



*Respect Responsibility Success*

## **Junior Assessment Policy - 2020**



*An assessment handbook for parents / guardians and students at*

*Hunter Sports High School in Year 9*



Dear Parents/Carers and Students of Year 9,

The Year 9 Assessment Handbook is provided to assist you and your child with the planning of assessment tasks which will take place throughout the year.

This handbook includes the Hunter Sports High School Assessment Policy, an outline of assessment tasks and their due dates as well as the outcomes that students will be assessed on. For each assessment task, students will be notified 2 weeks prior to the task being due.

At Hunter Sports High School, we value student assessment and see students learning being rewarded for their sustained efforts in the classroom and with their studies. We place high expectations on student learning and they will be assessed in a variety of ways. In 2020, our school is placing a strong emphasis on Formative Assessment approaches which is the ongoing process of gathering information about what a student knows, understands and is able to do. This is used by both the teachers and students to determine where they are in their learning and how to achieve their best outcomes.

Students are accountable to submit assessable tasks by the due date unless unforeseen circumstances occur. This is where students and their families need to follow the Hunter Sports High School Assessment procedures to ensure their learning is the priority and they have every chance to complete the task to the best of their academic ability.



## **Introduction**

This Assessment Handbook provides Year 9 students with information about the procedures relating to Assessment. Students and parents are advised to read the booklet closely and keep it for reference. The following teachers are able to assist students and parents with issues about assessment relating to their Key Learning Area (KLA).

### **Deputy Principal**

Mr Nicholas Davies

### **Year 9 Adviser**

Mrs Jenny Hoffman

### **Faculty Head Teachers**

|             |                         |
|-------------|-------------------------|
| Big Picture | - Ms Nicole Ladas       |
| CAPAL       | - Mrs Natasha Knight    |
| English     | - Ms Katarina Lindstrom |
| HSIE        | - Mr Michael Harrison   |
| Mathematics | - Mr Sean Love          |
| PDHPE       | - Miss Ashley Wilson    |
| Science     | - Mrs Janine McKenzie   |
| Support     | - Ms Melinda Workman    |
| TAS         | - Ms Karen Hines        |

### **2020 TERM DATES - Students**

**Term 1 commences**..... Tuesday 29<sup>th</sup> January

**Term 1 concludes** ..... Thursday 9<sup>th</sup> April (11 weeks)

**Term 2 commences**..... Tuesday 28<sup>th</sup> April

**Term 2 concludes** ..... Friday 3<sup>rd</sup> July (10 weeks)

**Term 3 commences**..... Tuesday 21<sup>st</sup> July

**Term 3 concludes** ..... Friday 25<sup>th</sup> September (10 weeks)

**Term 4 commences** ..... Monday 12<sup>th</sup> October

**Term 4 concludes** ..... Wednesday 16<sup>th</sup> December (10 weeks)



## NESA Requirement for the Record of School Achievement

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

### **Eligibility Requirements**

To be eligible for a RoSA, students must have:

- ✓ Completed the mandatory curriculum requirements for Years 7 to 10.
- ✓ Attended a government school, an accredited non-government school or a recognised school outside NSW.
- ✓ Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- ✓ Complied with the requirements from the Education Act.

### **Receiving the RoSA**

Schools are responsible for requesting a RoSA through the enrolments section in Schools Online. Once this has been completed, NESA will send a PDF of the RoSA to student's Students Online account. Students cannot directly request a RoSA themselves. Schools are able to generate an eRecord and check the student's course information is correctly recorded. This online eRecord can be used as an interim result report until the formal RoSA credential is delivered to the student's Students Online account.

At any time, all students in Years 11 and 12 can access an online eRecord to provide potential employers when seeking casual work via their Students Online account. Students who remain at school to complete their HSC will not receive a RoSA.

## **RoSA reporting and grades**

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- ✓ completed courses and the awarded grade or mark
- ✓ courses a student has participated in but did not complete before leaving school
- ✓ results of any minimum standard literacy and numeracy tests that may have been sat
- ✓ date the student left school.
- ✓ It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.

Grades are:

- ✓ based on student achievement in their assessment work
- ✓ submitted to NESA by the school in Term 4
- ✓ monitored by NESA for fairness and consistency.

To receive a RoSA, students must attend school until the final day of Year 10.

They must also complete the following mandatory Years 7-10 curriculum requirements.

- English: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- Mathematics: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- Science: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- Human Society and its Environment: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
- Languages Other than English: 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
- Technological and Applied Studies: Our Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.
- Creative Arts: Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music.
- Personal Development, Health and Physical Education: Our mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

## **'N' determinations**

If students don't complete a course's requirements they will receive an 'N' determination. Students are warned via a letter from the school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem. If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA.

If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination. If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

## **Assessment Tasks**

Assessment is a process of gathering information about student achievement at various stages in a course. At Hunter Sports High School, we use a variety of assessment tasks to assess performance across a range of syllabus outcomes. The nature of tasks varies within and across courses – they include assignments, projects, fieldwork and reports, oral presentations, tests and examinations, portfolios, practical investigations, long term pieces of work and performances. All subject areas in Years 7-10 at Hunter Sports High School have no more than FOUR formal assessment tasks and students may participate in a variety of informal assessment tasks of an ongoing nature (journals, portfolios, bookwork, and classwork) in a calendar year.

It is advisable to keep all assessment information including calendars prominently displayed in a home study area.

If students have any problems or issues completing assessment and/or homework, they should consult with the class teacher in the first instance and then the Head Teacher. Any foreseeable problems should be addressed as soon as possible.

## **Nature and Notification of Tasks**

Students will be receiving a minimum of 2 weeks' notice for each assessment task. Students will sign for their assessment tasks on the notification register.

Notification of assessment tasks will be communicated to the student in writing and include: For each task, you will be informed of:

- the scope of each task e.g. Probability in Mathematics (General)
- the form the task will take e.g. 10 short answer questions
- the proposed timing and duration of the task e.g. Tuesday 24 May, periods 2 and 3, 60 minutes
- the weighting allocated to the task e.g. 15% and component weightings e.g. knowledge 5% and skills 10%
- the outcomes being assessed
- the marking guidelines – Notification Information sheet
- any additional details (students will require calculators)

You should consult with your teacher on a regular basis, to confirm the scheduling of tasks and if you have been absent when Assessment information is given out. You must consult with your classroom teacher upon your return to school or earlier if you have been notified verbally because of your absence.

## **Submission of Tasks**

Tasks should be handed in to the classroom teacher at the time and method notified by the teacher. This may include electronic submission by email, Google Apps for Education or any other technologically based platforms. If the teacher is absent or unavailable, then the task is to be submitted to the Head Teacher of the faculty involved, or, in cases where that is not possible, the Deputy Principal. All Tasks should be submitted with your name and the task heading clearly displayed. If a task is not submitted by the due date on the task notification without a completed Misadventure Form, the student will forfeit 20% of the allocated mark per day for three days (a weekend constitutes one day). If the task is submitted after three days students are still required to submit the task and will receive 40% of their mark for assessment purposes. Students will have to complete their task in the Deputy Support lesson held at lunchtime if task is not submitted by the due date.

## **Technology**

In some instances, assessment tasks may be prepared on a computer and printed for submission. Unfortunately, technology and particularly printers can break down at the most inopportune times. Faulty equipment is not an acceptable excuse for late submission. This also applies to printing (ink and toner shortages) as facilities are available via the school library network for printing hardcopies of assessment tasks. Students should make regular backup copies of files, print their working drafts and keep drafts in order to support their work in case of late final submission.

### **Students Absent from Tasks**

Students absent from tasks/or absent from school the day a task is due (including school sanctioned events e.g. representation at sporting events, camps, in the event of illness or misadventure etc.) should submit a Misadventure Form and complete the task in the timeframe and format outlined by the Head Teacher or Deputy Principal. This will usually result in the student completing the task the first day back at school after their absence.

### **School Business Approved Leave**

Misadventure Forms can be obtained for students being granted school approved leave for School Business events. These forms should be submitted prior to when school approved leave begins. These events maybe school, regional, state or national sporting representation, creative and performing arts and cultural events or other academic events. It should be completed and the appropriate sections returned to the student's roll call teacher and the school office.

Students are to arrange with their classroom teacher and faculty Head Teacher an appropriate re scheduling and submission of the assessment task that is due at least one week prior to the start of their school business leave.

Students may request a copy of the complete Misadventure Form and the final decision from a Deputy Principal.

### **Illness or Misadventure**

*A misadventure is an unavoidable personal circumstance that makes it impossible for you to attend an assessment. Such circumstances do not include family holidays or social engagements.*

You are expected to attend all class lessons the day an assessment task is to be conducted, or due for submission. If you fail to complete or submit an assessment task through absence or illness, then you must:

- Contact your Teacher or Head Teacher as soon as possible. Telephone if the absence is to be more than 2 days. Otherwise inform your teacher on the day of your return to school. In cases where a task has been in preparation for some time, the "working notes" of the task must be presented at this time.
- Collect a Misadventure Form from the Deputy Principal on the first day that you return to school.
- Complete the task on the first day or first subject specific period back from absence.
- Submit a Misadventure Form, with either Doctor's Certificate or Statutory Declaration attached, to the relevant **Deputy Principal within three school days** of when you return to school. In cases of prolonged absence have someone else present the certificate and form for you.
- Doctor's Certificates are to be obtained the day of the absence, or prior. Provide as much detail as possible to support your case. The Assessment Committee will review each case to determine what penalty, if any will be applied.

***This is a serious situation, which in the event of an illness or misadventure requires a Doctor's Certificate or Statutory Declaration by means of explanation.***

### **Outcome of submitting Misadventure Form**

If you have a valid reason, such as illness substantiated by a Doctor's Certificate, or endorsed leave, an extension of time or alternative arrangement may be granted or a substitute task scheduled. On occasions an estimate may be given. If a misadventure form is NOT submitted- **EXPECT TO BE AWARDED ZERO** marks and have a "**NOT ATTEMPTED**" recorded against the task. This will also result in N' Warning paperwork being sent home as the student is then at risk of not achieving their Record of School Achievement (ROSA).



## **Misadventures**

If you complete an assessment task but consider your performance has been affected by misadventure immediately prior to or during the task you must also speak with your class teacher and complete a Misadventure by submitting a Change of Circumstance Form for consideration by the Committee, within the same time-frame as previously detailed.

No task can be submitted or accepted past the due date (i.e. late) without the accompanying Misadventure Form.

**Where a student has no valid reason for not completing a task, or has made a non-genuine attempt then a ZERO MARK will be recorded.**

## **Malpractice / Plagiarism / Cheating**

Malpractice, or cheating, is “dishonest behaviour by a student that gives them an unfair advantage over others”. Any form of dishonesty in completing an assessment task, such as cheating, assisting someone to cheat or plagiarising (using other people’s work without acknowledgement) will be referred to the Head Teacher and may result in **no marks** being recorded.

Plagiarism is the presenting of the words and ideas of others as if they were your own. It includes copying sections from books, articles (and other print material), CD ROMs & websites (and other electronic material), without indicating a quotation and acknowledging the author. Paraphrasing (changing a passage into your own words) is also plagiarism when the author of the original works is not acknowledged. Copying from other students and presenting it as your own is also plagiarism. A guide on how to reference material is provided in this booklet.

## **Appeals**

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task or an assessment result. The concern could be about an act, missing information, a situation or a decision. If a student feels something is unfair, discriminatory or unjustified, they should see the Teacher or Head Teacher within two days of receiving their task back.



## **APPLICATION FOR MISADVENTURE**

Assessment tasks are a compulsory and necessary component of the school curriculum in all years of schooling. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the Record of School Achievement or the Higher School Certificate. It is the responsibility of a student who fails to submit an assessable task to make proper application for consideration under the **published rules of the Assessment Procedures**.

**An application for misadventure form is to be completed ONE week prior to absence or if situation is unforeseen, collected on the first day the student returns to school and completed within 3 school days.**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Task:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

**Due Date:** \_\_\_\_\_

**Year Group (please circle):** **Year 7-10**      **Year 11**      **Year 12**

### **CIRCUMSTANCES (Tick a box):**

☐ Illness/Misadventure      ☐ School Business

### **SUPPORTING DOCUMENTATION**

**Reason for missing assessment task or application for extension:**

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**Doctors Certificate Attached:**    **YES/NO** (Doctors Certificate **MUST** be attached to the form if the reason is **ILLNESS**)

Have you **ATTACHED** further documentation to support your application? **YES/NO**  
(This could include a **Statutory Declaration or Representation Form** detailing your circumstances)

**Classroom Teacher Signature:** \_\_\_\_\_ **Head Teacher Signature:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Student Signature:** \_\_\_\_\_

**Student needs to complete the task on the first day or first subject specific period back from absence.**

- ☐ Has the task been completed? YES      NO: Date to be completed \_\_\_\_\_
- ☐ Comment – *submission, format, alternative task, extension*

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*Students are responsible to collect a copy of the completed Misadventure Form from Deputy Principal.*

**OFFICE USE ONLY**

**Application for Misadventure Panel Decision**

- ☐ Head Teacher Determination
- ☐ Panel Determination

Has the student submitted supporting documentation to support absence **YES/NO**

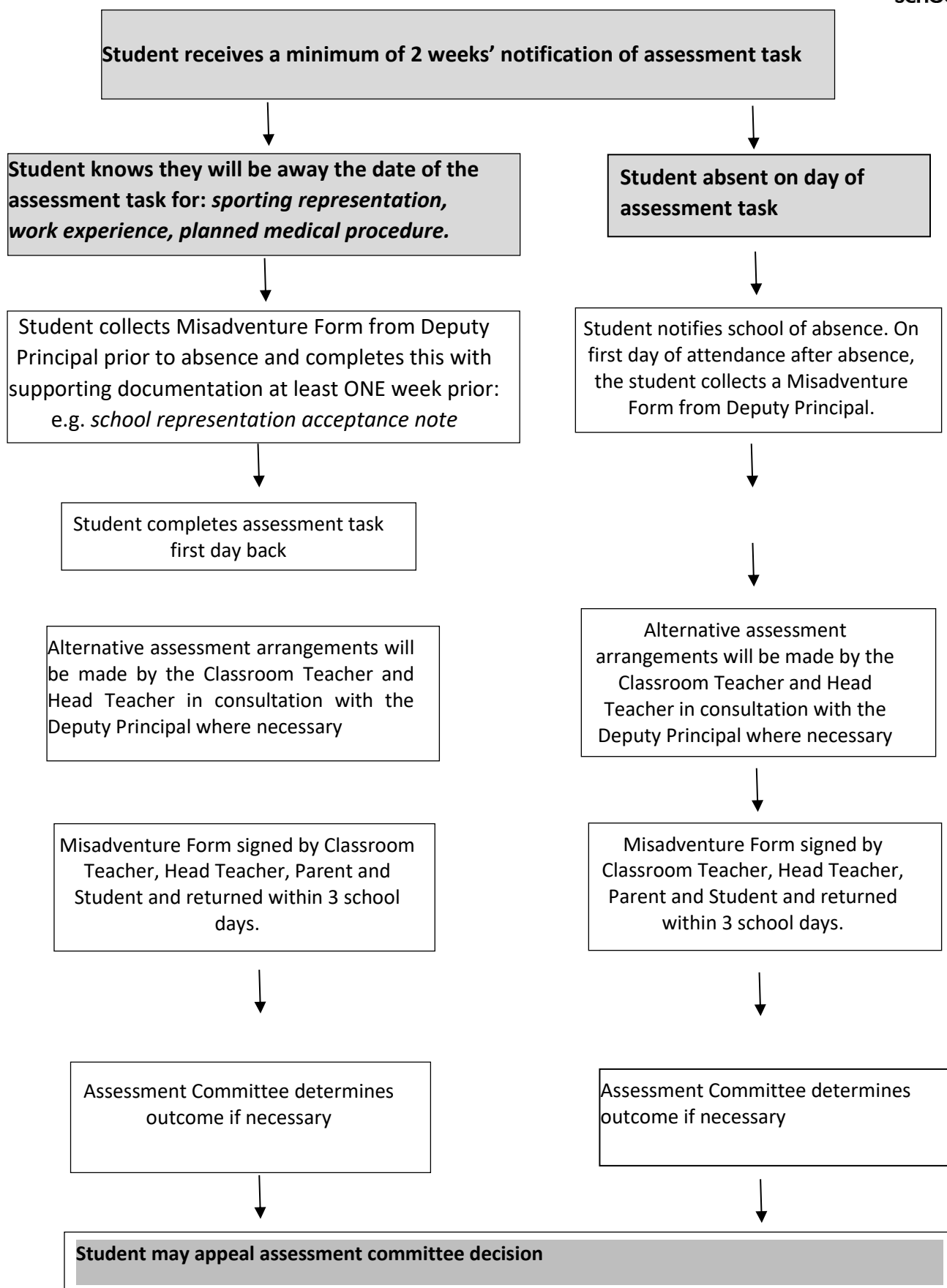
Has the task been completed? **YES/NO**

**Outcome and Recommendation**

- ☐ Zero
- ☐ Estimate
- ☐ Alternative Task
- ☐ Other

**Deputy Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Student Assessment Task Submission Flow Chart



## **Responsibilities of the School**

The school, under the guidance of the Principal, is responsible for:

- Establishing policies and procedures across the school which ensure a consistent application of policies and procedures across the school
- Ensuring that staff are fully aware of school assessment policies and procedures;
- Ensuring the valid distribution of grades in different subjects;
- Ensuring that students and their parents are fully aware of the system;
- Setting up procedures for dealing with appeals.

## **Responsibilities of the Faculty Head Teacher**

- Ensuring that faculty members are fully aware of the assessment requirements of the school;
- Establishing consistent practices within subjects;
- Determining how comparability between different classes will be achieved;
- Ensuring that students are informed of their responsibilities and the details of the assessment program;
- Establishing the method of recording and reporting assessment data;
- Monitoring individual teacher's grading determinations.
- Monitor students' progress and implementing appropriate intervention

## **Responsibilities of the Teacher**

- Setting assessment tasks related to the course objectives;
- Informing students as to what is expected of them;
- Measuring student achievement;
- Recording observations using marks, grades or comments;
- Providing appropriate feedback to students on each task;
- Making a judgement of each student's level of achievement by choosing the most appropriate overall description in the Common Grade Descriptors.
- Discussing a student's progress with the Head Teacher to determine intervention strategies

## **Responsibilities of the Students**

The students are responsible for:

- Presenting ALL assessment tasks on time
- Presenting their own work, honestly making a genuine, serious attempt without cheating or plagiarism
- Doing each assessment task to the best of their ability
- Ensuring that any questions they have about the marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back
- Demonstrating that through effort and achievement they have met all the requirements of the course
- Working without hindering the efforts of other students, both in class and in examination

## GRADING

Grading student achievement is the process of assigning a letter to summarise the level of a student's achievement in a course.

The grading system is concerned with describing the student's achievement at the end of each course in each year, using A to E. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors. Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment.

Teachers will use their professional judgement in applying the Course Performance Descriptors to determine a student's final grades. They describe the main features of a typical student's performance at each level of achievement measured against the syllabus objectives and outcomes for that course.

| GRADE           | COMMON GRADE SCALE   |
|-----------------|--|
| <b><i>A</i></b> | The student demonstrates an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations. |
| <b><i>B</i></b> | The student demonstrates a thorough knowledge and understanding of the course content and competence in processes and skills of the course. In addition, the student is able to apply their knowledge and skills to most new situations.   |
| <b><i>C</i></b> | The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills  |
| <b><i>D</i></b> | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.   |
| <b><i>E</i></b> | The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.  |

## Summary of the Key Steps to Getting Started with an Assessment Task

### READ

- On the day you receive the assignment, just READ it

### HIGHLIGHT

- Then HIGHLIGHT all the key words and instructions

### DEFINE TASK IN YOUR OWN WORDS

- Re-read the highlighted words
- Then DEFINE IN YOUR OWN WORDS

### CHUNK

- Break down the large tasks into smaller more manageable CHUNKS

### PLAN

- Create your PLAN OF ATTACK. Allocate blocks of time to complete each chunk of work in your diary

### FEEL MORE CONFIDENT

- Now you understand WHAT you need to do and you have a clear PLAN to get your work completed by the due date

## WRITING A BIBLIOGRAPHY

**What is a Bibliography?** A list of everything you have read in researching your essay or assignment - not only the items you refer to in the essay or assignment itself (includes texts, journal articles, electronic sources etc.).

**What is a reference list?** A list of all sources actually referenced in your assignment. You must reference when you quote from a text, or paraphrase or summarise someone else's ideas.

**WHY REFERENCE?** Using someone else's words, ideas, maps, diagrams etc. is PLAGIARISM – even if you have paraphrased or summarised them! You must acknowledge all sources.

References/bibliographies should be arranged alphabetically by the author. If no author is given, then by title.

**Books:** Author (surname followed by given name). (Year of publication). Title (*Italics* or underlined). Edition (in parentheses if other than 1st). Place of publication: Publisher Eg

- Germov, John (2000). *Get great marks for your essays*. [2nd edition]. Sydney: Allen & Unwin.
- Johnson, David (2005). *The geology of Australia*. Cambridge: Cambridge University Press.

**Articles:** (magazines, newspapers or journals) Author (surname followed by given name). (Year of publication) Title of article. Name of journal, magazine or newspaper (*underlined* or in *italics*), Volume and/or issue, page numbers (inclusive). eg.

- Duffy, M. (2005, June 14). Squalls of dissent ruffle the wind harvester. *Sydney Morning Herald*. pp. News 7.
- Faulkner, C. (2005). Wallum froglet. *Nature Australia*, 28(5), pp. 22-23.
- Rhodes, R. (2005). Living with the bomb. *National Geographic*, 208(2), pp. 98-113.

**Videos, DVDS, CD-ROMS, Films:** Author. (Year of Publication). Title (edition). [Format]. Place: Publisher/Production Company. Eg

- Skull, J. (2000). Know what's what in travel & tourism. [CD-ROM].
- Marino, S. Aust.: Elbrook. Williams, Gerri (2002). Under my skin. [VHS]. Sydney: ABC.

**Internet:** Surname, Initials (or author or editor), Year. Title [online]. (Edition). Place of publication: Publisher (if ascertainable). URL. Accessed/Retrieved date. Eg.

- Carmichael, E. (2001). Module 2: writing assignments at university. Early Childhood Education Self- study [on-line] <http://sites.uws.edu/learning/earlychildhood/mod2.htm>. Accessed: Sept 13, 2005.
- Holland, M. (2004). Guide to citing Internet sources [online]. Poole: Bournemouth University [http://www.bournemouth.ac.uk/library/using/guide\\_to\\_citing\\_internet\\_sourc.html](http://www.bournemouth.ac.uk/library/using/guide_to_citing_internet_sourc.html).



## 2020 TERM DATES

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### Semester 1 and Second Semester Examinations

The dates for the examination periods were accurate at time of printing.

| EXAM                   | START                     | COMPLETE                  |
|------------------------|---------------------------|---------------------------|
| Semester 1 Exam Period | 11 <sup>th</sup> June     | 14 <sup>th</sup> June     |
| Semester 2 Exam Period | 11 <sup>th</sup> November | 15 <sup>th</sup> November |

## YEAR 9 SUBJECT ASSESSMENT SCHEDULE – 2020

| WEEK | TERM 1  | TERM 2  | TERM 3  | TERM 4  |
|------|---|---|---|---|
| 1    |   |   |   |   |
| 2    |   |   |   |   |
| 3    |   | PDHPE Formative Task 1  |   | English (Adv and Mixed)<br>- Classwork Portfolio  |
| 4    |   | Geography Task 2<br>Music Task 2<br>Science Task 2  |   | Commerce Task 4<br>Photographic and Digital<br>Media Task 4<br>Japanese Task 4<br>Music Task 4<br>Geography Task 4  |
| 5    |   | Visual Arts Task 2<br>Photographic and Digital<br>Media Task 2<br>Food Technology -<br>Research task A<br>Maths Task 2<br>(5.1,5.2,5.3)   | Science Task 3  | PDHPE Yearly Exam<br>Maths Task 4<br>(5.1,5.2,5.3)<br>Science Task 4<br>Marine & Aquaculture<br>Technology - Task 4 and<br>folio<br>English (Adv and Mixed)<br>Formal Assessment -<br>Task 4 Reading and<br>Writing |
| 6    | Science Task 1<br>English (Mixed) - Task 1a<br>(Writing Task)   | Commerce Task 2<br>Japanese Task 2<br>Marine & Aquaculture<br>Technology - Task 2 and<br>folio<br>English (Adv and Mixed)<br>Task 2 and Classwork<br>Portfolio due                    | Visual Arts Task 3<br>Photographic and<br>Digital Media Task 3<br>Marine & Aquaculture<br>Technology Task 3                     | Industrial Technology<br>Timber - Project 2 and<br>Folio 2<br><br>Food Technology -<br>ongoing weekly<br>practical assessment<br><br>Industrial Technology<br>Metal - Project 2 and<br>Folio 2                      |
| 7    | Industrial Technology<br>Timber - Assessment<br>Task 1<br>Food Technology - design<br>task<br>Industrial Technology<br>Metal - Task 1 | PASS & PDHPE Ongoing<br>Semester 1 Practical<br>Assessment<br>Industrial Technology<br>Timber - Project 1 and<br>Folio 1<br>Industrial Technology<br>Metal - Project 1 and<br>Folio 1 | Industrial Technology<br>Timber - Task 2<br>Food Technology -<br>Research task B<br><br>Industrial Technology<br>Metal - Task 2 | Yr9 reports to HT<br>PASS & PDHPE Ongoing<br>Semester 2 Practical<br>Assessment   |

|    |   |   |   |  |
|----|---|---|---|--|
| 8  | Geography Assessment Task 1<br>Visual Arts Task 1<br>Photographic and Digital Media Task 1<br>Japanese Task 1<br>Marine & Aquaculture Technology - Core Module 1 Task 1 | Yr9 reports to HT                                     | Geography Assessment Task 3<br>Japanese Task 3<br>Commerce Task 3   |  |
| 9  | Commerce Task 1<br>PASS Assessment Task 1<br>Music Task 1   |   | Music Task 3<br>English (Adv and Mixed) Task 3  |  |
| 10 | Food Technology - ongoing weekly practical assessment<br>English (Adv) - Task 1<br>English (Mixed) - Task 1b (Writing Task)<br>Maths Task 1 (5.1,5.2,5.3)               | Food Technology - ongoing weekly practical assessment | PDHPE Formative Task 2<br>PASS Assessment Task 2<br>Food Technology - ongoing weekly practical assessment<br>Maths Task 3 (5.1,5.2,5.3) |  |
| 11 |   |   |   |  |

## Commerce

**KLA: HSIE**

**Head Teacher: Mr. Harrison**

**Year Group: 9**

| Task       | Task Name                                       | Term | Week | Weighting % |
|------------|---|------|------|-------------|
| Semester 1 |   |      |      |             |
| 1          | Research Task: Consumer & Financial Decisions   | 1    | 9    | 50          |
| 2          | Case Study: The Economic & Business Environment | 2    | 6    | 50          |
| Semester 2 |   |      |      |             |
| 3          | Investigation & Report: Travel                  | 3    | 8    | 50          |
| 4          | Examination                                     | 4    | 4    | 50          |

### Areas for Assessment - Reporting Outcomes

|     |  |
|-----|--|
|     | Description - 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 |
| 5-3 | examines the role of law in society  |
| 5-4 | analyses key factors affecting   |
| 5-5 | evaluates options for solving problems and   |
| 5-6 | develops and implements plans designed to achieve  |
| 5-7 | researches and assesses information using a variety of   |
| 5-8 | explains information using a variety of  |
| 5-9 | works independently and collaboratively to meet individual and collective goals within specified timeframes                                    |

## English Advanced

**KLA: English**

**Head Teacher: Ms Roberts**

**Year Group: 9**

| Task                        | Task Name   | Term    | Week             | Weighting % | Outcomes Assessed  |
|-----------------------------|---|---------|------------------|-------------|--|
| <b>Semester 1</b>           |   |         |                  |             |  |
| 1                           | "Fake News" Website   | 1       | 10               | 25          | 3, 7, 8  |
| 2                           | Production Journal - Shakespeare  | 2       | 6                | 25          | 1, 4, 6  |
| <b>Class Work Portfolio</b> | Imaginative Writing<br>Persuasive Writing<br>Reflections<br>Scene Annotations | 1 and 2 | Term 2<br>Week 6 | 50          | Class Portfolio will be assessed against the National Literacy Progression and General Capabilities. |
| <b>Semester 2</b>           |   |         |                  |             |  |
| 3                           | Critical Analysis   | 3       | 9                | 25          | 1, 4, 9  |
| 4                           | Reading and Writing Assessment  | 4       | 5                | 25          | 2, 5, 6,   |
| <b>Class Work Portfolio</b> | Google Classroom – formative tasks  | 3 and 4 | Term 4<br>Week 3 | 50          | Class Portfolio will be assessed against the National Literacy Progression and General Capabilities. |

### Areas for Assessment - Reporting Outcomes

|   |  |
|---|--|
|   | Description - A student:   |
| 1 | responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure                              |
| 2 | 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 |
| 3 | 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               |
| 4 | effectively transfers knowledge, skills and understanding of language concepts into new and different contexts   |
| 5 | 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          |
| 6 | investigates the relationships between and among texts   |
| 7 | understands and evaluates the diverse ways texts can represent personal and public worlds  |
| 8 | questions, challenges and evaluates cultural assumptions in texts and their effects on meaning   |
| 9 | purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness   |

| Task                 | Task Name  | Term    | Week             | Weighting % | Outcomes Assessed  |
|----------------------|--|---------|------------------|-------------|--|
| Semester 1           |  |         |                  |             |  |
| 1                    | Persuasive and Imaginative Writing   | 1       | 5 & 10           | 25          | 1, 3, 5  |
| 2                    | Poem, Visual Representation and Reflection   | 2       | 6                | 25          | 2, 4, 7, 9   |
| Class Work Portfolio | Character Description<br>Setting Description<br>Speech Transcript<br>Poetry<br>Reflections | 1 and 2 | Term 2<br>Week 6 | 50          | Class Portfolio will be assessed against the National Literacy Progression and General Capabilities. |
| Semester 2           |  |         |                  |             |  |
| 3                    | Critical Writing   | 3       | 9                | 25          | 2, 4, 9  |
| 4                    | Reading and Writing  | 4       | 5                | 25          | 6, 7, 8  |
| Class Work Portfolio | A range of classroom tasks   | 3 and 4 | Term 4<br>Week 3 | 50          | Class Portfolio will be assessed against the National Literacy Progression and General Capabilities. |

### Areas for Assessment - Reporting Outcomes

|   |  |
|---|--|
|   | Description - A student:   |
| 1 | responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure                              |
| 2 | 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 |
| 3 | 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               |
| 4 | effectively transfers knowledge, skills and understanding of language concepts into new and different contexts   |
| 5 | 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          |
| 6 | investigates the relationships between and among texts   |
| 7 | understands and evaluates the diverse ways texts can represent personal and public worlds  |
| 8 | questions, challenges and evaluates cultural assumptions in texts and their effects on meaning   |
| 9 | purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness   |

### Stage 5 - Food Technology

| Task       | Task Name       | Term        | Week      | Weighting % | Outcomes Assessed      |
|------------|-----------------|-------------|-----------|-------------|------------------------|
| Semester 1 |                 |             |           |             |                        |
| 1          | Design Task     | 1           | 7         | 30%         | FT5-1, 5-2, 5-4        |
| 2          | Research Task A | 2           | 5         | 20%         | FT5-4, 5-10, 5-9       |
| Semester 2 |                 |             |           |             |                        |
| 3          | Research Task B | 3           | 7         | 10%         | FT5-7, 5-10, 5-11, 5-9 |
| 4          | Practical Work  | 1, 2, 3 & 4 | Each week | 40%         | FT5-1, 5-2, 5-10, 5-11 |

#### Areas for Assessment - Reporting Outcomes

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

| Task       | Task Name                        | Term | Week | Weighting % |
|------------|----------------------------------|------|------|-------------|
| Semester 1 |                                  |      |      |             |
| 1          | Sustainable biomes research task | 1    | 8    | 50          |
| 2          | E-Portfolio                      | 2    | 4    | 50          |
| Semester 2 |                                  |      |      |             |
| 3          | Junior Geography Project         | 3    | 8    | 50          |
| 4          | Portfolio Task                   | 4    | 4    | 50%         |

**Areas for Assessment - Reporting Outcomes**

|       |  |
|-------|--|
|       | Description - 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                                    |



| Task       | Task Name           | Term | Week | Weighting % | Outcomes Assessed               |
|------------|---------------------|------|------|-------------|---------------------------------|
| Semester 1 |                     |      |      |             |                                 |
| 1          | Project 1           | 2    | 7    | 50          | IND5-1, 5-2, 5-3, 5-6, 5-7      |
| 2          | Digital Portfolio 1 | 2    | 7    | 40          | IND5-4, 5-5, 5-8                |
| 3          | Assessment Task 1   | 1    | 7    | 10          | IND5-9, 5-10                    |
| Semester 2 |                     |      |      |             |                                 |
| 4          | Project 2           | 4    | 6    | 50          | IND5-1, 5-2, 5-3, 5-4, 5-6, 5-7 |
| 5          | Digital Portfolio 2 | 4    | 6    | 40          | IND5-4, 5-5, 5-8                |
| 6          | Assessment Task 2   | 3    | 7    | 10          | IND5-9, 5-10                    |

### Areas for Assessment - Reporting Outcomes

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

## Stage 5 - Industrial Technology Metal

**KLA: TAS**

**Head Teacher: Mrs Hines**

**Year Group: 9**

| Task       | Task Name           | Term | Week | Weighting % | Outcomes Assessed               |
|------------|---------------------|------|------|-------------|---------------------------------|
| Semester 1 |                     |      |      |             |                                 |
| 1          | Project 1           | 2    | 7    | 50          | IND5-1, 5-2, 5-3, 5-6, 5-7      |
| 2          | Digital Portfolio 1 | 2    | 7    | 40          | IND5-4, 5-5, 5-8                |
| 3          | Assessment Task 1   | 1    | 7    | 10          | IND5-9, 5-10                    |
| Semester 2 |                     |      |      |             |                                 |
| 4          | Project 2           | 4    | 6    | 50          | IND5-1, 5-2, 5-3, 5-4, 5-6, 5-7 |
| 5          | Digital Portfolio 2 | 4    | 6    | 40          | IND5-4, 5-5, 5-8                |
| 6          | Assessment Task 2   | 3    | 7    | 10          | IND5-9, 5-10                    |

### Areas for Assessment - Reporting Outcomes

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

## Stage 5 – Japanese

**KLA: Languages**

**Head Teacher:**

**Year Group: 9**

| Task       | Task Name                    | Term | Week | Weighting % | Outcomes Assessed   |
|------------|------------------------------|------|------|-------------|---|
| Semester 1 |                              |      |      |             |   |
| 1          | Hiragana Writing Conventions | 1    | 8    | 25          | LJA5 – 2C, LJA5 – 6U,   |
| 2          | Class Presentation           | 2    | 6    | 25          | LJA5 – 1C, LJA5 – 5U<br>LJA5 – 7U                                   |
| Semester 2 |                              |      |      |             |   |
| 3          | Topic Test                   | 3    | 8    | 25          | LJA5 – 2C, LJA5 – 3C<br>LJA5 – 4C, LJA5 – 6U,<br>LJA5 – 7U          |
| 4          | Reading/Writing Task         | 4    | 4    | 25          | LJA5 – 2C, LJA5 – 3C,<br>LJA5 – 4U, LJA5 – 6U, LJA5 – 8U, LJA5 – 9U |

### Areas for Assessment Reporting outcomes:

|                          |  |
|--------------------------|--|
| Description - 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                  | analyses linguistic, structural and cultural features in a range of texts  |
| LJA5-9U                  | explains and reflects on the interrelationship between language, culture and identity  |

## Stage 5 - Marine & Aquaculture Technology

**KLA: TAS**

**Head Teacher: Mrs Hines**

**Year Group: 9**

| Task              | Task Name                                 | Term | Week | Weighting % | Outcomes Assessed            |
|-------------------|---|------|------|-------------|------------------------------|
| <b>Semester 1</b> |   |      |      |             |                              |
| 1                 | Task 1 - core module 1                    | 1    | 8    | 20          | MAR5-1, 2, 3,7,9,10,11,13,14 |
| 2                 | Task 2 - research                         | 2    | 6    | 20          | MAR5-3, 7, 9, 10, 14         |
| 3                 | Digital Portfolio - coursework semester 1 | 2    | 6    | 10          | MAR5-13 , 5-14               |
| <b>Semester 2</b> |   |      |      |             |                              |
| 4                 | Task 3 - research                         | 3    | 6    | 20          | MAR5-1, 7, 9, 13, 14         |
| 5                 | Task 4 - Case Study                       | 4    | 5    | 20          | MAR5-1, 2, 13,14             |
| 6                 | Digital Portfolio - coursework semester 2 | 4    | 5    | 10          | MAR5-13 , 5-14               |

### Areas for Assessment - Reporting Outcomes

|                          |   |
|--------------------------|---|
| Description - A student: |   |
| 1                        | <b>MAR5-1</b> identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships                               |
| 2                        | <b>MAR5-2</b> identifies, describes and evaluates the social and economic importance of marine ecosystems   |
| 3                        | <b>MAR5-3</b> identifies, describes and evaluates the effects humans have had on the marine environment   |
| 4                        | <b>MAR5-4</b> explains why aquaculture provides an economically sustainable source of food  |
| 5                        | <b>MAR5-5</b> assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment   |
| 6                        | <b>MAR5-6</b> evaluates the economic and environmental sustainability of aqua cultural pursuits   |
| 7                        | <b>MAR5-7</b> identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment                               |
| 8                        | <b>MAR5-8</b> identifies, describes and evaluates policies for monitoring and conserving the marine environment   |
| 9                        | <b>MAR5-9</b> selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings             |
| 10                       | <b>MAR5-10</b> demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations |

|    |  |
|----|--|
| 11 | <b>MAR5-11</b> identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits                                   |
| 12 | <b>MAR5-12</b> identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment   |
| 13 | <b>MAR5-13</b> collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information |
| 14 | <b>MAR5-14</b> recalls aspects of the marine environment using relevant conventions, terminology and symbols   |

## MATHEMATICS 9.5.1

KLA: Mathematics

Head Teacher: S. Love

Year Group: 9 5.1

| Task       | Task Name                                  | Term | Week | Weighting % |
|------------|--|------|------|-------------|
| Semester 1 |  |      |      |             |
| 1          | Learning Rubric                            | 1    | 9    | 25          |
| 2          | Learning Rubric                            | 2    | 9    | 25          |
| Semester 2 |  |      |      |             |
| 3          | Learning Rubric                            | 3    | 9    | 25          |
| 4          | Semester 2 Examination with Summary sheets | 4    | 5    | 25          |

### Areas for Assessment - Reporting Outcomes

|                  |                            |
|------------------|----------------------------|
| Reporting Strand |                            |
| 1                | Measurement and Geometry   |
| 2                | Number and Algebra         |
| 3                | Statistics and Probability |

## MATHEMATICS 9.5.2

KLA: Mathematics

Head Teacher: S Love.

Year Group: 9 5.2

| Task       | Task Name                                  | Term | Week | Weighting % |
|------------|--|------|------|-------------|
| Semester 1 |  |      |      |             |
| 1          | Learning Rubric                            | 1    | 9    | 25          |
| 2          | Learning Rubric                            | 2    | 9    | 25          |
| Semester 2 |  |      |      |             |
| 3          | Learning Rubric                            | 3    | 9    | 25          |
| 4          | Semester 2 Examination with Summary sheets | 4    | 5    | 25          |

### Areas for Assessment - Reporting Outcomes

|                  |                            |
|------------------|----------------------------|
| Reporting Strand |                            |
| 1                | Measurement and Geometry   |
| 2                | Number and Algebra         |
| 3                | Statistics and Probability |

## MATHEMATICS 9.5.3

KLA: Mathematics

Head Teacher: S Love.

Year Group: 9 5.3

| Task       | Task Name                                  | Term | Week | Weighting % |
|------------|--|------|------|-------------|
| Semester 1 |  |      |      |             |
| 1          | Learning Rubric                            | 1    | 9    | 25          |
| 2          | Learning Rubric                            | 2    | 9    | 25          |
| Semester 2 |  |      |      |             |
| 3          | Learning Rubric                            | 3    | 9    | 25          |
| 4          | Semester 2 Examination with Summary sheets | 4    | 5    | 25          |

### Areas for Assessment - Reporting Outcomes

| Reporting Strand |                            |
|------------------|----------------------------|
| 1                | Measurement and Geometry   |
| 2                | Number and Algebra         |
| 3                | Statistics and Probability |

## Music

**KLA: Music**

**Head Teacher: Mrs Knight**

**Year Group: 9**

| Task       | Task Name               | Term | Week | Weighting % | Outcomes Assessed    |
|------------|-------------------------|------|------|-------------|----------------------|
| Semester 1 |                         |      |      |             |                      |
| 1          | Composition/Performance | 1    | 9    | 20          | 5.1,5.2,5.4,5.5,5.10 |
| 2          | Listening               | 2    | 4    | 30          | 5.7,5.8,5.9          |
| Semester 2 |                         |      |      |             |                      |
| 3          | Performance             | 3    | 9    | 30          | 5.1,5.2              |
| 4          | Composition             | 4    | 4    | 20          | 5.4,5.5              |

### Areas for Assessment - Reporting Outcomes

|                          |  |
|--------------------------|--|
| Description - A student: |  |
| 1                        | 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts   |
| 2                        | 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology  |
| 3                        | 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study   |
| 4                        | 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study   |
| 5                        | 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            |
| 6                        | 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study  |
| 7                        | 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study |
| 8                        | 5.10 demonstrates an understanding of the influence and impact of technology on music  |



## Music (100 hour course)

KLA: Music

Head Teacher: Mrs Knight

Year Group: 9

| Task       | Task Name                   | Term | Week | Weighting % | Outcomes Assessed     |
|------------|-----------------------------|------|------|-------------|-----------------------|
| Semester 1 |                             |      |      |             |                       |
| 1          | Composition and Performance | 2    | 3    | 50          | 5.1,5.2,5.4,5.5,5.10  |
| Semester 2 |                             |      |      |             |                       |
| 2          | Listening and Performance   | 4    | 2    | 50          | 5.1, 5.2, 5.7,5.8,5.9 |

### Areas for Assessment - Reporting Outcomes

|                          |  |
|--------------------------|--|
| Description - A student: |  |
| 1                        | 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts   |
| 2                        | 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology  |
| 3                        | 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study   |
| 4                        | 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study   |
| 5                        | 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            |
| 6                        | 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study  |
| 7                        | 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study |
| 8                        | 5.10 demonstrates an understanding of the influence and impact of technology on music  |

## Personal Development, Health and Physical Education

**KLA: PDHPE**

**Head Teacher: Miss Wilson**

**Year Group: 9**

| Task              | Task Name  | Term | Week    | Weighting % | Outcomes Assessed   |
|-------------------|--|------|---------|-------------|---------------------|
| <b>Semester 1</b> |  |      |         |             |                     |
| 1                 | Formative Assessment of Semester 1 Units   | 2    | 3       | 25          | PD5-2, PD5-6, PD5-8 |
| 2                 | Practical Assessment – World Games, Fit 4 Life and Athletics   | 2    | Ongoing | 25          | PD5-4               |
| <b>Semester 2</b> |  |      |         |             |                     |
| 3                 | Formative assessment of term 3 concepts  | 3    | 10      | 10          | PD5-7 PD5-8         |
| 4                 | End of year Exam   | 4    | 5       | 15          | PD5-1, PD5-6, PD5-7 |
| 5                 | Practical Assessment - Adaptation & application of skills in modified team games, invasion games, challenge and cultural games | 4    | Ongoing | 25          | PD5-4, PD5-5        |

### Areas for Assessment - Reporting Outcomes

|   |  |
|---|--|
|   | Description - A student:   |
| 1 | PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges   |
| 2 | PD5-2 researches and appraises the effectiveness of health information and support services available in the community                               |
| 3 | PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships  |
| 4 | PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts                        |
| 5 | PD5-5 appraises and justifies choices of actions when solving complex movement challenges  |
| 6 | PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity |
| 7 | PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities    |
| 8 | PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity                    |

## Photographic and Digital Media (100 Hour Course)

**KLA: CAPAL**

**Head Teacher: Mrs Knight**

**Year Group: 9**

| Task       | Task Name                  | Term | Week | Weighting % | Outcomes Assessed       |
|------------|----------------------------|------|------|-------------|-------------------------|
| Semester 1 |                            |      |      |             |                         |
| 1          | Digital portfolio          | 2    | 1    | 10          | 5.7 5.8 5.9 5.10        |
| 2          | Process and Body of Work   | 2    | 5    | 30          | 5.1 5.2 5.3 5.4 5.5 5.6 |
| Semester 2 |                            |      |      |             |                         |
| 3          | Case Study                 | 4    | 3    | 20          | 5.7 5.8 5.9 5.10        |
| 4          | Process and Body of Work 2 | 4    | 4    | 40          | 5.1 5.2 5.3 5.4 5.5 5.6 |

### Areas for Assessment - Reporting Outcomes

|   |  |
|---|--|
|   | Description - A student:   |
| 1 | develops range and autonomy in selecting and applying visual arts/photographic conventions and procedures to make artworks   |
| 2 | makes artworks/photographic and digital works informed by their understanding of the function of and relationships between the artist – artwork – world – audience           |
| 3 | makes artworks/photographic and digital works informed by a developing understanding of how the frames affect meaning  |
| 4 | investigates the world as a source of ideas, concepts and subject matter in the visual arts and digital media  |
| 5 | makes informed choices to develop and extend concepts and different meanings in their art works and digital media  |
| 6 | demonstrates developing technical accomplishment and refinement in making artworks and digital media   |
| 7 | applies their understanding of aspects of practice to critical and historical interpretations of art and digital media   |
| 8 | uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art and digital media |

## Physical Activity and Sports Studies

**KLA: PDHPE**

**Head Teacher: Miss Wilson**

**Year Group: 9**

| Task              | Task Name   | Term  | Week    | Weighting % | Outcome                          |
|-------------------|---|-------|---------|-------------|----------------------------------|
| <b>Semester 1</b> |   |       |         |             |                                  |
| <b>1</b>          | Semester 1 - The Body and Athletic Development- Coursework and Topic Test                               | 1     | 9       | 25%         | PASS 5-1                         |
| <b>2</b>          | Semester 1 Practical Formative Assessment (Prac application / observation / Training Log Review)        | 1 & 2 | Ongoing | 25%         | PASS 5-5<br>PASS 5-2<br>PASS 5-9 |
| <b>Semester 2</b> |   |       |         |             |                                  |
| <b>3</b>          | Semester 2 Theory / Practical Elite Athlete Preparation and Sports Nutrition Assessment and course work | 3     | 10      | 25%         | PASS 5-8<br>PASS 5-10            |
|                   | Semester 2 Practical: Formative Assessment (Prac application (observation) / Training Log Review)       | 3 & 4 | Ongoing | 25%         | PASS 5-5<br>PASS 5-7<br>PASS 5-9 |

### Areas for Assessment - Reporting Outcomes

|                          |   |
|--------------------------|---|
| Description - A student: |   |
| <b>1</b>                 | <b>PASS5-1</b> discusses factors that limit and enhance the capacity to move and perform                                      |
| <b>2</b>                 | <b>PASS5-2</b> analyses the benefits of participation and performance in physical activity and sport                          |
| <b>3</b>                 | <b>PASS5-3</b> discusses the nature and impact of historical and contemporary issues in physical activity and sport           |
| <b>4</b>                 | <b>PASS5-4</b> analyses physical activity and sport from personal, social and cultural perspectives                           |
| <b>5</b>                 | <b>PASS5-5</b> demonstrates actions and strategies that contribute to active participation and skilful performance            |
| <b>6</b>                 | <b>PASS5-6</b> evaluates the characteristics of participation and quality performance in physical activity and sport          |
| <b>7</b>                 | <b>PASS5-7</b> works collaboratively with others to enhance participation, enjoyment and performance                          |
| <b>8</b>                 | <b>PASS5-8</b> displays management and planning skills to achieve personal and group goals                                    |
| <b>9</b>                 | <b>PASS5-9</b> performs movement skills with increasing proficiency   |
| <b>10</b>                | <b>PASS5-10</b> analyses and appraises information, opinions and observations to inform physical activity and sport decisions |

## Science

**KLA: Science**

**Head Teacher: Mrs McKenzie**

**Year Group: 9**

| Task              | Task Name                            | Term | Week | Weighting % | Outcomes Assessed                                    |
|-------------------|--------------------------------------|------|------|-------------|--|
| <b>Semester 1</b> |                                      |      |      |             |  |
| 1                 | Waves and Electricity Investigation  | 1    | 6    | 25%         | SC5-10PW, SC5-11PW, SC5-WS7, SC5-WS8, SC5-WS9        |
| 2                 | Student Independent Research Project | 2    | 4    | 25%         | SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS |
| <b>Semester 2</b> |                                      |      |      |             |  |
| 3                 | Ecosystems Task                      | 3    | 5    | 25%         | SC5-14LW, SC5-6WS, SC5-7WS, SC5-9WS                  |
| 4                 | Yearly Examination                   | 4    | 5    | 25%         | SC5-8WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5-14LW      |

### Areas for Assessment - Reporting Outcomes

| Description - A student: |   |
|--------------------------|---|
| 1                        | SC5-4WS Develops questions or hypotheses to be investigated scientifically  |
| 2                        | SC5-5WS Produces a plan to investigate identified questions , hypotheses or problems , individually and collaboratively   |
| 3                        | SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively   |
| 4                        | SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions                               |
| 5                        | SC5-8WS Applies scientific understanding and critical thinking to suggest possible solutions to identify problems   |
| 6                        | SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language , conventions and representation               |
| 7                        | SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion   |
| 8                        | SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems   |
| 9                        | SC5-12ES Describes changing the idea about the structure of the Earth and the universe to illustrate how models , theories and laws are refined over time by the scientific community |
| 10                       | SC5-14LW Analyses interactions between components and processes within biological systems   |

## Visual Arts (200 Hour Course)

**KLA: Creative and Performing Arts**

**Head Teacher: Mrs Knight**

**Year Group: 9**

| Task       | Task Name                        | Term | Week | Weighting % | Outcomes Assessed       |
|------------|----------------------------------|------|------|-------------|-------------------------|
| Semester 1 |                                  |      |      |             |                         |
| 1          | Visual Art Process Diary Marking | 1    | 8    | 10          | 5.7 5.8 5.9 5.10        |
| 2          | Process and Body of Work         | 2    | 5    | 30          | 5.1 5.2 5.3 5.4 5.5 5.6 |
| Semester 2 |                                  |      |      |             |                         |
| 3          | Research Assignment              | 3    | 6    | 20          | 5.7 5.8 5.9 5.10        |
| 4          | Process and Body of Work 2       | 4    | 4    | 40          | 5.1 5.2 5.3 5.4 5.5 5.6 |

### Areas for Assessment - Reporting Outcomes

|    |  |
|----|--|
|    | Description - A student:   |
| 1  | develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks  |
| 2  | makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience                        |
| 3  | makes artworks informed by a developing understanding of how the frames affect meaning   |
| 4  | investigates the world as a source of ideas, concepts and subject matter in the visual arts  |
| 5  | makes informed choices to develop and extend concepts and different meanings in their artworks   |
| 6  | demonstrates developing technical accomplishment and refinement in making artworks.  |
| 7  | applies their understanding of aspects of practice to critical and historical interpretations of art   |
| 8  | uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art |
| 9  | Demonstrates how the frames provide different interpretations of art   |
| 10 | Demonstrates how art criticism and art history construct meanings  |