

# **STAGE 5 - YEAR 9 ASSESSMENT BOOKLET**

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ORAN PARK HIGH SCHOOL  
2022



# Assessment at Oran Park High School

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

In alignment with the directions of the Department of Education and Training and the New South Wales Education Standards Authority (NESA) Oran Park High School uses three forms of assessment. These three forms are:

- Assessment 'for' learning
- Assessment 'of' learning
- Assessment 'as' learning

## Assessment 'of' learning

Assessment 'of' learning often takes the form of in-class tests, examinations, and assignments. Students will be provided with grades and feedback that indicate their level of achievement after each of these tasks. When students are set this type of assessment, they will be issued with a formal notification. **The majority of this booklet relates to this type of assessment.**

## Assessment 'for' learning

Assessment 'for' learning reflects the idea that learning is an ongoing process, and this type of assessment allows for students to receive timely and ongoing feedback throughout their learning so that this can inform their next steps. This type of assessment usually takes place in lessons.

## Assessment 'as' learning

Assessment as learning encourages students to take responsibility for their learning and can also include inquiry-based approaches to learning.

## How can assessment help a student's learning?

It allows:

- teachers to gather evidence about student achievement in relation to course outcomes
- students with the ability to demonstrate what they know and can do
- clarification of a student's understanding of concepts and promotes deeper understanding

## What is the nature of assessment activities that can be issued?

Assessment activities should:

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

## What types of tasks might be issued?

Some or all of the following forms may be issued in formal assessments:

- Oral/aural tests
- Reports
- Essays
- Research assignments
- Submitted practical work
- Field work
- Written reports
- Oral submissions (sometimes recorded)
- Practical performances
- Portfolios
- Formal examinations

## Consistency and marking of assessments

To ensure consistency in marking, teachers will:

- explain the task to students and provide opportunities to ask 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.

## 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.

## Junior assessment procedures for Years 7, 8 and 9

### The Assessment Process:

- At commencement of each school year, students will be issued with an assessment booklet that outlines the guidelines for assessment in each course.
- At the commencement of each school year, students will receive an assessment schedule and requirements for each course.
- 2 weeks prior to an assessment task due date, written notifications will be issued to each student (See Appendix 1).

The Assessment Notification proforma (see attached) will be used for all subjects and will include:

- clear indications of the outcomes being addressed in the assessment task
  - clear instructions to allow the assessment task to be understood and completed
  - marking criteria that clearly states, “You will be assessed on how well you...”
  - marking guidelines that state the relationship between the work submitted and the grade that will be issued
  - clear submission instructions (this will include how to submit and where)
  - clear statement of the due date.
- Prompt feedback on each assessment task will be provided.
  - students will be required to sign registers when they receive their assessment notifications and when they submit their task.

As part of the Assessment Process students are required to:

- complete all tasks to the best of their ability
- complete and submit all tasks by the due date
- submit work that is their own and no one else's
- following the correct procedures if absent for any reason when the task notification is distributed or when the assessment task is due (see below).

## Frequently asked questions

### Q. What if a student is absent when the Assessment Notification 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.

NB: Copies of all issued Assessment Notifications can be accessed on our closed Facebook groups.

### Q. What happens when students are required to sit for examinations?

Examinations or test style tasks will be undertaken on the time and date specified in the Assessment Notification. Details of what to expect in the examination will also be stated in this notification.

### Q. What happens when a student is required to "hand in" an assessment?

Tasks are to be submitted as per the instructions on the Assessment Notification.

### Q. What happens when a student does not submit their task by the due date?

Students who do not submit by the due date, 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.

### Q. What happens when a student is sick or cannot attend school on the day of the assessment?

If a student has a valid reason for late submission, such as illness, then they are required to submit an Illness/Misadventure form to the Head Teacher of the subject. This document is to be accompanied by a Doctor's certificate OR parent explanation. This will be reviewed by the Head Teacher and a decision made about when the student is to submit their task.

### Q. What happens when a student believes that they need an extension of an assessment task?

Acceptable reasons for an extension of a task may include:

- illness supported by a medical certificate
- evidence of exceptional circumstances

This evidence along with the Application for Illness/Misadventure form (Appendix 2) is to be provided to the Head Teacher of the faculty on the first day back at school. The Head Teacher will then determine if the reason is valid and decide on the submission of the task.

#### Q. What happens when a student's assessment is late because of 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.

#### Q. What happens when a student 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. If the task is deemed to be a non-serious attempt, then a negotiated resubmission date may be issued by the Head Teacher.

#### Q. What happens if a student submits work that is not their own?

Students must submit only work that is completed by them.

If a student in Year 9 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".

#### Q. What happens if a student is involved in a school organised event that prevents them from submitting their task on the due date?

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.

#### Q. What happens if a student is involved in a non-school organised event that prevents them from submitting their task on the due date?

Students 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 feels sick at school during the task?

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 happens if the student is away on a family holiday?

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 the Head Teacher of the faculty. Parents will be contacted in regard to these arrangements prior to the leave.

**These procedures will be regularly reviewed as part**

# Year 9 - Overview of assessment task dates 2022

Semester 1		Commerce	Design and Tech	English	Food Tech	HSIE	Industrial Tech: Engineering	Industrial Tech: Multimedia	Industrial Tech: Timber	ISTEM	Korean	Maths	Music	Photography	Science	Visual Arts
Term 1	Week 1-2															
	Week 3															
	Week 4															
	Week 5															
	Week 6		X													
	Week 7						X									
	Week 8											X		X		
	Week 9			X		X										
	Week 10	X			X					X			X		X	X
	Week 11							X			X					
Term 2	Week 1								X							
	Week 2														X	
	Week 3															
	Week 4	X			X	X					X					
	Week 5		X											X		
	Week 6						X									
	Week 7															
	Week 8											X				
	Week 9			X				X								
	Week 10									X						X



# Child Studies

## Year 9 assessment task grid 2022

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...

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

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

# Commerce

## Year 9 assessment task grid 2022

Task	Syllabus Outcomes									Date Due
	COM5-1	COM5-2	COM5-3	COM5-4	COM5-5	COM5-6	COM5-7	COM5-8	COM5-9	
<i>Consumer and Financial Decisions</i> <b>Budget and Financial Decision task</b>	X			X			X			Term 1, Week 10
<i>Economic and Business Environment</i> <b>Entrepreneur and innovative products task</b>					X		X	X		Term 2, Week 4
<i>Law, Society and Political Involvement</i> <b>Political campaign task</b>		X	X			X			X	Term 3, Week 8
<i>Employment and work future</i> <b>Workplace investigation task</b>	X	X		X						Term 4, Week 4

Outcome A student...

<b>COM5-1</b>	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
<b>COM5-2</b>	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
<b>COM5-3</b>	examines the role of law in society
<b>COM5-4</b>	analyses key factors affecting decisions
<b>COM5-5</b>	evaluates options for solving problems and issues
<b>COM5-6</b>	develops and implements plans designed to achieve goals
<b>COM5-7</b>	researches and assesses information using a variety of sources
<b>COM5-8</b>	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 2022

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> <b>Research report</b>				X	X						Term 1, Week 6
<i>Holistic approach to design</i> <b>Practical and evaluation</b>		X	X			X			X		Term 2, Week 5
<i>Design processes</i> <b>Practical and portfolio</b>	X	X		X		X	X	X		X	Term 3, Week 7
<i>Overview</i> <b>Examination</b>	X		X		X	X	X				Term 4, Week 3

Outcome A student...

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

# English

## Year 9 assessment task grid 2022

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> <b>Persuasive speech and reflection</b>		X	X	X					X	Term 1, Week 9
<i>Belonging: Poetry</i> <b>Poetry In-class response to listening stimulus</b>	X				X	X		X		Term 2, Week 9
<i>Speculative Fiction: Asking "What if?"</i> <b>Analytical essay</b>	X		X	X			X			Term 3, Week 9
<i>Shakespearean comedy</i> <b>In class task</b>		X		X		X			X	Throughout the term

Outcome A student...

<b>EN5-1A</b>	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<b>EN5-2A</b>	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
<b>EN5-3B</b>	selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
<b>EN5-4B</b>	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
<b>EN5-5C</b>	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
<b>EN5-6C</b>	investigates the relationships between and among texts
<b>EN5-7D</b>	understands and evaluates the diverse ways texts can represent personal and public worlds
<b>EN5-8D</b>	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
<b>EN5-9E</b>	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

# Food Technology

## Year 9 assessment task grid 2022

Task	Syllabus Outcomes												Date Due
	FT5-1	FT5-2	FT5-3	FT5-4	FT5-5	FT5-6	FT5-7	FT5-8	FT5-9	FT5-10	FT5-11	FT5-12	
<i>Food in Australia</i> <b>Research task</b>							x	X	X			x	Term 1, Week 10
<i>Food selection and health</i> <b>Practical examination</b>	X	x			x					x			Term 2, Week 4
<i>Food for specific needs</i> <b>Practical examination/Theory Hand in Task</b>	X	X			X	x				x	x		Term, 3, Week 2
<i>Yearly examination</i> <b>Written in-class examination</b>		x	X			x	x						Term 4, Week 3

Outcome A student...

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

<b>FT5-10</b>	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
<b>FT5-11</b>	plans, prepares, presents and evaluates food solutions for specific purposes
<b>FT5-12</b>	examines the relationship between food, technology and society
<b>FT5-13</b>	evaluates the impact of activities related to food on the individual, society and the environment

# HSIE

## Year 9 assessment task grid 2022

Task	Syllabus Outcomes																		Date Due	
	GE5-1	GE5-2	GE5-3	GE5-4	GE5-5	GE5-6	GE5-7	GE5-8	HT5-1	HT5-2	HT5-3	HT5-4	HT5-5	HT5-6	HT5-7	HT5-8	HT5-9	HT5-10		
<b>Task 1 - History:</b> <i>Movement of Peoples</i> <b>Source-based Task</b>									X			X		X		X		X		Term 1, Week 9
<b>Task 2 - History:</b> <i>Australians at War</i> <b>Topic Test</b>												X		X				X	X	Term 2, Week 4
<b>Task 1 – Geography:</b> <i>Changing Places</i> <b>Research Task</b>	X	X	X					X	X											Term 3, Week 9
<b>Task 2 – Geography:</b> <i>Sustainable Biomes</i> <b>Topic Test</b>	X	X		X	X				X											Term 4, Week 4

Outcome A student...

<b>GE5-1</b>	explains the diverse features and characteristics of a range of places and environments
<b>GE5-2</b>	explains processes and influences that form and transform places and environments
<b>GE5-3</b>	analyses the effect of interactions and connections between people, places and environments
<b>GE5-4</b>	accounts for perspectives of people and organisations on a range of geographical issues
<b>GE5-5</b>	assesses management strategies for places and environments for their sustainability
<b>GE5-6</b>	analyses differences in human wellbeing and ways to improve human wellbeing
<b>GE5-7</b>	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
<b>GE5-8</b>	communicates geographical information to a range of audiences using a variety of strategies
<b>HT5-1</b>	explains and assesses the historical forces and factors that shaped the modern world and Australia

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

# Industrial Technology: Engineering

## Year 9 assessment task grid 2022

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

Outcome A student...

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

# Industrial Technology: Multimedia

## Year 9 assessment task grid 2022

Task	Syllabus Outcomes										Date Due
	IND5-1	IND5-2	IND5-3	IND5-4	IND5-5	IND5-6	IND5-7	IND5-8	IND5-9	IND5-10	
<i>Logo Design</i> <b>Practical</b>			X		X		X				Term 1, Week 11
<i>Website Design</i> <b>(website)</b>		X		X							Term 2, Week 9
<i>Animation</i> <b>Practical (animation)</b>			X				X	X			Term 3, Week 9
<i>Video Production</i> <b>Practical (video) and portfolio progress</b>		X	X		X	X		X	X		Term 4, Week 6

Outcome A student...

<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
<b>IND5-2</b>	applies design principles in the modification, development and production of projects
<b>IND5-3</b>	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
<b>IND5-4</b>	selects, justifies and uses a range of relevant and associated materials for specific applications
<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
<b>IND5-7</b>	applies and transfers skills, processes and materials to a variety of contexts and projects
<b>IND5-8</b>	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
<b>IND5-9</b>	describes, analyses and uses a range of current, new and emerging technologies and their various applications
<b>IND5-10</b>	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 2022

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

Outcome A student...

<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
<b>IND5-2</b>	applies design principles in the modification, development and production of projects
<b>IND5-3</b>	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
<b>IND5-4</b>	selects, justifies and uses a range of relevant and associated materials for specific applications
<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
<b>IND5-7</b>	applies and transfers skills, processes and materials to a variety of contexts and projects
<b>IND5-8</b>	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
<b>IND5-9</b>	describes, analyses and uses a range of current, new and emerging technologies and their various applications

# iSTEM

## Year 9 assessment task grid 2022

Task	Syllabus Outcomes										Date Due
	ST5-1	ST5-2	ST5-3	ST5-4	ST5-5	ST5-6	ST5-7	ST5-8	ST5-9	ST5-10	
<i>STEM Design Challenge</i> <b>Practical and Portfolio</b>	X	X	X	X	X	X		X	X		Term 1, Week 10
<i>Computer Aided Design</i> <b>Practical</b>	X	X	X	X		X	X	X			Term 2, Week 10
<i>Mechatronics and Robotics</i> <b>Practical and Portfolio</b>	X	X	X	X	X	X	X	X	X	X	Term 3, Week 10

Outcome A student...

<b>ST5-1</b>	designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
<b>ST5-2</b>	demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
<b>ST5-3</b>	applies engineering design processes to address real-world STEM-based problems
<b>ST5-4</b>	works independently and collaboratively to produce practical solutions to real-world scenarios
<b>ST5-5</b>	analyses a range of contexts and applies STEM principles and processes
<b>ST5-6</b>	selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
<b>ST5-7</b>	selects and applies project management strategies when developing and evaluating STEM-based design solutions
<b>ST5-8</b>	uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
<b>ST5-9</b>	collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
<b>ST5-10</b>	analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment

# Korean

## Year 9 assessment task grid 2022

Task	Syllabus Outcomes									Date Due
	LKO5-1C	LKO5-2C	LKO5-3C	LKO5-4C	LKO5-5U	LKO5-6U	LKO5-7U	LKO5-8U	LKO5-9U	
<i>Identity</i> <b>Survival Guide</b>				X		X			X	Term 1, Week 11
<i>Daily Routine</i> <b>Multimedia Presentation</b>	X				X		X	X		Term 2, Week 4
<i>Eating Out</i> <b>Menu Assessment</b>		X		X		X			X	Term 3, Week 9
<i>All Topics</i> <b>Examination</b>		X	X				X			Term 4, Week 4

Outcome A student...

<b>LKO5-1C</b>	manipulates Korean in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
<b>LKO5-2C</b>	identifies and interprets information in a range of texts
<b>LKO5-3C</b>	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
<b>LKO5-4C</b>	experiments with linguistic patterns and structures to compose texts in Korean, using a range of formats for a variety of contexts, purposes and audiences
<b>LKO5-5U</b>	demonstrates how Korean pronunciation and intonation are used to convey meaning
<b>LKO5-6U</b>	demonstrates understanding of how Korean writing conventions are used to convey meaning
<b>LKO5-7U</b>	analyses the function of complex Korean grammatical structures to extend meaning
<b>LKO5-8U</b>	analyses linguistic, structural and cultural features in a range of texts
<b>LKO5-9U</b>	explains and reflects on the interrelationship between language, culture and identity

# Mathematics 5.1/5.2

## Year 9 assessment task grid 2022

Task	Syllabus Outcomes																Date Due
	MA5.1-4NA	MA5.1-5NA	MA5.1-6NA	MA5.1-8MG	MA5.1-9MG	MA5.1-10MG	MA5.1-12SP	MA5.1-13SP	MA5.2-5NA	MA5.2-6NA	MA5.2-7NA	MA5.2-8NA	MA5.2-10NA	MA5.2-12MG	MA5.2-13MG	MA5.2-17SP	
<i>Financial mathematics and Algebraic techniques</i> <b>In-class task</b>	X									X	X						Term 1, Week 8
<i>Indices, data, probability; Area</i> <b>Take home assignment</b>		X		X			X	X			X					X	Term 2, Week 8
<i>Equations, Rates and ratios, Travel graphs; Numbers of any magnitude and Pythagoras' Theorem</i> <b>In-class task</b>					X				X			X	X				Term 3, Week 8
<i>Trigonometry, Linear relationships and surface area and volume</i> <b>In-class task</b>			X	X		X						X		X	X		Term 4, Week 4

Outcome A student...

<b>MA5.1-4NA</b>	solves financial problems involving earning, spending and investing money
<b>MA5.1-5NA</b>	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
<b>MA5.1-6NA</b>	determines the midpoint, gradient and length of an interval, and graphs linear relationships
<b>MA5.1-8MG</b>	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
<b>MA5.1-9MG</b>	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

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

# Mathematics 5.3

## Year 9 assessment task grid 2022

Task	Syllabus Outcomes																		Date Due	
	MA5.1-4NA	MA5.1-5NA	MA5.1-8MG	MA5.1-9MG	MA5.1-10MG	MA5.1-12SP	MA5.2-4NA	MA5.2-5NA	MA5.2-6NA	MA5.2-7NA	MA5.2-8NA	MA5.2-9NA	MA5.5-11MG	MA5.2-12MG	MA5.2-13MG	MA5.2-14MG	MA5.3-4NA	MA5.3-5NA		MA5.3-6NA
<i>Financial mathematics and Algebraic techniques</i> <b>In-class task</b>	X						X		X									X		Term 1, Week 8
<i>Indices, data, probability; Area and surface area</i> <b>Take home assignment</b>		X	X			X				X			X							Term 2, Week 8
<i>Equations, surds, rates and ratios; Numbers of any magnitude and volume</i> <b>In-class task</b>				X										X			X		X	Term 3, Week 8
<i>Trigonometry, quadratics, properties of geometric figures, linear relationships</i> <b>In-class task</b>					X						X	X			X	X				Term 4, Week 4

Outcome A student...

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

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

# Music

## Year 9 assessment task grid 2022

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>Classical Music</i> <b>Composition – Theme &amp; Variation</b>				X	X	X						Term 1, Week 10
<i>Music for large ensembles</i> <b>Performance task</b>	X	X	X									Ongoing assessment throughout the topic
<i>Musicals</i> <b>Aural and Score Reading Task</b>							X	X	X			Term 3, Week 10
<i>Consolidation of Concepts</i> <b>Examination: Musicology &amp; aural analysis</b>							X	X	X	X		Term 4, Week 4

Outcome A student...

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

# PASS

## Year 9 assessment task grid 2022

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		
<b>Theory:</b> <i>The body in action: Body systems and Energy for physical activity</i> <b>Practical:</b> <i>European handball and Gaelic football</i>	X	X			X					X	X	Ongoing assessment throughout the topics
<b>Theory:</b> <i>The body in action: Body systems and Energy for physical activity</i> <b>Practical:</b> <i>Lacrosse and Ultimate frisbee</i>	X	X			X					X	X	Ongoing assessment throughout the topics
<b>Theory:</b> <i>Harder, Better, Faster Stronger: Physical Fitness</i> <b>Practical:</b> <i>Speedball and Gridiron</i>	X	X			X	X	X	X	X	X	X	Ongoing assessment throughout the topics
<b>Theory:</b> <i>Aussie, Aussie, Aussie: Australian Sporting Identity</i> <b>Practical:</b> <i>OzTag and Recreational games</i>			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

<b>PASS5-4</b>	analyses physical activity and sport from personal, social and cultural perspectives
<b>PASS5-5</b>	demonstrates actions and strategies that contribute to active participation and skilful performance
<b>PASS5-6</b>	evaluates the characteristics of participation and quality performance in physical activity and sport
<b>PASS5-7</b>	works collaboratively with others to enhance participation, enjoyment and performance
<b>PASS5-8</b>	displays management and planning skills to achieve personal and group goals
<b>PASS5-9</b>	performs movement skills with increasing proficiency
<b>PASS5-10</b>	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

# PDHPE

## Year 9 assessment task grid 2022

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	
<b>Theory:</b> Eat right, future bright: Nutrition and consumerism <b>Practical:</b> Small-sided tactical games and Target games		X		X	X	X		X		X	Ongoing assessment throughout the topics
<b>Theory:</b> We found love: Relationships <b>Practical:</b> Team games and Invasion games			X	X	X			X	X	X	Ongoing assessment throughout the topics
<b>Theory:</b> R U OK?: Mental health <b>Practical:</b> Net/court games and Mindful activities	X	X					X	X			Ongoing assessment throughout the topics
<b>Theory:</b> Show me the money: Jobs <b>Practical:</b> Modified games and Inclusive activities			X	X	X			X	X	X	Ongoing assessment throughout the topics

Outcome A student...

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

<b>PD5-9</b>	assesses and applies self-management skills to effectively manage complex situations
<b>PD5-10</b>	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
<b>PD5-11</b>	refines and applies movement skills and concepts to compose and perform innovative movement sequences

# Photography

## Year 9 assessment task grid 2022

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>Project 101</i> <b>Making:</b> Digital works <b>Studying:</b> Photographic analysis	X	X	X	X		X		X	X		Term 1, Week 8
<i>Cubist Portraits</i> <b>Making:</b> Manipulated images	X	X	X	X	X	X					Term 2, Week 5
<i>Visual Narrative</i> <b>Making:</b> Digital works <b>Studying:</b> Written response	X	X		X	X	X	X	X	X	X	Term 3, Week 4
<i>The Sequence</i> <b>Making:</b> Animation	X	X	X	X	X	X					Term 4, Week 4

Outcome A student...

<b>5.1</b>	develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
<b>5.2</b>	makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
<b>5.3</b>	makes photographic and digital works informed by an understanding of how the frames affect meaning
<b>5.4</b>	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
<b>5.5</b>	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
<b>5.6</b>	selects appropriate procedures and techniques to make and refine photographic and digital works
<b>5.7</b>	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
<b>5.8</b>	uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
<b>5.9</b>	uses the frames to make different interpretations of photographic and digital works

<b>5.10</b>	constructs different critical and historical accounts of photographic and digital works
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# Science

## Year 9 assessment task grid 2022

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> <b>In-class Application of practical skills and knowledge of Chemistry</b>			X	X							X		Term 1, Week 10
<i>Contagion</i> <b>Literacy and research take home and in-class task</b>			X		X							X	Term 2, Week 2
<i>Scientific method</i> <b>Student Research Project: Individual practical investigation take-home task</b>	X	X	X			X	X						Term 3, Week 7
<i>Contagion, Blackout, Sonic and Geostorm</i> <b>Yearly examination in class</b>			X			X	X	X	X	X			Term 4, Week 2

Outcome A student...

<b>SC5-4WS</b>	develops questions or hypotheses to be investigated scientifically
<b>SC5-5WS</b>	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
<b>SC5-7WS</b>	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
<b>SC5-8WS</b>	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
<b>SC5-9WS</b>	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
<b>SC5-10PW</b>	applies models, theories and laws to explain situations involving energy, force and motion
<b>SC5-11PW</b>	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

<b>SC5-12ES</b>	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
<b>SC5-13ES</b>	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
<b>SC5-14LW</b>	analyses interactions between components and processes within biological systems
<b>SC5-16CW</b>	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
<b>SC5-17CW</b>	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

# Visual Arts

## Year 9 assessment task grid 2022

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: Birds, Bees &amp; Botanical</i> <b>Practical &amp; Written Task</b>	X		X	X	X	X	X	X	X	X	Term 1, Week 10
<i>Drawing: Fragile Faces</i> <b>Practical Task</b>	X	X	X	X	X	X					Term 2, Week 10
<i>Organic Vessels</i> <b>Written Task</b>							X	X	X		Term 3, Week 6
<i>Clay: Organic Vessels</i> <b>Practical Task</b>	X	X		X		X					Term 3 Week 10

Outcome A student...

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

## Appendix 1



**Faculty**

**Year 9 Assessment Task 1**

**Term 1 2022**

STUDENT NAME	CLASS

DETAILS	
Topic:	
Due date:	Date of issue:
Type of task:	

TASK DESCRIPTION

NESA TERMINOLOGY

MARKING CRITERIA
You will be assessed on how well you:

**OUTCOMES TO BE ASSESSED**

**SUBMISSION INSTRUCTIONS**

**What do I do if I am absent?**

**MARKING GUIDELINES**

Outcome	Grade	Performance Descriptor
	A	
	B	
	C	
	D	
	E	
	A	
	B	
	C	
	D	
	E	
	A	
	B	
	C	
	D	
	E	

## FEEDBACK

Areas where you have performed well:

- 
- 
- 

Areas where you need to improve:

- 
- 
- 

Strategies to help you improve:

- 
- 
-



# Application for Illness and Misadventure

## Student details

<b>Student name:</b>	<b>Year:</b>
<b>Assessment details:</b>	
<b>Date of task:</b>	

**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:** \_\_\_\_\_

