



STAGE 5 - YEAR 9 ASSESSMENT BOOKLET

**ORAN PARK HIGH SCHOOL
2021**

Assessment at Oran Park High School

Oran Park High School uses three forms of assessment; assessment ‘for’ learning, assessment ‘of’ learning, and assessment ‘as’ learning when gathering information about student achievement. Research has shown that students all learn in different ways and by using a range of assessment activities, students can better demonstrate their understanding of syllabus outcomes. These three types of assessment align to the directions of the Department of Education and the New South Wales Education Standards Authority (NESA) in regard to assessment.

Assessment ‘of’ learning

Assessment ‘of’ learning often takes the form of in-class tests, examinations, and assignments. After submission, students will be provided with grades and feedback that indicate their level of achievement in this task. This type of assessment is also called summative assessment.

Assessment ‘for’ learning

Assessment ‘for’ learning reflects the idea that students can continue to learn and improve. Learning is an ongoing process, and this type of assessment allows for students to receive timely and ongoing feedback that can inform their next steps. Assessment ‘for’ learning can improve motivation and students’ feelings of proficiency and ownership over their learning. Assessment for learning can also be referred to as formative assessment and may include self-assessment and peer assessment.

Assessment ‘as’ learning

Assessment as learning encourages students to take responsibility for their learning and to use feedback to help them monitor their own progress. Using this mode of learning, students can be asked to select different ways to present their work that demonstrate their understanding of content. Assessment as learning can also include inquiry-based approaches to learning.

Students with disabilities

“Some students with disability will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.” (NESA)

Students with disabilities may be able to present their work in an alternative format, have fewer questions or scaffolds. The type of adjustments will depend on each individual student and their needs. This will be based on consultation between parents and the school.

Life Skills

Years 7–10 courses based on Life Skills outcomes and content provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability.

Assessment should provide opportunities for students to demonstrate achievement in relation to the selected Life Skills outcomes. It can occur via a range of strategies and in a range of situations.

Consistency and numeracy

To ensure consistency teachers will:

- explain the task to students and provide opportunities to ask clarifying questions
- discuss with other teachers and collaborate on the marking of tasks to ensure consistency in marking standards
- provide feedback on task submissions that outlines; areas of strength, areas for improvement and strategies to improve

Junior assessment procedures for Years 7, 8 and 9

The school has the responsibility for providing:

- students with an assessment booklet that outlines the guidelines for assessment in each course
- an assessment schedule and requirements for each course
- written notifications of summative assessments at least 2 weeks before the assessment task due date
- information regarding assessments for those subjects with ongoing portfolio assessments (these types of assessments will be indicated on the assessment schedule and parents will receive, and sign for an ‘Information to Parents’ sheet explaining the nature of the assessment)
- prompt feedback on each assessment task
- provide registers of notification for students to sign
- provide registers of submission for students to sign

Students are responsible for:

- completing all tasks to the best of their ability
- completing and submitting all tasks by the due date

- submitting work that is their own and no one else's
- catching up on work that is missed
- signing the assessment register to acknowledge receipt of the task
- signing the assessment register to show receipt of the returned task
- following the correct procedures if they are absent for any reason when the task notification is distributed or when the assessment task is due

The following assessment procedures apply to situations where a student:

- **is absent when the task is distributed**

It is the student's responsibility to ask the teacher for the task. Students will not be given an extension of time *except* where the absence is for an extended period of time and the reason is deemed acceptable by the Head Teacher.

- **is required to sit for examinations**

Examination or test style tasks will be undertaken on the specified date and time given in the notification.

- **is required to submit an assignment**

Tasks are to be submitted as per the instructions on the task notification

- **does not submit their task by the due date**

Students who do not submit by the time specified, will be recorded as a "non-submission" and a non-submission letter will be sent home. Student are required to meet with the Head Teacher of the faculty to discuss the circumstances around their non-submission and to plan for the late submission of the task. The Head teacher will decide whether the same or an alternative task is to be completed.

- **has an acceptable reason for an extension of an assessment task**

Acceptable reasons for an extension of a task may include; illness supported by a medical certificate or evidence of exceptional circumstances. This evidence along with the Junior Application for Illness/Misadventure form (Appendix 1) is to be provided to the Head Teacher of the faculty (on the first day back at school), who will determine if the reason is valid and decide on the submission of the task.

- **has a technological failure**

Technological failure is not reason for an extension, students are encouraged to keep back-ups of their work. If a student is having difficulty printing they should speak to their teacher before the due date.

- **submits a task that does not meet the outcomes**

If a student submits a task that does not meet the outcomes, an E grade will be awarded and a negotiated resubmission date may be issued by the Head Teacher.

- **submits work that is not their own**

Students must submit only work that is completed by them. If a student submits the work of another person, copies from the internet or a published document without appropriate referencing they will receive a “non-submission” for the task and will be required to resubmit. Students who knowingly allow another student to copy and submit their work may also receive a “non-submission”.

These procedures will be regularly reviewed as part the school’s review cycle.

Frequently asked questions

Q: What if a student misses an assessment task/activity?

A: If a student is sick or there is an exceptional circumstance, they will need to supply evidence, along with the *Junior Application for Illness/Misadventure* form (Appendix 1) to the Head Teacher of the faculty on their first day back at school. The Head Teacher will determine if the reason is acceptable and organise for the submission of the task or an alternative task where appropriate.

If there is not an acceptable reason, the student will be issued with a “non-submission” (where applicable, a non-submission letter (and phone call) will be sent home and will need to submit the task regardless. The submission of the task is required in order for teachers to assess a student’s ability to meet the outcomes of the course and to provide feedback for future learning.

If the reason is a school organised event such as knock-out sport, students must inform the teacher as soon as they become aware of the event and negotiate for the submission of the task. Informing the teacher after the event will result in the student receiving a “non-submission” for this task.

If students are participating in non-school representation in sporting or cultural events, they should provide the teacher with written supporting evidence of the event giving at least two weeks’ notice of the activity. As soon as students are aware of the activity, they must discuss this with their teacher so that arrangements for their task can be made.

Q: What if a student is sick during the task?

A: Students must let their teacher know immediately if they are feeling unwell and the teacher will organise for them to attend sick bay. Students should then attend the doctors and submit a medical certificate to the Head Teacher on their first day back at school.

Q: What if the student is on a family holiday?

A: The Department of Education does not encourage travel during school terms. If the travel is necessary, students must obtain an *Application for Extended Leave* form which must be submitted to the Principal for review.

If the application is approved, the student must liaise with the Year Adviser to identify any tasks that will be missed and to make alternative arrangements with Head Teacher of the faculty. Parents will be contacted in regard to these arrangements prior to the leave.

Q: What if a student has technological difficulties?

A: Technological difficulties are not usually reason for an extension. Students should ensure that regular “back-ups” of their work are made and the program they are using is one that can be accessed on school computers such as Microsoft Word and OneDrive. The school will not be responsible for unreadable or unusable media files. If a student cannot print a document due to printer failure they must see their teacher prior to the due day to organise for submission.

Q: The task is to be submitted electronically, what time is it due?

A: Tasks submitted electronically need to be sent by 3.00pm or late submission rules apply. It is advisable to submit the task earlier in case of technical issues.

Q: What are malpractice and plagiarism?

A: Malpractice is defined as dishonest behaviour that gives students an unfair advantage over others. Malpractice can include copying someone’s work or allowing another person to copy work. Bringing ‘cheat sheets’ or electronic notes into a test/exam is also considered malpractice.

Plagiarism is when a student copies another person’s work and pretending it is their own. Plagiarism is copying material from books, journals, the internet or any other source without referencing. This extends to the copying of ideas or words.

Q: The teacher says that a student has made a non-serious attempt; what does this mean?

A: A non-serious attempt is where the work a student has submitted does not meet task requirements or does not meet the outcomes given. A non-serious attempt will be treated the same as non-submission and students will be required to resubmit the task.

Year 9 - Overview of assessment task dates 2021

Child Studies

Year 9 assessment task grid 2021

Task	Syllabus Outcomes												Date Due
	CS5-1	CS5-2	CS5-3	CS5-4	CS5-5	CS5-6	CS5-7	CS5-8	CS5-9	CS5-10	CS5-11	CS5-12	
<i>Meet the parents: Preparing for parenthood and Conception to birth</i>	X	X			X		X	X	X		X	X	Ongoing assessment throughout the topics
<i>Growing pains: Newborn care and Growth and development</i>	X	X			X	X	X	X		X	X		Ongoing assessment throughout the topics
<i>It's play time: Play and the developing child</i>		X		X	X			X	X				Ongoing assessment throughout the topics
<i>Family portrait: Family interactions</i>		X	X			X	X	X	X			X	Ongoing assessment throughout the topics

Outcome A student...

CS5-1	identifies the characteristics of a child at each stage of growth and development
CS5-2	describes the factors that affect the health and wellbeing of the child
CS5-3	analyses the evolution of childhood experiences and parenting roles over time
CS5-4	plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5	evaluates strategies that promote the growth and development of children
CS5-6	describes a range of parenting practices for optimal growth and development
CS5-7	discusses the importance of positive relationships for the growth and development of children
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10	demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts

CS5-11	analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12	applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Commerce

Year 9 assessment task grid 2021

Task	Syllabus Outcomes								Date Due
	COM5-1	COM5-2	COM5-4	COM5-5	COM5-7	COM5-8	COM5-9		
<i>Consumer and financial decisions</i> Fieldwork research	X	X	X	X	X	X	X		Term 1, Week 10
<i>Consumer and financial decisions:</i> <i>Employment and work futures</i> Examination	X	X		X		X			Term 2, Week 4
<i>Promoting and selling</i> Cereal box task	X	X	X		X	X	X		Term 3, Week 6
<i>Towards independence</i> Examination	X	X		X		X			Term 4, Week 4

Outcome A student...

COM5-1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-4	analyses key factors affecting decisions
COM5-5	evaluates options for solving problems and issues
COM5-7	researches and assesses information using a variety of sources
COM5-8	explains information using a variety of forms
COM5-9	works independently and collaboratively to meet individual and collective goals within specified timeframes

Design and technology

Year 9 assessment task grid 2021

Task	Syllabus Outcomes										Date Due
	DT5-1	DT5-2	DT5-3	DT5-4	DT5-5	DT5-6	DT5-7	DT5-8	DT5-9	DT5-10	
<i>Activity of designers</i> Research report				X	X						Term 1, Week 6
<i>Holistic approach to design</i> Practical and evaluation		X	X			X			X		Term 2, Week 5
<i>Design processes</i> Practical and portfolio	X	X		X		X	X	X		X	Term 3, Week 5
<i>Overview</i> Examination	X		X		X	X	X				Term 4, Week 5

Outcome A student...

DT5-1	analyses and applies a range of design concepts and processes
DT5-2	applies and justifies an appropriate process of design when developing design ideas and solutions
DT5-3	evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
DT5-4	analyses the work and responsibilities of designers and the factors affecting their work
DT5-5	evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design
DT5-6	develops and evaluates creative, innovative and enterprising design ideas and solutions
DT5-7	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
DT5-8	selects and applies management strategies when developing design solutions
DT5-9	applies risk management practices and works safely in developing quality design solutions
DT5-10	selects and uses a range of technologies competently in the development and management of quality design solutions

English

Year 9 assessment task grid 2021

Task	Syllabus Outcomes										Date Due
	EN5-1A	EN5-2A	EN5-3B	EN5-4B	EN5=5C	EN5-6C	EN5-7D	EN5-8D	EN5-9E		
<i>Lend Me Your Ears</i> Persuasive speech and reflection		X	X	X					X		Term 1, Week 8
<i>Close study of a Poet: Ali Cobby Eckermann</i> Poetry In-class response to listening stimulus	X				X	X		X			Term 2, Week 3
<i>Speculative Fiction: Asking "What if?"</i> Analytical essay	X		X	X			X				Term 3, Week 9
<i>Shakespearean comedy</i> Multimodal text and reflection		X		X		X			X		Term 4, Week 3

Outcome A student...

EN5-1A	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5-3B	selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-4B	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-6C	investigates the relationships between and among texts
EN5-7D	understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

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

Year 9 assessment task grid 2021

Task	Syllabus Outcomes										Date Due
	FT5-1	FT5-2	FT5-3	FT5-4	FT5-5	FT5-6	FT5-7	FT5-8	FT5-9	FT5-12	
<i>Food in Australia</i> Research task Take home and in-class						X		X	X		Term 1, Week 10
<i>Food selection and health</i> Practical examination	X	X			X	X					Term 2, Week 4
<i>Food for specific needs</i> Practical examination	X	X			X	X	X				Term 4, Week 2
<i>Yearly examination</i> Written in-class examination			X	X						X	Term 4, Week 3

Outcome A student...

FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-12	examines the relationship between food, technology and society

HSIE

Year 9 assessment task grid 2021

Task	Syllabus Outcomes													Date Due
	HT5-1	HT5-2	HT5-4	HT5-6	HT5-7	HT5-9	HT5-10	GE5-1	GE5-2	GE5-3	GE5-5	GE5-7	GE5-8	
History: <i>Movement of peoples</i> Research in-class task	X		X	X		X								Term 1, Week 8
History: <i>Making a nation</i> Examination	X	X			X		X							Term 2, Week 3
Geography: <i>Changing places</i> Research In-class task								X		X	X	X	X	Term 3, Week 7
Geography: <i>Sustainable biomes</i> Examination								X	X	X			X	Term 4, Week 3

Outcome A student...

HT5-1	explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-4	explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7	explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences
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
GE5-5	assesses management strategies for places and environments for their sustainability
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

Industrial Technology: Engineering

Year 9 assessment task grid 2021

Task	Syllabus Outcomes										Date Due
	IND5-1	IND5-2	IND5-3	IND5-4	IND5-5	IND5-7	IND5-8	IND5-9	IND5-10		
<i>Structures</i> Research report							X			X	Term 1, Week 6
<i>Structures</i> Practical and analysis						X	X				Term 2, Week 5
<i>Mechanisms</i> Practical and portfolio	X	X	X		X						Term 3, Week 5
<i>Mechanisms</i> Examination				X				X	X		Term 4, Week 5

Outcome A student...

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

Industrial Technology: Timber

Year 9 assessment task grid 2021

Task	Syllabus Outcomes								Date Due
	IND5-1	IND5-2	IND5-3	IND5-4	IND5-5	IND5-7	IND5-8	IND5-9	
<i>Australian Timbers Practical and Portfolio</i>	X	X	X			X			Term 1, Week 10
<i>Let's Play Practical and Portfolio</i>	X	X	X	X		X	X	X	Term 3, Week 1
<i>Foldable Table Practical and Portfolio</i>	X	X	X	X	X	X	X	X	Term 4, Week 2

Outcome A student...

IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications

Mathematics 5.1/5.2

Year 9 assessment task grid 2021

Task	Syllabus Outcomes												Date Due
	MA5.2-17SP												
<i>Financial mathematics and Algebraic techniques</i> In-class task	X							X	X				Term 1, Week 7
<i>Indices, data, probability; Area</i> In-class task		X				X	X					X	Term 2, Week 3
<i>Equations, Rates and ratios, Travel graphs; Numbers of any magnitude and Pythagoras' Theorem</i> Take home assignment				X				X	X				Term 3, Week 5
<i>Trigonometry, Linear relationships and surface area and volume</i> In-class task			X	X	X					X	X		Term 4, Week 3

Outcome A student...

MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms

MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments

Mathematics 5.3

Year 9 assessment task grid 2021

Task	Syllabus Outcomes												Date Due	
	MA5.3-6NA	MA5.3-5NA	MA5.3-4NA	MA5.2-14MG	MA5.2-13MG	MA5.2-12MG	MA5.2-11MG	MA5.2-9NA	MA5.2-8NA	MA5.2-7NA	MA5.2-6NA	MA5.2-5NA		
<i>Financial mathematics and Algebraic techniques</i> In-class task	X												Term 1, Week 7	
<i>Indices, data, probability; Area and surface area</i> In-class task		X	X		X					X			Term 2, Week 3	
<i>Equations, surds, rates and ratios; Numbers of any magnitude and volume</i> Take home assignment				X			X					X	X	Term 3, Week 5
<i>Trigonometry, quadratics, properties of geometric figures, linear relationships</i> In-class task					X				X	X		X	X	Term 4, Week 3

Outcome A student...

MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.3-4NA	draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	performs operations with surds and indices

Music

Year 9 assessment task grid 2021

Task	Syllabus Outcomes										Date Due
	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	5.10	
<i>Baroque music</i> Performance task		X	X								Term 1, Week 10
<i>Music in advertising</i> Jingle Composition & podcast				X	X	X					Ongoing assessment throughout the topic
<i>Music for radio and tv</i> Performance task	X		X								Term 3, Week 8
<i>Australian music</i> Examination: Musicology & aural analysis							X	X	X	X	Term 4, Week 4

Outcome A student...

5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study
5.6	uses different forms of technology in the composition process
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
5.10	demonstrates an understanding of the influence and impact of technology on music

PASS

Year 9 assessment task grid 2021

Task	Syllabus Outcomes										Date Due
	PASS5-1	PASS5-2	PASS5-3	PASS5-4	PASS5-5	PASS5-6	PASS5-7	PASS5-8	PASS5-9	PASS5-10	
Theory: <i>The body in action: Body systems and Energy for physical activity</i> Practical: European handball and Gaelic football	X	X			X				X	X	Ongoing assessment throughout the topics
Theory: <i>The body in action: Body systems and Energy for physical activity</i> Practical: Lacrosse and Ultimate frisbee	X	X			X				X	X	Ongoing assessment throughout the topics
Theory: <i>Australian sporting identity: Australian sporting identity</i> Practical: Oz tag and Recreational games	X	X			X	X	X	X	X	X	Ongoing assessment throughout the topics
Theory: <i>Harder, better, faster, stronger: Physical fitness</i> Practical: Speedball and Gridiron			X	X	X		X		X	X	Ongoing assessment throughout the topics

Outcome 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.

PDHPE

Year 9 assessment task grid 2021

Task	Syllabus Outcomes										Date Due
	PD5-1	PD5-2	PD5-3	PD5-4	PD5-5	PD5-7	PD5-8	PD5-9	PD5-10	PD5-11	
Theory: We found love: Relationships Practical: Small-sided tactical games and Target games			X	X	X			X	X	X	Ongoing assessment throughout the topics
Theory: Eat right, future bright: Nutrition and consumerism Practical: Small-sided tactical games and Target games		X		X	X	X		X		X	Ongoing assessment throughout the topics
Theory: R U OK?: Mental health Practical: Mindful activities	X	X					X	X			Ongoing assessment throughout the topics
Theory: Show me the money: Jobs Practical: Modified games and Inclusive activities			X	X	X			X	X	X	Ongoing assessment throughout the topics

Outcome 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
PD5-5	appraises and justifies choices of actions when solving complex movement challenges
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 relationships in a variety of groups or contexts
PD5-11	refines and applies movement skills and concepts to compose and perform innovative movement sequences

Science

Year 9 assessment task grid 2021

Task	Syllabus Outcomes												Date Due
	SC5-4WS	SC5-5WS	SC5-7WS	SC5-8WS	SC5-9WS	SC5-10PW	SC5-11PW	SC5-12ES	SC5-13ES	SC5-14LW	SC5-16CW	SC5-17CW	
<i>The Nutty Professor</i> In-class Application of practical skills and knowledge of Chemistry			X	X							X		Term 1, Week 7
<i>Contagion</i> Literacy and research take home and in-class task			X		X							X	Term 2, Week 1
<i>Scientific method</i> Student Research Project: Individual practical investigation take-home task	X	X	X										Term 3, Week 9
<i>Contagion, Sonic and Geostorm</i> Yearly examination in class			X			X	X	X	X				Term 4, Week 3

Outcome 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
SC5-7WS	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
SC5-16CW	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

Visual Arts

Year 9 assessment task grid 2021

Task	Syllabus Outcomes										Date Due
	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	5.10	
<i>Lino Printing: Animal studies</i> Artwork and Analysis	X		X	X	X		X	X		X	Term 1, Week 10
<i>Sorting through time: Art movements</i> Research Task							X	X	X	X	Term 2, Week 10
<i>Clay: Funky forms</i> Practical		X	X	X		X					Term 3, Week 6
<i>Landscape</i> Practical and VAPD: Lead up work	X		X	X	X	X	X		X		Term 4 Week 4

Outcome 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 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



Application for Illness and Misadventure

Student details

Student name: _____ **Year:** _____

Assessment details:

Date of task:

Important - A separate form must be submitted for each assessment that you are applying for.

Describe how illness and unforeseen misadventure affected your performance or prevented your attendance. Attach any documentation that you might have to support your application.

Reason for misadventure:

Illness Misadventure Approved leave Approved school activity Other

Attach a separate page if required.

Student declaration:

- I have completed each item of this form and included appropriate documentation to support my appeal.
- I declare that all the information I have supplied is true.
- I have discussed this issue with my classroom teacher

Student signature:

Date:

To be completed by the Head Teacher

Appeal upheld? Yes No

Additional comments:

Signature:

Date: