

**Jamison High School**

**2019**

**Year 9**

SEMESTER 2 (Revisions)

**Assessment Policy and Procedures**

**Course Assessment Schedules**

**

**Traditional values, modern education**

**JAMISON HIGH SCHOOL**

**JUNIOR**

**ASSESSMENT POLICY**

Assessment tasks are a vital part of student learning and are given at regular intervals throughout all courses.

Assessment tasks must be submitted for course / learning outcomes to be satisfactorily met. Students who do not submit tasks will be issued with a Non-Completion Warning Letter outlining the work requirements which must be addressed by the student within the school year if they are to progress to the next stage.

We strongly encourage our students to actively and conscientiously complete required assessment tasks in time to maximise their marks for Semester One and Semester Two Reports. Students are required by NESA to complete the work in order to meet NESA Learning Outcomes, however, late tasks will be awarded zero marks without a special consideration application.

Assessment tasks must reflect the student's own work and **plagiarism is unacceptable**. A full and accurate bibliography is expected for each formal assessment task.

Notification of Assessment Tasks

With the exception of formal Examinations (Half Yearly and Yearly), you will be notified in writing at least 14 calendar days before each of your Assessment Tasks.

The due date and information for all Assessment Tasks will be given to you when you are notified of the task.

You will need to sign the Assessment Register when you receive notification of the task.

Absence When Task Is Notified

Whenever you are absent from school, it is ***your* *responsibility*** to ensure that you know what work has been missed and to catch up on that work.

The same conditions apply if you are absent when an Assessment Task is notified. You are not entitled to any automatic extension of time for the task.

If you have a prolonged absence, you may submit to the Head Teacher an Application for Consideration / Extension which will require a Medical Certificate. A note from a parent / carer will not be sufficient in most circumstances.

Completing and Submitting Assessment Tasks

It is an expectation of NESA that all students will undertake all assessment tasks set. Once the notified Assessment deadline has been given, staff will not pursue students for work. All tasks are to be submitted, with the Assessment Task Cover Sheet attached, at the ***start*** of the first timetabled lesson in the relevant subject due on that day.

All tasks submitted after this time will be deemed ***late***. Late work will receive a ***zero*** mark unless there is a valid reason. Where a student misses or is late with an assessment task, with no valid reasons, a ***zero*** mark will be recorded for that task. The task will be graded and feedback provided to students, but no mark will be awarded.

You and your teacher will sign the Assessment Register when you submit your assignment on the due date. The process ensures that both you and your teacher have an official record that you have submitted the task.

***Note:*** No allowance will be made for **failure of a student’s computer hardware and software**. Students are advised to keep back-ups of all work completed on computer equipment. Students are advised to regularly email themselves a copy of assessment tasks / draft work via their email account to ensure work is not lost.

**Lateness/Absence from Task due to Illness, Misadventure or Exceptional Circumstances**

It is your responsibility to perform/submit all tasks which are a part of your Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time.

If, because of a VALID reason, you cannot attend school on the day when an Assessment Task is to be done/submitted, ON THE DAY YOU RETURN TO SCHOOL YOU MUST BEFORE THE START OF THE SCHOOL DAY:

1. Negotiate with your class teacher or Head Teacher a time to do the task or a similar substitute class
2. Submit an Application for Consideration/Extension Form with supporting documentation (e.g. medical certificate) to the Head Teacher for a decision.

Failure to have this form completed or you do not follow the above procedure or your application is not successful, you will receive ***ZERO*** for that task.

In exceptional circumstances, the Head Teacher may authorise that an estimate be given for a missed task. This applies only if giving a substitute task would be unreasonable, difficult to arrange or not feasible.

***NOTE:***

* If you are involved in a sporting event or excursion or know you will be absent on the day you must submit the task before the due date
* If you are suspended from school when assessment tasks are due you must:

1. not attend school for the duration of your suspension
2. submit out-of-school assessment tasks by delivery to the Front Office
3. miss your in-school assessment task for which you will be given an alternative task or an estimate upon resolution of suspension

Extensions to Due Dates

An extension to the due date of an assignment may be approved, ***by the*** ***Head Teacher***, in cases of severe illness or other exceptional circumstances. Approval for an extension ***must*** be sought at least one week in advance of the due date. A medical certificate will be required in cases of illness.

For an extension you must complete an Application for Special Consideration/Extension. This is available in the back of this booklet. You must submit this form to the Head Teacher of that subject who will make a recommendation on the application.

If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved ***by the Head Teacher***, the late submission of a task will result in ***zero*** marks being awarded for that task.

**Appendix 1**

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| --- | --- | --- |
| logo | **ASSESSMENT TASK NOTIFICATION**  Student Name: ………………………………………………………… Subject/Course: .............................................  Assessment Task Title: ………………………………………………………………………………………………………………….......  Value of Task: ………………............. Date Task Issued: ………………….. Date Task Due: ………………….. | |
| **Outcomes to be assessed:**   * ………………………………………………………………………………………… * ………………………………………………………………………………………… * ………………………………………………………………………………………… * ………………………………………………………………………………………… * ………………………………………………………………………………………… * ………………………………………………………………………………………… | | * ……………………………………………………………………………………………………………………………… * ……………………………………………………………………………………………………………………………… * ……………………………………………………………………………………………………………………………… |
| **Task description:** | | |
| **Assessment Criteria –** Your task will be assessed according to your ability to: | | |

**TOPIC NAME**:

**DEFINITION AND EXPLANATION**

**CRITERIA FOR EVALUATION**:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content Facts & Details** | | | | **Levels of Interpretation and Judgement of Content** | |
| (What)  NAME AND DEFINE: Areas of Content | (What)  DESCRIBE: Features/ Characteristics | (Why)  EXPLAIN SIGNIFICANCE: | (How)  ANALYSE:  Each area/Feature of Content | (How well)  CRITICALLY ANALYSE:  Each Area/Feature  +’s advantages -‘s disadvantages | (How well)  EVALUATE/CONCLUDE: Each Area/Feature |
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| (How well)**EVALUATE OVERALL/CONCLUDE OVERALL EVALUATIONS/CRITICALLY EVALUATE**: **all areas/features covered** | | | | | |
| (Why Important)**CONCEPTUALISE TOPIC**: **Essential idea of topic or summation/judgement on the developmental process and/or its change of procedures in the process over time; the importance of the interrelationship amongst the areas/features** | | | | | |
| (Why Important)**APPRECIATE** (concept/question): **Why is this understanding of the topic concept important for life? Or why should it be learned? Or why is it important to be able to evaluate the situation? Or why is this of importance in response to a question?** | | | | | |

**TOPIC NAME**: What is the name of the topic, unit, subject or process of study?

**DEFINITION AND EXPLANATION** of Topic: Briefly, what is the topic (1-2 sentences)?

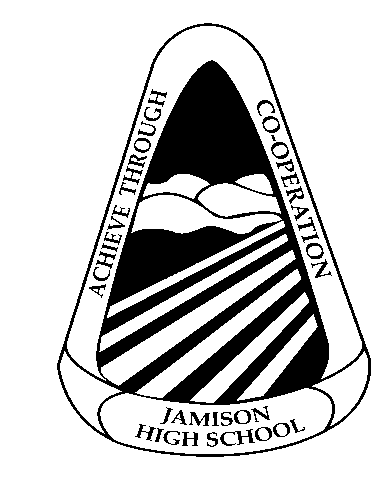
**CRITERIA FOR EVALUATION**: What are some of the value judgement type words that students could use to demonstrate that the impact or effect of the aspects or application of the topic or process is positive and/or negative, beneficial/harmful; advantageous and/or disadvantageous; valid/invalid; etc.

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| --- | --- | --- | --- | --- | --- |
| **Content Facts & Details** | | | | **Levels of Interpretation and Judgement of Content** | |
| (What)  NAME AND DEFINE: Areas of Content | (What)  DESCRIBE: Features/ Characteristics | (Why)  EXPLAIN SIGNIFICANCE: | (How)  ANALYSE:  Each area/Feature of Content | (How well)  CRITICALLY ANALYSE:  Each Area/Feature | (How well)  EVALUATE/CONCLUDE: Each Area/Feature |
| What are the main components/elements of the topic/unit/subject or steps/stages of the process under consideration?  Give a name and definition of EACH of these areas. | What are the features/ characteristics/ properties pertaining to EACH component/ element in the topic/ unit/subject or step/stage in the process under consideration? | For EACH area or feature or step/stage covered, what is its function or purpose? What problem is it addressing; or what is its impact/effect? What is the cause/effect of EACH area or feature covered? | Once the function/purpose or impact/effect is established, explain how and/or why the intention is carried out. How did it achieve its purpose or impact/effect? What is the relationship between the various components/ features/steps, stages and/or their impact/effect? | Explain how each area/feature is beneficial or unbeneficial, even through implication of suggestion, in relation to the set criteria. Explain how and/or why EACH function/step, stage or impact/effect or cause/effect is positive and/or negative (in whatever sense is needed by the subject at hand) | To what extent is the impact/effect effective, its value/quality? To what extent has the object of consideration, the feature or impact, served its purpose, carried out what it was intended to accomplish. To what extent, by how much, was the impact/effect successful? By how much do the positives outweigh the negatives or vice versa? |
|  |  |  |  | +’s advantages -‘s disadvantages |  |
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| (How well)**EVALUATE OVERALL/CONCLUDE OVERALL EVALUATIONS/CRITICALLY EVALUATE**: **all areas/features covered**  After establishing the extent of success/effectiveness of each individual feature/function/purpose, compare and contrast ALL the areas covered. To what extent is one more effective than another? Therefore, to what extent, come to a final judgement, were ALL of the features/impacts/effects, the whole process, successful or effective? | | | | | |
| (Why Important)**CONCEPTUALISE TOPIC**: **Essential idea of topic or summation/judgement on the developmental process and/or its change of procedures in the process over time; the importance of the interrelationship amongst the areas/features**  How are all of the various features/impacts/effects interrelated to form the whole topic/unit/subject/process of study? And why is this interrelationship important? Why is it important to be able to evaluate all of the aspects of study or the process itself? | | | | | |
| (Why Important)**APPRECIATE** (concept/question): **Why is this understanding of the topic concept important for life? Or why should it be learned? Or why is it important to be able to evaluate the situation? Or why is this of importance in response to a question?**  Why is this understanding of the concept and all that it entails important to my life, or the life of others? How does this help answer a question? | | | | | |

**ALARM: A Learning And Responding Matrix by** M Woods

|  |  |
| --- | --- |
| (What)  NAME AND DEFINE: Areas of Content  What are the main components/elements of the topic/unit/subject or steps/stages of the process under consideration?  Give a name and definition of EACH of these areas. |  |
| (What)  DESCRIBE: Features/ Characteristics  What are the features/ characteristics/ properties pertaining to EACH component/ element in the topic/ unit/subject or step/stage in the process under consideration? |  |
| (Why)  EXPLAIN SIGNIFICANCE: (Importance)  For EACH area or feature or step/stage covered, what is its function or purpose? What problem is it addressing; or what is its impact/effect? What is the cause/effect of EACH area or feature covered? |  |
| (How)  ANALYSE: (Relationship/impact)  Each area/Feature of Content  Once the function/purpose or impact/effect is established, explain how and/or why the intention is carried out. How did it achieve its purpose or impact/effect? What is the relationship between the various components/ features/steps, stages and/or their impact/effect? |  |
| (How well)  CRITICALLY ANALYSE:  Each Area/Feature  Explain how each area/feature is beneficial or unbeneficial, even through implication of suggestion, in relation to the set criteria. Explain how and/or why EACH function/step, stage or impact/effect or cause/effect is positive and/or negative (in whatever sense is needed by the subject at hand)  +’s advantages -‘s disadvantages |  |
| (How well)  EVALUATE/CONCLUDE: Each Area/Feature  To what extent is the impact/effect effective, its value/quality? To what extent has the object of consideration, the feature or impact, served its purpose, carried out what it was intended to accomplish. To what extent, by how much, was the impact/effect successful? By how much do the positives outweigh the negatives or vice versa? |  |

**Appendix 2**

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SPECIAL CONSIDERATION/APPLICATION FORM

(For illness / accident / misadventure / special circumstances)

1. If illness, accident, misadventure or special circumstances prevent a student completing an assessment task on, or by the due date and time, the school must be advised immediately the situation is known – before the due date, if possible.
2. This form must then be completed as soon as possible after notification. If the student is absent on the due date, it must be completed as soon as he/she returns.
3. The form, when completed, is to be submitted to the Principal via the Head Teacher of course concerned.

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| --- | --- | --- | --- |
| Name of Student |  | | |
| Teacher |  | | |
| Subject Course |  | Faculty / Department | |
| Nature of Assessment Task  e.g. Essay – Title |  | | |
| Due Date |  | Time | |
| Reason for and Nature of Request, e.g. Special consideration or extension of time |  | | |
|  | | |
|  | | |
| Specify and attach any Supporting Documentation  e.g. Medical Certificate |  | | |
|  | | |
| Signature of Student |  | | Date |
| Comments |  | | |
|  | | |
| H.T. Signature |  | | Date |

**YEAR 9 *ENGLISH* 2019**

**Junior Assessment Schedule**

**Report Outcomes**

**Semesters 1 and 2 – A student:**

**EN5-1A** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EN5-2A** effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

**EN5-3B** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

**EN5-4B** effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

**EN5-5C** thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

**EN5-6C** investigates the relationships between and among texts

**EN5-7D** understands and evaluates the diverse ways texts can represent personal and public worlds

**EN5-8D** questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

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

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| --- | --- | --- | --- | --- |
| **Task Number** | **Date Due** | **Report Outcomes Assessed** | **Task** | **Weighting** |
| 1 | Term 1  Week 10 | **EN5-1A**  **EN5-4B**  **EN5-9E** | **Gothic Texts Speech Task Reading in the Dark** | 25% |
| 2 | Term 2  Week 6 | **EN5-5C**  **EN5-6C**  **EN5-7D** | **Half Yearly Examination Reading in the Dark + Memories** | 25% |
| 3 | Term 3  Week 8 | **EN5-3B**  **EN5-4B**  **EN5-9E** | **Novel Study Essay Task Up Close and Personal** | 25% |
| 4 | Term 4  Week 6 | **EN5-2A**  **EN5-8D**  **EN5-1A** | **Yearly Examination Up Close and Personal + Gender Representation** | 25% |
|  | | | | 100% |

**YEAR 9 *MATHEMATICS STAGE 5.1-5.2* 2019**

**Junior Assessment Schedule**

**Report Outcomes**

**Semester 1 – A student:**

1. solves problems using integers, fractions, decimals, percentages, rates and ratios (Number & Algebra)
2. solves financial problems involving earning money and taxation (Number & Algebra)
3. simplifies algebraic expressions and solves linear equations and inequalities (Number & Algebra)

**Semester 2 – A student:**

1. simplifies algebraic and numerical expressions involving indices and uses scientific notation (Number & Algebra)
2. analyses linear relationships and finds midpoint, gradient and length of intervals on a number plane (Number & Algebra)
3. solves problems involving area, surface area and volume and uses trigonometry in right angled triangles (Measurement & Geometry)
4. uses mathematical reasoning to solve problems involving angles, shapes, congruent and similar figures (Measurement & Geometry)

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| --- | --- | --- | --- | --- |
| **Task Number** | **Date Due** | **Report Outcomes Assessed** | **Task** | **Weighting** |
| 1 | Term 1  Week 10 | **Number & Algebra** | **Assignment Task - Financial Mathematics**  **(To be completed at home)** | 15% |
| 2 | Term 2  Week 5 | **Number & Algebra** | **Half-Yearly Examination**  **(1 Hour)** | 30% |
| 3 | Term 3  Week 5 | **Number & Algebra, Measurement & Geometry** | **Formal Written Task**  **(1 Hour)** | 15% |
| 4 | Term 4  Week 5 | **Number & Algebra, Measurement & Geometry, Statistics & Probability** | **Yearly Examination**  **(1 ½ Hours)** | 40% |
|  | | | | 100% |

**YEAR 9 *MATHEMATICS STAGE 5.3* 2019**

**Junior Assessment Schedule**

**Report Outcomes**

**Semester 1 – A student:**

1. solves problems involving number computation and earning, spending and investing money (Number & Algebra)
2. simplifies algebraic expressions and solves linear equations and inequalities (Number & Algebra)
3. uses Pythagoras’ Theorem to solve problems involving right triangles (Measurement & Geometry)

**Semester 2 – A student:**

1. simplifies algebraic and numerical expressions involving indices and uses scientific notation (Number & Algebra)
2. analyses linear relationships and finds midpoint, gradient and length of intervals on a number plane (Number & Algebra)
3. solves problems involving area, surface area and volume and uses trigonometry in right angled triangles (Measurement & Geometry)
4. uses mathematical reasoning to solve problems involving angles, shapes, congruent and similar figures (Measurement & Geometry)
5. expands and factorises quadratic expressions and simplifies expressions involving algebraic fractions (Number & Algebra)

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| --- | --- | --- | --- | --- |
| **Task Number** | **Date Due** | **Report Outcomes Assessed** | **Task** | **Weighting** |
| 1 | Term 1  Week 10 | **Number & Algebra** | **Assignment Task - Financial Mathematics**  **(To be completed at home)** | 15% |
| 2 | Term 2  Week 5 | **Number & Algebra** | **Half-Yearly Examination**  **(1 Hour)** | 30% |
| 3 | Term 3  Week 5 | **Number & Algebra, Measurement & Geometry** | **Formal Written Task**  **(1 Hour)** | 15% |
| 4 | Term 4  Week 5 | **Number & Algebra, Measurement & Geometry, Statistics & Probability** | **Yearly Examination**  **(1 ½ Hours)** | 40% |
|  | | | | 100% |

**YEAR 9 *SCIENCE* 2019**

**Junior Assessment Schedule**

**Report Outcomes**

**Semester 1 – A student:**

* 1. describes the importance of chemical reactions in the production of substances and the influence of society on the development of new materials
  2. applies models, theories and laws to explain situation involving electrical energy
  3. analyses and processes scientific information to develop evidenced based arguments and conclusions
  4. undertakes a first-hand investigation to gather valid and reliable data and draws conclusions based on information collected
  5. conducts experiments in a safe and reliable manner

**Semester 2 – A student:**

* 1. discusses the role of the coordination and immune systems in maintaining humans as functioning organisms
  2. describes the features of sound and light waves and explains everyday situations where each occurs
  3. explains how scientific knowledge about geological activity can be used to inform decisions about contemporary issues
  4. analyses and processes scientific information to develop evidenced based arguments and conclusions
  5. plans and performs a Student Research Project and presents the findings in a scientific report
  6. uses a variety of ICT skills to research and present scientific information in an appropriate manner

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| **Task Number** | **Date Due** | **Report Outcomes Assessed** | **Task** | **Weighting** |
| 1 | Term 1  Week 9 | **1.4, 1.5** | **Practical Assessment Task** | 15% |
| 2 | Term 2  Week 6 | **1.1, 1.2, 1.3** | **Half Yearly Examination** | 25% |
| 3 | Term 3  Week 3 | **2.5** | **Student Research Project** | 20% |
| 4 | Term 3  Week 8 | **2.6** | **Research Assessment Task** | 15% |
| 5 | Term 4  Week 6 | **2.1, 2.2, 2.3** | **Yearly Examination** | 25% |
|  | | | | 100% |

**YEAR 9 *AGRICULTURAL TECHNOLOGY* 2019**

**Junior Assessment Schedule**

**Report Outcomes**

**Semester 1 – A student:**

**1.1** recalls information using appropriate agricultural terminology

**1.2** explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets

**1.3** investigates and implements responsible production systems for plant and animal enterprises

**1.4** performs plant and animal management practices safely and in cooperation with others

**1.5** uses computer technology to effectively communicate in a variety of formats

**Semester 2 – A student:**

**2.1** recalls information using appropriate agricultural terminology

**2.2** investigates and applies responsible marketing principles and processes

**2.3** evaluates management practices

**2.4** performs plant and animal management practices safely and in cooperation with others

**2.5** applies Work Health and Safety requirements during practical work

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| --- | --- | --- | --- | --- |
| **Task Number** | **Date Due** | **Report Outcomes Assessed** | **Task** | **Weighting** |
| 1 | Term 1  Week 5 | **1.2, 1.3, 1.5** | **Research Task** | 15% |
| 2 | Term 2  Week 6 | **1.4** | **Practical assessment** | 15% |
| 3 | Term 2  Week 6 | **1.1, 1.2, 1.3** | **Half Yearly Examination** | 20% |
| 4 | Term 3  Week 9 | **2.2, 2.3** | **Research Task** | 15% |
| 5 | Term 4  Week 3 | **2.4, 2.5** | **Practical Assessment** | 15% |
| 6 | Term 4  Week 4 | **2.1, 2.2,2.3, 2.5** | **Yearly Examination** | 20% |
|  | | | | 100% |

**YEAR 9 *GEOGRAPHY* 2019**

**Junior Assessment Schedule**

**Report Outcomes**

**Semester 1: Term 1 and 2**

**Semester 2: Term 3 and 4**

**A student:**

**GE5-1** explains the diverse features and characteristics of a range of places and environments

**GE5-2** explains processes and influences that form and transform places and environments

**GE5-3** analyses the effect of interactions and connections between people, places and environments

**GE5-4** accounts for perspectives of people and organisations on a range of geographical issues

**GE5-5** assesses management strategies for places and environments for their sustainability

**GE5-6** analyses differences in human wellbeing and ways to improve human wellbeing

**GE5-7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

**GE5-8** communicates geographical information to a range of audiences using a variety of strategies

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| --- | --- | --- | --- | --- |
| **Task Number** | **Date Due** | **Report Outcomes Assessed** | **Task** | **Weighting** |
| 1 | Term 1 Week 10  Term 3 Week 10 | **5-1, 5-2, 5-7, 5-8** | **Research Task ‘Sustainable Biomes** | 40% |
| 2 | Term 2 Week 3  Term 4 Week 3 | **5-7** | **Progressive Geographical Skills Portfolio** | 20% |
| 3 | Term 2 Week 5  Term 4 Week 5 | **5-1, 5-2, 5-3, 5-4, 5-5,** | **Semester Examination** | 40% |
|  |  |  |  | 100% |

**YEAR 9 *COMMERCE* 2019**

**Junior Assessment Schedule**

**Report Outcomes**

**A student:**

**5.1** applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts

**5.2** analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts

**5.3** examines the role of law in society

**5.4** analyses key factors affecting commercial and legal decisions

**5.5** evaluates options for solving commercial and legal problems and issues

**5.6** monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues

**5.7** researches and assesses commercial and legal information using a variety of sources

**5.8** explains commercial and legal information using a variety of forms

**5.9** works independently and collaboratively to meet individual and collective goals within specified timelines

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| --- | --- | --- | --- | --- |
| **Task Number** | **Date Due** | **Report Outcomes Assessed** | **Task** | **Weighting** |
| 1 | Term 1 Week 8 | **5.1, 5.2, 5.4** | **Research Task ‘Running a Business’** | 25% |
| 2 | Term 2 Week 5 | **5.1, 5.2, 5.4, 5.5** | **Half Yearly Examination** | 25% |
| 3 | Term 3 Week 8 | **5.3, 5.4, 5.7, 5.8, 5.9** | **Research Task ‘Law and Society’** | 25% |
| 4 | Term 4 Week 5 | **5.1, 5.2, 5.3, 5.4, 5.5, 5.6** | **Yearly Examination** | 25% |
|  |  |  |  | 100% |

**YEAR 9 *FOOD TECHNOLOGY* 2019**

**Junior Assessment Schedule**

**Report Outcomes**

**Semester 1**

**1.1** demonstrate hygienic and safe practices in the selection, handling and storage of food

**1.2** selects and applies appropriate techniques and equipment when preparing food

**1.3** collects, evaluates and applies information from a variety of sources

**1.4** examines the relationship between food, technology and society

**Semester 2**

**2.1** demonstrates hygienic and safe practices in the selection, handling and storage of food

**2.2** selects and applies appropriate techniques and equipment when preparing food

**2.3** describes the relationship between diet and the health of individuals

**2.4** communicates ideas and information using a range of methods and appropriate terminology

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| --- | --- | --- | --- | --- |
| **Task Number** | **Date Due** | **Report Outcomes Assessed** | **Task** | **Weighting** |
| 1 | Term 1  Week 10 | **1.3, 1.4** | **Food In Australia Research Task** | 20% |
| 2 | Terms  1 - 4 | **1.1, 1.2, 2.1, 2.2** | **Ongoing in class practicals** | S1 20% |
| S2 20% |
| 3 | Term 2  Week 5 | **1.1-1.4** | **Half Yearly Examination** | 10% |
| 4 | Term 3  Week 6 | **2.3, 2.4** | **Food for Special Needs Research Task** | 20% |
| 5 | Term 4  Week 6 | **2.1-2.4** | **Yearly Examination** | 10% |
|  | | | | 100% |

**YEAR 9 *CHILD STUDIES* 2019**

**Junior Assessment Schedule**

**Report Outcomes**

**Semester 1**

**4.3** applies evaluation techniques when creating and assessing information relating to child growth and development.

**1.1** identifies the characteristics of a child at each stage of development

**1.2** describes the factors that affect the health and wellbeing of the child

**Semester 2**

**4.2** analyses and compares information from a variety of sources to develop an understanding of child growth and development.

**2.3** describes a range of appropriate parenting practices for optimal growth and development

**3.2** evaluates the role of community resources that promote and support the wellbeing of children and families.

**2.1** plans and implements engaging activities when educating and caring for young children within a safe environment

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| --- | --- | --- | --- | --- |
| **Task Number** | **Date Due** | **Report Outcomes Assessed** | **Task** | **Weighting** |
| 1 | Term 2  Week 2 | **1.2** | **Newborn Care** | 20% |
| 2 | Term 2  Week 5 | **4.3, 1.1** | **Half Yearly Exam** | 20% |
| 3 | Term 2  Week 10 | **4.2** | **Growth and Development Booklet** | 25% |
| 4 | Term 3  Week 9 | **3.2** | **Health and Safety PowerPoint Presentation** | 15% |
| 5 | Term 4  Week 6 | **2.3, 2.1** | **Yearly Exam** | 20% |
|  | | | | 100% |

**YEAR 9 *INFORMATION AND SOFTWARE TECHNOLOGY* 2019**

**Junior Assessment Schedule**

**Report Outcomes**

**Semester 1**

**1.1** selects, maintains and hardware for a range of tasks

**1.2** describes and applies problem-solving processes when creating solutions

**1.3** designs, produces and evaluates appropriate solutions to a range of challenging problems

**1.4** justifies decisions made when creating information and software technology solutions

**Semester 2**

**2.1** selects and justifies the application of appropriate software programs to a range of tasks

**2.2** describes and applies problem-solving processes when creating solutions

**2.3** designs, produces and evaluates appropriate solutions to a range of challenging problems

**2.4** critically analyses decision- making processes in a range of information and software solutions

**2.5** justifies responsible practices and ethical use of information and software technology

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| **Task Number** | **Date Due** | **Report Outcomes Assessed** | **Task** | **Weighting** |
| 1 | Term 2  Week 4 | **1.2, 1.3, 1.4** | **Design Portfolio** | 20% |
| 2 | Term 2  Week 5 | **1.1,1.2, 1.2, 1.3, 1.4** | **Mid Year Examination** | 25% |
| 3 | Term 4  Week 2 | **2.1, 2.2, 2.3, 2.4** | **Practical Computer Project – 15%**  **Design Portfolio – 15%** | 30% |
| 4 | Term 4  Week 5 | **2.1, 2.2, 2.3, 2.4, 2.5** | **Yearly Examination** | 25% |
|  | | | | 100% |

**YEAR 9 *INDUSTRIAL TECHNOLOGY***

***TIMBER, METAL & ENGINEERING* 2019**

**Junior Assessment Schedule**

**Report Outcomes**

**Semesters 1 and 2 – A student:**

**5.2.2** identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects

**5.1.2** applies WHS practices to hand tools, machine tools, equipment and processes

**5.4.1** selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

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| --- | --- | --- | --- | --- |
| **Task Number** | **Date Due** | **Report Outcomes Assessed** | **Task** | **Weighting** |
| 1 | Term 1  Week 8 Engineering  Week 10 Timber & Metal | **5.1.1, 5.1.2, 5.2.2,  5.3.1, 5.4.1, 5.4.2** | **Project**  **Work Report** | 30% |
| 2 | Term 2  Week 5 | **5.3.1, 5.5.1, 5.6.1, 5.7.1, 5.7.2** | **Half Yearly** | 10% |
| 3 | Term 3  Week 4 Engineering  Week 5 Timber  Week 10 Metal | **5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.6.1** | **Project &**  **Work Report** | 50% |
| 4 | Term 4  Week 5 | **5.5.1, 5.6.1, 5.7.1, 5.7.2** | **Yearly Exam** | 10% |
|  | | | | 100% |

**YEAR 9 *WORK EDUCATION* 2019**

**Junior Assessment Schedule**

**Report Outcomes**

**A student:**

**5.1** identifies and interprets employment trends and changes in the nature of work

**5.2** identifies and analyses current workplace issues

**5.3** defines and assesses the roles and responsibilities of diverse organisations within the community

**5.4** examines and evaluates the relationships between diverse organisations in the community

**5.5** evaluates and articulates the roles and responsibilities of individuals within the community in a range of contexts

**5.6** identifies and articulates the purpose and roles of education, employment and training organisations

**5.7** constructs and communicates personal goals and values using knowledge of the education, training and employment systems

**5.8** develops, records and evaluates personal values, skills, knowledge and attributes that lead to effective participation in work and society

**5.9** develops and evaluates options for a range of effective transition plans

**5.10** locates, selects and organises relevant information from a variety of sources

**5.11** selects, uses and evaluates appropriate oral, written and other forms of communication effectively with a range of audiences.

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| **Task Number** | **Date Due** | **Report Outcomes Assessed** | **Task** | **Weighting** |
| 1 | Term 1 Week 11 | **5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9** | **Research Task ‘Preparing Futures’** | 25% |
| 2 | Term 2 Week 6 | **5.1, 5.2, 5.4, 5.5** | **Half Yearly Examination** | 25% |
| 3 | Term 3 Week 9 | **5.3, 5.4, 5.7, 5.8, 5.9** | **Work-placement Portfolio** | 25% |
| 4 | Term 4 Week 5 | **5.1, 5.2, 5.3, 5.4, 5.5, 5.6** | **Yearly Examination** | 25% |
|  |  |  |  | 100% |