through appointment, consult the Principal.

***There can be no Appeal to the NESA against a teacher's judgement of a student's performance on a particular task. This must be dealt with at the school level at the time of return of an Assessment Task.***

## **1.8 Assessment Feedback**

Students will be given feedback on how well they have performed on each assessment task. This can take the form of marks, grades, teacher comments, description of the competencies achieved by the student, description of what was not achieved or areas that may need improvement. The type of assessment task conducted will determine the nature of the feedback.

A student can only query the marks/grade awarded and tallied by a teacher for an individual assessment task at the time the task is returned.

## **Course Assessment Outlines**

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The following section contains assessment outlines for all Year 9 courses at St Joseph's in 2019. Each assessment outline indicates the:

- a) Course category
- b) Syllabus outcomes
- c) Assessment components and component weightings
- d) Focus outcomes assessed in each task
- e) Assessment components for each task
- f) Nature of each task (i.e. what students will be engaged in)
- g) Timing of each task

## Religion

**Course:** Year 9 (Stage 5 )

**Assessment Period:** 2019

### ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component	
			A	B
Wk. 9 Term 1	D9-1, D9-2	<u>1.Presentation Task</u>	✓	✓
Wks. 3 Term 3	E9-1, E9-2	<u>2.Examination</u>	✓	✓
Wk. 2 <i>Collaborative Assessment Task Project (CAT)</i> Term 4	C9-1, C9-2	<u>3.Research Task</u>	✓	✓

### COMPONENTS

**A Knowledge**

**B Skill**

### OUTCOMES

Code	Descriptor. A student.....
<b>D9-1</b>	explains the importance of the Sacraments of Healing in the Catholic tradition and the lives of the faithful
<b>D9-2</b>	investigates the scriptural underpinning of the Sacraments of Healing
<b>E9-1</b>	explains how the Ten Commandments and the Beatitudes guide the Christian life
<b>E9-2</b>	interprets the call of the Beatitudes and applies this to a range of life situations
<b>C9-1</b>	examines the Catholic belief that 'truth' consist of knowledge and meaning
<b>C9-2</b>	analyses the Catholic Church's response to evil, suffering and death

## English

**Course:** Year 9 (Stage 5)  
**Assessment Period:** 2019

### ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			
			A	B	C	D
Wk. 2 Term 2	EN5-1A, EN5-5C, EN5-8D	<u>1.Essay – in class task</u>	✓	✓		
Wk. 7 Term 3	EN5-2A, EN5-3B, EN5-4B	<u>2.Website Task</u>		✓		✓

### COMPONENTS

**A Reading**

**B Writing**

**C Speaking and Listening**

**D Viewing and Representing**

### OUTCOMES

Code	Descriptor. A student.....
<b>EN5-1A</b>	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<b>EN5-2A</b>	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
<b>EN5-3B</b>	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
<b>EN5-4B</b>	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
<b>EN5-5C</b>	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
<b>EN5-6C</b>	investigates the relationships between and among texts
<b>EN5-7D</b>	understands and evaluates the diverse ways texts can represent personal and public worlds
<b>EN5-8D</b>	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

**Suggested Informal Assessment of Learning Experiences;** Pre/Post Tests, Spelling Tests, Exit/Entry Cards, Oral Presentations, Class Discussions, Hot Seat Activities, Visual Representations, Listening Tasks, Creative Writing Tasks, TEEL Writing Tasks, Group Presentations, Interviews, Reading Conferences, Peer Editing and Feedback, Wide Reading Activities, Kahoot Quizzes, Graphic Organisers, Mind Maps.

## Mathematics

**Course:** Year 9 (Stage 5)

**Assessment Period:** 2019

### ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			
			A	B	C	D
Wk. 7 Term 2	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.3-1WM, MA5.3-2WM, MA5.2-5NA, MA5.2-6NA, MA5.2-8NA, MA5.1-5NA, MA5.2-7NA, MA5.3-6NA, MA5.1-6NA, MA5.2-9NA, MA5.1-9MG, MA5.1-10MG, MA5.2-12MG	<u>1. Written Examination</u>	✓	✓	✓	
Wk. 6 19th Nov Term 4	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, MA5.2-6NA, MA5.2-8NA, MA5.3-5NA, MA5.3-7NA, MA5.1-8MG, MA5.2-11MG, MA5.2-12MG, MA5.3-13MG, MA5.3-14MG, MA5.2-14MG, MA5.3-16MG, MA5.1-13SP, MA5.2-15SP, MA5.2-17SP	<u>2. Written Examination</u>	✓	✓	✓	✓

### COMPONENTS

**A Working Mathematically**

**B Number and Algebra**

**C Measurement and Geometry**

**D Statistics and Probability**

### OUTCOMES

Code	Descriptor. A student.....
<b>MA5.1-1WM</b>	uses appropriate terminology, diagrams and symbols in mathematical contexts
<b>MA5.1-2WM</b>	selects and uses appropriate strategies to solve problems
<b>MA5.1-3WM</b>	provides reasoning to support conclusions that are appropriate to the context
<b>MA5.1-4NA</b>	solves financial problems involving earning, spending and investing money
<b>MA5.1-5NA</b>	operates with algebraic expressions involving positive-integer and zero indices and establishes the meaning of negative indices for numerical bases
<b>MA5.1-6NA</b>	determines the midpoint, gradient and length of an interval and graphs linear relationships
<b>MA5.1-7NA</b>	graphs simple non-linear relationships
<b>MA5.1-8MG</b>	calculates the areas of composite shapes and the surface areas of rectangular and triangular prisms
<b>MA5.1-9MG</b>	interprets very small and very large units of measurement, uses scientific notation and rounds to significant figures
<b>MA5.1-10MG</b>	applies trigonometry, given diagrams, to solve problems, including angles of elevation and depression
<b>MA5.1-11MG</b>	describes and applies the properties of similar figures and scale drawings
<b>MA5.1-12SP</b>	uses statistical displays to compare sets of data and evaluates statistical claims made in the media
<b>MA5.1-13SP</b>	calculates relative frequencies to estimate probabilities of simple and compound events
<b>MA5.2-1WM</b>	selects appropriate notations and conventions to communicate mathematical ideas and solutions
<b>MA5.2-2WM</b>	interprets mathematical or real-life situations, systemically applying appropriate strategies to solve problems
<b>MA5.2-3WM</b>	constructs arguments to prove and justify results

<b>MA5.2-4NA</b>	solves financial problems involving compound interest
<b>MA5.2-5NA</b>	recognises direct and indirect proportion, and solves problems involving direct proportion
<b>MA5.2-6NA</b>	simplifies algebraic fractions and expands and factorises quadratic expressions
<b>MA5.2-7NA</b>	applies index laws to operate with algebraic expressions involving integer indices
<b>MA5.2-8NA</b>	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations using analytical and graphical techniques
<b>MA5.2-9NA</b>	uses the gradient-intercept form to interpret and graph linear relationships
<b>MA5.2-10NA</b>	connects algebraic and graphical representations of simple non-linear relationships
<b>MA5.2-11MG</b>	calculates the surface areas of right prisms, cylinders and related composite solids
<b>MA5.2-12MG</b>	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
<b>MA5.2-13MG</b>	applies trigonometry to solve problems, including problems involving bearings
<b>MA5.2-14MG</b>	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
<b>MA5.2-15SP</b>	uses quartiles and box plots to compare sets of data and evaluates sources of data
<b>MA5.2-16SP</b>	investigates relationships between two statistical variables including their relationship over time
<b>MA5.2-17SP</b>	describes and calculates probabilities in multi-step chance experiments
<b>MA5.3-1WM</b>	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
<b>MA5.3-2WM</b>	generalises mathematical ideas and techniques to analyse and solve problems efficiently
<b>MA5.3-3WM</b>	uses deductive reasoning in presenting arguments and formal proofs
<b>MA5.3-4NA</b>	draws, interprets and analyses graphs of physical phenomena
<b>MA5.3-5NA</b>	selects and applies appropriate algebraic techniques to operate with algebraic expressions
<b>MA5.3-6NA</b>	performs operates with surds and indices
<b>MA5.3-7NA</b>	solves complex linear, quadratic, simple cubic and simultaneous equations and rearranges literal equations
<b>MA5.3-8NA</b>	uses formulas to find midpoint, gradient and distance on the Cartesian plane and applies standard forms of the equation of a straight line
<b>MA5.3-9NA</b>	sketches and interprets a variety of non-linear relationships
<b>MA5.3-10NA</b>	recognises, describes and sketches polynomials and applies the factor and remainder theorems to solve problems
<b>MA5.3-11NA</b>	uses the definition of a logarithm to establish and apply the laws of logarithms
<b>MA5.3-12NA</b>	uses function notation to describe and sketch functions
<b>MA5.3-13MG</b>	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
<b>MA5.3-14MG</b>	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
<b>MA5.3-15MG</b>	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
<b>MA5.3-16MG</b>	proves triangles are similar and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
<b>MA5.3-17MG</b>	applies deductive reasoning to prove circle theorems to solve related problems
<b>MA5.3-18SP</b>	uses standard deviation to analyse data
<b>MA5.3-19SP</b>	investigates the relationship between numerical variables using lines of best fit and explores how data is used to inform decision-making processes

**Suggested Informal Assessment of Learning Experiences;** Knowledge Pre-Test, Classroom activities and discussion, Personal response, Peer marking, Class quiz, Problem solving and demonstration, ICT quiz – Non-calculator activities, Open-book task, iPad project, Group work, Research Task – iPad/Newspaper article.

## Science

**Course:** Year 9 (Stage 5)

**Assessment Period:** 2019

### ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		
			A	B	C
Wk. 7 Term 2	SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-14LW, SC5-15LW, SC5-16CW	<b><u>1.Science Practical Examination</u></b>	✓	✓	✓
Wk. 4 Term 4	SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES	<b><u>2.Examination</u></b>	✓	✓	✓

### COMPONENTS

**A Demonstrates Knowledge and Understanding of the content of the units studied**

**B Plans and undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively**

**C Presents science ideas using appropriate scientific language, conventions and representations while applying scientific understanding and critical thinking skills to suggest possible solutions to identified problems.**

### OUTCOMES

Code	Descriptor. A student.....
<b>SC5-1VA</b>	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
<b>SC5-2VA</b>	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
<b>SC5-3VA</b>	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
<b>SC5-4WS</b>	develops questions or hypotheses to be investigated scientifically
<b>SC5-5WS</b>	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
<b>SC5-6WS</b>	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
<b>SC5-7WS</b>	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
<b>SC5-8WS</b>	applies scientific understanding and critical thinking skills to suggest possible solutions to identifies problems
<b>SC5-9WS</b>	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
<b>SC5-10PW</b>	applies models, theories and laws to explain situations involving energy, force and motion
<b>SC5-11PW</b>	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
<b>SC5-12ES</b>	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
<b>SC5-13ES</b>	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
<b>SC5-14LW</b>	analyses interactions between components and processes within biological systems
<b>SC5-15LW</b>	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
<b>SC5-16CW</b>	Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
<b>SC5-17CW</b>	Discusses the importance of chemical reactions in the production of a range of substances and the influence of society on the development of new materials



## History

**Course:** Year 9 (Stage 5)

**Assessment Period:** 2019

### ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		
			A	B	C
Wk. 8 Term 1	HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10	<b>1.Diary Entry Task</b> Rights and Freedoms (1945-Present)	✓	✓	✓
Wk. 7 Term 2	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	<b>2.Source Analysis Examination</b> The Asian World – china & the Industrial Revolution	✓	✓	✓

**A Historical knowledge**

**B Research and historical inquiry skills**

**C Communication**

### OUTCOMES

Code	Descriptor. A student.....
<b>HT5-1</b>	explains and assesses the historical forces and factors that shaped the modern world and Australia
<b>HT5-2</b>	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
<b>HT5-3</b>	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
<b>HT5-4</b>	explains and analyses the causes and effects of events and developments in the modern world and Australia
<b>HT5-5</b>	identifies and evaluates the usefulness of sources in the historical inquiry process
<b>HT5-6</b>	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
<b>HT5-7</b>	explains different contexts, perspectives and interpretations of the modern world and Australia
<b>HT5-8</b>	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
<b>HT5-9</b>	applies a range of relevant historical terms and concepts when communicating an understanding of the past
<b>HT5-10</b>	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

**Suggested Informal Learning Experiences;** *idoceo, 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.*

## Geography

**Course:** Year 9 (Stage 5)

**Assessment Period:** 2019

### ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		
			A	B	C
Wk. 7 Term 3	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	<b><u>1.Food Security Article</u></b> Sustainable Biomes	✓	✓	✓
Wk. 5 Term 4	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	<b><u>2.Stimulus Based Examination</u></b> Human Wellbeing	✓	✓	✓

### COMPONENTS

**A Communication**

**B Geographical tools and skills**

**C Geographical knowledge**

### OUTCOMES

Code	Descriptor. A student.....
<b>GE5-1</b>	explains the diverse features and characteristics of a range of places and environments
<b>GE5-2</b>	explains processes and influences that form and transform places and environments
<b>GE5-3</b>	analyses the effect of interactions and connections between people, places and environments
<b>GE5-4</b>	accounts for perspectives of people and organisations on a range of geographical issues
<b>GE5-5</b>	assesses management strategies for places and environments for their sustainability
<b>GE5-6</b>	analyses differences in human wellbeing and ways to improve human wellbeing
<b>GE5-7</b>	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
<b>GE5-8</b>	communicates geographical information to a range of audiences using a variety of strategies

**Suggested Informal Learning Experiences;** *idoceo, 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.*

## PDHPE

**Course:** Year 9 (Stage 5)

**Assessment Period:** 2019

### ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			
			A	B	C	D
Term 2	5.1, 5.2, 5.3, 5.6, 5.7, 5.9, 5.10	<b><u>1. Personal Identity</u></b>	✓		✓	
Ongoing	5.4, 5.5, 5.9, 5.10	<b><u>Ongoing Practical Assessment</u></b>	✓	✓	✓	✓
Term 3	5.6, 5.7, 5.8	<b><u>2. Nutrition Restaurant Design</u></b>			✓	

### COMPONENTS

#### Weight

**A Self and Relationships**

**B Movement, Skill and Performance**

**C Individual and Community Health**

**D Lifelong Physical Activity**

### OUTCOMES

Code	Descriptor. A student.....
<b>5.1</b>	analyses how they can support their own and others' sense of self
<b>5.2</b>	evaluates their capacity to reflect on and respond positively to challenges
<b>5.3</b>	analyses factors that contribute to positive, inclusive and satisfying relationships
<b>5.4</b>	adapts, transfers and improvises movement skills and concepts to improve performance
<b>5.5</b>	composes, performs and appraises movement in a variety of challenging contexts
<b>5.6</b>	analyses attitudes, behaviours and consequences related to health issues affecting young people
<b>5.7</b>	analyses influences on health decision making and develops strategies to promote health and safe behaviours
<b>5.8</b>	critically analyses health information, products and services to promote health
<b>5.9</b>	formulates goals and applies strategies to enhance participation in lifelong physical activity
<b>5.10</b>	adopts roles to enhance their own and others' enjoyment of physical activity
<b>5.11</b>	adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
<b>5.12</b>	adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
<b>5.13</b>	adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
<b>5.14</b>	confidently uses movement to satisfy personal needs and interests
<b>5.15</b>	devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
<b>5.16</b>	predicts potential problems and develops, justifies and evaluates solutions

**Suggested informal Experiences;** All practical lessons, class debate, creating fact sheets, coping cards.

## Child Studies

**Course:** Year 9 (Stage 5 )

**Assessment Period:** 2019

### ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			
			A	B	C	D
Wk. 10 Term 1	1.1, 4.2, 4.3	<u>1.Pregnancy Journal</u>	✓			✓
Wk. 7 Term 1 Wk. 4 Term 2	1.2, 2.3, 3.3, 4.1, 4.3	<u>2.Real Care Baby</u>	✓	✓	✓	✓
Wk. 5 Term 3	2.1, 4.1, 4.2, 4.3	<u>3.Children's Story Book</u>		✓		✓

### COMPONENTS

**A Child Development – preconception through to and including the early years**

**B Positive Influences of growth, development and wellbeing of children**

**C External Factors that support the growth, development and wellbeing of children**

**D Skills in researching, communicating and evaluating**

### OUTCOMES

Code	Descriptor. A student.....
<b>1.1</b>	identifies the characteristics of a child at each stage of growth and development
<b>1.2</b>	describes the factors that affect the health and wellbeing of the child
<b>1.3</b>	analyses the evolution of childhood experiences and parenting roles over time
<b>2.1</b>	plans and implements engaging activities when educating and caring for young children within a safe environment
<b>2.2</b>	evaluates strategies that promote the growth and development of children
<b>2.3</b>	describes a range of appropriate parenting practices for optimal growth and development
<b>3.1</b>	discusses the importance of positive relationships on the growth and development of children
<b>3.2</b>	evaluates the role of community resources that promote and support the wellbeing of children and families
<b>3.3</b>	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
<b>4.1</b>	demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts
<b>4.2</b>	analyses and compares information from a variety of sources to develop an understanding of child growth and development
<b>4.3</b>	applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

**Suggested informal Experiences;** Real Baby experience, play group activity and participation, class activities and presentations, group work.

## Commerce

**Course:** Year 9 (Stage 5 )

**Assessment Period:** 2019

### ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component	
			A	B
Wk. 9 Term 1	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	<b>1.Consumer Choice Research Task</b>	✓	✓
Wk. 1/3 Term 3	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	<b>2.Market Stall</b> Running a Business	✓	✓
Wk. 6 Term 4	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	<b>3.Stimulus/Content Based Examination</b> Personal Finance/Investing	✓	✓

### COMPONENTS

**A Knowledge in Commerce**

**B Skills in Commerce**

### OUTCOMES

Code	Descriptor. A student.....
<b>5.1</b>	applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
<b>5.2</b>	analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
<b>5.3</b>	examines the role of law in society
<b>5.4</b>	analyses key factors affecting commercial and legal decisions
<b>5.5</b>	evaluates options for solving commercial and legal problems and issues
<b>5.6</b>	monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
<b>5.7</b>	researches and assesses commercial and legal information using a variety of sources
<b>5.8</b>	explains commercial and legal information using a variety of forms
<b>5.9</b>	works independently and collaboratively to meet individual and collective goals within specified timelines

**Suggested informal Experiences;** *idoceo, 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.*

## Design and Technology

**Course:** Year 9 (Stage 5 )

**Assessment Period:** 2019

### ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		
			A	B	C
Ongoing Semester 1&2	All outcomes	Practical Design Skills	✓	✓	✓
6th June Term 2	5.1.1, 5.1.2, 5.2.1, 5.3.2, 5.4.1, 5.6.2, 5.5.1, 5.6.3	<b><u>1.Board Game Re-Design</u></b>	✓	✓	✓
16th October Term 4	5.2.1, 5.3.1, 5.4.1, 5.5.1, 5.6.2, 5.1.1, 5.6.3	<b><u>2.Case Study</u></b>	✓	✓	✓

### COMPONENTS

**A Knowledge**

**B Understanding**

**C Skills**

### OUTCOMES

Code	Descriptor. A student.....
<b>5.1.1</b>	analyses and applies a range of design concepts and processes
<b>5.1.2</b>	applies and justifies an appropriate process of design when developing design ideas and solutions
<b>5.2.1</b>	evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
<b>5.3.1</b>	analyses the work and responsibilities of designers and the factors affecting their work
<b>5.3.2</b>	evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design
<b>5.4.1</b>	develops and evaluates innovative, enterprising and creative design ideas and solutions
<b>5.5.1</b>	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
<b>5.6.1</b>	selects and applies management strategies when developing design solutions
<b>5.6.2</b>	applies risk management practices and works safely in developing quality design solutions
<b>5.6.3</b>	selects and uses a range of technologies competently in the development and management of quality design solutions

**Suggested informal Experiences;** Kahoot, WHS Testing, short quizzes and information recall, classroom discussion, pre and post-test, all practical lessons.

## Drama

**Course:** Year 9 (Stage 5 )

**Assessment Period:** 2019

### ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		
			A	B	C
Wk. 10/11 Term 1	5.1.1, 5.1.2, 5.2.1, 5.3.1	<u>1.Improvisation</u>	✓	✓	✓
Wk. 8 Term 2	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.3.3	<u>2.Playbuilding and Physical Theatre</u>	✓	✓	✓
Wk. 6 Term 4	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.2.4	<u>3.Physical Theatre</u>	✓	✓	✓

### COMPONENTS

**A Making**

**B Performing**

**C Appreciating**

### OUTCOMES

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

## Food Technology

**Course:** Year 9 (Stage 5 )

**Assessment Period:** 2019

### ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component					
			A	B	C	D	E	F
25th March to 1st April	5.1.1, 5.1.2, 5.2.3,	<b>1. Practical Examinations</b> Food preparation and Processing	✓	✓				
5th June Term 2	5.3.2, 5.6.1, 5.4.1, 5.6.2, 5.3.2, 5.6.1	<b>2. Research and Presentation</b> Food in Australia			✓	✓		✓
Wk. 10 (double) 23rd September Term 3	5.1.2, 5.2.3, 5.3.1, 5.5.1, 5.5.2, 5.3.2, 5.6.1, 5.5.1, 5.5.2	<b>3. Written Examination</b> Food Selection and Health	✓	✓	✓			✓

### COMPONENTS

**A Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food**

**B Knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food**

**C Knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health**

**D Skills in researching, evaluating and communicating issues in relation to food**

**E Skills in designing, producing and evaluating solutions for specific food purposes**

**F Knowledge, understanding and appreciation of the significant role of food in society**

### OUTCOMES

Code	Descriptor. A student.....
5.1.1	demonstrates hygienic handling of food to ensure a safe and appealing product
5.1.2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
5.2.1	describes the physical and chemical properties of a variety of foods
5.2.2	accounts for changes to the properties of food which occur during food processing, preparation and storage
5.2.3	applies appropriate methods of food processing, preparation and storage
5.3.1	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
5.3.2	justifies food choices by analysing the factors that influence eating habits
5.4.1	collects, evaluates and applies information from a variety of sources
5.4.2	communicates ideas and information using a range of media and appropriate terminology
5.5.1	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
5.5.2	plans, prepares, presents and evaluates food solutions for specific purposes
5.6.1	examines the relationship between food, technology and society
5.6.2	evaluates the impact of activities related to food on the individual, society and the environment

**Suggested informal Experience;** All practical lessons, Onguard, discussion, exit pass, bookwork, Stop Lights, quizzes, classroom discussion, questioning and input.



## Industrial Technology Timber

**Course:** Year 9 (Stage 5 )

**Assessment Period:** 2019

### ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		
			A	B	C
29th March Wk. 9 Term 1	5.1.1, 5.1.2, 5.3.2, 5.4.1,	<b><u>1.Power Tool Risk Assessment</u></b>	✓	✓	✓
21st August Wk. 6 Term 3	5.1.1, 5.1.2, 5.3.1, 5.7.1, 5.7.2, 5.6.1	<b><u>2. Man-Made Board</u></b>	✓	✓	✓
Ongoing	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.4.2, 5.6.1, 5.5.1	<b><u>Practical Skills</u></b>	✓	✓	✓

### COMPONENTS

**A Knowledge and Understanding**

**B Skills**

**C Values and Attitudes**

### OUTCOMES

Code	Descriptor. A student.....
<b>5.1.1</b>	identifies, assesses and manages the risks and WHS issues associated with the use of a range of materials, hand tools, machine tools and processes
<b>5.1.2</b>	applies WHS practices to hand tools, machine tools, equipment and processes
<b>5.2.1</b>	applies design principles in the modification, development and production of projects
<b>5.2.2</b>	identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality
<b>5.3.1</b>	justifies the use of a range of relevant and associated materials
<b>5.3.2</b>	selects and uses appropriate materials for specific application
<b>5.4.1</b>	selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
<b>5.4.2</b>	works cooperatively with others in the achievement of common goals
<b>5.5.1</b>	applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
<b>5.6.1</b>	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
<b>5.7.1</b>	describes, analyses and uses a range of current, new and emerging technologies and their various applications
<b>5.7.2</b>	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

**Suggested informal Experiences;** short quizzes, Stop Lights, Exit Pass, classroom discussion, involvement in practical lessons.

## Marine and Aquaculture Technology

**Course:** Year 9 (Stage 5 )

**Assessment Period:** 2019

### ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		
			A	B	C
Ongoing	5.4.1, 5.4.2, 5.2.1, 5.2.2, 5.5.1, 5.5.2, 5.7.1, 5.7.2	<b>Practical Skills</b>	✓	✓	✓
13 May Term 2	5.1.1, 5.1.2, 5.6.1, 5.6.2,	<b>1. Mangrove and Estuary Study</b>	✓	✓	✓
21 Oct Term 4	5.3.1, 5.3.2, 5.7.1, 5.7.2	<b>2. Fish Stock Depletion Task</b>	✓	✓	✓

### COMPONENTS

**A Knowledge**

**B Understanding**

**C Skills**

### OUTCOMES

Code	Descriptor. A student.....
<b>5.1.1</b>	identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
<b>5.1.2</b>	identifies, describes and evaluates the social and economic importance of marine ecosystems
<b>5.2.1</b>	identifies, describes and evaluates the effects humans have had on the marine environment
<b>5.2.2</b>	explains why aquaculture provides an economically sustainable source of food
<b>5.3.1</b>	assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
<b>5.3.2</b>	evaluates the economic and environmental sustainability of aquacultural pursuits
<b>5.4.1</b>	identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
<b>5.4.2</b>	identifies, describes and evaluates policies for monitoring and conserving the marine environment
<b>5.5.1</b>	selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
<b>5.5.2</b>	demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
<b>5.6.1</b>	identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
<b>5.6.2</b>	identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
<b>5.7.1</b>	collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
<b>5.7.2</b>	recalls aspects of the marine environment using relevant conventions, terminology and symbols

**Suggested informal Experiences;** involvement and participation in all lessons, Stop Lights, Water Based practical skills development and refinement, WHS testing, quizzes and pre and post testing.

## Physical Activity and Sports Studies

**Course:** Year 9 (Stage 5)

**Assessment Period:** 2019

### ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			
			A	B	C	D
Term 1 Wk. 10	1.1, 1.2, 4.1, 4.2, 4.3, 4.4	<b><u>1.Body Systems</u></b>	✓		✓	✓
Ongoing in Term 3	2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4	<b><u>2.Sport Coaching</u></b>		✓	✓	✓

### COMPONENTS

#### Weight

**A Foundations of Physical Activity**

**B Physical Activity and Sport in Society**

**C Enhancing Participation and Performance**

**D Developing Skills to participate in Physical Activity**

### OUTCOMES

Code	Descriptor. A student.....
<b>1.1</b>	discusses factors that limit and enhance the capacity to move and perform
<b>1.2</b>	analyses the benefits of participation and performance in physical activity and sport
<b>2.1</b>	discusses the nature and impact of historical and contemporary issues in physical activity and sport
<b>2.2</b>	analyses physical activity and sport from personal, social and cultural perspectives
<b>3.1</b>	demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
<b>3.2</b>	evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
<b>4.1</b>	works collaboratively with others to enhance participation, enjoyment and performance
<b>4.2</b>	displays management and planning skills to achieve personal and group goals
<b>4.3</b>	performs movement skills with increasing proficiency
<b>4.4</b>	analyses and appraises information, opinions and observations to inform physical activity and sport decisions

**Suggested informal Experiences;** All practical lessons (involvement, participation, leadership roles, decision making, skills, strategies and tactics).

## Visual Arts

**Course:** Year 9 (Stage 5)

**Assessment Period:** 2019

### ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Timing	Focus Outcomes	Task type and overview of content and skills addressed in task	Component	
			A	B
10 Weeks	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	<u>Still Life Drawing</u> (Making) The Frames Research (CH)	✓	✓
10 Weeks	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	<u>Still Life Printmaking</u>	✓	✓
20 Weeks	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	<u>Painting as Pots</u> (Making) Exam (CH)	✓	✓

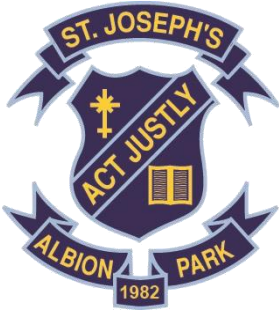
### COMPONENTS

**A Artmaking**

**B Critical and Historical Studies**

### OUTCOMES

Code	Descriptor. A student.....
<b>5.1</b>	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
<b>5.2</b>	makes artworks informed by their understanding of the function of and relationships between artist-artwork-world-audience
<b>5.3</b>	makes artworks informed by an understanding of how the frames affect meaning
<b>5.4</b>	investigates the world as a source of ideas, concepts and subject matter in the visual arts
<b>5.5</b>	makes informed choices to develop and extend concepts and different meanings in their artworks
<b>5.6</b>	demonstrates developing technical accomplishment and refinement in making artworks
<b>5.7</b>	applies their understanding of aspects of practice to critical and historical interpretations of art
<b>5.8</b>	uses their understanding of the function of and relationships between artist –artwork-world-audience in critical and historical interpretations of art
<b>5.9</b>	demonstrates how the frames provide different interpretations of art
<b>5.10</b>	demonstrates how art criticism and art history construct meanings



# ASSESSMENT COVER SHEET

*PLEASE ATTACH THIS COVER SHEET TO THE FRONT OF ALL HAND-IN ASSESSMENT TASKS.*

STUDENT NUMBER: .....

SUBJECT: .....

DATE OF SUBMISSION: .....

CLASS TEACHER: .....

TIME SUBMITTED: TO BE COMPLETED BY STAFF MEMBER

.....

I AGREE THAT I HAVE READ AND UNDERSTOOD THE SCHOOL ASSESSMENT POLICY WITH REGARD TO PLAGIARISM AND BY SIGNING BELOW I CONFIRM THAT THIS ASSESSMENT WAS WRITTEN BY ME AND IN MY OWN WORDS, EXCEPT FOR QUOTATIONS FROM PUBLISHED AND UNPUBLISHED SOURCES WHICH ARE CLEARLY INDICATED AND ACKNOWLEDGED AS SUCH.

STUDENT SIGNATURE: .....

DATE: .....