



**JAMISON HIGH SCHOOL**

**YEAR 9**

**2020**

**ASSESSMENT POLICY AND PROCEDURES**

**COURSE ASSESSMENT SCHEDULES**

# **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 NESAs to complete the work in order to meet NESAs 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 Notification register issued by the teacher 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 NESAs 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 a 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 BEFORE THE START OF THE SCHOOL DAY, YOU MUST:**

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:
  - a) not attend school for the duration of your suspension
  - b) submit out-of-school assessment tasks by delivery to the Front Office
  - c) 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 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



## 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:



## APPENDIX 2

### SPECIAL CONSIDERATION/APPLICATION FORM

(For illness / accident / misadventure / special circumstances)

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, where 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. Once completed, this form is to be submitted to the Deputy Principal via the Head Teacher of Faculty concerned.

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
Comment		
H.T. Signature		Date

**TOPIC NAME:**

**DEFINITION AND EXPLANATION**

**CRITERIA FOR EVALUATION:**

<b>Content Facts &amp; Details</b>				<b>Levels of Interpretation and Judgement of Content</b>	
<b>(What)</b> NAME AND DEFINE: Areas of Content	<b>(What)</b> DESCRIBE: Features/ Characteristics	<b>(Why)</b> EXPLAIN SIGNIFICANCE:	<b>(How)</b> ANALYSE: Each area/Feature of Content	<b>(How well)</b> CRITICALLY ANALYSE: Each Area/Feature +’s advantages -’s disadvantages	<b>(How well)</b> EVALUATE/CONCLUDE: Each Area/Feature
<b>(How well) EVALUATE OVERALL/CONCLUDE OVERALL EVALUATIONS/CRITICALLY EVALUATE: all areas/features covered</b>					
<b>(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</b>					
<b>(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?</b>					

**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.

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 though 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	
<b>(How well) EVALUATE OVERALL/CONCLUDE OVERALL EVALUATIONS/CRITICALLY EVALUATE: all areas/features covered</b>					
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?					
<b>(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</b>					
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?					
<b>(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?</b>					
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**

<p>(What)  <b>NAME AND DEFINE:</b> 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.</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<p>(What)  <b>DESCRIBE:</b> 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?</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>(Why)  <b>EXPLAIN SIGNIFICANCE:</b> (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?</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>(How)  <b>ANALYSE:</b> (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?</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>(How well)  <b>CRITICALLY ANALYSE:</b>          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</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>(How well)  <b>EVALUATE/CONCLUDE:</b> 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?</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>



# YEAR 9 AGRICULTURE 2020

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

#### Semester 1 – A student:

- 1.1 Knowledge and skills in implementing collaborative and safe work practices in agricultural concepts.
- 1.2 Knowledge of, and skills in, the effective and responsible production and marketing of agricultural products.
- 1.3 Knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives.
- 1.4 Knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society.

#### Semester 2 – A student:

- 2.1 Knowledge and skills in implementing collaborative and safe work practices in agricultural concepts.
- 2.2 Knowledge of, and skills in, the effective and responsible production and marketing of agricultural products.
- 2.3 Skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts.
- 2.4 An understanding of sustainable and ethical practices that support productive and profitable agriculture.

TASK NUMBER	DATE DUE	REPORT OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 5	1.3, 1.4	Research Assessment Task	10%
2	Term 2 Week 4	1.1, 1.2	Practical Assessment Task	20%
3	Term 2 Week 6	1.1, 1.2, 1.3, 1.4	Half Yearly Examination	15%
4	Term 3 Week 5	2.3, 2.4	Research Assessment Task	15%
5	Term 4 Week 3	2.1, 2.2	Practical Assessment Task	20%
6	Term 4, Week 5	2.1, 2.2, 2.3, 2.4	Yearly Examination	20%
				100%

# YEAR 9 CHILD STUDIES 2020

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

#### Semester 1 and 2 – A Student:

**CS5-12-** applies evaluation techniques when creating, discussing and assessing information related to child growth and development

**CS5-1-** identifies the characteristics of a child at each stage of growth and development

**CS5-2-** describes the factors that affect the health and wellbeing of the child

**CS5-11-** analyses and compares information from a variety of sources to develop an understanding of child growth and development

**CS5-6-** describes a range of parenting practices for optimal growth and development

**CS5-9-** analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 9	CS5-2	Newborn Care	25%
2	Term 2 Week 5	CS5-12 CS5-1	Half Yearly Exam	25%
3	Term 2 Week 9	CS5-11	Growth and Development Booklet	25%
5	Term 4 Week 6	CS5-6 CS5-9	Yearly Exam	25%
				100%

# YEAR 9 COMMERCE 2020

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

#### Semesters 1 and 2 - A student:

**COM5-1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

**COM5-2** analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

**COM5-3** examines the role of law in society

**COM5-4** analyses key factors affecting decisions

**COM5-5** evaluates options for solving problems and issues

**COM5-6** develops and implements plans designed to achieve goals

**COM5-7** researches and assesses information using a variety of sources

**COM5-8** explains information using a variety of forms

**COM5-9** works independently and collaboratively to meet individual and collective goals within specified timeframes

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 8	1, 2, 4, 5	Research Task 'Consumer and Financial Decisions'	25%
2	Term 2 Week 5	1, 2, 4	Half Yearly Examination	25%
3	Term 3 Week 8	6, 7, 8, 9	Research Task 'Travel'	25%
4	Term 4 Week 5	1, 2, 3, 4, 5	Yearly Examination	25%
				100%

# YEAR 9 DRAMA 2020

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

#### Semester 1 – A student:

A student undertakes in-depth study of the mechanics and vocal techniques, the skills of characterisation and explores the roles of technical personnel in the theatre.

#### Semester 2 – A student:

A student explores theatre experimentally through applies studies of script, performance of text and play building. Students will also have the opportunity to undertake a major project in design and theatre technology as part of a class production.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 10	5.1.1, 5.1.3 5.2.1	Verbatim Theatre Task	20%
2	Term 2 Week 8	5.1.3, 5.1.4 5.2.2, 5.3.1	Stories in the Dark On-Line Scripted Performance	20%
3	Term 3 Week 8	5.1.2, 5.1.4 5.2.2, 5.3.1	Playbuilding Task (Big Bang)	25%
4	Term 4 Week 5	5.1.1 5.2.2. 5.3.1	Individual Project (Performance & Design)	25%
5	Term 4 Week 6	5.3.1, 5.3.2, 5.3.3	Drama Logbook	10%
				100%

# YEAR 9 ENGLISH 2020

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

#### Semesters 1 and 2 – A student:

1. communicates through speaking, listening, reading, writing, viewing and representing.
2. uses language to shape and make meaning according to purpose, audience and context.
3. thinks in ways that are imaginative, creative, interpretive and critical.
4. expresses themselves and their relationships with others and their world.
5. learns and reflects on their learning through their study of English.

TASK NUMBER	DATE DUE	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 FOOD TECHNOLOGY 2020

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

#### Semester 1 and 2 - A student:

**FT5-1** - Demonstrates hygienic and safe practices in the selection, handling and storage of food

**FT5-6** - Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

**FT5-7**- justifies food choices by analysing the factors that influence eating habits

**FT5-2**- Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

**FT5-10**- Selects and employs appropriate techniques and equipment for a variety of food-specific purposes

**FT5-12**- Examines the relationship between food, technology and society

**FT5-13**= evaluates the impact of activities related to food on the individual, society and the environment

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Terms 1 - 2	FT5-1	Ongoing Practicals	25%
2	Term 1 Week 10	FT5-7	Disease related Research Task	15%
3	Term 2 Week 5	FT5-6	Half Yearly Exam	10%
1	Terms 3 - 4	FT5-2 FT5-10	Ongoing Practicals	25%
4	Term 3 Week 9	FT5-13	Multicultural Food Research Task	15%
5	Term 4 Week 6	FT5-12	Yearly Exam	10%
				100%

# YEAR 9 GEOGRAPHY 2020

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

#### Semester 1 and 2 - 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 organisation's 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

TASK NUMBER	DATE DUE	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 HISTORY 2020

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

#### Semester 1 and 2 - A student:

**HT5-1** explains and assesses the historical forces and factors that shaped the modern world and Australia

**HT5-2** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

**HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

**HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia

**HT5-5** identifies and evaluates the usefulness of sources in the historical inquiry process

**HT5-6** uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

**HT5-7** explains different contexts, perspectives and interpretations of the modern world and Australia

**HT5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry

**HT5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past

**HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 / 3 Week 8	2, 3, 8, 9, 10	Movement of Peoples Assessment	25%
2	Term 2 / 4 Week 3	1, 3, 4, 8, 10	The World at War Assessment	25%
3	Term 2 / 4 Week 4	7, 8, 9	Portfolio	20%
4	Term 2 / 4 Week 5	1, 2, 3, 4, 5, 6, 7, 9	Final Examination	30%
				100%



# YEAR 9 INFORMATION AND SOFTWARE TECHNOLOGY 2020

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

#### Semester 1 and 2 - A student:

- 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
- 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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 2 Week 3-4	1.2, 1.3, 1.4	Design Portfolio	20%
2	Term 2 Week 5-6	1.1,1.2, 1.2, 1.3, 1.4	Mid Year Examination	25%
3	Term 3 Week 10	2.1, 2.2, 2.3, 2.4	Practical Computer Project – 15%  Design Portfolio – 15%	30%
4	Term 4 Week 5-6	2.1, 2.2, 2.3, 2.4, 2.5	Yearly Examination	25%
				100%

# YEAR 9 INDUSTRIAL TECHNOLOGY ENGINEERING 2020

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

#### Semester 1 and 2 – A student:

**IND5-1** Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.

**IND5-3** Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.

**IND5-5** Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 8	IND5-1, IND5-3, IND5-5, IND5-7, IND5-8	Project Work Report	30%
2	Term 2 Week 5	IND5-1, IND5-8, IND5-10	Half Yearly	10%
3	Term 3 Week 4	IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Project & Work Report	50%
4	Term 4 Week 5	IND5-1, IND5-8, IND5-9	Yearly Exam	10%
				100%

# YEAR 9 INDUSTRIAL TECHNOLOGY METAL 2020

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

#### Semester 1 and 2 – A student:

**IND5-1** Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.

**IND5-3** Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.

**IND5-5** Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 10	IND5-1, IND5-3, IND5-5, IND5-7, IND5-8	Project Work Report	30%
2	Term 2 Week 5	IND5-1, IND5-8, IND5-10	Half Yearly	10%
3	Term 3 Week 10	IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Project & Work Report	50%
4	Term 4 Week 5	IND5-1, IND5-8, IND5-9	Yearly Exam	10%
				100%

# YEAR 9 INDUSTRIAL TECHNOLOGY TIMBER 2020

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

**Semester 1 and 2 – A student:**

**IND5-1** Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.

**IND5-3** Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.

**IND5-5** Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 10	IND5-1, IND5-3, IND5-5, IND5-7, IND5-8	Project Work Report	30%
2	Term 2 Week 5	IND5-1, IND5-8, IND5-10	Half Yearly	10%
3	Term 3 Week 5	IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Project & Work Report	50%
4	Term 4 Week 5	IND5-1, IND5-8, IND5-9	Yearly Exam	10%
				100%

# YEAR 9 MATHEMATICS STAGE 5.1-5.2 2020

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

#### Semester 1 and 2 – 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)
4. Simplifies algebraic and numerical expressions involving indices and uses scientific notation (Number & Algebra)
5. Analyses linear relationships and finds midpoint, gradient and length of intervals on a number plane (Number & Algebra)
6. Solves problems involving area, surface area and volume and uses trigonometry in right angled triangles (Measurement & Geometry)
7. Uses mathematical reasoning to solve problems involving angles, shapes, congruent and similar figures (Measurement & Geometry)

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Weeks 7-10	Number & Algebra	Assignment Task - Financial Mathematics (To be completed at home)	15%
2	Term 2 Week 5	Number & Algebra Measurement & Geometry	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 2020

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

#### Semester 1 and 2 – A student:

8. Solves problems involving number computation and earning, spending and investing money (Number & Algebra)
9. Simplifies algebraic expressions and solves linear equations and inequalities (Number & Algebra)
10. 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)

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Weeks 7-10	Number & Algebra	Assignment Task - Financial Mathematics (To be completed at home)	15%
2	Term 2 Week 5	Number & Algebra Measurement & Geometry	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 MUSIC 2020

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

#### Semester 1 And 2 – A student:

- 5.1** Performs works of increasing complexity in a range of styles demonstrating an understanding of the musical concepts.
- 5.2** Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
- 5.3** Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
- 5.4** Demonstrates an understanding of the concepts through improvising, arranging and composing in the styles or genres of music selected for study.
- 5.5** Notates own compositions, applying forms of notation appropriate to the music selected for study.
- 5.6** Uses different forms of technology in the composition process.
- 5.7** Demonstrates an understanding of musical concepts through the analysis, comparison and critical discussion of music from different stylistic, cultural and historical contexts.
- 5.8** Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation, and notation in the music selected for study.
- 5.9** Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study.
- 5.10** Demonstrates an understanding of the influence and impact of technology on music.
- 5.11** Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form.
- 5.12** Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 11 *Ext (T2- Wk2)	5.4	Composition * Task modified to suit online learning)	15%
2	Term 2 Weeks 5 & 6	5.1, 5.2, 5.3, 5.7, 5.10	Performance Half Yearly Examination	10% 15%
3	Term 3 Week 8	5.1, 5.2, 5.3	Performance	10%
4	Term 4 Week 3	5.4, 5.5, 5.6, 5.9	Composition	15%
5	Term 4 Week 4 & 5	5.1, 5.2, 5.3, 5.7, 5.8	Performance Yearly Examination	20% 15%
				100%

# YEAR 9 PHYSICAL ACTIVITY & SPORTS STUDIES 2020

## JUNIOR ASSESSMENT SCHEDULE

### AREA OF LEARNING

#### Semesters 1 and 2 – A Student:

- 1.1 Discusses factors that limit and enhance the capacity to move and perform
- 1.2 Analyses the benefits of participation and performance in physical activity and sport
- 1.3 Demonstrates, designs and evaluates strategies and tactics that contribute to active participation and skilful performance
- 1.4 Works collaboratively with others to enhance participation and performance in different codes of football (oz-tag, touch, soccer & AFL)
- 2.1 Discusses factors that limit and enhance the capacity to move and perform
- 2.2 Analyses physical activity and sport from personal, social and cultural perspectives
- 2.3 Works collaboratively with others to enhance participation and performance in non-traditional sports
- 2.4 Performs movement skills in non-traditional sports with proficiency
- 2.5 Analyses information, opinions and observations to inform injury management in physical activity and sport

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 9	PASS5-1	Research Task	15%
2	Term 2 Week 4	PASS5-7	Practical Application	25%
3	Term 2 Week 6--7	PASS5-1, PASS5-2, PASS5-5	Half Yearly Examination	15%
4	Term 3 Week 6	PASS5-7, PASS5-9	Practical Application	25%
5	Term 4 Week 5-6	PASS5-1, PASS5-4, PASS5-10	Yearly Examination	20%
				100%



# YEAR 9 PDHPE 2020

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

#### Semester 1 and 2 – A student:

- 1.1 Appraises and justifies choices of actions when solving complex movement challenges.
- 1.2 Analyses factors and strategies that enhance inclusivity, equality and respectful relationships.
- 1.3 Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.
- 2.1 Assesses their own and others' capacity to reflect on and respond positively to challenges.
- 2.2 Appraises and justifies choices of actions when solving complex movement challenges.
- 2.3 Assesses and applies self-management skills to effectively manage complex situations.
- 2.4 Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 5-7	PD5.4, PD5.5, PD5.8 PD5.10, PD5.11	Movement application	10%
2	Term 2 Weeks 1-10	PD5.4, PD5.5, PD5.8 PD5.10, PD5.11	Practical- Checklist and skills observation	20%
3	Term 2 Week 6	PD5-1, PD5-2, PD5-6 PD5-7, PD5-8, PD5-10	Semester 1 Examination	25%
4	Term 3 Weeks 1-10	PD5-5, PD5-11	Practical- Checklist and skills observation	20%
5	Term 4 Week 5	PD5 -3, PD5-5, PD5-6, PD5-7, PD5-9 PD5-10	Yearly Examination	25%
				100%

# YEAR 9 SCIENCE 2020

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

#### Semester 1 and 2 – A student:

- 1.5 Applies models, theories and laws to explain situations involving electrical energy.
- 1.6 Describes the importance of chemical reactions in the production of substances in society.
- 1.7 Analyses and processes scientific information to develop evidenced based arguments and conclusions.
- 1.8 Undertakes a first-hand investigation to gather valid and reliable data and draws conclusions.
- 1.9 Plans and performs a Student Research Project and presents the findings in a scientific report.
- 2.5 Discusses the role of the coordination and immune systems in maintaining humans as functioning organisms.
- 2.6 Describes the features of sound and light waves and explains everyday situations where each occurs.
- 2.7 Explains how scientific knowledge about geological activity can be used to inform decisions about contemporary issues.
- 2.8 Analyses and processes scientific information to develop evidenced based arguments and conclusions.
- 2.9 Uses a variety of ICT skills to research and present scientific information in an appropriate manner.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 9	1.5	Student Research Project	20%
2	Term 2 Week 2	1.4	Practical Assessment Task	15%
3	Term 2 Week 6	1.1, 1.2, 1.3	Half Yearly Examination	25%
4	Term 3 Week 8	2.5	Research Assessment Task	15%
5	Term 4 Week 6	2.1, 2.2 2.3, 2.4	Yearly Examination	25%
				100%

# YEAR 9 VISUAL ARTS 2020

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

#### Semesters 1 and 2 – A student:

- 5.1 Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 Makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience
- 5.3 Makes artworks informed by an understanding of how the frames affect meaning
- 5.4 Investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 Makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 Demonstrates developing technical accomplishment and refinement in making artworks
- 5.7 Applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 Uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 Demonstrates how the frames provide different interpretations of art
- 5.10 Demonstrates how art criticism and art history construct meanings

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 11	5.1, 5.4, 5.6 5.7, 5.8	Body of Work and VAPD Response	10% 10%
2	Term 2 Week 6	5.9, 5.10	Research/Analysis Task	10%
3	Term 4 Week 5	5.2, 5.4, 5.3	Body of Work and VAPD	25%
4	Term 4 Week 5/6	5.7, 5.8, 5.9, 5.10 5.1, 5.3, 5.5, 5.6	Yearly Art Examination  Body of Work and VAPD	20%  25%
				100%

# YEAR 9 WORK EDUCATION 2020

## JUNIOR ASSESSMENT SCHEDULE

### LEARNING OUTCOMES

#### Semesters 1 and 2 - A student:

**WE 5-1** analyses employment trends and changes in the nature of work

**WE 5-2** analyses current workplace issues and their implications

**WE 5-3** examines the roles of diverse organisations in the Australian community

**WE 5-4** evaluates the roles and responsibilities of individuals within the Australian community

**WE 5-5** explains the roles of education, employment and training organisations

**WE 5-6** assesses personal goals, attributes and values in the context of education, training and employment

**WE 5-7** explains skills, attributes and entrepreneurial behaviours in a range of contexts

**WE 5-8** assesses options for career development and managing transitions

**WE 5-9** selects and analyses relevant information from a variety of sources

**WE 5-10** selects and uses appropriate forms to communicate information about the world of work for different audiences

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 11	1, 2, 6	Research Task 'Transition to Work'	25%
2	Term 2 Week 5	1, 2, 3, 4	Half Yearly Examination	25%
3	Term 3 Week 9	6, 7, 8, 9, 10	Work-placement Portfolio	25%
4	Term 4 Week 5	1, 2, 3, 4, 5	Yearly Examination	25%
				100%