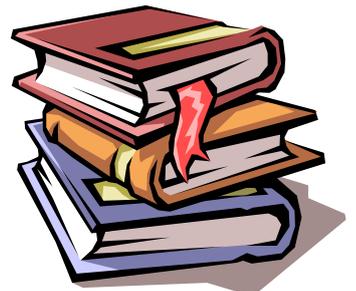


# Girraween High School



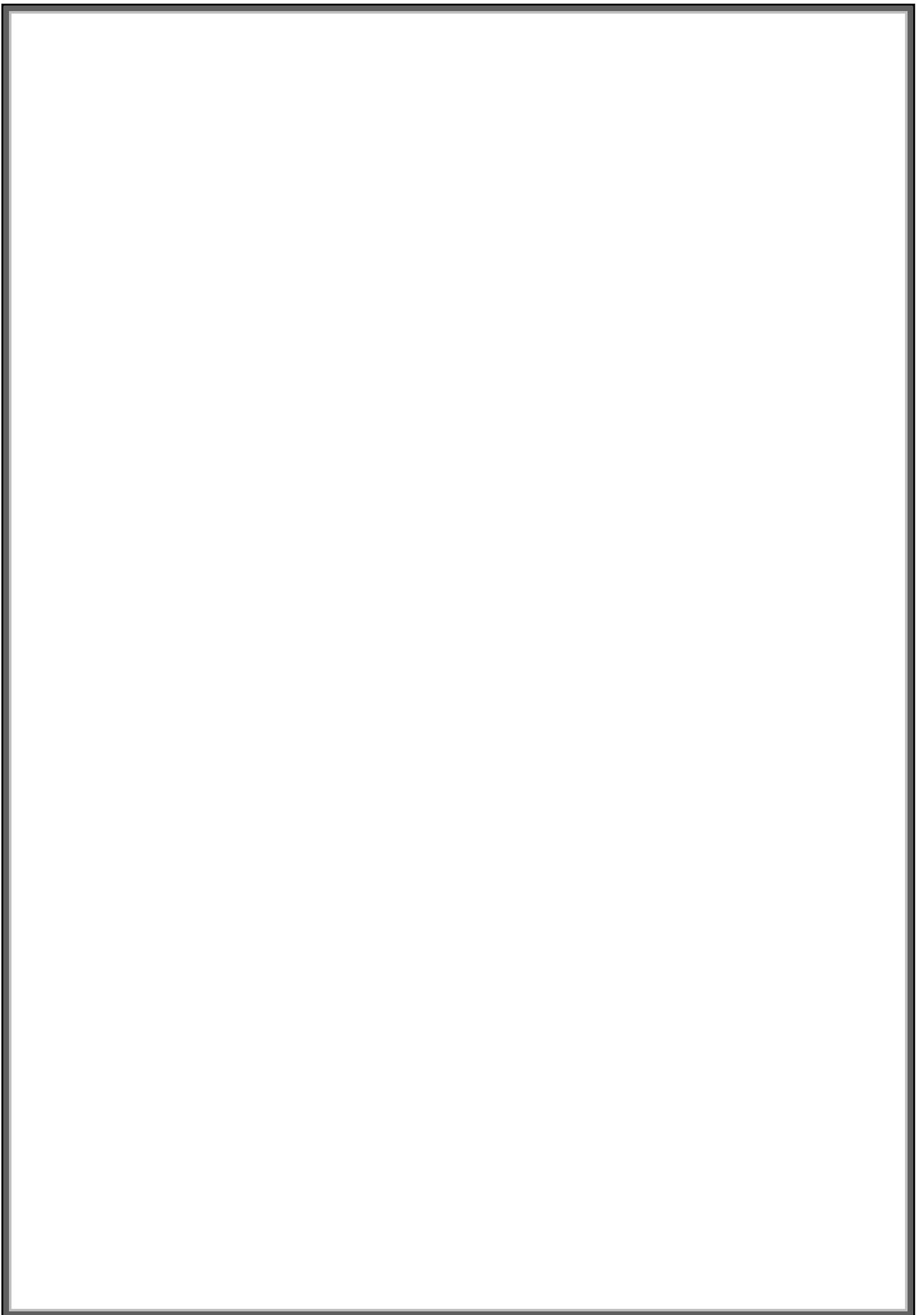
2023

Year 9



## Assessment Policy Booklet

as at 29/01/2023



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## School Assessment Procedures

### **The Purpose of Assessment**

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

Assessment provides opportunities for teachers to gather evidence about student achievement in relation to outcomes; enables students to demonstrate what they know and can do; clarifies student understanding of concepts and promotes deeper understanding; and it provides evidence that current understanding is a suitable basis for future learning.

NSW syllabuses promote an integrated approach to teaching, learning and assessment. *Assessment for learning*, *assessment as learning* and *assessment of learning* are approaches that can be used to gather evidence about student achievement and to improve student learning.

*Assessment for learning* involves teachers using evidence about students' skills, knowledge and understanding to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

*Assessment as learning* occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

*Assessment for learning* and *assessment as learning* incorporate some common elements, such as: self-assessment and peer assessment; strategies for students to actively monitor and evaluate their own learning; feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Some of the tasks that students will be given in a subject will not be assessment tasks. Students are required to complete all *set tasks*, not only those for assessment.

Gathered evidence is used by teachers for *assessment of learning*, sometimes referred to as 'summative assessment', to rank or grade students. This usually takes place at key points in the learning cycle, such as at the end of Semester 1 and Semester 2, when students receive reports identifying the levels of skill, knowledge and understanding they have achieved.

### **Assessment Schedule Booklet and Time-Frame**

This Assessment Booklet provides you with an assessment schedule for each of your subjects. Each assessment schedule lists for each task: type of task, **approximate date** (Term and Week), anticipated Areas of Learning to be assessed and weightings. At the conclusion of the subject assessment schedules in this Assessment Booklet is a Summary of Assessment Tasks – this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

**Note that the dates listed in the assessment schedules and in the Summary of Assessment Tasks are APPROXIMATE.**

**Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.**

Note that the teacher notification has precedence over any information listed in the assessment schedules and Summary of Assessment Tasks contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, date of the task, Areas of Learning to be assessed, and weightings) may change from the date of issue of the booklet, so the notification given by the teacher will be used to list the correct details for each assessment task.

## 1. Attendance

Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed.

Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/caregiver to explain any absence. Unsatisfactory attendance may mean that a student does not satisfactorily complete a course and they may not be eligible to receive a Record of School Achievement.

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. Students who are absent on any day are responsible for ascertaining if any assessment task has been set for any course missed during their absence. No automatic extension is granted to students who are absent on the day the notice of a task is given.

## 2. Submission of Tasks

For assessment tasks which are completed outside the classroom:

- a *Statement of Authenticity and Academic Integrity* (which will be issued to the student when notification of the task is given) must be signed by the student and submitted with the completed assessment task
- students must use and follow the school's *Acknowledging Sources in Assessment Tasks* to acknowledge any component of the student's work that has been written, created or developed by others
- all tasks are to be submitted by the designated day and time (as per the teacher notification).

All tasks submitted after the designated time will be deemed to be LATE unless there are exceptional circumstances.

Failure to submit a task by the designated time will result in:

- a note being sent home (a copy of this note will be placed in the student's central file and given to the Year Adviser and Deputy Principals)
- the student will lose 20% of their marks per day for that task until the task is handed in, with a maximum loss of 100% after 5 days late. This included weekends. For example, if a task was due on Thursday, and not handed in till the following Monday, the student will lose 80%.

All faculties must maintain a record of tasks submitted. Tasks must be submitted in accordance with the instructions from the faculty.

## 3. Extensions to Due Dates or Special Consideration

An extension of time for completion of tasks may only be granted by the appropriate Head Teacher. Students must apply to the Head Teacher responsible well before the due date of the task. Extensions will only be granted in cases of severe illness or other exceptional circumstances.

If your extension is not granted, you must submit the task on the due date, even if it is incomplete.

Unless prior application for an extension has been approved by the appropriate Head Teacher, the late submission of a task will result in a deduction of marks for that task.

## 4. Prior Knowledge of Absence

Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the relevant Head Teacher.

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must NOTIFY THE HEAD TEACHER AND THEIR CLASS TEACHER, and submit the work before the due date.

## 5. Absence Due to Illness/Misadventure and Submission of Tasks

It is the student's responsibility to perform/submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time. Unless prior application for an extension has been approved by the appropriate Head Teacher, the late submission of a task will result in a deduction of marks for that task. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the appropriate Head Teacher).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the school **IMMEDIATELY** if circumstances will prevent them from doing so.

If the student is absent for a task and has consulted the Faculty Head Teacher, the Head Teacher may:

- authorise for the student to complete the assessment task, or where appropriate, an alternative task upon the student's return to school or as soon as practicable after the student's return
- grant an extension of time
- determine an alternative mode of assessment

A student's performance in an alternative task can be reviewed by the Subject Head Teacher if:

- the student's performance is not commensurate with their performance in other assessments and/or
- the difficulty of the alternative task may not equate with the difficulty of the original task

After determination of the final mark, there are no grounds for further appeal.

If a student repeatedly misses an alternative task, an alternative mode of assessment will be utilised as determined by the Subject Head Teacher. An alternative mode of assessment may decrease in complexity in comparison to the original task. This means that a student is likely to experience difficulty in demonstrating understanding of course outcomes at a high level. As a result, a student may only achieve a limited mark that is commensurate with the level of understanding they have demonstrated.

## 6. Technology and Assessment Tasks

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in **extreme circumstances**.

To minimise problems in relation to technology, students should adhere to the following protocols:

- when working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
- when working at school, save the latest version of your work to your personal files on the school server (see Mr Albanese for assistance if you are experiencing difficulties with the school server or you have forgotten your confidential username and password)
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
  - check the compatibility of your home software with the school's technology
  - save a copy of the final version of your task to an email address that can be accessed at school (such as name @education email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers / printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. Inform your

class teacher of this. (Note: printing at school should only be a last resort and must be completed before the due hand in time.)

No student may have a **mobile phone** or **technological device** (including a **programmable watch** such as an Apple watch) with them during an in-class assessment task or major examination (such as a Yearly Examination). In this case, students must follow teacher instructions as to what they are required to do with their mobile phones and technological devices.

Teacher instructions could include:

- for in-class assessment tasks and major examinations conducted in classrooms: students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor near the student or, if possible, at the front / back / side of the room.
- for major examinations conducted in the MPC: students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor in the MPC near the wall closest to the Canteen. At times it may be deemed appropriate for students to switch off or set to silent their mobile phone or technological device then place it in a box as they enter the MPC.

Any student who is found with a **mobile phone** or **technological device** (including a **programmable watch** such as an Apple watch) during an in-class assessment task or major examination (such as a Yearly Examination) will have **breached the school examination rules**. Penalties can include a mark of **ZERO** for this task.

## 7. Oral Tasks

Oral tasks usually consist of two components – a written submission and the oral presentation itself. The form of the written submission will be explained by your teacher when the task is distributed.

All written submissions must be handed in by the designated time on the due date. All written submissions handed in after this time will be deemed LATE, unless there are exceptional circumstances, and the student will receive a mark deduction for the written submission component of the task.

In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified time and day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students **MUST** attend class at the time indicated for their oral presentation. It is the student's responsibility to be ready to give their oral presentation at the designated time on the designated date. Any student that is not present to give their oral presentation at the designated time on the designated date will be deemed LATE, unless there are exceptional circumstances, and the student will receive a mark deduction for the oral presentation component of the task.

In some circumstances, the written submission is the transcript of the oral presentation. If this transcript is not submitted by the designated time on the designated date, the student will receive a mark deduction for the task, unless there are exceptional circumstances.

## 8. Zero Marks

A **ZERO** mark may be awarded when a student:

- submits a task later than 5 days from the due date (without a valid reason)
- does not attempt a task (non-attempt)
- does not make a serious attempt at a task (non-serious attempt)
- is found to be involved in serious malpractice.

In such cases:

- parents/guardians will be informed in writing
- a copy of this parental notification will be placed in the student's central file and given to the Year Adviser and Deputy Principals.

## 9. Malpractice in Assessment Tasks

Each student's mark in an assessment task will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the school's ***Acknowledging Sources in Assessment Tasks***. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged.

**Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating.**

**Malpractice in any form, including plagiarism is unacceptable.**

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task.

**Malpractice is any activity that allows students to gain an unfair advantage over other students.** It includes, but is not limited to:

- cheating, attempting to cheat, or assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- building on the ideas of another person without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting an assessment task in any way
- breaching school examination rules (this includes being found with a **mobile phone** or **technological device**, including a **programmable watch** such as an Apple watch, during an in-class assessment task or major examination (such as a Yearly Examination)
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Any student found involved in malpractice in completing an assessment task may be awarded a mark of **ZERO** for that task.

The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Head Teacher of the course involved, and notified immediately to the Deputy Principal.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken. The Principal will establish a committee to review any appeals of suspected malpractice and determine the appropriate action should malpractice be proven.

**If malpractice is proven, a mark of ZERO may be awarded.**

## **10. Disputes Regarding Assessment Tasks**

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted.

**Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned.**

## **11. Assessment Concerns**

Where circumstances arise in the administration of assessment for the Junior Years not covered by the procedures described in this document, they should be referred to, and discussed with, the Principal for resolution.

Note: **The Principal is the final arbiter in all assessment matters.**

If the Principal is absent, students should see the Deputy Principal responsible for their Year, or the other Deputy Principal if this is not possible.

## **12. Disability Provisions**

Girraween High School follows the NSW Education Standards Authority (NESA) guidelines in the use of Disability Provisions for all external examinations and internal examinations and assessments.

We intend to ensure that students with identified and documented permanent or temporary disabilities are able to access and engage in examinations or assessment tasks.

Disability Provisions and reasonable adjustments will be made for students with disabilities that have implications for their functioning in examinations or assessment tasks.

Students/parents who wish to make an application for Disability Provisions need to see the Deputy Principal for an application.

### **12.1 Identification of students with disabilities**

Diagnosed learning disabilities require that documentation and appropriate testing is collated from a relevant professional to justify Disability Provisions. Medically diagnosed disabilities require appropriate documentation to support applications for Disability Provisions. School counsellors can suggest students require Disability Provisions. In this case, documentation must be provided from a treating clinician.

Students may be identified as needing Disability Provisions as a result of a valid Illness/Misadventure Application which will allow the student access and equity in an assessment or examination.

Approval for Disability Provisions for school assessments are given by the Deputy Principal in line with NESA guidelines after evidence and documentation has been considered.

### **12.2 Disability Provisions and Modifications**

Where required, a reader/writer will be appointed. Readers/Writers will be guided/briefed on their role and responsibilities. This will be done by the Examination Supervisor or the Deputy Principal.

Other reasonable provisions such as, but not limited to, small group supervision, rest breaks or specialised equipment will be made as appropriate based on individual needs and appropriate documentation.

## 13. Acknowledging Sources in Assessment Tasks

### 13.1 Referencing

Referencing is a method of acknowledging the variety of sources of information and ideas that you have used while completing assessment tasks outside the classroom. Its purpose is to acknowledge the original source of ideas and work that is not your own. Direct quotations, facts and figures, as well as ideas and theories, from both published and unpublished works, must be referenced. Referencing is necessary to avoid plagiarism, to verify quotations and paraphrasing, and to enable readers (and markers) to follow up and read more fully the cited author's work.

Information that you are required to reference includes:

- quotations (exact words), or paraphrasing (information rewritten in your own words)
- ideas, arguments or specific information (such as statistics) proposed and developed by someone else.

The following types of sources do not need to be acknowledged:

- your own experiences or experimental results
- your original ideas, arguments or compositions
- common knowledge.

Common knowledge includes:

- facts that are commonly known (such as there are 12 months in a year)
- statements of facts that are easily available in a number of different kinds of sources (such as World War II began in 1939).

Referencing generally has two key elements:

- ❶ an in-text reference (that is, within the text of the assessment task) that indicates you have used a phrase, idea or concept from someone else
- ❷ a complete Reference List at the end of the assessment task giving full details of all sources referred to in the assessment task.

There are many referencing systems available. At Girraween High School, the **Harvard Style** of referencing is to be used when completing assessment tasks outside the classroom. If an assessment task is not referenced in the required format, you may be suspected of plagiarism.

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task.

### 13.2 Plagiarism

Plagiarism is a form of **malpractice** or **cheating**.

**Plagiarism is presenting another person's work as your own work by copying or reproducing it without acknowledgement of its source.**

Plagiarism includes, but is not limited to:

- substantial parts of your presented or submitted assessment task has been copied from the work of someone else
- your assessment task contains a substantial body of copied material (including from the internet) without acknowledgement of the source through correct referencing
- engaging another person to produce or conduct research for your assessment task.

Plagiarism is seldom an issue when students properly acknowledge the source of the material. When completing an assessment task outside the classroom, to avoid the risk of plagiarism, students need to do two things – use in-text references and complete a Reference List.

Students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.

### 13.3 Harvard Style Referencing Guide

#### 13.3.1 In-text References

If you directly quote an author, discuss their idea, research or paraphrase their text in your assessment task, you must provide an in-text reference (that is, within the text of your task) acknowledging their name, the year of publication and the relevant page number(s) of their publication.

You must then list all the references cited in your task, with full bibliographic details in alphabetical order, in your **Reference List** at the end of your task.

### Quote

This is where you copy the exact words from the original source. You must use the author's surname, the year of publication, and the page number(s).

*Example:* 'As discussed previously, a satellite can be put into Earth orbit. The required orbital velocity depends on the radius of the orbit.' (Warren 2008, p. 17)

' ' Single quotation marks are used for quotes of fewer than 30 words to show where the quote begins and ends, followed by the in-text reference.

When 30 or more words are quoted, quotation marks are NOT used. Instead, begin quoting the material on a new line and indent the text 5 spaces (use the Indent tool to keep all lines of the quote evenly indented) and include specific page number(s) in your in-text reference.

### Paraphrase

This is where you use someone else's ideas, information, theories etc, but rewrite it in your own words (including grammar, vocabulary, sentence structure, and style). Note that no quotation marks are used here.

*Example:* Satellites can be out into orbit around the Earth, the orbital velocity depends on the altitude above the Earth's surface. In other words orbital velocity depends on the radius of orbit. (Warren 2008, p. 17)

### Electronic/Internet/Web source

Exactly the same rules: Author's last name date, 'page' reference. Where there is no 'page' reference, you cite Author's last name date and paragraph number. Use the same methods as above if there are no identifiable authors, use the group name, or failing that, the short title of the site/page (University of Sydney, 2008).

*Example:* 'The easiest way to think about this is in two dimensions. Think of space and time as a piece of paper, which is bent over on itself. If a weight is put on top of the paper it will sag towards the centre. If there is another weight on the opposite side, it will also sag towards the centre. If the two bulges eventually meet, a wormhole could form and join two regions of space.' (BBC 2008, para 4)

### 13.3.2 Creating a References List

Your references must appear at the end of your task in a new section entitled **Reference List**. The references listed are arranged alphabetically by author. Where an item has no author, it is cited by its title, and ordered in the list alphabetically by the first significant word of the title. Start a new line for each reference.

A **Reference List** only includes material from other sources such as books, journals and electronic sources, including the internet, that are cited within the assessment task.

For some courses, such as Stage 6 Society and Culture, a **Bibliography** may be required. A Bibliography is a list of relevant sources of all materials you read while preparing and writing your task, even if they were not all referenced within the actual assessment task. Your teacher will inform you if a Bibliography is needed and the format to be used.

### 13.3.3 Inbuilt References Generator

Microsoft Word has an inbuilt References Generator. To use this within a Word document:

- Step 1: In the *References* tab (top of the screen), look for the *Citations & Bibliography* section. If necessary, select the *Style* tab in the drop down menu and change the style to *Harvard*.
- Step 2: When required to add an in-text reference, select *Insert Citation*, complete the required information, then hit *OK* to return to the document.

Step 3: Upon completing the document, select *Bibliography*, then in the drop down menu select *Insert Bibliography*. Documents cited will then be automatically inserted. An appropriate heading would then need to be entered at the start of the list.

#### Books:

- Name of author/s (surname, first names)
- Year of publication,
- *Title*, (in italics and with minimal capitalisation)
- Edition (if applicable, edn),
- Publisher,
- Place of publication.

#### Examples:

Butler M, Hopkins D, & Willis J 2001, *Physics 2*, Macmillan Education Australia, South Yarra.

Healey, J (ed.) 2005, 'Wealth and inequality', in *Issues in Society*, vol. 226, The Spinney Press, Thirroul, N.S.W.

McLarty, R 2005, *The memory of running*, Time Warner, London.

#### Encyclopaedia Articles:

- 'Title of article'
- *Title of encyclopaedia in italics*
- Year of publication,
- Publisher,
- Place of publication,
- Vol. no,
- Page no/s.

#### Example:

'Germany', *World Book Encyclopedia* 2004, World Book, Sydney, vol. 8, pp. 114-116.

#### Magazine Articles:

- Name of author/s
- Year of publication,
- 'Title of article',
- *Magazine name*,
- Month/volume/issue number,
- Page no/s.

#### Examples:

Low, T 2006, 'Sweet country', *Australian Geographic*, January-March, p. 68.

Nolch, G 2006, '21<sup>st</sup> Century food', *Australasian Science*, Vol. 14, no. 3, pp. 14-19.

#### Newspaper Articles:

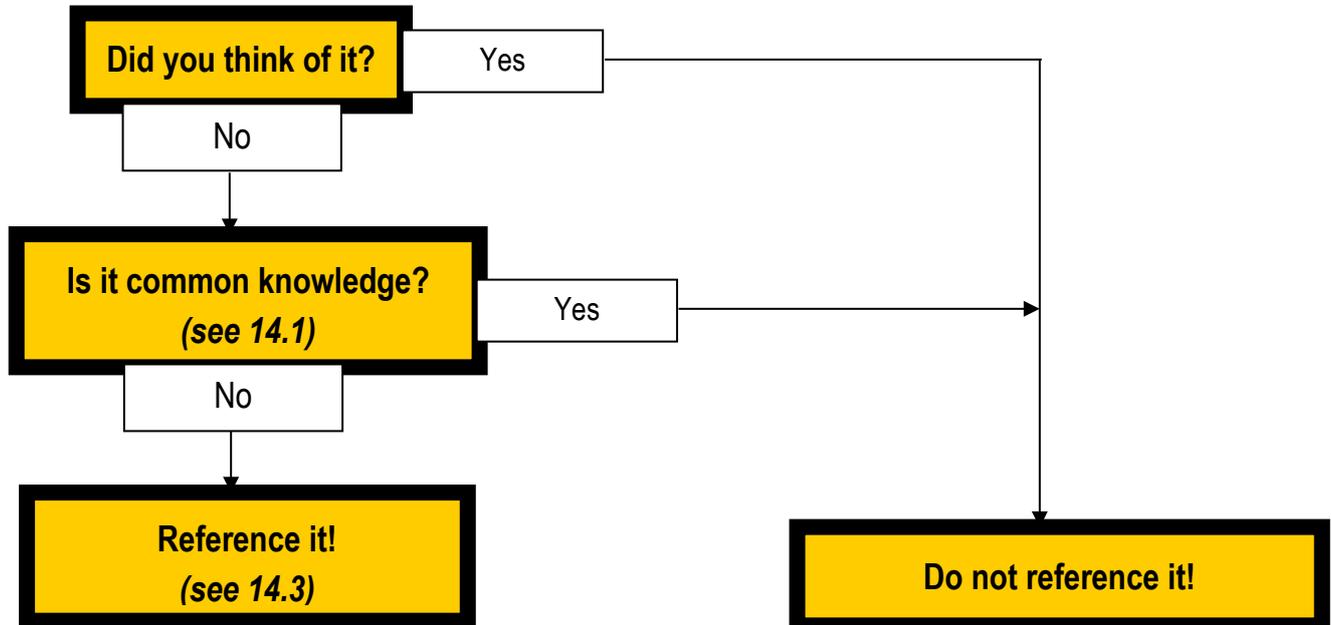
- Name of author/s
- Year of publication,

- 'Title of article',
- Newspaper name,
- Day and month,
- Page no/s.

Example:

Kerbaj, R 2006, 'Brother of terror suspect speaks', *The Australian*, 9 February, p. 4.

### 13.4 Referencing Summary



#### What is Referencing?

Referencing is a method of acknowledging the sources of information and ideas that you have used while completing assessment tasks.

It has two key elements:

- an **in-text reference** that indicates you have used a phrase, idea or concept from someone else
- a complete **Reference List** at the end of the assessment task giving full details of all sources referred to in the task.



#### Why do you have to reference properly?

- to acknowledge your sources
- to give your readers information to identify and consult your sources
- to ensure your information is accurate.



#### What if you don't reference properly?

- you may be suspected of **plagiarism** (that is, not acknowledging someone else's ideas or writing)
- students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.

# Individual Subjects

**YEAR 9 ASSESSMENT SCHEDULE****Commerce**

<b>TASK</b>	<b>Type of Task and Description</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>Consumer Issues Multimedia Presentation</b>	Students will work in groups to complete a multimedia advertisement to investigate and educate youth on issues that influence the decisions that consumers make. Students will be marked as a group and from a peer assessment	35%	COM5-1, COM5-2, COM5-4, COM5-5 COM5-7, COM5-8, COM5-9	<b>Term 1, Week 9</b>
<b>Commerce Stalls</b>	Students will form into groups to design and develop a Commerce Stall. They will work cooperatively together to develop the stall idea, create marketing for the stall and run the operations of the stall. Each group will be required to submit a progress booklet on the stall. At the completion of the stall students (individually) will be required to critically reflect on the stalls success.	35%	COM5-1, COM5-4, COM5-5, COM5-6, COM5-9	<b>Term 2, Week 5</b>
<b>Yearly Examination</b>	The examination will comprise of multiple choice, short answer and an extended response question. The topics covered in the examination are: Consumer and Financial Decisions, Running a Business, Promotion and Selling, The Economic and Business Environment and Investing	30%	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6	<b>Term 4, Week 1</b>
		<b>100%</b>		

<b>YEAR 9 ASSESSMENT SCHEDULE</b>				<b>Dance</b>		
<b>Task</b>	<b>Type and Description of Task</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>Performance Assessment 1</b>	Dance performance and group presentation	10%	15%	25%	5.1.1 5.1.2 5.3.3	<b>Term 1, Week 8</b>
<b>Composition Assessment 1</b>	Composition performance (including process diary)	5%	20%	25%	5.2.1 5.2.2	<b>Term 2, Week 5</b>
<b>Performance Assessment 2</b>	Dance performance and presentation		25%	25%	5.1.1 5.1.2 5.3.3	<b>Term 3, Week 8</b>
<b>Appreciation Assessment 1</b>	Dance Appreciation examination	25%		25%	5.3.1 5.3.2 5.3.3	<b>Term 4, Week 5</b>
		<b>40%</b>	<b>60%</b>	<b>100%</b>		

## YEAR 9 ASSESSMENT SCHEDULE

## Drama

Task	Type and Description of Task	Overall Weighting	Outcomes	Due Date
<b>1. Mime, Movement and Commedia Dell'Arte</b>	<p><b>Practical (20%)</b> Students work with stock characters and story arcs from Commedia Dell'Arte to develop their own performance piece. They are required to use masks and elements of slapstick comedy to enhance their piece.</p> <p><b>Written Response (10%)</b> Students are to select ONE character that they are performing in their practical task to research. They are to submit a report detailing the iconic features and status of their character and their history within the theatrical style of Commedia Dell'Arte.</p>	30%	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.1, 5.3.3	<b>Term 1 Week 10</b>
<b>2. Shakespeare</b>	<p><b>Practical (20%)</b> Students are required to select an extract from the play they are studying to perform with their group. In their performance they are to focus on elements of physical comedy and vocal projection.</p> <p><b>Costume Design (10%)</b> Students are required to design a costume for their character within the context of their performance. This is to be accompanied with a written rational that justifies the decisions made</p>	30%	5.1.1, 5.2.2, 5.1.3, 5.3.2, 5.3.1	<b>Term 2 Week 10</b>
<b>3. Children's Theatre</b>	<p><b>Practical (20%)</b> Students work as a class to produce a piece of theatre aimed at a primary school aged audience. They employ theatrical devices that are aimed at connecting with the young audience in order to achieve the actor/audience connection.</p> <p><b>Set Design (10%)</b> Students are to design their ideal set for the class performance. In this design, they are to consider the restrictions in terms of space, practicality and functionality. This design is to be accompanied with a written rational that justifies the creative decisions made.</p>	30%	5.1.3, 5.1.4, 5.2.2, 5.3.1	<b>Term 3 Week 10</b>
<b>4. Yearly Examination</b>	<p><b>Written Reflection (10%)</b> Students will be given a discursive question to answer in which they need to discuss the conventions of theatre that they have learnt throughout the year. Their logbooks will be used as a revision tool, allowing them to develop their understanding of the theatrical styles.</p>	10%	5.3.1, 5.3.2, 5.3.3	<b>Term 4 Week 1</b>
		<b>100%</b>		

**YEAR 9 ASSESSMENT SCHEDULE****Engineering**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1</b>	Practical & Report. Design and construct a model of an Engineering Problem test and your design. Complete a Report on your design.	20%	IND5-2, IND5-5, IND5-8	Term 1, Week 7
<b>2</b>	Practical and Report. Design and construct a model of an Engineering Problem test and your design. Complete an Engineering Report on your design.	35%	IND5-1, IND5-2, IND5-3, IND55, IND5-6, IND5-7, IND5-8, IND5-10	Term 3, Week 2
<b>3</b>	Practical, Video Production & Written Response. Design and construct a model of an Engineering Problem test and your design. Provide a 10-second video demonstrating it working. Complete an Investigation and Analysis worksheet.	35%	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-9	Term 4, Week 1
<b>4</b>	Design and construct a model of an Engineering Problem	10%	IND5-1, IND5-2, IND5-3, IND5-7, IND5-9	Term 4, Week 6
		<b>100%</b>		

## YEAR 9 ASSESSMENT SCHEDULE

## English

Task	Type and Description of Task	Mode(S)	Overall Weighting	Outcomes	Due Date
<b>Task 1 Empowerment</b>	<b>Submission: Imaginative composition and brief reflection</b> In response to Black Cockatoo, students will compose a piece of imaginative writing	Writing	30%	EN5-2A EN5-7D ENS-8D EN5-9E	<b>Term 1 Weeks 9 and 10</b>
<b>Task 2 Individual and Society</b>	<b>Test - Extended Response</b> This task is a test in which students compose an extended response (essay) to To Kill a Mockingbird or Deadly Unna	Reading Writing	30%	EN5-1A EN5-3B EN5-7D EN5-8D	<b>Term 2 Week 9</b>
<b>Task 3 Yearly Examination</b>	<b>Part A – Listening Task (20%)</b> This task is a test that will require short responses to a aural stimulus <b>Part B – Discursive Speech (20%)</b> Students will deliver a discursive speech in response to their study of the film Truman Show	Reading Writing Listening	40%	ENS –1A EN5 -2A EN5-3B EN5-4B EN5-7D EN5-8D	<b>Term 3 Week 9/10</b>
			<b>100%</b>		

**YEAR 9 ASSESSMENT SCHEDULE****Food Technology**

<b>Task</b>	<b>Type and Description of Task</b>	<b>knowledge and understanding</b>	<b>skills researching evaluating communicating</b>	<b>skills in designing producing evaluating</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
Research Task: Food in Australia	Examine the effects of migration on contemporary Australian eating patterns. Students plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine.		10%	10%	20%	FT5-8 FT5-9 FT5-1	Term 1 Weeks 9.10
Research Task: Food Selection and Health	Explore the nutritional needs of individuals and groups, and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan and prepare safe and nutritious foods to reflect national food guides.		10%	10%	20%	FT5-6 FT5-7 FT5-10 FT5-11	Term 2 Weeks 9.10
Research Task: Food for Special Occasions	Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.		10%	20%	30%	FT5-3 FT5-4 FT5-5	Term 3 Week 9.10
Yearly Examination	All topics: written examination that will test all course content. The examination will include multiple choice, short answer and extended responses.	30%			30%	FT5-2 FT5-12 FT5-13	Term 4 Week 2
		<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>		

YEAR 9 ASSESSMENT SCHEDULE			FRENCH		
Task	Type and Description of Task	Skills	Overall Weighting	Outcomes	Due Date
<b>1. Reading and Listening</b>	<u>Reading and Listening</u> : Students will listen to and read passages in French and obtain various information	Understanding 10% Composing 10%	20%	LFR5-2C LFR5-3C LFR5-7U	<b>Term 1, Week 9</b>
<b>2. Role play</b>	<u>Role Play</u> Students will work together in groups to create and perform a role play in French	Understanding 15% Composing 15%	30%	LJA5- 4C LFR5-5U LJA5-6U	<b>Term 2, Week 4</b>
<b>3. Digital Presentation</b>	<u>Digital Presentation</u> Students create and present a digital story/ short film in French	Composing 10% Understanding 10%	20%	LFR5-6U LFR5-7U LFR5-1C	<b>Term 3, Week 8</b>
<b>4. Yearly Exam</b>	<u>Reading/Listening</u> Students will listen to and read a variety of texts in French and respond in English or French. <u>Writing</u> Students will apply linguistic patterns and structures to compose texts in French.	Understanding 15% Composing 15%	30%	LFR5-6U LFR5-4C LFR5-2C	<b>Term 4, Week 4</b>
		<b>100%</b>	<b>100%</b>		

**YEAR 9 ASSESSMENT SCHEDULE****History Elective**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>Task 1</b>	Assessment task details will be negotiated with the class.	25%	According to task	<b>Term 1, Week 9</b>
<b>Task 2</b>	Assessment task details will be negotiated with the class.	25%	According to task	<b>Term 2, Week 4</b>
<b>Task 3</b>	Assessment task details will be negotiated with the class.	25%	According to task	<b>Term 3, Week 6</b>
<b>Task 4</b>	Assessment task details will be negotiated with the class.	25%	According to task	<b>Term 4, Week 3</b>
		<b>100%</b>		

**YEAR 9 ASSESSMENT SCHEDULE****HSIE**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>History Source Analysis</b>	Students will analyse a number of sources.	25%	5-5, 5-6, 5-8, 5-9	<b>Term 1, Week 7</b>
<b>History Research Essay</b>	Students will research an in-class essay.	25%	5-1, 5-4, 5-7, 5-10	<b>Term 2, Week 3</b>
<b>Geography ICT Task</b>	Students will research an ICT task.	25%	5-2, 5-3, 5-5, 5-7, 5-8	<b>Term 3, Week 7</b>
<b>Geography Exam</b>	Students will sit an task on content and/or skills.	25%	5-1, 5-2, 5-3, 5-4, 5-5, 5-6	<b>Term 4, Week 3</b>
		<b>100%</b>		

**YEAR 9 ASSESSMENT SCHEDULE****Information and Software Technology**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>Task 1</b>	Each student to create their own movie poster, a storyboard and edit trailer for a PG movie that we will be watching in the classroom.	20%	5.4.1 5.4.2 5.6.1	<b>Term 1 Week 9</b>
<b>Task 2: Group component</b>	Students will work in groups to create a product of their own version and a commercial advertisement demonstrating their understanding of Green Screen (VFX) technology.	30%	5.1.1 5.1.2 5.2.2 5.2.3	<b>Term 2 Week 9</b>
<b>Task 3:</b>	Students will be demonstrating their understanding of HTML and Internet/Website constructs by applying all the HTML/CSS concepts learned during the unit to their individual Website Project on a topic allocated.	30%	5.5.1 5.5.2 5.6.2	<b>Term 3 Week 9</b>
<b>Task 4: Group component</b>	Students will use and apply the previous knowledge of digital media, Photoshop and HTML concepts gained during units 1 & 2 to create a digitally sound high-level PowerPoint Game enriched with powerful multimedia elements.	20%	5.2.1 5.3.1 5.3.2	<b>Term 4 Week 5</b>
		<b>100%</b>		

## YEAR 9 ASSESSMENT SCHEDULE

## Japanese

Task	Type and Description of Task	Skills	Overall Weighting	Outcomes	Due Date
<b>Reading and Writing</b>	<p><u>Reading</u>: Students will read passages in Japanese, including katakana and kanji.</p> <p><u>Writing</u>: Students will write in Japanese using linguistic patterns and structures to convey information and to express own ideas including katakana.</p>	<p>Understanding 10%</p> <p>Composing 10%</p>	20%	LJA5-2C LJA5-4C LJA5-6U	<b>Term 1, Week 8</b>
<b>Role play</b>	<p><u>Writing and Speaking</u> Students write and perform a role play.</p>	<p>Understanding 15%</p> <p>Composing 15%</p>	30%	LJA5- 3C LJA5-2C LJA5-4C LJA5-6U	<b>Term 2. Week 5</b>
<b>Digital Presentation</b>	<p><u>Digital Presentation</u> Students create and present a digital story/short film.</p>	<p>Composing 10%</p> <p>Understanding 10%</p>	20%	LJA5-6U LJA5-7U LJA5-1C	<b>Term 3, Week 6</b>
<b>Yearly Exam</b>	<p><u>Reading/Listening</u> Students will listen to and read a variety of texts in Japanese and respond in English or Japanese.</p> <p><u>Writing</u> Students will apply linguistic patterns and structures to compose texts in Japanese.</p>	<p>Understanding 20%</p> <p>Composing 10%</p>	30%	LJA5-6U LJA5-4C LJA5-2C	<b>Term 4, Week 4</b>
		<b>100%</b>	<b>100%</b>		

**YEAR 9 ASSESSMENT SCHEDULE****Mathematics**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
In Class test	In Class test: 20-minute non - calculator test 70-minute test using calculators	5	5	10%	Number and Algebra Measurement and Geometry	<b>Term 1 Week 4</b>
In Class test	In Class test: 20-minute non - calculator test 70-minute test using calculators	5	5	10%	Number and Algebra Measurement and Geometry	<b>Term 2 Week 4</b>
In Class test	In Class test: 20-minute non - calculator test 70-minute test using calculators	17	17	34%	Number and Algebra Statistics and Probability	<b>Term 3 Week 4</b>
Yearly Examination	Yearly Examination: 90-minute test using calculators (20 minute non - calculator test: Term 3, Week 10B)	23	23	46%	Number and Algebra Measurement and Geometry Statistics and Probability	<b>Term 4 Week 2</b>
		<b>50</b>	<b>50</b>	<b>100</b>		

## YEAR 9 ASSESSMENT SCHEDULE

## Music

Task	Type and Description of Task	Performance	Composition	Musicology/ Listening	Overall Weighting	Outcomes	Due Date
<b>Music and the Use of Technology (Recording)</b>	Topic Performance (recorded cover)	15%			<b>Semester 1 =50%</b>	5.1, 5.2, 5.3	<b>Term 1 Week 8</b>
	Free Choice Performance	10%					<b>Term 2 Week 3</b>
	Composition Skills & Publishing		10%			5.4, 5.5, 5.6	<b>Term 1 Week 10</b>
<b>Beyond Popular Music</b>	Genre Research & Viva-Voce Presentation			15%		5.7, 5.8, 5.9	<b>Term 2 Week 4</b>
<b>Music for Small Ensembles</b>	MADD Performance & Preparation	5%				5.1, 5.2, 5.3	<b>Ongoing</b>
<b>An Introduction to Jazz</b>	Topic Performance - Jazz	15%			<b>Semester 2 =50%</b>	5.1, 5.2, 5.3	<b>Term 3 Week 9</b>
	Free Choice Performance	15%				5.1, 5.2, 5.3	<b>Term 4 Week 2</b>
	Jazz Composition (Written Blues Solo)		15%			5.4, 5.5, 5.6	<b>Term 3 Week 10</b>

**YEAR 9 ASSESSMENT SCHEDULE****Photographic & Digital Media (PDM)**

Task	Type and Description of Task	Theory	Practical	Overall Weighting	Outcomes	Due Date
1.	Practical Task 1 – Composition Adobe Lightroom Theory Task 1– Photography Concept & Camera/evaluation	10%	15%	25%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Term 1 Week 9
2.	Practical Task 2- Portraiture Adobe Lightroom Theory Task 2 - Lightroom Processing Test	10%	15%	25%	5.7, 5.8, 5.9, 5.10	Term 2 Week 7
3.	Practical Task 3 – Landscape Excursion Submission Theory Task 3 – Adobe Lightroom/Adobe Premiere/evaluation	10%	15%	25%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Term 3 Week 9
4.	Practical Task 4 – Film making- Premier Pro (editing) Theory Task 4 – Research Task/evaluation (Short film, documentary, reality, Art House film)	10%	15%	25%	5.7, 5.8, 5.9, 5.10	Term 4 Week 5
		40%	60%	100%		

**YEAR 9 ASSESSMENT SCHEDULE****Physical Activity & Sport Studies**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>Unit Examination</b>	Assessment on Body Systems and their link to performance during physical activity.	10%	10%	20%	1.1, 4.1, 4.2	<b>Term 1, Week 9</b>
<b>Practical Assessment 1</b>	Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.	15%	5%	20%	4.3	<b>Term 1-2 Ongoing</b>
<b>Practical Assessment 2</b>	Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.	25%	5%	30%	3.1, 3.2, 4.4	<b>Terms 3 -4 Ongoing</b>
<b>Unit Assessment</b>	Research task based on the Physical Fitness unit.	10%	20%	30%	1.1, 3.1, 3.2 4.1, 4.2, 4.3, 4.4	<b>Term 4, Week 2</b>
		<b>60%</b>	<b>40%</b>	<b>100%</b>		

**YEAR 9 ASSESSMENT SCHEDULE****PDHPE**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>Practical Assessment</b>	Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the year.		25%	25%	PD5- 4 PD5- 11 PD5- 10	<b>Terms 1-2 (Ongoing)</b>
<b>Health Assignment</b>	Using the knowledge acquired during health lessons, students are required to create a Health Promotion Campaign that targets physical activity.	20%		20%	PD5- 6 PD5- 7	<b>Term 1, Week 10</b>
<b>Practical Assessment</b>	Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the year.		30%	30%	PD5- 5 PD5-10 PD5- 4	<b>Terms 3-4 (Ongoing)</b>
<b>Health Examination</b>	In class examination based on semester 2 content.	25%		25%	PD5- 2 PD5 - 9	<b>Term 3, Week 9</b>
		<b>45%</b>	<b>55%</b>	<b>100%</b>		

**YEAR 9 ASSESSMENT SCHEDULE****Science**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Working Scientifically Skills</b>	<b>Knowledge and Understanding</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>Working Scientifically Skills Task</b>	This task assesses students' achievement of the non-practical Working Scientifically Skills. This includes processing and analysing data and information, problem solving, and communicating scientifically.	20%	0%	20%	SC5-5WS, SC5-7WS – SC5-9WS	<b>Term 1, Week 9</b>
<b>Half Yearly Examination</b>	This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	15%	25%	SC5-7WS – SC5-9WS, SC5-10PW, SC5-11PW, SC5-14LW	<b>Term 2, Week 3</b>
<b>Practical Task</b>	This task assesses practical and non-practical skills in working scientifically and a small amount of knowledge and understanding content. Tasks could include analysing and processing data and information, planning and conducting practical investigations, and problem solving.	20%	5%	25%	SC5-5WS – SC5-9WS, SC5-10PW, SC5-17CW	<b>Term 3, Week 5</b>
<b>Yearly Examination</b>	This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	20%	30%	SC5-7WS – SC5-9WS , SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW	<b>Term 4, Week 3</b>
		<b>60%</b>	<b>40%</b>	<b>100%</b>		

**YEAR 9 ASSESSMENT SCHEDULE****Science (Accelerants)**

Task	Type and Description of Task	Working Scientifically Skills	Knowledge and Understanding	Overall Weighting	Outcomes	Due Date
<b>Topic Test</b>	This task will be a formal written test that is conducted in a timed environment in class. The content in this test will be on one to two topics that are covered in class prior to the test. The test will test students' knowledge and understanding of the relevant topics, and will also include working scientifically skills, and may include a practical component.	10%	10%	20%	SC5-4WS – SC5-9WS SC5-10PW, SC5-11PW, SC5-14LW, SC5-15LW, SC5-15CW, SC5-17CW, SC5-12ES, SC5-13ES	<b>Term 1, Week 8</b>
<b>Half Yearly Examination</b>	This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	15%	25%	SC5-4WS – S54-9WS, SC5-10PW, SC5-14LW, SC5-12ES, SC5-13ES	<b>Term 2, Week 3</b>
<b>Practical Task</b>	This task assesses skills in working scientifically and a small amount of knowledge and understanding content. Tasks could include analysing and processing data and information, planning and conducting practical investigations, research and problem solving.	25%		25%	SC5-4WS - SC5-9WS	<b>Term 3, Week 7</b>
<b>Yearly Examination</b>	This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	15%	15%	30%	SC5-4WS – SC5-9WS, SC5-16CW, SC5-11PW, SC5-14LW, SC5-15LW	<b>Term 4, Week 2</b>
		<b>60%</b>	<b>40%</b>	<b>100%</b>		

**YEAR 9 ASSESSMENT SCHEDULE****STEM**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Research</b>	<b>Skills</b>	<b>Problem Solving</b>	<b>Knowledge</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>Task 1: Inquiry based Learning Task</b>	Students will develop an understanding of STEM Fundamentals through inquiry-based projects. Students will use this knowledge to start the development STEM projects.	5%	5%	10%		20%	ST5-2, ST5-4, ST5-6, ST5-7, ST5-9	<b>Term 1, Week 8</b>
<b>Task 2: Project 1</b>	Students will develop projects using the knowledge they developed earlier in this course, together with knowledge they have gained in Science, Technology, Engineering and Mathematics.	5%	15%	10%	10%	40%	ST5-1, ST5-2, ST5-3, <b>ST5-4</b> , ST5-5, <b>ST5-6</b> , ST5-7, ST5-8(V)	<b>Term 2, Week 8</b>
<b>Task 3: Project 2</b>	Students will develop projects using the knowledge they developed earlier in this course, together with knowledge they have gained in Science, Technology, Engineering and Mathematics.		20%	10%	10%	40%	ST5-1, ST5-2, ST5-3, <b>ST5-4</b> , <b>ST5-6</b> , ST5-8(V), ST5-9	<b>Term 3, Week 8</b>
		<b>10%</b>	<b>40%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>		

**YEAR 9 ASSESSMENT SCHEDULE****Visual Arts**

<b>TASK</b>	<b>Type of Task and Description</b>	<b>Practical</b>	<b>Art History Criticism</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>Task 1 Practice Art Making</b>	<b>Practical Assessment – Skateboard</b> <ul style="list-style-type: none"> <li>▪ Visual Arts Process Diary</li> <li>▪ Completed Mini-Mural related to topic</li> </ul>	15%	10%	25%	<b>5.1, 5.2, 5.3, 5.4, 5.5, 5.6 5.7.</b>	<b>Term 1</b> T- Week 4 P -Week 9
<b>Task 2 Practice &amp; Art History Criticism</b>	<b>Practical Assessment – Soft/hard Sculpture</b> <ul style="list-style-type: none"> <li>• Material practical in VAPD, statement of intent</li> </ul> <b>Art History/Criticism</b> <ul style="list-style-type: none"> <li>▪ Questions related to topic, research influencing artists</li> </ul>	10%	15%	25%	<b>5.4, 5.7. 5.8, 5.9, 5.10</b>	<b>Term 2</b> T&P- Week 6
<b>Task 3 Practice &amp; Art Making</b>	<b>Practical Assessment – Soft/hard Sculpture</b> <ul style="list-style-type: none"> <li>▪ Visual Arts Process Diary</li> <li>▪ Completed Body of work related to topic</li> </ul> <b>Art History/Criticism</b> <ul style="list-style-type: none"> <li>▪ Questions related to topic, research influencing artists</li> </ul>	15%	10%	25%	<b>5.1, 5.2, 5.3, 5.4, 5.5, 5.6</b>	<b>Term 3</b> P- Week 9
<b>Task 4 Art History Criticism</b>	<b>Practical Assessment- Triptych Painting</b> Students will answer questions related to the concepts of the Frames, Conceptual Framework and Artist Practice. <b>Art History/Criticism</b> Questions related to topic, research influencing artists	15%	10%	25%	<b>5.1, 5.2, 5.3, 5.4, 5.5, 5.6 5.7.</b>	<b>Term 4</b> Week 4
		<b>55%</b>	<b>45%</b>	<b>100%</b>		



## Summary of Year 9 Assessment Tasks

**Note that the dates listed in this summary are APPROXIMATE.**

**Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.**

### Semester 1

#### Term 1

WEEK	
1A	
2B	
3A	
4B	Mathematics, Visual Arts (Theory)
5A	
6B	Photography
7A	Engineering, HSIE
8B	Dance, Japanese, Music, Science ACC, STEM
9A	Commerce, English, Food Technology, French, History Elective, IST, PDM, PASS, Science, Visual Arts (Practical)
10B	D&T, Drama, English, Music, PDHPE,

#### Term 2

WEEK	
1A	
2B	
3A	HSIE, Music, Science, Science ACC
4B	D&T, History Elective, French, Mathematics, Music
5A	Commerce, Dance, Japanese,
6B	Visual Arts
7A	PDM
8B	STEM
9A	English, Food Technology, IST,
10B	Drama, PDHPE

### Semester 2

#### Term 3

WEEK	
1A	
2B	Engineering
3A	
4B	Mathematics, Science,
5A	IST, Science
6B	History Elective, Japanese, Photography,
7A	HSIE, Science ACC
8B	Dance, French, STEM
9A	English, Food Technology, IST, Music, PDM, PDHPE, Visual Arts (Practical)
10B	D&T, Drama, English, Music,

#### Term 4

WEEK	
1A	Commerce, Drama, Engineering,
2B	PASS, Food Technology, Mathematics, Music, Science ACC,
3A	D&T, History Elective, HSIE, Science, Visual Arts (Theory)
4B	French, Japanese, IST, Visual Arts
5A	Dance, IST, PDM,
6B	Engineering
7A	
8B	
9A	
10B	