

**Year 9**

**Assessment Information**

**2023**

**Camden High School**

*Tradition Opportunity Innovation Success*

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

**CAMDEN HIGH SCHOOL**

**ASSESSMENT PROCEDURES**

**What is assessment?**

Assessments represent an integral part of the teaching and learning process and as such all assessments that are set must be completed. Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formal and informal assessments will be used to determine satisfactory student progress.

Informal tasks and class work not included in the formal assessment schedule are of significance as they:

* 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 and 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?**

Some or all of the following, may form the assessment program:

* 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 9 course. The schedule of assessment tasks is set out in this booklet



**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 with the Assessment Cover Sheetattached to the front of the task.
* 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 will have that information recorded on their reports with an explanation provided in the comments section, identifying that the grade is not 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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(Year of study and Subject Name)

(Topic) Assessment Task 2023

|  |  |
| --- | --- |
| **TOPIC**: Task Name | **MARKS:** / |
| **SUBMISSION REQUIREMENTS:** Day, date, week and method for task submission e.g. email, a specific time | **WEIGHTING:**  % |
| **OUTCOMES TO BE ASSESSED:**  Syllabus outcomes listed with number/code and description, with directional verb included in bold type. | |
| **DIRECTIONAL VERBS:**  For example:  **Explain** – show cause and effect or how and why | |
| **TASK DESCRIPTION:**  This will explain what the student is expected to do. All directional verbs being assessed will be used in the task description.  *For example: You are to write a report that* ***describes****…* | |
| **ASSESSMENT CRITERIA:**  This will include a breakdown of marks for each part of the task e.g. Part A out of 10, Part B out of 20. This is where students will receive instruction in plain language exactly what is expected of them to complete the task.  *For instance, you need to interview 10 people and represent this interview in both graphical form and a written analysis of the interviews findings.* | |

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| **ASSESSMENT MARKING CRITERIA** | | |
| Detailed, levels of achievement breakdown of marking benchmarks which deals specifically with each task component and syllabus outcome being assessed.  Includes rubric for assessment (e.g. you will be assessed on how well you...)  Provides a mechanism for giving constructive feedback to students. | **Mark** | **Grade** |

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**Appeal Form**

|  |  |  |  |
| --- | --- | --- | --- |
| Student’s Name: |  | | |
| Subject: |  | | |
| Task: |  | | |
| Due Date of Task: |  | Teacher: |  |
|  | | | |
| **Summary of Reason for Appeal** | | | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Student Signature: Date: | | | |
|  | | | |
| **Outcome of Appeal** | | | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Staff Signature: Date: | | | |

**YEAR 9 – Term 1 Assessment Due Dates (2023)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 |  |  |  |  |  |  |  | **X** |  |  |  |
| ENGLISH |  |  |  |  |  |  |  |  |  |  |  |
| FOOD TECHNOLOGY |  |  |  |  |  |  |  |  |  | **X** |  |
| HSIE |  |  |  |  |  |  |  |  |  |  |  |
| INDUSTRIAL TECHNOLOGY - TIMBER |  |  |  |  |  |  |  |  |  | **X** |  |
| MATHEMATICS STAGE 5.1 |  |  |  |  |  |  |  |  | **X** |  |  |
| MATHEMATICS STAGE 5.2 |  |  |  |  |  |  |  |  | **X** |  |  |
| MATHEMATICS STAGE 5.3 |  |  |  |  |  |  |  |  | **X** |  |  |
| PHYSICAL ACTIVITY AND SPORTS STUDIES |  |  |  |  |  |  |  | **X** |  |  |  |
| PDHPE |  |  |  |  |  |  | **X** |  |  |  |  |
| PHOTOGRAPHIC AND DIGITAL MEDIA |  |  |  |  |  |  |  |  |  | **X** |  |
| SCIENCE |  |  |  |  |  |  |  |  |  | **X** |  |
| VISUAL ARTS |  |  |  |  |  |  |  |  | **X** |  |  |
| VISUAL DESIGN |  |  |  |  |  |  |  |  | **X** |  |  |

**YEAR 9 – Term 2 Assessment Due Dates (2023)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | **X** |  |  |  |  |  |  |  | **X** |  |
| FOOD TECHNOLOGY |  |  |  |  |  |  |  |  |  |  |
| HSIE |  |  |  | **X** |  |  |  |  |  |  |
| INDUSTRIAL TECHNOLOGY - TIMBER |  |  |  |  | **X** |  |  |  |  |  |
| MATHEMATICS  STAGE 5.1 |  |  |  |  | **X** |  |  |  |  |  |
| MATHEMATICS  STAGE 5.2 |  |  |  |  | **X** |  |  |  |  |  |
| MATHEMATICS  STAGE 5.3 |  |  |  |  | **X** |  |  |  |  |  |
| PHYSICAL ACTIVITY AND SPORTS  STUDIES |  |  | **X** |  |  |  |  |  |  |  |
| PDHPE |  |  |  | **X--** | **--X** |  |  |  |  |  |
| PHOTOGRAPHIC AND DIGITAL MEDIA |  |  |  |  |  |  | **X** |  |  |  |
| SCIENCE |  |  |  |  |  |  |  |  |  |  |
| VISUAL ARTS |  | **X** |  |  |  |  |  |  |  |  |
| VISUAL DESIGN |  | **X** |  |  |  |  |  |  |  |  |  |

**YEAR 9 – Term 3 Assessment Due Dates (2023)**

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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 |  |  |  | **X** |  |  |  |  |  |  |
| INDUSTRIAL TECHNOLOGY - TIMBER |  |  |  |  |  |  |  |  |  | **X** |
| MATHEMATICS  STAGE 5.1 |  |  |  |  |  | **X** |  |  |  |  |
| MATHEMATICS  STAGE 5.2 |  |  |  |  |  | **X** |  |  |  |  |
| MATHEMATICS  STAGE 5.3 |  |  |  |  |  | **X** |  |  |  |  |
| PHYSICAL ACTIVITY AND SPORTS  STUDIES |  |  |  |  | **X--** | **--X** |  |  |  |  |
| PDHPE |  |  | **X--** | **--X** |  |  |  |  |  | **X** |
| PHOTOGRAPHIC AND DIGITAL MEDIA |  |  |  |  |  |  | **X** |  |  |  |
| SCIENCE |  |  |  |  |  |  |  | **X** |  |  |
| VISUAL ARTS |  |  |  |  | **X** |  |  |  |  |  |
| VISUAL DESIGN |  |  |  |  | **X** |  |  |  |  |  |

**YEAR 9 – Term 4 Assessment Due Dates (2023)**

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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 |  |  | **X** |  |  |  |  |  |  |  |  |
| COMMERCE | **X** |  |  |  |  |  |  |  |  |  |  |
| ENGLISH |  |  |  |  |  |  |  |  |  |  |  |
| FOOD TECHNOLOGY |  |  | **X** |  |  |  |  |  |  |  |  |
| HSIE |  | **X** |  |  |  |  |  |  |  |  |  |
| INDUSTRIAL TECHNOLOGY - TIMBER |  |  |  |  |  |  |  |  |  |  |  |
| MATHEMATICS STAGE 5.1 |  |  |  | **X** |  |  |  |  |  |  |  |
| MATHEMATICS STAGE 5.2 |  |  |  | **X** |  |  |  |  |  |  |  |
| MATHEMATICS STAGE 5.3 |  |  |  | **X** |  |  |  |  |  |  |  |
| PHYSICAL ACTIVITY AND SPORTS STUDIES | **X** |  |  |  |  |  |  |  |  |  |  |
| PDHPE |  |  |  |  |  |  |  |  |  |  |  |
| PHOTOGRAPHIC AND DIGITAL MEDIA |  |  |  | **X** |  |  |  |  |  |  |  |
| SCIENCE |  |  |  | **X--** | **--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 7 |
| Research Portfolio – Beef in Australia | |  |  |  |  | **X** |  | **X** | **X** | **X** | **X** |  | **X** |  |  | Term 2  Week 6 |
| Yearly Examination | | **X** | **X** | **X** |  |  | **X** | **X** |  |  | **X** | **X** |  |  |  | Term 4 Week 3 |
|  |  | | | | | | | | | | | | | | | |
| 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 |  | **OUTCOME ASSESSED IN YEAR 10** | **OUTCOME ASSESSED IN YEAR 10** |  |  |  | **OUTCOME INFORMALLY ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** | **X** | **X** | **OUTCOME ASSESSED IN YEAR 10** | **OUTCOME ASSESSED IN YEAR 10** | **X** | Term 2  Week 4 |
| Educational Toy and Report |  | **X** |  |  |  |  |  | Term 3  Week 5 |
| Yearly Exam | **X** |  | **X** | **X** |  |  |  | Term 4  Week 3 |
|  | | | | | | | | | | | | | |
| 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 |
| Consumer and Financial Decisions Research Task |  | |  | **ASSESSED IN YEAR 10** |  | **X** |  | **X** |  | **OUTCOME INFORMALLY ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | Term 1  Week 8 |
| Travel Itinerary |  | |  |  |  | **X** |  |  | Term 2  Week 5 |
| Employment and Work Futures Profile |  | | **X** | **X** |  |  |  |  | Term 3  Week 7 |
| Yearly Examination | **X** | |  |  |  |  |  | **X** | Term 4  Week 1 |
|  | |
| 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** |
| EN5-1A | EN5-2A | EN5-3B | EN5-4B | EN5-5C | EN5-6C | EN5-7D | EN5-8D | EN5-9E |
| Survival - Creative Writing and Reflection Task | **X** | **OUTCOME INFORMALLY ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** | **X** |  | **OUTCOME INFORMALLY ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** |  | **OUTCOME INFORMALLY ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** |  | **X** | Term 2  Week 1 |
| Tradition and Transformation – Creative Task |  |  | **X** | **X** | **X** |  | Term 2  Week 9 |
| Close Study of Text – Written Essay Task | **X** | **X** |  |  |  |  | Term 3  Week 10 |
|  | | | | | | | | | | |
| EN5-1A | Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure | | | | | | | | | |
| EN5-2A | Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies | | | | | | | | | |
| EN5-3B | Selects and use language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning | | | | | | | | | |
| EN5-4B | Effectively transfers knowledge, skills and understanding of language concepts into new and different context. | | | | | | | | | |
| EN5-5C | Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts | | | | | | | | | |
| EN5-6C | Investigates the relationships between and among texts | | | | | | | | | |
| EN5-7D | Understands and evaluates the diverse ways texts can represent personal and public worlds | | | | | | | | | |
| EN5-8D | Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning | | | | | | | | | |
| EN5-9E | Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness | | | | | | | | | |

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| **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 INFORMALLY ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** | | **OUTCOME INFORMALLY ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** | **ASEESSED IN YEAR 10** | **ASEESSED IN YEAR 10** | **OUTCOME INFORMALLY ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** |  |  | **ASSESSED IN YEAR 10** | **X** | **X** |  | **X** |  | Term 1  Week 10 |
| Food for Special Occasions: Cultural Dessert, Practical and Report | |  | **X** |  |  | **X** |  |  | Term 3  Week 5 |
| Food in Australia: Task | | **X** |  |  |  |  |  | **X** | Term 4  Week 3 |
|  |
| 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**  **HUMAN SOCIETY and its ENVIRONMENT (HSIE)** | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **DUE DATE** |
| GE 5-1 | | GE 5-3 | GE 5-5 | GE 5-8 | HT 5-1 | HT 5-2 | HT 5-4 | HT 5-5 | HT 5-10 |
| Australians at War Written Response |  | |  |  |  | **X** |  | **X** |  | **ASSESSED IN YEAR 10** | Term 2  Week 4 |
| Sustainable Biomes Research Task |  | |  | **X** | **X** |  |  |  |  | Term 3  Week 4 |
| Yearly Examination | **X** | | **X** |  |  |  | **X** |  | **X** | Term 4  Week 2 |
|  | | | | | | | | | | | |
| GE5-1 | | Explains the diverse features and characteristics of a range of places and environments | | | | | | | | | |
| GE5-3 | | Analyses the effect of interactions and connections between people, places and environments | | | | | | | | | |
| GE5-5 | | Accesses management strategies for places and environments for their sustainability | | | | | | | | | |
| GE5-8 | | Communicates geographical information to a range of audiences using a variety of strategies | | | | | | | | | |
| HT 5-1 | | Explains and assesses the historical forces and factors that shaped the modern world and Australia | | | | | | | | | |
| HT 5-2 | | Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia | | | | | | | | | |
| HT 5-4 | | Explains and analyses the causes and effects of events and developments in the modern world and Australia | | | | | | | | | |
| HT 5-5 | | Identifies and evaluates the usefulness of sources in the historical inquiry process | | | | | | | | | |
| HT 5-10 | | Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences | | | | | | | | | |

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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 |  | **OUTCOME ASSESSED IN YEAR 10** | **OUTCOME ASSESSED IN YEAR 10** | **OUTCOME 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 10 |
|  | | | | | | | | | | | | |
| 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**  **MATHEMATICS STAGE 5.1** | | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | | **DUE DATE** |
| MA4-8NA | MA4-14MG | MA4-16MG | MA5.1-1WM | MA5.1-2WM | MA5.1-3WM | MA5.1-4NA | MA5.1-5NA | MA5.1-6NA | MA5.1-7NA | MA5.1-8MG | MA5.1-9MG | MA5.1-10MG | MA5.1-11MG | MA5.1-12SP | MA5.1-13SP |
| Class Test with Formula Sheet | **X** | **X** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **X** |  |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** |  | **OUTCOME ASSESSED IN YEAR 10** | **X** |  |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED IN YEAR 10** | Term 1  Week 9 |
| Financial Assignment |  |  |  | **X** | **X** | **X** |  |  |  |  | Term 2  Week 5 |
| Trigonometry Assignment |  |  | **X** | **X** |  |  |  |  |  | **X** | Term 3  Week 6 |
| Class Test |  |  |  |  |  |  | **X** |  | **X** |  | Term 4  Week 4 |
|  | | | | | | | | | | | | | | | | | |
| MA4-8NA  MA4-14MG  MA4-16MG  MA5.1-1WM  MA5.1-2WM  MA5.1-3WM  MA5.1-4NA  MA5.1-5NA  MA5.1-6NA  MA5.1-7NA  MA5.1-8MG  MA5.1-9MG  MA5.1-10MG  MA5.1-11MG  MA5.1-12SP  MA5.1-13SP | Generalises number properties to operate with algebraic expressions  Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume  Applies Pythagoras’ theorem to calculate side lengths in right-angled triangles, and solves related problems  Uses appropriate terminology, diagrams and symbols in mathematical contexts  Selects and uses appropriate strategies to solve problems  Provides reasoning to support conclusions that are appropriate to the context  Solves financial problems involving earning, spending and investing money  Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases  Determines the midpoint, gradient and length of an interval, and graphs linear relationships  Graphs simple non-linear relationships  Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms  Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures  Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression  Describes and applies the properties of similar figures and scale drawings  Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media  Calculates relative frequencies to estimate probabilities of simple and compound events | | | | | | | | | | | | | | | | |

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| **YEAR 9 ASSESSMENT TASK GRID**  **MATHEMATICS STAGE 5.2** | | | | | | | | | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | | | | | | | | | **DUE DATE** |
| MA4-16MG | **MA5.1-6NA** | **MA5.1-8MG** | **MA5.1-9MG** | **MA5.1-10MG** | **MA5.1-12SP** | **MA5.2-1WM** | **MA5.2-2WM** | **MA5.2-3WM** | **MA5.2-4NA** | **MA5.2-5NA** | **MA5.2-6NA** | **MA5.2-7NA** | **MA5.2-8NA** | **MA5.2-9NA** | **MA5.2-10NA** | MA5.2-11MG | MA5.2-12MG | MA5.2-13MG | MA5.2-14MG | MA5.2-15SP | MA5.2-16SP | MA5.2-17SP |
| Class Test Formula Sheet |  |  | **X** |  |  |  |  |  |  | **OUTCOME ASSESSED IN**  **YEAR 10** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **X** | **OUTCOME ASSESSED IN**  **YEAR 10** | **OUTCOME ASSESSED IN**  **YEAR 10** |  | **OUTCOME ASSESSED IN**  **YEAR 10** | **X** | **X** | **OUTCOME ASSESSED IN**  **YEAR 10** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED IN**  **YEAR 10** | Term 1  Week 9 |
| Class Investigation |  |  |  |  |  | **X** | **X** | **X** |  |  |  |  |  | **X** | Term 2  Week 5 |
| Trigonometry Assignment | **X** |  |  |  | **X** |  | **X** | **X** | **X** |  |  |  |  |  | Term 3  Week 6 |
| Examination |  | **X** |  | **X** |  |  | **X** | **X** |  |  | **X** |  |  |  | Term 4  Week 4 |
|  | | | | | | | | | | | | | | | | | | | | | | | | |
| **MA4 16MG**  **MA5.1-6NA**  **MA5.1-8MG**  **MA5.1-9MG**  **MA5.1-10MG**  **MA5.1-12SP**  **MA5.2-1WM**  **MA5.2-2WM**  **MA5.2-3WM**  **MA5.2-4NA**  **MA5.2-5NA**  **MA5.2-6NA**  **MA5.2-7NA**  **MA5.2-8NA**  **MA5.2-9NA**  **MA5.2-10NA**  MA5.2-11MG  MA5.2-12MG  MA5.2-13MG  MA5.2-14MG  MA5.2-15SP  MA5.2-16SP  MA5.2-17SP | Applies Pythagoras’ theorem to calculate side lengths in right-angled triangles, and solves related problems  Determines the midpoint, gradient and length of an interval, and graphs linear relationships  Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms  Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures  Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression  Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media  Selects appropriate notations and conventions to communicate mathematical ideas and solutions  Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems  Constructs arguments to prove and justify results  Solves financial problems involving compound interest  Recognises direct and indirect proportion, and solves problems involving direct proportion  Simplifies algebraic fractions, and expands and factorises quadratic expressions  applies index laws to operate with algebraic expressions involving integer indices  Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques  Uses the gradient-intercept form to interpret and graph linear relationships  Connects algebraic and graphical representations of simple non-linear relationships  Calculates the surface areas of right prisms, cylinders and related composite solids  Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders  Applies trigonometry to solve problems, including problems involving bearings  Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar  Uses quartiles and box plots to compare sets of data, and evaluates sources of data  Investigates relationships between two statistical variables, including their relationship over time  Describes and calculates probabilities in multi-step chance experiment | | | | | | | | | | | | | | | | | | | | | | | |

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| **YEAR 9 ASSESSMENT TASK GRID**  **MATHEMATICS STAGE 5.3** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | | | | | | | | | | **DUE DATE** |
| MA4 16MG | MA5.2-6NA | MA5.2-11MG | MA5.2-13MG | MA5.2-15SP | MA5.3-1WM | MA5.3-2WM | MA5.3-3WM | MA5.3-4NA | MA5.3-5NA | MA5.3-6NA | MA5.3-7NA | MA5.3-8NA | MA5.3-9NA | MA5.3-10NA | MA5.3-11NA | MA5.3-12NA | MA5.3 – 13MG | MA5.3-14MG | MA5.3 – 15MG | MA5.3-16MG | MA5.3-17MG | MA5.3-18SP | MA5.3-19SP |
| Class Test |  | **X** | **X** |  |  |  |  | **X** | **X** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** |  |  |  | **OUTCOME ASSESSED IN**  **YEAR 10** | **OUTCOME ASSESSED IN**  **YEAR 10** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED IN**  **YEAR 10** | **OUTCOME ASSESSED IN**  **YEAR 10** | **OUTCOME ASSESSED IN YEAR 10** | **OUTCOME ASSESSED IN**  **YEAR 10** | **OUTCOME ASSESSED IN YEAR 10** | **OUTCOME ASSESSED IN**  **YEAR 10** |  | **OUTCOME ASSESSED IN YEAR 10** | Term 1  Week 9 |
| Data Investigation |  |  |  |  | **X** | **X** |  |  |  |  |  |  | **X** | Term 2  Week 5 |
| Trigonometry Assignment | **X** |  |  | **X** |  |  | **X** |  |  |  |  |  |  | Term 3  Week 6 |
| Examination |  |  |  |  |  |  | **X** |  |  | **X** | **X** | **X** |  | Term 4  Week 4 |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| MA4 16MG  MA5.2-6NA  MA5.2-11MG  MA5.2-13MG  MA5.2-15SP  MA5.3-1WM  MA5.3-2WM  MA5.3-3WM  MA5.3-4NA  MA5.3-5NA  MA5.3-6NA  MA5.3-7NA  MA5.3-8NA  MA5.3-9NA  MA5.3-10NA  MA5.3-11NA  MA5.3-12NA  MA5.3-13MG  MA5.3-14MG  MA5.3-15MG  MA5.3-16MG  MA5.3-17MG  MA5.3-18SP  MA5.3-19SP | Applies Pythagoras’ theorem to calculate side lengths in right-angled triangles, and solves related problems  Simplifies algebraic fractions, and expands and factorises quadratic expressions  Calculates the surface areas of right prisms, cylinders and related composite solids  Applies trigonometry to solve problems, including problems involving bearings.  Uses quartiles and box plots to compare sets of data, and evaluates sources of data  Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures.  Generalises mathematical ideas and techniques to analyse and solve problems efficiently  Uses deductive reasoning in presenting arguments and formal proofs  Draws, interprets and analyses graphs of physical phenomena  Selects and applies appropriate algebraic techniques to operate with algebraic expressions  Performs operations with surds and indices  Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations  Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line  Sketches and interprets a variety of non-linear relationships  Recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems  Uses the definition of a logarithm to establish and apply the laws of logarithms  Uses function notation to describe and sketch functions  Applies formulas to find the surface area of right pyramids, right cones, spheres and related composite solids  Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids  Applies Pythagoras’ theorem, trigonometric relationships, the sine rule, the cosine rule, and the area rule to solve problems, including problems involving three dimension  Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals  Applies deductive reasoning to prove circle theorems and to solve related problem  Uses standard deviation to analyse data  Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes | | | | | | | | | | | | | | | | | | | | | | | | |

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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 |  | **OUTCOME 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  Week 5-6 |
| Injury Management In Class Task | **X** |  |  |  |  |  |  | **X** | Term 4  Week 1 |
|  | | | | | | | | | | | | |
| 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 | **OUTCOME ASSESSED IN YEAR 10** | **X** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING & LEARNING ACTIVITIES** |  |  | **OUTCOME ASSESSED IN YEAR 10** | **OUTCOME ASSESSED IN YEAR 10** | **X** |  |  |  | Term 1  Week 7 |
| Athletics Discipline  Practical Task |  |  | **X** |  |  |  | **X** | Term 2  Weeks 4-5 |
| Invasion Games Practical Task |  | **X** |  |  |  | **X** |  | Term 3  Week 3-4 |
| Sexual Health Task |  |  |  |  | **X** |  |  | Term 3  Week 10 |
|  | | | | | | | | | | | | |
| 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 |
| Composition and the Conceptual Framework |  | |  |  |  |  |  | **X** | **X** |  |  | Term 1  Week 10 |
| Year 9 Portfolio Semester 1 |  | |  | **X** | **X** | **X** |  |  |  |  |  | Term 2  Week 7 |
| Frames Analysis in Class |  | |  |  |  |  |  |  |  | **X** | **X** | Term 3  Week 7 |
| Year 9 Portfolio Collection of Works | **X** | | **X** |  |  |  | **X** |  |  |  |  | Term 4  Week 4 |
|  | |  | | | | | | | | | | | |
| 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**  **SCIENCE** | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | **DUE DATE** |
| 4WS | 5WS | 6WS | 7WS | 8WS | 9WS | 10PW | 11PW | 12ES | 13ES | 14LW | 15LW | 16CW | 17CW |
| Practical Test Chemical Reactions | **X** | **X** | **X** | **X** | **X** |  | **OUTCOME ASSESSED IN YEAR 10** |  | **OUTCOME ASSESSED IN YEAR 10** |  |  | **OUTCOME ASSESSED IN YEAR 10** | **OUTCOME ASSESSED IN YEAR 10** | **X** | Term 1  Week 10 |
| Research Task Earth |  |  |  |  |  | **X** |  | **X** |  |  | Term 3  Week 8 |
| Yearly Examination |  |  |  | **X** | **X** |  | **X** |  | **X** | **X** | Term 4  Weeks 4-5 |
|  | | | | | | | | | | | | | | | | |
| 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 |
| Analysis Task |  |  |  |  |  |  | **X** | **X** |  |  | Term 1  Week 9 |
| Artwork and VAPD | **X** | **X** |  | **X** |  |  |  |  |  |  | Term 2  Week 2 |
| Artist Case Study |  |  |  |  |  |  |  |  | **X** | **X** | Term 3  Week 5 |
| Semester 2 Artworks |  |  | **X** |  | **X** | **X** |  |  |  |  | Term 4  Week 4 |
|  | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |
| 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 |
| Artist Case Study |  |  |  |  |  |  | **X** | **X** |  |  | Term 1  Week 9 |
| Object :100% Mambo | **X** | **X** | **X** |  |  |  |  |  |  |  | Term 2  Week 2 |
| Artist Case Study |  |  |  |  |  |  |  |  | **X** | **X** | Term 3  Week 5 |
| Print : Poster and T-shirt  Space and Time : Stop Motion |  |  |  | **X** | **X** | **X** |  |  |  |  | Term 4  Week 4 |
|  | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |
| 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.