Mosman High School

Year 9 Assessment Guidelines 2023

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GENERAL POLICY

Assessment Period

The assessment period begins at the start of term one and finishes at the end of Term 4 - 2023.

Reporting to students and parents

As each assessment task is completed students will receive full and detailed information regarding their **performance in the task**. School reports will be issued in Term 2 and Term 4.

SCHOOL ASSESSMENT

The school's assessment is intended to provide an indication of a student's attainment which is based on:

1. a wider range of syllabus objectives than is measured by examinations;
2. measures and observations obtained throughout the course.

The assessments are intended to measure students' progress relative to syllabus outcomes.

Students will be given a clear statement in writing at least two weeks prior to an assessment task.

RULES AND PROCEDURES

1. No marks will be given for assessment tasks that are not received by the due date and time.

2. Anyone identified as cheating will have their task cancelled and will be awarded zero.

3. Students found to be attempting to cheat will have their parents contacted by the Head Teacher of the subject

4. Assessments prepared at home will be due to the subject teacher during the subject period timetabled for that day.

5. Assessments submitted in periods after the scheduled subject period will be awarded zero.

6. *Illness/Misadventure* - If a student is ill, or owing to reasons of genuine misadventure, is unable to attend on the day of an in class assessment task, parents are asked to notify the school by telephone by 9am of that day.

7. If a student fails to complete an assessment task by the due date through illness then he/she must produce a medical certificate so as not to incur a penalty and to have an extension of time granted. In all other situations it will be up to the discretion of the Principal and/or the relevant Head Teacher to determine whether an extension of time will be granted.

8. The student must hand in the assessment task or sit the examination on the day of return to school even if the student does not have that subject scheduled on that day.

CONDUCT DURING ASSESSMENT TASKS

Assessment tasks completed during class hours involve the normal rules applicable to formal external examinations. Refer "Conduct during the Examination". If tasks which constitute more than half the value of the total assessments are not completed (without valid authorisation) the subject may be regarded as not having been studied satisfactorily. If this occurs, the subject will not be listed on the Record of School Achievement (ROSA). Early warning in writing will be given to students and parents if such a situation appears to be developing.

The successful completion of Year 9 is conditional upon satisfactory attendance, application with diligence and sustained effort and completion of course requirements.

COMPLETION OF COURSE REQUIREMENTS

It is expected that students who take part in any of the NSW Education Standards Authority (NESA) courses will reach some or all of the outcomes of those courses.

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:

1. followed the course developed or endorsed by NESA; and

2. applied themselves with diligence and sustained effort to the set tasks and experiences;

    provided in the course by the school;

3. achieved some or all of the course outcomes.

Students who have not complied with the above requirements may be regarded as not having satisfactorily completed the course.

Students may be deemed not to have satisfactorily completed a course if there is sufficient evidence of omission of experiences which are in class. **This includes all tasks, not only those scheduled in the policy.**

In cases of non-satisfactory completion, an "N" award will be submitted on the appropriate form.

Students who have received a minimum of two warnings in a subject may be given an N determination for that subject.

As a result of absence, the course completion criteria may not be met. Student absence is regarded seriously by the school.

If it appears that a student is at risk of not meeting requirements in a course, a warning will be given. The school must:

1. advise the student, in writing, in time for the problem to be corrected;
2. hand the warning to the student or email to the parent's address as recorded
    by the school;
3. request from the parent a written acknowledgement of the warning;
4. retain a copy of the warning notice;
5. advise the parent or care giver.

SPECIAL EXAMINATION PROVISIONS FOR STUDENTS WITH DISABILITIES

1. If a student has a disability, which would, in a normal examination situation, prevent him/her from:

    a) reading and interpreting the examination questions; and/or
    b) communicating knowledge or understanding to an examiner as effectively as a student without a disability, the school may approve special examination provisions.

2. Emergency provisions can be arranged if a student has an accident just before the exam.

3. The application for Special Provisions should contain recent evidence of a student's disability and, in some cases, examples of his/her work. The parent/caregiver may need to organise required eligibility testing early in the year. This can be done through the School Counsellor.

4. Special provisions are not available:

    a) as compensation for difficulties in undertaking a course, or preparing for the exam;
    b) for lack of familiarity with the English language.

5. Certain special provisions may not be available for:

    a) oral/aural language examinations;
    b) music and drama practical examinations;
    c) courses requiring the use of manipulative skills, e.g. visual arts.

EXAMINATION DATES AND TIMES

If a student misses examinations simply because he/she misread the timetable, a student will not receive an examination mark in that course. A student **cannot** make an illness/misadventure appeal on these grounds.

If a student is more than one hour late, he/she will not normally be admitted to the examination room.

EQUIPMENT FOR THE EXAMINATION

1. Before the examination the student will need to clarify:

    a) equipment the student is expected to provide for the examination;
    b) items which will be provided by the examiner.

2. Examination supervisors will inspect any equipment brought into the examination room.

3. Equipment should bear only the original inscribed information. A student must supply materials that are in working order (this includes calculators). A student cannot appeal on the grounds that examination equipment did not work correctly.

4. A student may only use calculators which are models approved by NESA. Well before the examination, a student should verify with his/her teachers that the calculator is approved.

5. A student is not permitted to borrow equipment during examinations.

CONDUCT DURING THE EXAMINATION

1. A student must follow the day-to-day rules of the school when sitting for examinations. Failure to observe these rules may result in a non-award (N award).

2. A student must follow the supervisor's instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.

3. A student must not:
   a) eat in the examination room;
   b) speak to any person other than the supervisor during an examination;
   c) behave in any way likely to disturb the work of any other students or upset the conduct of the examination;
   d) attend an examination while under the influence of alcohol/drugs.

4. If a student does not follow these rules, or if he/she cheats in the examinations, they will be reported to the Principal and may be removed from the examination room.

5. If a student does not make a serious attempt at an examination, he/she will not receive a mark in that course and may not be eligible for the award of the Record of School Achievement. Teachers will bring to the Principal's attention examination answers that contain frivolous or objectionable material. Answers not written in English, except where required or permitted by the question paper, may be classified as non-serious.

6. A student cannot bring any of the following items into the examination room:
   a) mobile phones;
   b) programmable watches, for example smart watches;
   c) any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries;
   d) paper or any printed or written material (including an exam timetable)
   e) dictionaries (except in language exams, if allowed);
   f) correction fluid or correction tape

Course Subjects (Alphabetical)

MANDATORY

ENGLISH

Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1-Week 9	25	Multimodal	1A, 4B, 5C	Shakespeare
2. Term 2-Week 5	25	Imaginative	2A, 6C, 8D	Poetry
3. Term 3 -Week 5	25	Critical	5C, 7C, 8D	Fiction
4. Term 4 -Week 2	25	Comprehension	1A, 3B, 5C	Modern Drama

Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to:

1. communicate through speaking, listening, reading, writing, viewing and representing;

2. use language to shape meaning according to purpose, audience and context;

3. think in ways that are imaginative, creative, interpretive and critical;

4. express themselves and their relationships with others and their world;

5. learn and reflect on their learning through their study of English.

Students will value and appreciate:

1. the importance of the English language as a key to learning;

2. the power of language to explore and express views of themselves, others and the world;

3. the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing;

4. the role of language in developing positive interaction and cooperation with others;

5. the diversity and aesthetics of language through literary and other texts;

6. the independence gained from thinking imaginatively, interpretively and critically;

7. the power of language to express the personal, social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences.

ENGLISH – OBJECTIVES AND OUTCOMES

These outcomes are derived from the Stage 5 English objectives and syllabus requirements. The outcomes are set for each stage of learning and are used for programming and for assessing student achievement. They specify the intended result of student learning.

Objectives

Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to:

Communicate through speaking, listening, reading, writing, viewing and representing.

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.

EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.

Use language to shape meaning according to purpose, audience and context.

EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.

EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.

Think in ways that are imaginative, creative, interpretive and critical.

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.

EN5-6C investigates the relationships between and among texts.

Express themselves and their relationships with others and their world.

EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds.

EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.

Learn and reflect on their learning through their study of English.

EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

GEOGRAPHY

Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 – Week 7	25	Literacy Task	GE5-1, GE5-2, GE5--3	Sustainable Biomes
2. Term 2 - Week 5	25	Half-Yearly Exam	GE5-1, GE5-2, GE5-4	Urban Places/Skills
3. Term 3 – Week 6	25	Research Presentation	GE5-5, GE5-7, GE5-8	Environmental Management
4. Term 4 – Week 2	25	Multimedia Group Task	GE5-4, GE5-6, GE5-8	Human Wellbeing
Total	**100**			

GEOGRAPHY – OBJECTIVES AND OUTCOMES

A student:

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

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

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

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

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

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

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

geographical tools for inquiry;

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

MATHEMATICS

Assessments 2023

Task number Date	Weighting\ %	Task description	Outcomes assessed	Component
1. Term 1 – Week 8	10	Assignment	MA5.1 – 13SP	Probability
2. Term 2 – Week 4	30	Written Task	MA5.1 – 9MG, MA5.1 – 13SP MA5.2 – 6NA, MA5.3 – 5NA	Numbers of any Magnitude Probability Algebraic Techniques
3. Term 3 – Week 4	30	Written Task	MA5.1 – 4NA, MA5.1 – 12SP, MA5.2 – 8NA, MA5.2 – 15SP, MA5.3 – 7NA	Data Collection and Representation Financial Maths Equations
4. Term 4 – Week 3	30	Written Task	MA5.1 – 5NA, MA5.1 – 6NA, MA5.1 – 8MG, MA5.2 – 7NA, MA5.2 – 8NA, MA5.2 – 9NA, MA5.2 – 11MG, MA5.3 – 7NA	Equations Area and Surface Area Linear Relationships Indices
Total	**100**			

MATHEMATICS – OBJECTIVES AND OUTCOMES

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to monitor student achievement, guide teaching and learning opportunities, and to provide ongoing feedback to students to improve learning.

In addition to the formal assessments outlined below, maths students will be provided with opportunities to demonstrate their learning through a variety of assessment activities, including assignments, as part of an ongoing process. Teachers will use a range of assessment strategies, both formal and informal, to plan for and to gather evidence of student learning. Examples include diagnostic tests, topic tests, mini quizzes, assignments etc.

The Stage 5 outcomes in the mathematics course are divided into the following strands:

- Working Mathematically;
- Number and Algebra;
- Measurement and Geometry;
- Statistics and Probability.

The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in mathematics. Consequently, three specific endpoints and pathways (5.1, 5.2 and 5.3) have been identified for Stage 5 in mathematics. For example, students who follow the 5.3 pathway complete all the 5.1 and 5.2 outcomes in addition to the 5.3 outcomes.

Teachers will arrive at judgements for reports on the basis of evidence of student achievement on a number of assessment activities and with reference to the course performance descriptors. In some instances it may be necessary to also consider student achievement in assessments other than the ones outlined below.

For more detailed information on the Stage 5 content and outcomes refer to the NESA of Studies website:
https://syllabus.nesa.nsw.edu.au/mathematics/mathematics-k10/outcomes/

PDHPE

Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed
1. Term 1 - Week 9	20	Lifelong Physical Activity Task	PD5-6, PD5-8, PD5.11
2. Term 2 - Week 4	30	Half Yearly Examination	PD5-3, PD5-6, PD5-10
3. Term 2 - Week 9	20	Movement Composition	PD5.11
4. Term 3 - Week 10	30	Research Task & Indigenous Games	PD5-7, DP5-2,PD5-10
Total	100		

PDHPE – OBJECTIVES AND OUTCOMES

A student:

PD5-1   assesses their own and others' capacity to reflect on and respond positively to challenges;

PD5-2   researches and appraises the effectiveness of health information and support services available in the community;

PD5-3   analyses factors and strategies that enhance inclusivity, equality and respectful relationships;

PD5-4   adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts;

PD4-5   transfers and adapts solutions to complex movement challenges;

PD5-5   appraises and justifies choices of actions when solving complex movement challenges;

PD5-6   critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity;

PD5-7   plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities;

PD5-8   designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity;

PD5-9   assesses and applies self-management skills to effectively manage complex situations;

PD5-10   critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationship in variety of groups of contexts;

PD5-11   refines and applies movement skills and concepts to compose and perform innovate movement sequences.

SCIENCE
Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 – Week 9	20	Extended Response Questions (in class)	SC5-12ES, SC5-13ES, SC5-7WS, SC5-8WS, SC5-9WS	The Theory of Continental Drift
2. Term 2 – Week 5	30	Common Test	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-CW16, SC5-12ES, SC5-13ES	Global Patterns and Atomic Theory
3. Term 3 – Week 2-3	20	Investigation & Experimental Report (in class)	SC5-17CW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Testing the Cost Effectiveness of Antacids. Investigation & Experimental Report (in class)
4. Term 4 - Week 2	30	Common Test	SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Respond, Maintain, Defend And if possible part of Interactions in ecosystems
Total	**100**			

Note: Class tasks may be used to calculate estimates and rankings if necessary.

SCIENCE – OBJECTIVES AND OUTCOMES

A student:

SC5-4WS   develops questions or hypotheses to be investigated scientifically;

SC5-5WS   produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively;

SC5-6WS   undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively;

SC5-7WS   processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions;

SC5-8WS   applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems;

SC5-9WS   presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations;

SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion;

SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems;

SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community;

SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues;

SC5-14LW analyses interactions between components and processes within biological systems;

SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society;

SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available;

SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

ELECTIVES

Creative and Performing Arts

DRAMA

Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 - Week 10	25	Performance	5.1.1; 5.1.3; 5.1.4; 5.2.1; 5.2.2; 5.2.3; 5.3.1; 5.3.2	Script Writing
2. Term 2 -Week 6	25	Play Building	5.1.1; 5.1.2; 5.1.3; 5.1.4; 5.2.1; 5.2.2; 5.3.1	Physical Theatre
3. Term 3 - Week 4	25	Script Analysis	5.1.1,5.2.2,5.3.1	Melodrama
4. Term 4 - Week 3	25	Performance	5.1.1; 5.1.3; 5.1.4; 5.2.1; 5.2.2; 5.2.3; 5.3.1; 5.3.2	Elements of Production: Realism
Total	**100**			

DRAMA – OBJECTIVES AND OUTCOMES

A student:

5.1.1   identifies and explores the elements of drama to develop belief and clarity in role, situation and action;

5.1.5   improvises and play builds through group-devised processes;

5.1.6   devises and enacts Drama using scripted and unscripted material;

5.1.7   uses performance skills to communicate dramatic meaning;;

5.2.3   experiments with performance spaces and production elements appropriate to purpose and audience

5.2.4   explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies

to create dramatic meaning;

4.3.2   identifies and describes elements of drama, dramatic forms, performance styles techniques and conventions

in drama.

MUSIC
Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 - Weeks 9-10	30	Group arrangement of a song for a small ensemble. Must be notated in some form and have an analysis submitted (individually). Students perform their arrangements.	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Music for small ensembles
2. Term 2 – Week 4	25	Aural exam analysis and answering questions on film music	5.7, 5.8, 5.9	Music for Film, TV and Radio
3. Term 3 –Week 7	15	Composition using modes and other characteristics of medieval music	5.4, 5.5, 5.6	Medieval Music
4. Term 4 – Week 3	30	Viva Voce on the development of an element of how technology has affected music (an instrument, recording, genres, etc) Performance of a piece of music featuring technology	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10	Music and Technology
Total	**100**			

Component	Weighting %	Task 1 %	Task 2 %	Task 3 %	Task 4 %
Performance	**25**	10			15
Composition	**25**	10		15	
Musicology	**25**	10			15
Aural	**25**		25		
Total	**100**	**30**	**25**	**15**	**25**

MUSIC – OBJECTIVES AND OUTCOMES

A student:

5.1   performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of musical concepts;

5.2   performs repertoire in a range of styles and genres demonstrating interpretations of musical notation and the application of technology;

5.3   performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness;

5.4   demonstrates an understanding of the musical concepts through improvising, arranging, and composing in styles or genres of music selected for study;

5.5   notates own compositions, applying forms of notation appropriate to the music selected for study;

5.6   uses different forms of technology in the composition process;

5.7   demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social cultural and historical contexts;

5.8   demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation of the music selected for study;

5.9   demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in music selected for study;

5.10   demonstrates an understanding of the influence and impact of technology in music;

HSIE (Human Society in its Environment)

COMMERCE

Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 – Week 9	25	Research & Hand in Task	5.1, 5.4, 5.5, 5.8	Consumer & Financial Decisions
2. Term 2 – Week 4	25	In Class Presentation	5.2, 5.3, 5.7, 5.8, 5.9	Employment & Work Futures
3. Term 3– Week 10	25	Investment Portfolio	5.1, 5.4, 5.5, 5.6, 5.7	Investing
4.Term 4 - Week 3	25	Promoting and Selling	5.1, 5.3, 5.4, 5.8, 5.9	Promoting & Selling
Total	**100**			

COMMERCE – OBJECTIVES AND OUTCOMES

A student::

5.1   applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a

variety of contexts;

5.2   analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal,

political and employment contexts;

5.3   examines the role of law in society;

5.4   analyses key factors affecting decision;

5.5   evaluates options for solving problems and issues;

5.6   develops and implements, plans designed to achieve goals;

5.7   researches and assesses information using a variety of sources;

5.8   explains information using a variety of forms;

5.9   works independently and collaboratively to meet individual and collective goals within specified timeframes;

HISTORY

Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed
1. Term 1 – Week 7	25	Source Based Test	E5.1, E5.3, E5.4, E5.6, E5.10
2. Term 2 – Week 1	25	Half Yearly Examination	E5.2 E5.4, E5.6, E5.8
3. Term 2 – Week 9	25	Major Research Project	E5.1, E5.3, E5.6, E5.7, E5.8, E5.9, E5.10
4. Term 4 – Week 2	25	Group Multimedia Presentation or Film	E5.2, E5.3, E5.7, E5.8, E5.9, E5.10
Total	**100**		

HISTORY – OBJECTIVES AND OUTCOMES

A student::

E5.1 applies an understanding of history, hearing, heritage, archaeology and the methods of historical inquiry;

E5.2 examines the ways in which historical meanings can be constructed through a range of media;

E5.3 sequences major historical events or hesitate features, to show an understanding of continuity, change and causation;

E5.4 explains the importance of key features of past societies or periods, including groups and personalities;

E5.5 evaluates the contribution of cultural groups, sites and/ or family to our shared heritage;

E5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process;

E5.7 explains different contexts, perspectives and interpretations about the past;

E5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry;

E5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past;

E5.10 selects and uses appropriate oral, written visual and digital forms to communicate effectively about the past for

different audiences;

Languages

CHINESE

Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1.Term 1 – Week 8	20	Dialogue/Interview and/or Written Paper	LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U, LCH5-8U, LCH5-9U	Communicating Understanding
2.Term 2 – Week 5	25	Half Yearly Exam - based on language content taught	LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C, LCH5-6U, LCH5-7U, LCH5-8U, LCH5-9U,	Communicating Understanding
3.Term 3 – Week 7	30	Class Task - incorporating at least one or more skills	LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U, LCH5-8U, LCH5-9U	Communicating Understanding
4.Term 4 – Week 2	25	Class Task - based on understanding and interpreting information in a range of texts	LCH5-2C, LCH5-3C, LCH5-6C, LCH5-7U, LCH5-8U, LCH5-9U	Communicating Understanding
Total	**100**			

CHINESE – OBJECTIVES AND OUTCOMES

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community. Students learn how to establish and maintain communication in familiar situations and how to apply a range of linguistic structures to express their own ideas in writing and develop the knowledge and understanding of the features of Chinese speaking cultures.

A student:

LCH5-1C   manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate;

LCH5-2C   identifies and interprets information in a range of texts;

LCH5-3C   evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences;

LCH5-4C   experiments with linguistic patterns and structures to compose texts in Chinese, using a range of f formats for a variety of contexts, purposes and audiences;

LCH5-5U   demonstrates how Chinese pronunciation and intonation are used to convey meaning;

LCH5-6U   demonstrates understanding of how Chinese writing conventions are used to convey meaning;

LCH5-7U   analyses the function of complex Chinese grammatical structures to extend meaning;

LCH5-8U   analyses linguistic, structural and cultural features in a range of texts;

LCH5-9U   explains and reflects on the interrelationship between language, culture and identity.

FRENCH

Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1.Term 1 – Week 8	20	Dialogue/Interview and/or Written Paper	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-6U, LFR5-7U, LFR5-8U	Communicating Understanding
2.Term 2 – Week 5	25	Half Yearly Exam - based on language content taught	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-6U, LFR5-7U, LFR5-8U	Communicating Understanding
3.Term 3 – Week 7	30	Class Task - incorporating at least one or more skills	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-6U, LFR5-7U, LFR5-8U	Communicating Understanding
4.Term 4 - Week 2	25	Class Task - based on understanding and interpreting information in a range of texts	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-6U, LFR5-7U, LFR5-8U	Communicating Understanding
Total	**100**			

FRENCH – OBJECTIVES AND OUTCOMES

Students will explore the nature of languages as systems by making comparisons between French and English, leading to an appreciation of the correct application of linguistic structures and vocabulary. Students will develop knowledge of the culture of French-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

A student:

Communicating Component

LFR5-1C	manipulate French in sustained interactions to exchange information, ideas and opinions and make plans and negotiate;
LFR5-2C	identifies and interprets information in a range of texts;
LFR5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences;
LFR5-4C	experiments with linguistic patterns and structures to compose texts in French, using a range of formats for specific contexts, purposes and audiences.

Understanding Component

LFR5-5U	demonstrates how French pronunciation and intonation are used to convey meaning;
LFR5-6U	analyses the function of complex French grammatical structures to extend meaning;
LFR5-7U	analyses linguistic, structural and cultural features in a range of texts;
LFR5-8U	explains and reflects on the inter-relationship between language, culture and identity.

ITALIAN
Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1.Term 1 – Week 8	20	Dialogue/Interview and/or Written paper	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-6U, LFR5-7U, LFR5-8U	Communicating Understanding
2.Term 2 – Week 5	25	Half Yearly Exam - based on language content taught	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-6U, LFR5-7U, LFR5-8U	Communicating Understanding
3.Term 3 – Week 7	30	Class Task - incorporating at least one or more skills	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-6U, LFR5-7U, LFR5-8U	Communicating Understanding
4.Term 4 – Week 2	25	Class Task - based on understanding and interpreting information in a range of texts	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-6U, LFR5-7U, LFR5-8U	Communicating Understanding
Total	**100**			

ITALIAN – OBJECTIVES AND OUTCOMES

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. 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.

A student

Communicating Component

LIT5-1C   manipulate Italian in sustained interactions to exchange information, ideas and opinions and make plans and negotiate;

LIT5-2C   identifies and interprets information in a range of texts;

LIT5-3C   evaluates and responds to information, opinions and ideas in texts, using a range of formats specific contexts, purposes and audiences;

LIT5-4C   experiments with linguistic patterns and structures to compose texts in Italian, using a range of formats for specific contexts, purposes and audiences;

Understanding Component

LIT5-5U   demonstrates how Italian pronunciation and intonation are used to convey meaning;

LIT5-6U   analyses the function of complex Italian grammatical structures to extend meaning;

LIT5-7U   analyses linguistic, structural and cultural features in a range of texts;

LIT5-8U   explains and reflects on the inter-relationship between language, culture and identity.

JAPANESE
Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1.Term 1 – Week 8	20	Dialogue/Interview and/or Written Paper	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	Communicating Understanding
2.Term 2 – Week 5	25	Half Yearly Exam - based on language content taught	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	Communicating Understanding
3.Term 3 – Week 7	30	Class Task - incorporating at least one or more skills	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	Communicating Understanding
4.Term 4 – Week 2	25	Class Task - based on understanding and interpreting information in a range of texts	LJA5-1C, LJA5-4C, LJA5-5U	Communicating Understanding
Total	**100**			

JAPANESE – OBJECTIVES AND OUTCOMES

The Year 9 Japanese course has been designed as a continuation of the Year 8 course. Topics covered in previous years will be considered assumed knowledge.

A student:

LJA5-1C   manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate;

LJA5-2C   identifies and interprets information in a range of texts;

LJA5-3C   evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences;

LJA5-4C   experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences;

LJA5-5U   demonstrates how Japanese pronunciation and intonation are used to convey meaning;

LJA5-6U   demonstrates understanding of how Japanese writing conventions are used to convey meaning;

LJA5-7U   analyses the function of complex Japanese grammatical structures to extend meaning;

LJA5-8U   analysis linguistic, structural and cultural features in a range of texts;

LJA5-9U   explains and reflects on the interrelationship between language, culture and identity.

SPANISH
Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1.Term 1 – Week 8	20	Dialogue/Interview and/or Written Paper	LSP5-1C, LSP5-2C, LSP5-3C, LSP5-4C, LSP5-5U, LSP5-6U, LSP5-7U, LSP5-8U	Communicating Understanding
2.Term 2 – Week 5	25	Half Yearly Exam - based on language content taught	LSP5-1C, LSP5-2C, LSP5-3C, LSP5-4C, LSP5-5U, LSP5-6U, LSP5-7U, LSP5-8U	Communicating Understanding
3.Term 3 – Week 7	30	Class Task - incorporating at least one or more skills	LSP5-1C, LSP5-2C, LSP5-3C, LSP5-4C, LSP5-5U, LSP5-6U, LSP5-7U, LSP5-8U	Communicating Understanding
4.Term 4 - Week 2	25	Class Task - based on understanding and interpreting information in a range of texts	LSP5-1C, LSP5-2C, LSP5-3C, LSP5-4C, LSP5-5U, LSP5-6U, LSP5-7U, LSP5-8U	Communicating Understanding
Total	**100**			

SPANISH – OBJECTIVES AND OUTCOMES

Students will explore the nature of languages as systems by making comparisons between Spanish and English, leading to an appreciation of the correct application of linguistic structures and vocabulary. Students will develop knowledge of the culture of Spanish-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

A student:

Communicating Component

LSP5-1C   manipulate Spanish in sustained interactions to exchange information, ideas and opinions and make plans and negotiate;

LSP5-2C   identifies and interprets information in a range of texts;

LSP5-3C   evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences;

LSP5-4C   experiments with linguistic patterns and structures to compose texts in Spanish, using a range of formats for specific contexts, purposes and audiences.

Understanding Component

LSP5-5U   demonstrates how Spanish pronunciation and intonation are used to convey meaning;

LSP5-6U   analyses the function of complex Spanish grammatical structures to extend meaning;

LSP5-7U   analyses linguistic, structural and cultural features in a range of texts;
LSP5-8U   explains and reflects on the inter-relationship between language, culture and identity.

PASS (Physical and Sports Studies)

PHYSICAL AND SPORTS STUDIES

Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed
1. Term 1 – Week 6	20	CrossFit Fundamentals Body systems	5.1, 5.2, 5.5, 5.9,5.10
2. Term 2 - Week 4	30	Half Yearly Exam Participating with safety	5.1, 5.,5.8, 5.9, 5.10
3. Term 2 - Week 10	20	Tag Gridiron	5.1, 5.,5.8, 5.9, 5.10
4. Term 3 - Week 6	30	Coaching Assessment	5.5, 5.6, 5.7, 5.9
5. Term 4 – Week 3	N/A	Australian sporting identity	5.3, 5.4, 5.10
Total	**100**		

PHYSICAL AND SPORTS STUDIES – OBJECTIVES AND OUTCOMES

A student:

PASS5-1   discusses factors that limit and enhance the capacity to move and perform;

PASS5-2   analyses the benefits of participation and performance in physical activity and sport;

PASS5-3   discusses the nature and impact of historical and contemporary issues in physical activity and sport;

PASS5-4   analyses physical activity and sport from personal, social and cultural perspectives;

PASS5-5   demonstrates actions and strategies that contribute to active participation and skilful performance;

PASS5-6   evaluates the characteristics of participation and quality performance in physical activity and sport;

PASS5-7   works collaboratively with others to enhance participation, enjoyment and performance;

PASS5-8   displays management and planning skills to achieve personal and group goals;

PASS5-9   performs movement skills with increasing proficiency;

PASS5-10   analyses and appraises information, opinions and observations to inform physical activity and sport

        decisions.

TAS (Technological and Applied Studies)

DESIGN & TECHNOLOGY ACCELERATED 200 HOURS

Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 2 - Week 2	25	Infantastic-Project & Folio	5.3, 5.4, 5.5, 5.6	Activity of Designers
2. Term 2 – Week 4	15	Half Yearly Exam	5.1, 5.3, 5.4, 5.5	Holistic Approach
3. Term 3 - Week 7	35	Sustainable Architecture	5.2, 5.6, 5.7, 5.8, 5.9, 5.10	Design Processes
4. Term 4 - Week 4	25	Market Stall - Product & Presentation	5.1, 5.3, 5.4, 5.6	Holistic Approach
Total	100			

DESIGN & TECHNOLOGY ACCELERATED 200 HOURS – OBJECTIVES AND OUTCOMES

A student:

5-1   analyses and applies a range of design concepts and processes;

5-2   applies and justifies an appropriate process of design when developing design ideas and solutions;

5-3   evaluates and explains the impact of past, current and emerging technologies on the individual, society and

 Environments;

5-4   analyses the work and responsibilities of designers and the factors affecting their work;

5-5   evaluates designed solutions that consider preferred futures, the principles of appropriate technology and

ethical and responsible design;

5-6   develops and evaluates creative, innovative and enterprising design ideas and solutions;

5-7   uses appropriate techniques when communicating design ideas and solutions to a range of audiences;

5-8   selects and applies management strategies when developing design solutions;

5-9   applies risk management practices and works safely in developing quality design solutions;

5-10   selects and uses a range of technologies competently in the development and management of quality

design solutions.

FOOD TECHNOLOGY 100 hours (Year 9)

Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1.Term 1 - Week 8	25	Research Submission/ Essay and practical assessment	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-9, 5-10, 5-13	"Food Selection and Health"; Food habits, diet related disorders, nutritional requirements
2.Term 2 - Week 5	25	Project Folio and practical assessment	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-9, 5-10, 5-13	"Food Product Development": Design, develop and produce a food product innovation
3.Term 3 - Week 6	25	Project Folio and practical assessment	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-9, 5-10, 5-13	" Food Product Development": Food additives and emerging technologies
4.Term 4 - Week 3	25	Project Folio and practical assessment	5-8, 5-9, 5-10, 5-11, 5-12	"Food Service and Catering": Evaluate a catering event. recipe modification
Total	**100**			

FOOD TECHNOLOGY – OBJECTIVES AND OUTCOMES

A student:

5-1   demonstrates hygienic handling of food to ensure a safe and appealing product;

5-2   identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food;

5-3   describes the physical and chemical properties of a variety of foods;

5-4   accounts for changes to the properties of food which occur during food processing, preparation and storage;

5-5   applies appropriate methods of food processing, preparation and storage;

5-6   describes the relationship between food consumption, the nutritional value of foods and the health of individuals

and communities;

5-7   justifies food choices by analysing the factors that influence eating habits;

5-8   collects, evaluates and applies information from a variety of sources;

5-9   communicates ideas and information using a range of media and appropriate terminology;

5-10   selects and employs appropriate techniques and equipment for a variety of food-specific purposes;

5-11   plans, prepares, presents and evaluates food solutions for specific purposes;

5-12   examines the relationship between food, technology and society;

5-13   evaluates the impact of activities related to food on the individual, society and the environment.

INFORMATION & SOFTWARE TECHNOLOGY 100 hours (Year 9)

Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1.Term 1 - Week 10	25	Website Design Project	5.1.2, 5.2.2, 5.2.3, 5.3.1, 5.5.2	Internet & Website Development
2.Term 2 - Week 5	20	In-class topic test	5.2.1, 5.2.3, 5.3.1, 5.4.1, 5.5.3	Internet and Website Development; Software Development and Programming
3.Term 2 - Week 10	25	JavaScript Coding Project	5.2.1,5.2.2, 5.2.3	Software Development and Programming
4.Term 4 - Week 3	30	2D Game Design Project	5.2.1, 5.2.2, 5.4.1, 5.5.1, 5.5.2	Authoring and Multimedia
Total	**100**			

INFORMATION SOFTWARE & TECHNOLOGY 100 HOURS – OBJECTIVES AND OUTCOMES

A student:

5.1.1   selects and justifies the application of appropriate software programs to a range of tasks;

5.1.2   selects, maintains and appropriately uses hardware for a range of tasks;

5.2.1   describes and applies problem-solving processes when creating solution;

5.2.2   designs, produces and evaluates appropriate solutions to a range of challenging problems;

5.2.3   critically analyses decision making processes in a range of information and software solutions;

5.3.1   justifies responsible practices and ethical use of information and software technology;

5.3.2   acquires and manipulates data and information in an ethical manner;

5.4.1   analyses the effects of past, current and emerging information and software technologies on the individual and

society;

5.5.1   applies collaborative work practices to complete tasks;

5.5.2   communicates ideas, processes and solutions to a targeted audience;

5.5.3   describes and compares key roles and responsibilities of people in the field of information and software technology.

IT – ENGINEERING 100 hours (Year 9)

Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1.Term 1 – Week 4	10	Intro to Engineering	5-1, 5-3, 5-5	Graphic materials
2.Term 2 – Week 5	30	Project & Folio	5-1, 5-2, 5-3, 5-5, 5-7, 5-8	Structures – Bridge building, design, simulation, testing
3.Term 3 – Week 4	30	Project & Folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-5, 5-7, 5-8	Transport – CO2 Racer
4.Term 4 – Week 4	30	Project & Folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-8, 5-9, 5-10	Control System/Mechanism. Hydraulics or Pinball
Total	**100**			

IT – ENGINEERING – OBJECTIVES AND OUTCOMES

A student:

5-1   identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies;

5-2   applies design principles in the modification, development and production of projects;

5-3   identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects;

5-4   selects, justifies and uses a range of relevant and associated materials for specific applications;

5-5   selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects;

5-6   identifies and participates in collaborative work practices in the learning environment;

5-7   applies and transfers skills, processes and materials to a variety of contexts and projects;

5-8   evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of Construction;

5-9   describes, analyses and uses a range of current, new and emerging technologies and their various applications;

5-10   describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

IT – MULTIMEDIA 100 hours (Year 9)

Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1.Term 1 – Week 10	20	Vector Landscapes and Folio	5-1, 5-2, 5-3, 5-4, 5-8	Adobe Illustrator
2.Term 2 – Week 5	20	Animation Project and Folio	5-1, 5-2, 5-3, 5-5, 5-7, 5-8	Animation
3.Term 3 – Week 4	30	Website Project and Folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8	Website / Dreamweaver
4.Term 4 – Week 3	30	Video Project and Folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-8, 5-9, 5-10	Video / Premier Pro
Total	100			

IT - MULTIMEDIA – OBJECTIVES AND OUTCOMES

A student:

5-1   identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies;

5-2   applies design principles in the modification, development and production of projects;

5-3   identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects;

5-4   selects, justifies and uses a range of relevant and associated materials for specific applications;

5-5   selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects;

5-6   identifies and participates in collaborative work practices in the learning environment;

5-7   applies and transfers skills, processes and materials to a variety of contexts and projects;

5-8   evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction;

5-9   describes, analyses and uses a range of current, new and emerging technologies and their various applications;

5-10   describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

IT – TIMBER 100 Hours (Year 9)

Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1.Term 2 - Week 10	25	Project and Folio	5-1, 5-2, 5-3, 5-4, 5-8	Trivet, Mallet, Bowl
2.Term 2 - Week 5	30	Project and Folio	5-1, 5-2, 5-3, 5-5, 5-7, 5.8	Jewellery Box or Jamaican Drum
3.Term 3 - Week 4	15	Project and Folio	5-1, 5-2, 5-3, 5-4,5-5, 5-6, 5-7, 5-8, 5-10	Timber Assignment
4.Term 4 - Week 3	30	Project and Folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-8, 5-9, 5-10	Tripod Table, passive speaker or student design
Total	**100**			

IT – TIMBER – OBJECTIVES AND OUTCOMES

A student:

5-1   identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies;

5-2   applies design principles in the modification, development and production of projects;

5-3   identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects;

5-4   selects, justifies and uses a range of relevant and associated materials for specific applications;

5-5   selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects;

5-6   identifies and participates in collaborative work practices in the learning environment;

5-7   applies and transfers skills, processes and materials to a variety of contexts and projects;

5-8   evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction;

5-9   describes, analyses and uses a range of current, new and emerging technologies and their various applications;

5-10   describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

TEXTILES TECHNOLOGY 100 hours (Year 9)

Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1.Term 1 – Week 10	30	Practical Project & Portfolio	5-1, 5-2,5-4, 5-8, 5-9, 5-10, 5-11, 5-12	In the Bag Project
2.Term 2 – Week 4	20	Topic Test	5-3, 5-5, 5-6, 5-7	Design
3.Term 3 – Week 8	30	Practical Project & Portfolio	5-1, 5-2, 5-4, 5-8, 5-9, 5-10, 5-11, 5-12	The World is a Stage
4.Term 4 – Week 2	20	Research Project	5-3, 5-5, 5-6, 5-7	Designer Case Study
Total	**100**			

TEXTILES TECHNOLOGY – OBJECTIVES AND OUTCOMES

A student:

5-1   explains the properties and performance of a range of textile items;

5-2   justifies the selection of textile materials for specific end uses;

5-3   explains the creative process of design used in the work of textile designers;

5-4   generates and develops textile design ideas;

5-5   investigates and applies methods of colouration and decoration for a range of textile items;

5-6   analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use;

5-7   evaluates the impact of textiles production and use on the individual consumer and society;

5-8   selects and uses appropriate technology to creatively document, communicate and present design and project work;

5-9   critically selects and creatively manipulates a range of textile materials to produce quality textile items;

5-10   selects appropriate techniques and uses equipment safely in the production of quality textile projects;

5-11   demonstrates competence in the production of textile projects to completion;

5-12   evaluates textile items to determine quality in their design and construction.

Visual Arts

Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 – Week 10	10	► Written Task (hand-in)	5.7, 5.8., 5.9, 5.10	Art Criticism/ Art History
	20	► Body of Work ► VAPD (classwork)	5.1,5.2,5.3,5.4,5.6	Artmaking
2. Term 2 – Week 4	20	► Half Yearly Exam/ ► Written Task (in-class)	5.7, 5.8, 5.10	Art Criticism/ Art History
3. Term 2 – Week 10	20	► Body of Work ► VAPD (classwork)	5.1, 5.2, 5.4, 5.5, 5.6	Art Making
4. Term 3 – Week 10	10	► Written Task (hand-in)	5.7,5.8,5.10	Art Criticism/ Art History
	20	► Body of Work ► VAPD (classwork)	5.1,5.2,5.4,5.5,5.6	Art Making
Total	**100**			

Total made up of: 60% Art making, 40% Art criticism/Art history

VISUAL ARTS - OBJECTIVES AND OUTCOMES

A student:

5.1   develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks;

5.2   makes artworks informed by their understanding of the function of and relationships between artist-artwork-world audience;

5.3   makes artworks informed by an understanding of how the frames affect meaning;

5.4   investigates the world as a source of ideas, concepts, and subject matter in the visual arts;

5.5   makes informed choices to develop and extend concepts and different meanings in their artworks;

5.6   demonstrates developing technical accomplishment and refinement in making artworks;

5.7   applies their understanding of aspects of practice to critical and historical interpretations of art;

5.8   uses their understanding of the function of and relationships between the artist-artwork-world-audience in critical and historical interpretations of art;

5.9   demonstrates how the frames provide different interpretations of art;

5.10   demonstrates how art criticism and art history construct meanings.

Higher Order Thinking

H.O.T.H. (Higher Order Thinking – Humanities)

Assessments 2023

Task Number Date	Weighting %	Task Description	Outcome Assessed	Components
Term 1-Week 10	30	Individual Project including Portfolio	CC1,CC2, CC3,CC4	Problem solving & conceptual learning Knowledge & understanding of higher order thinking and problem solving
Term 2–Week 5 Part 1	15	PART 1 – Project proposal	CC1,CC2, CC3,CC4	Research Problem solving & design Knowledge & understanding of H.O.T principles and processes
Term 2 -Week10 Part 2	15	PART 2 – Presentation of finished product		
Term 3–Week 5	20	Individual Research Task	CC1,CC2, CC3,CC4	Research Problem solving & design Knowledge & understanding of H.O.T principles and processes
Term 4–Week 2	20	Collaborative product	CC1,CC2, CC3,CC4	Research Problem solving & design Knowledge and conceptual understanding of H.O.T principles and processes
Total	**100**			

H.O.T.H – OBJECTIVES AND OUTCOMES

OBJECTIVES:

- Students develop critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems.
- Students develop increasingly sophisticated understanding of the processes for encountering problems, unfamiliar information and new ideas.
- Students respond to the challenges of the twenty-first century in creative, innovative, enterprising and adaptable ways with confidence and skills.

OUTCOMES:

A student:

CC1*:* poses questions, identifies and clarifies information and ideas, organises and processes information;

CC2: imagines possibilities and connects ideas through considering alternatives, seeking solutions and putting ideas into action;

CC3*:* engages in metacognition, reflects on actions and processes, and transfers knowledge into new contexts to create alternatives and open up new possibilities;

CC4*:* identifies, considers and assess the logic and reasoning behind choices. Students apply logic and reasoning to their choices, differentiate components of decisions made and actions taken and assess ideas to design a course of action, and evaluate procedures and outcomes based off criteria.

H.O.T.S. (Higher Order Thinking – STEM)

Assessments 2023

Task number Date	Weighting %	Task description	Outcomes assessed	Component
Term 1 – Week 10	30	Individual Research Task and Presentation	CC1, CC2, CC3, CC4	Problem solving & conceptual learning Knowledge & understanding of higher order thinking and problem solving
Term 2–Week 5 PART 1	15	PART 1 – Project proposal	CC1, CC2, CC3, CC4	Research Problem solving & design Knowledge & understanding of H.O.T principles and processes
Term 2 -Week10 PART 2	15	PART 2 – Presentation of Finished Product		
Term 3 – Week 5	20	Research and Engineering journal	CC1, CC2, CC3, CC4	Research Problem solving & design Knowledge & conceptual understanding of H.O.T principles and processes
Term 4 – Week 2	20	Collaborative Product	CC1, CC2, CC3, CC4	Research Problem solving & design Knowledge & conceptual understanding of H.O.T principles and processes
Total	**100**			

H.O.T.S – OBJECTIVES AND OUTCOMES

OBJECTIVES:

- Students develop critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems.
- Students develop increasingly sophisticated understanding of the processes for encountering problems, unfamiliar information and new ideas.
- Students respond to the challenges of the twenty-first century in creative, innovative, enterprising and adaptable ways with confidence and skills.

OUTCOMES:

A student:

CC1   poses questions, identifies and clarifies information and ideas, organises and processes information;

CC2   imagines possibilities and connects ideas through considering alternatives, seeking solutions and putting

ideas into action;

CC3   engages in metacognition, reflects on actions and processes, and transfers knowledge into new contexts

to create alternatives and open up new possibilities;

CC4   identifies, considers and assess the logic and reasoning behind choices. Students apply logic and reasoning to

their choices, differentiate components of decisions made and actions taken and assess ideas to design a

course of action, and evaluate procedures and outcomes based off criteria.

YEAR 9 ASSESSMENT TIMETABLE 2023

Term 1 2023

Week	Weighting	Subject	Task
1-5	-	-	-
4	10%	IT – Engineering	Intro to Engineering
6	20%	PASS (Physical & Sports Studies)	CrossFit Fundamentals / Body Systems
7	25%	History	Source Based Test
	25%	Geography	Literacy Task: Sustainable Biomes
8	20%	Chinese	Dialogue/Interview and/or Written Paper
	25%	Food Technology	Research submission/essay and practical assessment
	20%	French	Dialogue/Interview and/or Written Paper
	20%	Italian	Dialogue/Interview and/or Written Paper
	20%	Japanese	Dialogue/Interview and/or Written Paper
	10%	Mathematics	Assignment: Probability
	20%	Spanish	Dialogue/Interview and/or Written Paper
9	25%	Commerce	Research & Task (hand-in)
	25%	English	Multimodal: Shakespeare
	20%	PDHPE	Lifelong Physical Activity Task
	20%	Science	Extended Response Questions (in class)
9/10	30%	Music	Music for small ensembles
10	25%	Drama	Performance: Script Writing
	30%	H.O.T.H.	Individual Project Including portfolio
	30%	H.O.T.S.	Individual Research task & Presentation
	25%	ITS (Information &Software Tech)	Website Design Project
	20%	IT – Multimedia	Vector Landscapes and Folio
	25%	IT – Timber	Project and Folio
	30%	Textiles Technology	Practical Project & Portfolio: In the Bag Project
	30%	Visual Arts	Written Task (hand-in): (10%) and Body of Work VAPD (classwork): (20%)

Term 2 2023

Week	Weighting	Subject	Task
1	25%	History	Half Yearly Examination
2	25%	D&T Accelerated 200 hours	Infantastic – Project & Folio: Activity of Designers
	30%	IT – Timber	Practical Project & Related Folios: Finger Joint Box, Mallet, Bowl
3	-	-	-
4	25%	Commerce	In-Class Presentation: Employment & Work Futures
	15%	D&T Accelerated 200 hours	Half Yearly Exam: Holistic Approach
	30%	Mathematics	Written Task: Numbers of any Magnitude, Probability, Algebraic Techniques
	25%	Music	Music for Film, TV and Radio
	30%	PASS	Half Yearly Exam / Participating with Safety
	30%	PDHPE	Half Yearly Examination
	20%	Textiles Technology	Topic Test
	20%	Visual Arts	Half Yearly Exam/Written Task (in-class)
5	25%	Chinese	Half Yearly Exam – based on language content taught
	25%	English	Imaginative: Poetry
	25%	Food Technology	Project folio and practical assessment
	25%	French	Half Yearly Exam – based on language content taught
	25%	Geography	Half Yearly Exam: Urban Places/Skills
	20%	ITS	In-class Topic Test
	15%	H.O.T.H	Project proposal
	15%	H.O.T.S.	Project proposal
	30%	IT - Engineering	Project and Folio
	20%	IT - Multimedia	Animation Project & Folio
	30%	IT – Timber	Project and Folio
	25%	Italian	Half Yearly Exam – based on language content taught
	25%	Japanese	Half Yearly Exam – based on language content taught
	30%	Science	Common Test: Global Patterns and Atomic Theory
	25%	Spanish	Half Yearly Exam – based on language content taught
6	25%	Drama	Play Building: Physical Theatre
9	25%	History	Major Research Project
	20%	PDHPE	Movement Composition
10	25%	ITS	JavaScript Coding Project
	15%	H.O.T.H	Presentation of finished product
	15%	H.O.T.S.	Presentation of finished product
	20%	PASS	Tag Gridiron
	20%	Visual Art	Body of Work VAPD (classwork): Art Making

Term 3 2023

Week	Weighting	Subject	Task
2-3	20%	Science	Investigation & Experimental Report (in class)
4	25%	Drama	Script Analysis: Melodrama
	30%	IT – Engineering	Project and Folio
	30%	IT – Multimedia	Website Project & Folio
	15%	IT – Timber	Project and Folio
	30%	Mathematics	Written Task: Data Collection & Representation, Financial Maths, Equations
5	25%	English	Critical - Fiction
	20%	H.O.T.H.	Individual Research task
	20%	H.O.T.S.	Research and Engineering Journal
6	25%	Food Technology	Project folio and practical assessment
	25%	Geography	Research Presentation: Environmental Mgt
	30%	PASS	Coaching Assessment
7	30%	Chinese	Class Task – incorporating at least one or more skills
	35%	D&T Accelerated 200 hrs	Sustainable Architecture: Design Processes
	30%	French	Class Task – incorporating at least one or more skills
	30%	Italian	Class Task – incorporating at least one or more skills
	30%	Japanese	Class Task – incorporating at least one or more skills
	15%	Music	Medieval Music
	30%	Spanish	Class Task – incorporating at least one or more skills
8	30%	Textiles Technology	Practical Project & Portfolio: The World is a Stage
10	25%	Commerce	Investment Portfolio: Investing
	30%	PDHPE	Research Task & Indigenous Games
	30%	Visual Arts	Written Task (hand-in): Art Crticism/Art History (10%) and VAPDS (classwork): Art Making (20%)

Term 4 2023

Week	Weighting	Subject	Task
2	25%	Chinese	Class Task - based on understanding and interpreting information in a range of texts
	25%	English	Comprehension: Modern Drama
	25%	French	Class Task - based on understanding and interpreting information in a range of texts
	25%	Geography	Multimedia Group Task: Human Wellbeing
	25%	History	Group Multimedia Presentation or Film
	25%	Italian	Class Task - based on understanding and interpreting information in a range of texts
	20%	H.O.T.H	Collaborative project
	20%	H.O.T S	Collaborative project
	25%	Japanese	Class Task - based on understanding and interpreting information in a range of texts
	30%	Science	Common Test: Respond, Maintain, Defend
	25%	Spanish	Class Task - based on understanding and interpreting information in a range of texts
	20%	Textiles Technology	Research Project: Designer Case Study
3	25%	Commerce	Promoting and Selling
	25%	Drama	Performance: Elements of Production – Realism
	25%	Food Technology	Project folio and practical assessment
	30%	ITS	2D Game: Game Design
	30%	IT – Multimedia	Video Project & Folio
	30%	IT – Timber	Project and Folio
	30%	ITS	2D Game Design project
	30%	Mathematics	Written Task: Equations, Area & Surface Area, Linear Relationships, Indices
	30%	Music	Music and Technology
	N/A	PASS	Australian Sporting identity
4	25%	D&T Accelerated 200 hours	Market Stall - Product & Presentation: Holistic Approach
	30%	IT – Engineering	Project and Folio