

**Year 9**

**Assessment Information**

**2025**

**Camden High School**

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| CONTENTS | |
| Year 9 Subjects | **4** |
| Camden High School Assessment Procedures | **5** |
| Junior Assessment Policy | **6** |
| Assessment Task Notification Template | **7** |
| Student Appeal Against Assessment Procedures | **8** |
| Year 9 Assessment Calendar | **10** |
| Assessment Schedules by Subjects | **14** |
| Directional Verbs | **33** |

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| YEAR 9 SUBJECTS |
| Agricultural Technology |
| Child Studies |
| Commerce |
| English |
| Food Technology |
| Human Society and its Environment (HSIE) - History |
| Human Society and its Environment (HSIE) - Geography |
| Industrial Technology - Timber |
| Japanese |
| Mathematics - Core and Pathway |
| Music |
| Physical Activity and Sports Studies |
| Personal Development, Health and Physical Education |
| Photographic and Digital Media |
| Psychology |
| Science |
| Visual Arts |
| Visual Design |

**A blue and yellow logo with a ram head

Description automatically generatedCAMDEN HIGH SCHOOL**

**ASSESSMENT PROCEDURES**

**What is assessment?**

Assessment represents an important part of the teaching and learning process and as such all assessments that are set need to be completed. Assessment is a process which is used to measure the achievement of students against the outcomes for each subject. A range of formal and informal assessments will be used to measure a students progress.

Informal tasks which may include things like class work or book work are not included in the formal assessment schedule, but they are still important in helping the teacher to:

* Assist in skill and knowledge development.
* Identify areas for extension or remediation for the teacher and student.
* Provide opportunities for students to consolidate conceptual understanding.
* Provide evidence of sustained and diligent effort.

**Why is there school assessment?**

* It allows the student to be given credit for developing skills and knowledge over a period of time.
* It allows for evaluation of student achievement in those parts of courses, such as field or practical work, which are difficult to examine formally.
* It increases the accuracy of a student’s final mark by using multiple assessment tasks, rather than a single examination to determine an appropriate result.

**What will assessment tasks look like?**

These are some examples of what assessment formats, and some tasks may be a combination of multiple formats:

* Oral/aural tests
* Reports
* Essays
* Assignments
* Research
* Submitted practical work
* Field work
* Oral presentations
* Practical performance
* Formal examinations

**How often will assessment tasks occur?**

Assessment tasks will occur regularly throughout each Year 7 course. The schedule of assessment tasks is set out in this booklet, with care taken where possible that students do not exceed two tasks per week.



**Junior Assessment Procedures**

**(For students in Years 7, 8 & 9)**

**Rationale:**

October 2019

Camden High School ensures that all assessment tasks undertaken in years 7, 8 and 9 meet the school and the **NSW Education Standards Authority (NESA)** requirements.

**Aim:**

* Every student will be made fully aware of NESA, School and KLA requirements for all formal assessment tasks.
* Consistent practices will be embedded across the school when formally assessing students

**Procedures:**

* All students will receive an assessment booklet each year that outlines when all tasks are due for all subjects studied.
* Students will receive a formal ‘Notification of Assessment Task’ at least 2 weeks prior to the submission date and they are expected to submit tasks by the due date.
* All tasks should be submitted via the CANVAS platform, with the exception of practical tasks and formal examinations.
* All students are expected to submit or sit for all assessment tasks by the due date.
* An assessment task not submitted on time will be marked on a sliding scale:

1st day late: 10% maximum mark of 90

2nd day late: 20% maximum mark of 80

3rd day late: 30% maximum mark of 70

4th day late: 40% maximum mark of 60

5th day late: 50% maximum mark of 50; then 0 (weekends count as two days)

* Acceptable reasons for the late submission or absence from an assessment task include illness, accident or other unforeseen circumstances. In each case the incident must be supported by appropriate documentation, such as a doctor’s certificate. Technological issues, family holidays and other non-emergencies are not justifiable reasons for not completing an assessment task by the due date. The Head Teacher of the KLA will determine if the reason is acceptable.
* All junior assessment tasks will be marked using both a sliding number score as well as the correlating grade for the outcomes covered in each task (i.e. students will be awarded a mark and a grade).
* If a student requires an extension on an assessment task, the application for an extension must be in writing and submitted to the Head Teacher at least one week before the due date of the assessment.
* When a student fails to complete an assessment task due to a valid reason then the student will be given an amended due date for that task. In some instances, an alternate task may be provided. Students who are deemed to make a non-serious attemptat any assessment task will be awarded zero. This includes only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task.
* If a student fails to complete an assessment task then a ‘Missed Assessment Task’ warning letter will be sent to the parent/guardian indicating that the syllabus outcomes have not been achieved and the task has been awarded a zero mark.
* Work submitted in an assessment task must be only that of the student. If a student uses the work of another person or directly copies from published texts or an internet site to complete a task they will receive a zero mark and the task will need to be re-submitted. If the work used was that of another student from this school, who knowingly supplied the information, then that student may also receive a zero mark as well.
* For all in-class tests, students must leave their bags at the front of the room or outside the classroom. Mobile phones must be switched off and out of sight. If students are caught talking or communicating with others during an exam then their test paper will be removed and a mark of zero may be issued, along with a letter sent home to the parents.
* Students who receive a zero mark in formal assessments may have their overall achievement impacted and this can be stated on a student’s report. However, a student’s report should always be a true reflection of the student’s capabilities.
* If students have concerns regarding the assessment procedures followed for an assessment task then they have the right to appeal the process. An assessment task appeal form will need to be completed and submitted to the Head Teacher of the relevant KLA.
* All assessments should be marked and written feedback provided to the students within 3 weeks of the submission date.

**Evaluation:**

This document will be reviewed as part of the school’s three year review cycle.

December 2022

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(Junior Year of study & subject name)

|  |
| --- |
| (Topic) Assessment Task (Year) |

|  |
| --- |
| **TOPIC**: Task Name |
| **SUBMISSION REQUIREMENTS:**  Day, date, week and method for task submission e.g. email (include email address) a specific time? |
| **TASK DESCRIPTION:**  Clearly explain what it is you want the students to do. Make sure that all directional verbs being assessed are used in the task description (OR use a similar word from the definition if necessary). If your task has multiple parts then list under headings such as Part A, Part B etc. Include a breakdown of the marks for each part of the task e.g. Part A out of 10, Part B out of 20. DO NOT turn multiple unrelated tasks into one multi-part task.  Make your instructions in this section clear and simple.  *For example: You are to write a report that* ***describes*** *. . . .*  Please note that ONLY syllabus outcomes can be assessed and marks cannot be awarded for things like page limits, spelling, presentation and bibliography if there is not a syllabus outcome that links to it.  Tell the students in plain language exactly what is expected of them to complete the task.  *For example: You need to interview 10 people and place these interview responses into a graph of your choosing (eg pie graph, bar graph, etc). You must also explain what each graph tells us by describing your interview findings.*  Suggestions can be provided like page limits, presentation requirements, etc.  This where you provide a scaffold for the task.eg. double bubble map, template to be completed, etc. |
| **OUTCOMES TO BE ASSESSED:**  Syllabus outcomes listed with number/code and description. You must also include the directional verb in bold type that you will be assessing (this is not always the ‘verb’ of the sentence, but the action within the outcome that you want completed) |
| **DIRECTIONAL VERBS:**  Include the used directional verbs with a definition of each one that is relevant to your subject area (sometimes it aligns with NESA’s definitions, sometimes it doesn’t) |

|  |  |  |
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| **ASSESSMENT MARKING CRITERIA** | | |
| **Parts or Sections listed as a heading here…e.g. Part A (outcomes in brackets)** | **Mark** | **Grade** |
| Take a portion of the outcome and link to the directional verb using the standard marking descriptor (again BOLD the directional verb). Then make very clear the components of the task that are required to successfully achieve at this grade (in italics below the opening sentence). Examples below:  Presents an outstanding **description** of the functional properties of a formal dress through the inclusion of:  *A minimum of 4-5 construction techniques, comparison of suitable fabrics, burn and abrasion tests.*  *OR*  Extensive presentation that ***analyses*** the selected athlete’s impact on sport in Australian society and their contribution to sport in the community:  *Student identifies and describes key events within the life of the chosen athlete, with a clear focus on events that have had a significant impact on the sport and community at large. The athlete’s achievements and their impact on the sport/community is clearly demonstrated, as well as interconnections throughout their career.* | 5 | A |
| Same form as above, with a lower-level marking descriptor. Ensure that the component lists allows for a variation in response (some may do lots at a lower level, others may do less at a greater level). Examples below:  Presents an above average **description** of the functional properties of a formal dress through the inclusion of:  *Up to 5 construction techniques, comparison of suitable fabrics, burn and / or abrasion tests. Some components of the description may be inaccurate or incomplete.*  *OR*  Thorough presentation that ***analyses*** the selected athlete’s impact on sport in Australian society and their contribution to sport in the community:  *Student identifies and describes key events within the life of the chosen athlete, with a focus on events that have had an impact on the sport and community at large. The athlete’s achievements and their impact on the sport/community is clearly demonstrated, although some connections or assertions may be incorrect/irrelevant.* | 4 | B |
|  | 3 | C |
|  | 2 | D |
|  | 1 | E |

**FEEDBACK:**

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**Assessment Appeal Form**

|  |  |  |  |
| --- | --- | --- | --- |
| Student’s Name: | | | Year: |
| Subject: | | | |
| Task: | | | |
| Due Date of Task: | | Teacher: | |
| **Summary of Reason for Appeal** | | | |
| Type of Appeal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Details of Appeal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Documentation attached to support appeal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student Signature: Date: | | | |
| **SCHOOL USE ONLY** | | | |
| **Outcome of Appeal** | | | |
| * **Upheld** | * **Declined** | | |
| Appeal Panel Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Details: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Staff Signature: Date: | | | |
| Sentral No: | | | |

**YEAR 9 – Term 1 Assessment Due Dates (2025)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B | WEEK  11A |
| AGRICULTURAL TECHNOLOGY |  |  |  |  |  |  |  | **X** |  |  |  |
| CHILD STUDIES |  |  |  |  |  |  |  |  |  |  |  |
| COMMERCE |  |  |  |  |  |  |  |  |  |  |  |
| ENGLISH |  |  |  |  |  |  |  |  |  | **X** |  |
| FOOD TECHNOLOGY |  |  |  |  |  |  |  |  | **X** |  |  |
| HSIE - HISTORY |  |  |  |  |  |  |  |  |  |  |  |
| HSIE - GEOGRAPHY |  |  |  |  |  |  |  |  |  |  |  |
| INDUSTRIAL TECHNOLOGY - TIMBER |  |  |  |  |  |  |  |  |  | **X** |  |
| JAPANESE |  |  |  |  |  | **X** |  |  |  |  |  |
| MATHEMATICS – CORE and PATHWAY |  |  |  |  |  |  |  |  | **X** |  |  |
| MUSIC |  |  |  |  |  |  |  |  |  |  | **X** |
| PHYSICAL ACTIVITY AND SPORTS STUDIES |  |  |  |  |  |  |  | **X** |  |  |  |
| PDHPE |  |  |  |  |  |  | **X** |  |  |  |  |
| PHOTOGRAPHIC AND DIGITAL MEDIA |  |  |  |  |  |  |  |  |  |  |  |
| PSYCHOLOGY |  |  |  |  |  |  |  | **X** |  |  |  |
| SCIENCE |  |  |  |  |  |  | **X** |  |  |  |  |
| VISUAL ARTS |  |  |  |  |  |  |  |  |  |  |  |
| VISUAL DESIGN |  |  |  |  |  |  |  |  |  |  |  |

**YEAR 9 – Term 2 Assessment Due Dates (2025)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B |
| AGRICULTURAL TECHNOLOGY |  |  |  |  |  | *COWRA WEEK* | **X** |  |  |  |
| CHILD STUDIES |  |  |  | **X** |  |  |  |  |  |
| COMMERCE |  |  |  | **X** |  |  |  |  |  |
| ENGLISH |  |  |  |  |  |  |  | **X** |  |
| FOOD TECHNOLOGY |  |  |  |  |  |  |  |  |  |
| HSIE - HISTORY |  |  | **X** |  |  |  |  |  |  |
| HSIE - GEOGRAPHY |  |  |  |  |  |  |  |  |  |
| INDUSTRIAL TECHNOLOGY - TIMBER |  |  |  |  | **X** |  |  |  |  |
| JAPANESE | **X** |  |  |  |  |  |  |  |  |
| MATHEMATICS – CORE and PATHWAY |  |  |  |  | **X** |  |  |  |  |
| MUSIC |  |  |  |  |  |  | **X** |  |  |
| PHYSICAL ACTIVITY AND SPORTS  STUDIES |  |  | **X** |  |  |  |  |  |  |
| PDHPE |  |  |  |  |  |  |  |  |  |
| PHOTOGRAPHIC AND DIGITAL MEDIA |  | **X** |  |  |  |  |  |  |  |
| PSYCHOLOGY |  |  |  |  |  |  |  |  |  |
| SCIENCE |  |  |  |  |  |  |  |  |  |
| VISUAL ARTS |  | **X** |  |  |  |  |  |  |  |
| VISUAL DESIGN |  | **X** |  |  |  |  |  |  |  |

**YEAR 9 – Term 3 Assessment Due Dates (2025)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B |
| AGRICULTURAL TECHNOLOGY |  |  |  |  |  |  |  |  |  |  |
| CHILD STUDIES |  |  |  |  |  | **X** |  |  |  |  |
| COMMERCE |  |  |  |  |  |  | **X** |  |  |  |
| ENGLISH |  |  |  |  |  |  |  |  |  | **X** |
| FOOD TECHNOLOGY |  |  |  |  | **X** |  |  |  |  |  |
| HSIE - HISTORY |  |  |  |  |  |  |  |  |  |  |
| HSIE - GEOGRAPHY |  |  |  |  |  |  |  |  |  |  |
| INDUSTRIAL TECHNOLOGY - TIMBER |  |  |  |  |  |  |  |  | **X** |  |
| JAPANESE |  |  |  |  |  | **X** |  |  |  |  |
| MATHEMATICS – CORE and PATHWAY |  |  |  |  |  |  |  |  | **X** |  |
| MUSIC |  |  |  |  |  |  | **X** |  |  |  |
| PHYSICAL ACTIVITY AND SPORTS  STUDIES |  |  |  |  |  |  |  | **X** |  |  |
| PDHPE |  |  |  |  |  |  |  |  |  | **X** |
| PHOTOGRAPHIC AND DIGITAL MEDIA |  |  | **X** |  |  |  |  |  |  |  |
| PSYCHOLOGY | **X** |  |  |  |  |  |  |  |  |  |
| SCIENCE |  |  |  |  |  |  |  | **X** |  |  |
| VISUAL ARTS |  |  | **X** |  |  |  |  |  |  |  |
| VISUAL DESIGN |  |  |  |  |  | **X** |  |  |  |  |

**YEAR 9 – Term 4 Assessment Due Dates (2025)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B |
| AGRICULTURAL TECHNOLOGY |  | **X** |  |  |  |  |  |  |  |  |
| CHILD STUDIES |  | **X** |  |  |  |  |  |  |  |  |
| COMMERCE |  |  |  |  | **X** |  |  |  |  |  |
| ENGLISH |  |  |  |  |  |  |  |  |  |  |
| FOOD TECHNOLOGY |  |  |  | **X** |  |  |  |  |  |  |
| HSIE - HISTORY |  |  |  |  |  |  |  |  |  |  |
| HSIE - GEOGRAPHY |  |  |  | **X** |  |  |  |  |  |  |
| INDUSTRIAL TECHNOLOGY - TIMBER |  |  |  |  |  |  |  |  |  |  |
| JAPANESE |  | **X** |  |  |  |  |  |  |  |  |
| MATHEMATICS – CORE and PATHWAY |  |  |  |  |  |  |  |  |  |  |
| MUSIC |  |  |  |  |  |  |  |  |  |  |
| PHYSICAL ACTIVITY AND SPORTS STUDIES |  |  |  |  |  |  |  |  |  |  |
| PDHPE |  |  |  |  |  |  |  |  |  |  |
| PHOTOGRAPHIC AND DIGITAL MEDIA |  |  | **X** |  |  |  |  |  |  |  |
| PSYCHOLOGY |  |  | **X** |  |  |  |  |  |  |  |
| SCIENCE |  |  | **X** |  |  |  |  |  |  |  |
| VISUAL ARTS |  |  |  |  | **X** |  |  |  |  |  |
| VISUAL DESIGN |  |  |  |  | **X** |  |  |  |  |  |

**ASSESSMENT SCHEDULES**

**BY**

**SUBJECTS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **YEAR 9 ASSESSMENT TASK GRID**  **AGRICULTURAL TECHNOLOGY** | | | | | | | | | | | | | | | | |
| **TASK** | | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | **DUE DATE** |
| AG5.1 | AG5.2 | AG5.3 | AG5.4 | AG5.5 | AG5.6 | AG5.7 | AG5.8 | AG5.9 | AG5.10 | AG5.11 | AG5.12 | AG5.13 | AG5.14 |
| Competency/  Practical Task - Introduction to Agriculture | | **X** | **X** | **X** | **X** |  |  |  |  |  |  |  |  | **X** | **X** | Term 1 Week 8 |
| Research Portfolio – Beef in Australia | |  |  |  |  | **X** |  | **X** | **X** | **X** | **X** |  | **X** |  |  | Term 2  Week 7 |
| Yearly Examination | | **X** | **X** | **X** |  |  | **X** | **X** |  |  | **X** | **X** |  |  |  | Term 4 Week 2 |
|  |  | | | | | | | | | | | | | | | |
| AG5.1 | | Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets | | | | | | | | | | | | | | |
| AG5.2 | | Explains the interactions within and between agricultural enterprises and systems | | | | | | | | | | | | | | |
| AG5.3 | | Explains the interactions within and between the agricultural sector and Australia’s economy, culture and society | | | | | | | | | | | | | | |
| AG5.4 | | Investigates and implements responsible production systems for plant and animal enterprises | | | | | | | | | | | | | | |
| AG5.5 | | Investigates and applies responsible marketing principles and processes | | | | | | | | | | | | | | |
| AG5.6 | | Explains and evaluates the impact of management decisions on plant production enterprises | | | | | | | | | | | | | | |
| AG5.7 | | Explains and evaluates the impact of management decisions on animal production enterprises | | | | | | | | | | | | | | |
| AG5.8 | | Evaluates the impact of past and current agricultural practices on agricultural sustainability | | | | | | | | | | | | | | |
| AG5.9 | | Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics | | | | | | | | | | | | | | |
| AG5.10 | | Implements and justifies the application of animal welfare guidelines to agricultural practices | | | | | | | | | | | | | | |
| AG5.11 | | Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts | | | | | | | | | | | | | | |
| AG5.12 | | Collects and analyses agricultural data and communicates results using a range of technologies | | | | | | | | | | | | | | |
| AG5.13 | | Applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery | | | | | | | | | | | | | | |
| AG5.14 | | Demonstrates plant and/or animal management practices safely and in collaboration with others | | | | | | | | | | | | | | |

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| **YEAR 9 ASSESSMENT TASK GRID**  **CHILD STUDIES** | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | **DUE DATE** |
| CS5-1 | CS5-2 | CS5-3 | CS5-4 | CS5-5 | CS5-6 | CS5-7 | CS5-8 | CS5-9 | CS5-10 | CS5-11 | CS5-12 |
| Conception to Birth Multimedia Presentation |  | **ASSESSED IN YEAR 10** | **ASSESSED IN YEAR 10** |  |  |  | **OUTCOME ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** | **X** | **X** | **ASSESSED IN YEAR 10** | **ASSESSED IN YEAR 10** | **X** | Term 2  Week 4 |
| Educational Toy and Folio |  | **X** |  |  |  |  |  | Term 3  Week 6 |
| Yearly Examination | **X** |  | **X** | **X** |  |  |  | Term 4  Week 2 |
|  | | | | | | | | | | | | | |
| 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 on 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, understanding and tolerant 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 appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development | | | | | | | | | | | | |

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| **YEAR 9 ASSESSMENT TASK GRID**  **COMMERCE** | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **DUE DATE** |
| COM5-1 | | COM5-2 | COM5-3 | COM5-4 | COM5-5 | COM5-6 | COM5-7 | COM5-8 | COM5-9 |
| Employment and Work Futures Report |  | | **X** | **ASSESSED IN YEAR 10** |  |  |  | **X** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | Term 2  Week 4 |
| Travel Itinerary |  | |  |  | **X** | **X** |  |  | Term 3  Week 7 |
| Yearly Examination | **X** | |  | **X** |  |  |  | **X** | Term 4  Week 5 |
|  | |
| 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 | | | | | | | | | | |
| COM5-3 | Examines the role of law in society | | | | | | | | | | |
| COM5-4 | Analyses key factors affecting decisions | | | | | | | | | | |
| COM5-5 | Evaluates options for solving problems and issues | | | | | | | | | | |
| COM5-6 | Develops and implements plans designed to achieve goals | | | | | | | | | | |
| 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 | | | | | | | | | | |

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| **YEAR 9 ASSESSMENT TASK GRID**  **ENGLISH** | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | **DUE DATE** |
| EN5-RVL-01 | EN5-URA-01 | EN5-URB-01 | EN5-URC-01 | EN5-ECA-01 | EN5-ECB-01 |
| Survival – Reflection on a selected piece of writing | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** |  |  |  | **X** | **X** | Term 1  Week 10 |
| Growing and Changing – Creative response | **X** |  | **X** |  | **X** | Term 2  Week 9 |
| What makes a Great Play?  – Critical response | **X** | **X** |  | **X** |  | Term 3  Week 10 |
|  | | | | | | | |
| EN5-RVL-01 | Uses a range of personal, creative and critical strategies to interpret complex texts | | | | | | |
| EN5-URA-01 | Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures | | | | | | |
| EN5-URB-01 | Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes | | | | | | |
| EN5-URC-01 | Investigates and explains ways of valuing texts and the relationships between them | | | | | | |
| EN5-ECA-01 | Crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning | | | | | | |
| EN5-ECB-01 | Uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts | | | | | | |

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| **YEAR 9 ASSESSMENT TASK GRID**  **FOOD TECHNOLOGY** | | | | | | | | | | | | | | | | |
| **TASK** | | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | **DUE DATE** |
| FT5-1 | | FT5-2 | FT5-3 | FT5-4 | FT5-5 | FT5-6 | FT5-7 | FT5-8 | FT5-9 | FT5-10 | FT5-11 | FT5-12 | FT5-13 |
| Food Trends: Instagrammable Food Item Task | | **OUTCOME ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** | | **OUTCOME ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** | **ASEESSED IN YEAR 10** | **ASEESSED IN YEAR 10** | **OUTCOME ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** |  |  | **ASSESSED IN YEAR 10** | **X** | **X** |  | **X** |  | Term 1  Week 9 |
| Food for Special Occasions: Cultural Dessert, Practical and Report | |  | **X** |  |  | **X** |  |  | Term 3  Week 5 |
| Food in Australia Report | | **X** |  |  |  |  |  | **X** | Term 4  Week 4 |
|  |
| 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 | | | | | | | | | | | | | |
| FT5-10 | | | Selects and employs appropriate techniques and equipment for a variety of food-specific purposes | | | | | | | | | | | | | |
| FT5-11 | | | Plans, prepares, presents and evaluates food solutions for specific purposes | | | | | | | | | | | | | |
| FT5-12 | | | Examines the relationship between food, technology and society | | | | | | | | | | | | | |
| FT5-13 | | | Evaluates the impact of activities related to food on the individual, society and the environment | | | | | | | | | | | | | |

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| **YEAR 9 ASSESSMENT TASK GRID**  **HSIE - HISTORY** | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | **DUE DATE** |
| HT 5-1 | | HT 5-2 | HT 5-3 | HT 5-4 | HT 5-5 | HT 5-6 | HT 5-7 | HT 5-8 | HT 5-9 | HT 5-10 |
| History Examination | **X** | | **X** | **ASSESSED IN YEAR 10** | **X** | **OUTCOME ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** | **ASSESSED IN YEAR 10** | **ASSESSED IN YEAR 10** | **ASSESSED IN YEAR 10** | **ASSESSED IN YEAR 10** | **OUTCOME ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** | Term 2  Week 3 |
|  | | | | | | | | | | | | |
| 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 | | | | | | | | | | |
| HT5-3 | | Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia | | | | | | | | | | |
| HT5-4 | | Explains and analyses the causes and effects of events and developments in the modern world and Australia | | | | | | | | | | |
| HT5-5 | | Identifies and evaluates the usefulness of sources in the historical inquiry process | | | | | | | | | | |
| 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 | | | | | | | | | | |
| HT5-8 | | Selects and analyses a range of historical sources to locate information relevant to an historical inquiry | | | | | | | | | | |
| 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 form to communicate effectively bout the past for different audiences | | | | | | | | | | |

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| **YEAR 9 ASSESSMENT TASK GRID**  **HSIE - GEOGRAPHY** | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | **DUE DATE** |
| GE 5-1 | | GE 5-2 | GE 5-3 | GE 5-4 | GE 5-5 | GE 5-6 | GE 5-7 | GE 5-8 |
| Geography Examination | **X** | | **ASSESSED IN YEAR 10** | **X** | **ASSESSED IN YEAR 10** | **X** | **ASSESSED IN YEAR 10** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIE** | **X** | Term 4  Week 4 |
|  | | | | | | | | | | |
| 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 | | Accesses 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 | | | | | | | | |

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| **YEAR 9 ASSESSMENT TASK GRID**  **INDUSTRIAL TECHNOLOGY - TIMBER** | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **DUE DATE** |
| IND5-1 | IND5-2 | IND5-3 | IND5-4 | IND5-5 | IND5-6 | IND5-7 | IND5-8 | IND5-9 | IND5-10 |
| Emerging Technology Evaluation Task |  | **ASSESSED IN YEAR 10** | **ASSESSED IN YEAR 10** | **ASSESSED IN YEAR 10** |  |  |  | **X** | **X** | **X** | Term 1  Week 10 |
| Spice Rack  Multimedia Presentation | **X** | **X** |  |  |  |  |  | Term 2  Week 5 |
| Lolly Dispenser  Practical Project |  |  | **X** | **X** |  |  |  | Term 3  Week 9 |
|  | | | | | | | | | | | | |
| 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 | | | | | | | | | | |
| IND5-6 | Identifies and participates in collaborative work practices in the learning environment | | | | | | | | | | |
| 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 | | | | | | | | | | |

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| **YEAR 9 ASSESSMENT TASK GRID**  **JAPANESE** | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | **DUE DATE** |
| ML5-INT-01 | ML5-UND-01 | ML5-CRT-01 |
| Jikoshoukai (Self-Introduction) Task |  |  | **X** | Term 1  Week 6 |
| Reading Comprehension |  | **X** |  | Term 2  Week 1 |
| Conversation | **X** |  |  | Term 3  Week 6 |
| Yearly Exam |  | **X** | **X** | Term 4  Week 2 |
|  | | | | |
| ML5-INT-01  ML5-UND-01  ML5-CRT-01 | Exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  Analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | | | |

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| **YEAR 9 ASSESSMENT TASK GRID**  **MATHEMATICS – CORE and PATHWAY** | | | | | | | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | | | | | | | **DUE DATE** |
| MAO | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 |
| WM | ALG | IND | EQU | EQU | LIN | LIN | LIN | TRG | TRG | ARE | ARE | VOL | GEO | DAT | PRO | PRO | FIN | MAG | RAT | RAT |
| 01 | C-01 | C-01 | C-01 | P-01 | C-01 | C-02 | P-01 | C-01 | C-02 | C-01 | P-01 | C-01 | C-01 | C-01 | C-01 | P-01 | C-01 | C-01 | P-01 | P-02 |
| Exam with Summary Sheet | **X** | **X** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** |  | **ASSESSED IN YEAR 10** |  |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** |  |  |  | **ASSESSED IN YEAR 10** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **ASSESSED IN YEAR 10** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **X** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | Term 1  Week 9 |
| Assignment | **X** |  |  |  |  | **X** | **X** |  |  |  |  | Term 2  Week 5 |
| Formal Examination | **X** |  | **X** | **X** | **X** |  |  | **X** | **X** | **X** |  | Term 3  Week 9 |
|  | | | | | | | | | | | | | | | | | | | | | | |
| MAO-WM-01 | Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly | | | | | | | | | | | | | | | | | | | | | |
| MA5-ALG-C-01 | Simplifies algebraic fractions with numerical denominators and expands algebraic expressions | | | | | | | | | | | | | | | | | | | | | |
| MA5-IND-C-01 | Simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases | | | | | | | | | | | | | | | | | | | | | |
| MA5-EQU-C-01 | Solves linear equations of up to 3 steps, limited to one algebraic fraction | | | | | | | | | | | | | | | | | | | | | |
| MA5-EQU-P-01 | Solves monic quadratic equations, linear inequalities and cubic equations of the form | | | | | | | | | | | | | | | | | | | | | |
| MA5-LIN-C-01 | Determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools | | | | | | | | | | | | | | | | | | | | | |
| MA5-LIN-C-02 | Graphs and interprets linear relationships using the gradient/slope-intercept form | | | | | | | | | | | | | | | | | | | | | |
| MA5-LIN-P-01 | Describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems | | | | | | | | | | | | | | | | | | | | | |
| MA5-TRG-C-01 | Applies trigonometric ratios to solve right-angled triangle problems | | | | | | | | | | | | | | | | | | | | | |
| MA5-TRG-C-02 | Applies trigonometry to solve problems, including bearings and angles of elevation and depression | | | | | | | | | | | | | | | | | | | | | |
| MA5-ARE-C-01 | Solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids | | | | | | | | | | | | | | | | | | | | | |
| MA5-ARE-P-01 | Applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems | | | | | | | | | | | | | | | | | | | | | |
| MA5-VOL-C-01 | Solves problems involving the volume of composite solids consisting of right prisms and cylinders | | | | | | | | | | | | | | | | | | | | | |
| MA5-GEO-C-01 | Identifies and applies the properties of similar figures and scale drawings to solve problems | | | | | | | | | | | | | | | | | | | | | |
| MA5-DAT-C-01 | Compares and analyses datasets using summary statistics and graphical representations | | | | | | | | | | | | | | | | | | | | | |
| MA5-PRO-C-01 | Solves problems involving probabilities in multistage chance experiments and simulations | | | | | | | | | | | | | | | | | | | | | |
| MA5-PRO-P-01 | Solves problems involving Venn diagrams, 2-way tables and conditional probability | | | | | | | | | | | | | | | | | | | | | |
| MA5-FIN-C-01 | Solves financial problems involving simple interest, earning money and spending money | | | | | | | | | | | | | | | | | | | | | |
| MA5-MAG-C-01 | Solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures | | | | | | | | | | | | | | | | | | | | | |
| MA5-RAT-P-01 | Identifies and solves problems involving direct and inverse variation and their graphical representations | | | | | | | | | | | | | | | | | | | | | |
| MA5-RAT-P-02 | Analyses and constructs graphs relating to rates of change | | | | | | | | | | | | | | | | | | | | | |

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| **YEAR 9 ASSESSMENT TASK GRID**  **MUSIC** | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | **DUE DATE** |
| 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 5.6 | 5.7 | 5.8 | 5.9 | 5.10 | 5.11 | 5.12 |
| Individual Performance |  | **X** | **X** |  |  |  |  |  |  |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | Term 1  Week 11 |
| Composition Portfolio with Aural Analysis |  |  |  | **X** | **X** | **X** |  | **X** |  | **X** | Term 2  Week 8 |
| Ensemble Performance and Viva Voce | **X** |  | **X** |  |  |  | **X** |  | **X** |  | Term 3  Week 7 |
|  | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | |
| 5.11 | Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform | | | | | | | | | | | | |
| 5.12 | Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences | | | | | | | | | | | | |

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| **YEAR 9 ASSESSMENT TASK GRID**  **PHYSICAL ACTIVITY AND SPORTS STUDIES** | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **DUE DATE** |
| PASS5.1 | PASS5.2 | PASS5.3 | PASS5.4 | PASS5.5 | PASS5.6 | PASS5.7 | PASS5.8 | PASS5.9 | PASS5.10 |
| Physical Fitness Task |  | **ASSESSED IN YEAR 10** |  |  |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING & LEARNING ACTIVITIES** |  | **X** |  | **X** | Term 1  Week 8 |
| Australian Sporting Identity Research Task |  | **X** | **X** |  |  |  |  |  | Term 2  Week 3 |
| Fundamental Movement Skills Practical Task |  |  |  | **X** | **X** |  | **X** |  | Term 3 & 4  Ongoing practical assessment |
| Injury Management In Class Task | **X** |  |  |  |  |  |  | **X** | Term 3  Week 8 |
|  | | | | | | | | | | | | |
| 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 enjoyable participation and skilful performance | | | | | | | | | | |
| PASS5.6 | Evaluates the characteristics of enjoyable 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 | | | | | | | | | | |

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| **YEAR 9 ASSESSMENT TASK GRID**  **PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION** | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | **DUE DATE** |
| PD5.1 | PD5.2 | PD5.3 | PD5.4 | PD5.5 | PD5.6 | PD5.7 | PD5.8 | PD5.9 | PD5.10 | PD5.11 |
| Nutrition Task | **ASSESSED IN YEAR 10** | **X** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING & LEARNING ACTIVITIES** |  |  | **ASSESSED IN YEAR 10** | **ASSESSED IN YEAR 10** | **X** |  |  |  | Term 1  Week 7 |
| Athletics Discipline  Practical Task |  |  | **X** |  |  |  | **X** | Term 1 & 2  Ongoing practical assessment |
| Invasion Games Practical Task |  | **X** |  |  |  | **X** |  | Term 3 & 4  Ongoing practical assessment |
| Sexual Health Task |  |  |  |  | **X** |  |  | Term 3  Week 10 |
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| 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 | | | | | | | | | | | |
| PD5.6 | Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity | | | | | | | | | | | |
| PD5.7 | Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities | | | | | | | | | | | |
| PD5.8 | Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity | | | | | | | | | | | |
| PD5.9 | Assesses and applies self-management skills to effectively manage complex situations | | | | | | | | | | | |
| PD5.10 | Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts | | | | | | | | | | | |
| PD5.11 | Refines and applies movement skills and concepts to compose and perform innovative movement sequences | | | | | | | | | | | |

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| **YEAR 9 ASSESSMENT TASK GRID**  **PHOTOGRAPHIC AND DIGITAL MEDIA** | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | **DUE DATE** |
| 5.1 | | 5.2 | 5.3 | 5.4 | 5.5 | 5.6 | 5.7 | 5.8 | 5.9 | 5.10 |
| ‘Introduction to Photography’ Collection of Works and Analysis |  | | **X** |  |  |  | **X** |  | **X** |  |  | Term 2  Week 2 |
| Fashion Portfolio and Photographer Research |  | |  | **X** |  | **X** |  |  |  | **X** |  | Term 3  Week 3 |
| Still Life Body of Work and Case Study | **X** | |  |  | **X** |  |  | **X** |  |  | **X** | Term 4  Week 3 |
|  | |  | | | | | | | | | | | |
| 5.1 | Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works | | | | | | | | | | | |
| 5.2 | Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience. | | | | | | | | | | | |
| 5.3 | Makes photographic and digital works informed by an understanding of how the frames affect meaning | | | | | | | | | | | |
| 5.4 | Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works | | | | | | | | | | | |
| 5.5 | Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works | | | | | | | | | | | |
| 5.6 | Selects appropriate procedures and techniques to make and refine photographic and digital works | | | | | | | | | | | |
| 5.7 | Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works | | | | | | | | | | | |
| 5.8 | 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 | | | | | | | | | | | |
| 5.9 | Uses the frames to make different interpretations of photographic and digital works | | | | | | | | | | | |
| 5.10 | Constructs different critical and historical accounts of photographic and digital works | | | | | | | | | | | |

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| **YEAR 9 ASSESSMENT TASK GRID**  **PSYCHOLOGY** | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | **DUE DATE** |
| **PSY5-1** | **PSY5-2** | **PSY5-3** | **PSY5-4** | **PSY5-5** | **PSY5-6** | **PSY5-7** | **PSY5-8** | |
| What is Psychology Task | **X** | **X** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING & LEARNING ACTIVITIES** |  |  |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING & LEARNING ACTIVITIES** | | Term 1  Week 8 |
| Research Methods |  |  |  | **X** |  | **X** | Term 3  Week 1 |
| Biological Behaviour Case Study |  |  | **X** |  | **X** |  | Term 4  Week 3 |
|  | | | | | | | | |
| **PSY5-1** | Explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches | | | | | | | | | |
| **PSY5-2** | Explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches | | | | | | | | | |
| **PSY5-3** | Describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour | | | | | | | | | |
| **PSY5-4** | Explains a range of psychological theories and identifies the application of these theories to everyday life | | | | | | | | | |
| **PSY5-5** | Demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data | | | | | | | | | |
| **PSY5-6** | Recognises the applications and influence of psychology in popular culture and its importance to social factors | | | | | | | | | |
| **PSY5-7** | Examines suitable research methods including procedures and critical analysis when completing action-based learning | | | | | | | | | |
| **PSY5-8** | Communicates psychological information and ideas using appropriate written, oral and visual forms | | | | | | | | | |

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| **YEAR 9 ASSESSMENT TASK GRID**  **SCIENCE** | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | **DUE DATE** |
| 4WS | 5WS | 6WS | 7WS | 8WS | 9WS | 10PW | 11PW | 12ES | 13ES | 14LW | 15LW | 16CW | 17CW |
| Depth Study |  |  |  | **X** | **X** | **X** | **ASSESSED IN YEAR 10** |  | **ASSESSED IN YEAR 10** | **X** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING & LEARNING ACTIVITIES** | **ASSESSED IN YEAR 10** | **ASSESSED IN YEAR 10** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING & LEARNING ACTIVITIES** | Term 2  Week 7 |
| First Hand Investigation | **X** | **X** | **X** |  |  |  | **X** |  | Term 3  Week 8 |
| Skills Examination | **X** | **X** |  | **X** | **X** |  |  |  | Term 4  Week 3 |
|  | | | | | | | | | | | | | | | | |
| SC5 -4WS | Develops questions or hypotheses to be investigated scientifically | | | | | | | | | | | | | | |
| SC5 -5WS | Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively | | | | | | | | | | | | | | |
| SC5 -6WS | Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively | | | | | | | | | | | | | | |
| SC5 -7WS | Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions | | | | | | | | | | | | | | |
| SC5-8WS | Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems | | | | | | | | | | | | | | |
| SC5 -9WS | Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations | | | | | | | | | | | | | | |
| SC5 -10PW | Applies models, theories and laws to explain situations involving energy, force and motion | | | | | | | | | | | | | | |
| SC5 -11PW | Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems | | | | | | | | | | | | | | |
| SC5 -12ES | Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community | | | | | | | | | | | | | | |
| SC5 -13ES | Explains how scientific knowledge about global patterns of geological activity and interactions involving systems can be used to inform decisions related to contemporary issues | | | | | | | | | | | | | | |
| SC5 -14LW | Analyses interactions between components and processes within biological systems | | | | | | | | | | | | | | |
| SC5 -15LW | Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society | | | | | | | | | | | | | | |
| SC5 -16CW | Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available | | | | | | | | | | | | | | |
| SC5 -17CW | Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials | | | | | | | | | | | | | | |

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| **YEAR 9 ASSESSMENT TASK GRID**  **VISUAL ARTS** | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **DUE DATE** |
| 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 5.6 | 5.7 | 5.8 | 5.9 | 5.10 |
| Drawing and Case Study | **X** |  | **X** |  |  |  |  |  | **X** |  | Term 2  Week 2 |
| Clay and Artist Research |  |  |  | **X** |  | **X** | **X** |  |  |  | Term 3  Week 3 |
| Painting and Case Study |  | **X** |  |  | **X** |  |  | **X** |  | **X** | Term 4  Week 5 |
|  | | | | | | | | | | | |
| 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. | | | | | | | | | | |

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| **YEAR 9 ASSESSMENT TASK GRID**  **VISUAL DESIGN** | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **DUE DATE** |
| 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 5.6 | 5.7 | 5.8 | 5.9 | 5.10 |
| Object : 100% Mambo and Artist Case Study | **X** | **X** | **X** |  |  |  | **X** | **X** |  |  | Term 2  Week 2 |
| Interiors Exteriors |  |  |  |  |  |  |  |  | **X** | **X** | Term 3  Week 6 |
| Poster Design |  |  |  | **X** | **X** | **X** |  |  |  |  | Term 4  Week 5 |
|  | | | | | | | | | | | |
| 5.1 | Develops autonomy in selecting and applying visual arts conventions and procedures to make artworks | | | | | | | | | | |
| 5.2 | Makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience | | | | | | | | | | |
| 5.3 | Makes visual design artworks informed by an understanding of how the frames affect meaning | | | | | | | | | | |
| 5.4 | Investigates and responds to the world as a source of ideas, concepts and subject matter in the visual design artworks | | | | | | | | | | |
| 5.5 | Makes informed choices to develop and extend concepts and different meanings in their visual design artworks | | | | | | | | | | |
| 5.6 | Selects appropriate procedures and techniques to make and refine visual design artworks | | | | | | | | | | |
| 5.7 | Applies their understanding of aspects of practice to critically and historically interpret visual design artwork | | | | | | | | | | |
| 5.8 | Uses their understanding of the function of and relationships between artist – artwork – world - audience in critical and historical interpretations of visual design artworks | | | | | | | | | | |
| 5.9 | Uses the frames to make different interpretations of visual design artworks | | | | | | | | | | |
| 5.10 | Constructs different critical and historical accounts of visual design artworks | | | | | | | | | | |

**Directional Verbs**

**Account -** Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

**Analyse -** Identify components and the relationship between them; draw out and relate implications

**Apply -** Use, utilise, employ in a particular situation

**Appreciate -** Make a judgement about the value of

**Assess -** Make a judgement of value, quality, outcomes, results or size

**Calculate -** Ascertain/determine from given facts, figures or information

**Clarify -** Make clear or plain

**Classify -** Arrange or include in classes/categories

**Compare -** Show how things are similar or different

**Construct -** Make; build; put together items or arguments

**Contrast -** Show how things are different or opposite

**Critically (analyse/evaluate) -** Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

**Deduce -** Draw conclusions

**Define -** State meaning and identify essential qualities

**Demonstrate -** Show by example

**Describe -** Provide characteristics and features

**Discuss -** Identify issues and provide points for and/or against

**Distinguish -** Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate -** Make a judgement based on criteria; determine the value of

**Examine -** Inquire into

**Explain -** Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract -** Choose relevant and/or appropriate details

**Extrapolate -** Infer from what is known

**Identify -** Recognise and name

**Interpret -** Draw meaning from

**Investigate -** Plan, inquire into and draw conclusions about

**Justify -** Support an argument or conclusion

**Outline -** Sketch in general terms; indicate the main features of

**Predict -** Suggest what may happen based on available information

**Propose -** Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

**Recall -** Present remembered ideas, facts or experiences

**Recommend -** Provide reasons in favour

**Recount -** Retell a series of events

**Summarise -** Express, concisely, the relevant details

**Synthesise -** Putting together various elements to make a whole

**Note:** There may be a number of other verbs used in your syllabus that isn’t listed above. If this is the case, then you will need to create a definition for that verb and provide it to the students to provide a shared understanding.