



# Year 9 Assessment Handbook 2021

Assessment Schedules for each subject  
Assessment Policy and Procedures  
Student agreement contract  
Assessment forms  
Assessment Calendars

*A copy of this handbook is located on the school's website*

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# Faculty Head Teachers

For all issues relating to assessment tasks, students are expected to liaise with their class teacher or relevant Head Teacher:

English	Mr M Bianca
Mathematics	Mr J Fang
Science	Ms A Galagher
HSIE	Ms G Sansom
CAPA	Mr J Harris
PDHPE	Mr A Johnson
TAS	Ms L Molina
EAL/D	Ms V Veljkovic
LOTE/Administration	Ms K Bentley
Secondary Studies	Ms M Hayes
Student Engagement	Ms K Lightfoot
Enrichment	Ms Z Siddiqi
Teaching And Learning	Ms C Weber
Writing	Ms S Frame
Welfare	Ms C Picone
SEU	Ms M Bianca

# Executive and Welfare Support Staff

These are some staff students and parents may approach for support with assessment issues:

**PRINCIPAL:** Mr C Borg

**DEPUTY PRINCIPALS:** Ms D Knapman

Mr K Erickson (Yrs 7, 10)

Ms D Clarke (Yrs 8, 11)

Ms K O'Sullivan (Yrs 9,12)

## YEAR ADVISERS AND ASSISTANT YEAR ADVISERS:

	<b>YEAR ADVISER</b>	<b>ASSISTANT YEAR ADVISER</b>
<b>Yr 7</b>	Ms K Marinkovic – TAS Staffroom	Mr A Singh – TAS Staffroom
<b>Yr 8</b>	Ms A Saliba – PE Staffroom	Ms C Stibbard – X Block
<b>Yr 9</b>	Mr H Mgbemene – HSIE Staffroom	Ms A Do – HSIE Staffroom
<b>Yr 10</b>	Ms K Weldon –PE Staffroom	Mr J Dela Cruz - CAPA Staffroom
<b>Yr 11</b>	Ms R Lee – English Staffroom	Ms N Ponce – SEU Staffroom
<b>Yr 12</b>	Ms J Pasalic – EALD Staffroom	Ms A Kezic – PE Staffroom

*Staff members may be contacted at school via the school reception on 02 9727 2111. We advise parents to make an appointment to speak at length with the staff member concerned in order to facilitate effective and valuable communication and so that mutually beneficial outcomes may be reached*

# Introduction

This document has been developed to make clear the procedures, expectations and rules about assessment at Fairfield High School. It also outlines what students will study in each subject throughout the year and how students will be assessed.

The first section contains Fairfield High School's Assessment Policy and the second section provides the assessment schedules for each subject.

Assessment tasks are used to determine the grades that students achieve in Semester 1 and Semester 2 Reports. Other assessment measures will also be used to assist teachers in determining the grade that best describes student achievement in that subject.

At times, due to a variety of circumstances, dates may differ from those printed on the calendar. If the task dates do change, the teachers will notify students in writing when they issue the assessment task notification. Any changes will often be within a week or two of the original date on the calendar.

It is the student's responsibility to be alert to the notification of tasks and be aware when there are assessment tasks coming up. Students must satisfactorily complete all assessment tasks prior to being able to progress to the following year.

## Satisfactory Completion of a Course

The satisfactory completion of a course requires the Principal to have sufficient evidence that a student has:

- followed the course developed or endorsed by NESAC
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes

### **Factors which may prevent satisfactory completion of a course include:**

- excessive rate of absence or lateness to school or classes
- poor achievement in class tests and assessments due to lack of application and effort
- poor classroom behaviour that inhibits learning
- failure to complete classwork and homework
- failure to submit assessment tasks
- proven cases of plagiarism, copying or cheating

# Syllabus and Outcomes

## What is a syllabus?

A syllabus is a document developed by The NSW Education Standards Authority (NESA) (previously BOSTES) which lists all the knowledge and skills that students must achieve in each subject. The direct internet link to the syllabus documents is: <http://syllabus.nesa.nsw.edu.au/> Each subject's syllabus has a number of Learning Outcomes that must be achieved in order for students to complete the course requirements as set by NESA.

## What is a learning outcome?

Learning outcomes are the skills or knowledge students should know as a result of being taught a unit of work. The purpose of assessment is to measure how much students have learned at a given point in time towards those outcomes. Teachers devise assessment programs which measure student learning towards the outcomes at different times throughout the year.

In this handbook, each faculty has published an **Assessment Schedule** for each subject indicating:

- the topics students will be studying each semester.
- the assessment tasks which will take place throughout the year.
- when each task will take place.

## Homework

Homework plays an integral part in the overall *Assessment for Learning* as it assists in helping students to achieve all learning outcomes. It is also reported on in all student's academic reports

At Fairfield High School, there is an expectation that students will:

- be given suitable homework tasks.
- complete these tasks ON TIME, to the best of student's ability.
- be provided with appropriate feedback.

Some examples of homework include:

- Practical tasks
- Cooperative Learning/ Group tasks
- Creative responses
- Extension and Consolidation exercises
- Worksheets
- Reading and responding activities
- Surveys/ Questionnaires
- Writing essays / Extended responses
- Research tasks
- ICT tasks

# Bookwork Standards

All subject books will have these Bookwork Standards glued inside the front cover. Students are expected to follow these and staff will be checking books regularly. Academic reports will include feedback on Bookwork each semester. This is an example of an informal assessment strategy to determine student progress.



## Bookwork Standards

- ✓ Only subject work is to be in the subject book
- ✓ Subject books are to be brought to every lesson
- ✓ Recommend all books to be covered in contact
- ✓ Name, class and subject to be written on front cover
- ✓ Graffiti is not to be in any part of the book
- ✓ Bookwork Standards are to be glued inside front cover
- ✓ All pages are to have a ruled margin
- ✓ Dates are to be written at the start of each lesson's work
- ✓ Headings need to be clearly visible
- ✓ All worksheets are to be glued in
- ✓ Pages are not to be left blank between work
- ✓ Pages are not to be ripped out of the book
- ✓ Books are to be submitted for marking when teacher asks
- ✓ Teachers will check for organisation accuracy and completion of work

### Bookwork Standards Marking Criteria



Scale	Sample Guide	Marks
<b>C</b> Consistently	All (or most) work is attempted to the best of the student's ability Evidence student is striving for correct spelling, punctuation, and accuracy All pages have ruled margins, clear headings, dates, worksheets glued in Book clearly labelled with name, subject and course No graffiti anywhere in or on the book No other subject information is in the book Book looks clean and organised, with no blank pages	10 - 8
<b>S</b> Sometimes	Evidence of student completing tasks, some are incomplete or inaccurate Some evidence of care taken with spelling, punctuation and accurate work Some graffiti throughout and on the book Most pages have ruled margins, clear headings, dates Some worksheets missing or not glued in Some pages ripped or missing	7 - 5
<b>R</b> Rarely	Most tasks are incomplete, inaccurate or missing Messy, incomplete, inaccurate work, with little attention to detail Lots of graffiti throughout and on the book Very little evidence of ruled margins, clear headings, dates Very few worksheets glued in or all worksheets are missing Evidence the book is used for more than one subject Many pages ripped or missing	4 - 0

Teacher Signature:

Date:

Bookmark: /10



# What is Assessment?

Assessment means all the things that teachers use to measure student success as a learner.

There are two types of assessment:

## **Assessment FOR Learning** (*informal assessment*):

This is designed to enhance teaching and improve student learning. It gives students opportunities to improve and develop their knowledge, understanding and skills. Teachers assess student achievement informally as they complete their work using a whole range of strategies including self-assessment and peer-assessment.

## **Assessment OF Learning** (*formal assessment*):

This assists teachers to assess student achievement against outcomes and standards. This usually occurs at the conclusion of a unit of work, a term, a semester, a school year or a stage. The information gained from all assessment is used in reporting student achievement against each of the syllabus outcomes and to determine grades for reports.

## **Examples of assessment activities (for both formal and informal tasks)**

- Topic test
- Project
- Presentation
- Research assignment
- Portfolio
- Rich task
- Practical task
- Formal Examination
- Essay
- Model
- Observation of student learning
- Classroom activities and participation
- Homework assignments
- Mini test / Quiz
- Group and pair work
- Peer assessment
- Experiment
- Bookwork – will be included in the Semester 1& 2 reports in the Commitment to Learning section
- Speech
- Performance



# Assessment Policy and Procedures for Year 9

## a) Assessment Task Notifications:

Assessment task notifications will be issued to students **AT LEAST 2 SCHOOL WEEKS** before an Assessment Task is due (other than formal examinations).

The assessment task notification will outline:

- the syllabus outcomes the task is measuring
- how much the task is worth as a percentage (weighting %)
- instructions on how to complete the task
- marking criteria

Students **must** sign the teacher's *Assessment Task Form: Student Register* as proof they received the assessment notification.

## b) Weighting of Tasks:

Each task is worth a percentage towards student's total grade. This is called 'Weighting'. Teachers will use the assessment marks achieved throughout the course to determine each student's final overall grade.

## c) Dates and Timing of Assessment Tasks:

Assessments may not always occur on the dates printed on the assessment schedule. If an assessment date is changed, the teacher will notify students in writing via the notification. Sometimes, more than one task will be due on a given day. This cannot always be avoided and will not be grounds for appeal as long as two weeks' notice is given for each task. Start tasks early to ensure completion by the due date.

## d) Assessment Task Progress Checks:

Assessment Task Progress Check dates will be given to students, where relevant. These are dates to check on student progress in completing the task. Students need to note the progress check dates and show the progress to their teacher by these dates.

## e) Applying for an Extension:

If something serious or unexpected happens while a student is working on an assessment task, preventing a student from completing the task by the due date, then the student should see the Head Teacher to ask for an *Assessment Task Form: Extension Request* as soon as possible. Students must provide the reasons for the extension, get the form signed by a parent/guardian and then return it to the Head Teacher.

Computer issues and technical problems are **NOT** valid grounds for an extension. Students are expected to follow responsible practices when using technologies, including ensuring that computer equipment is reliable and that an electronic version of the task is saved safely

Extensions will only be considered **before** the due date. Students should not ask for an extension on the day a task is due. Extensions will not be provided if this process isn't followed

## **f) Submission of Assessment Tasks**

Tasks completed at home must be submitted directly to the teacher.

Every assessment task submitted must have the official *Assessment Task Form: Cover Sheet* attached to the front.

When student submits a task, the teacher may have an *Assessment Task Form: Student Register* for each student to sign as proof their task was submitted. Teachers keep this and file it in a faculty central location at the conclusion of the task.

It is best practice to for students to keep either a photocopy or an electronic copy of the task.

It is also best practice for students to keep all notes and drafts until after they receive their marked assessment task back, as staff may ask to see these in the event of possible plagiarism.

All assessment tasks need to be submitted in the format required by the teacher. The task sheet will inform students as to how each task is to be submitted.

An electronic assessment task is ONLY considered submitted if:

1. The assessment task is readily identifiable.
2. It is readable and free of any sort of corruption or virus
3. It is written in applications to which school staff have ready access, and in a format which school computers can read (eg. Word, Excel, Publisher, PowerPoint and Adobe pdf)

## **g) Late Submission or Failure to Submit or Make a Serious Attempt at an Assessment Task**

Assessment tasks not handed in by the due date (without extension or acceptable explanation), will have marks deducted as follows.

- 20% of the total mark (what the task is marked out of) for each day the task is late.

A 'day' means any day of the week, including Saturdays and Sundays. A assessment task due on Friday but handed in on the following Monday would be three (3) days late, attracting a 60% penalty

If a student fails to complete or submit an assessment task by the due date, or fails to make a serious attempt, the classroom teacher will inform the student's parents/guardians, by phone of the penalty involved. The student may be asked to attend the Homework Centre on Tuesday, Wednesday and Thursday afternoons to complete the task. All tasks must be completed in order for a student to meet course outcomes in that course, even the task is worth zero marks.

Failure to make a serious attempt at an assessment task will lead to either a reduction in marks or a zero mark and parents will be notified via letter or phone.

## h) Appeals Relating to Assessment Tasks

Appeals relating to assessments should be directed to the Head Teacher. This can be done verbally. After this discussion the Head Teacher will make a decision and notify both the teacher and the student.

If the student is unhappy with the Head Teacher's decision, an official appeal can be made to the relevant Deputy Principal. This needs to be done in writing, using the *Assessment Task Form: Appeal* (which will be issued by the Deputy Principal on request)

The Deputy Principal will liaise with the student, teacher, head teacher and parent in order to make a determination. The Deputy Principal will inform the relevant parties of the outcome and note it on Sentral.

## i) Alleged Malpractice in Assessment Tasks or Examinations

Malpractice, or cheating, is “dishonest behavior by a student that gives them an unfair advantage over others”.

**MALPRACTICE** includes:

- Plagiarism (copying someone else's work and claiming that it is your work).
- Collusion (allowing someone to copy your work).
- Using materials from books, journals, CDs or the internet without acknowledging the source.)
- Submitting work that has a large contribution from another person that is not acknowledged.
- Communicating with other students during an assessment or examination.
- Using forbidden aids (this includes bringing notes, or any electronic device into an assessment or examination, whether or not they are used).

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher. The matter will be investigated and a zero mark will be awarded.

### **School Strategies to avoid Malpractice:**

- Teachers instruct you on good and ethical practices of research.
- Teachers provide you examples on how to effectively reference books and websites.
- Signage in appropriate areas, including the Library, explaining aspects of good practice.

## Consistency of Marking

Head Teachers have the responsibility to ensure that appropriate marking procedures are followed to ensure consistency of marking across different classes within the same course. While these procedures vary from faculty to faculty, depending on the nature of the student work being assessed and other factors, the common purpose is to ensure that there is consistency of marking.

### j) Grades

For **Progress and Final Reports**, Head Teachers and Classroom Teachers issue a grade to reflect the student's academic achievement in each course.

Teachers use Course Performance Descriptors in each course to determine the grade range that best describes a student's achievement.

The RoSA Grades allocated are as follows:

Grade Indicative Marks	Common Grade Scale
<b>A</b> 100-85	The student has an <b>extensive</b> knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b> 84-70	The student has a <b>thorough</b> knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b> 69-50	The student has a <b>sound</b> knowledge and understanding of the main areas of content and have achieved an adequate level of competence in the processes and skills.
<b>D</b> 49-21	The student has a <b>basic</b> knowledge and understanding of the content and have achieved a limited level of competence in the processes and skills.
<b>E</b> 20-0	The student has an <b>elementary</b> knowledge and understanding in few areas of the content and have achieved very limited competence in some of the processes and skills.

### k) Formal School Reports

The school formally reports on student progress twice each year: Semester 1 Report (issued at the end of Term 2) and a Semester 2 Report (issued at the end of the year).

These reports will provide information about student progress within each course.

Grades A to E will be issued to accurately reflect student achievement in each subject

# Disability Provisions

Students may be granted disability provisions if they have:

- visual or auditory difficulties
- learning difficulties
- fine motor skills difficulties
- illnesses such as diabetes
- ongoing injuries that will impact on student ability to complete assessment tasks
- psychological difficulties
- a PLASP (Personalised Learning and Support Plan)

Student parents/guardians must provide documentation and inform the school of student's disability.

Where a student has an illness or personal circumstance which may affect school assessments or examinations, students may ask for appropriate special provisions. When teachers think a student may need additional support for in-class assessments or formal examinations, a referral via *Sentral – Wellbeing – New Incident – Referral for Support* may be made to the Head Teacher Welfare.

The Head Teacher Welfare will coordinate any special provisions, including the provision of appropriate support via the Learning and Support Team. These may include:

- large print examinations
- provision of a writer or reader
- separate supervision
- modification of the task
- permission to use a computer for writing (in exceptional circumstances)

To ensure that we support students as best we can, the following procedures should be followed:

1. Students are to notify their teacher as soon as they receive their assessment notification if they have an issue that requires special provisions. It will be the responsibility of the teacher to liaise with the Head Teacher to provide students with adequate support and provisions. The Head Teacher may liaise with Head Teacher Welfare for further guidance and support. The LaST team may assist with the provision of special provisions

2. If a computer is needed to provide disability provisions, the school will provide the computer with the appropriate material/software and students will be closely supervised. Students may not use functions such as spelling or grammar checking, or other functions which may give students an advantage over candidates sitting a pen and paper examination. Students may not format their work beyond simple paragraphing. A computer calculator is not an approved calculator for Examinations. Simple drawing programs are permitted where students are required to draw diagrams etc. for an assessment task.



# Assessment Task Form: Cover Sheet

Name:	Class:
Teacher:	Topic:
Assessment Task Title:	
Date Due:	Date Submitted:

My signature below is my commitment that:

- this assessment task is all my own work and is a result of my personal study, research and knowledge
- I have not copied (plagiarised), in part, or in whole, the work of other students, authors or internet sources
- I have acknowledged all the material and sources used in the preparation of this assessment task
- It is my responsibility to keep a copy of my assessment task to keep the receipt below
- I understand that zero marks will be awarded in the sections identified as not complying with these guidelines

Student Signature:
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## ASSESSMENT TASK FEEDBACK

*(to be filled in by teacher before returning to student)*

Teacher Signature:	Assessment Mark/Grade:



# Assessment Task Form: Extension Request

This form is to be completed and signed by a parent/guardian  
An extension can only be granted if a student has a satisfactory reason.  
Application must be made to the subject Head Teacher before the task due date.

<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Date Due:</b>
<b>Assessment Task Title:</b>	
<b>Class Teacher:</b>	
<b>Reason for extension request:</b>	
<b>Student Signature:</b>	<b>Date:</b>
<b>Parent Signature:</b>	<b>Date:</b>
<b>Head Teacher Decision – Extension Granted?</b>	<b>New Due Date:</b> (if approved)
<b>Head Teacher signature:</b>	<b>Date:</b>

*The Head Teacher will give this slip back to the student with the decision recorded on it*

<b>EXTENSION REQUEST – DECISION</b> <i>(to be filled in by Head Teacher before returning to student)</i>	
<b>Student Name:</b>	<b>Year:</b>
<b>Extension granted: YES NO</b>	<b>New Due Date:</b>



# Assessment Task Form: Illness/Misadventure

This form is to be completed and signed by a parent/guardian  
An extension can only be granted if a student has a satisfactory reason.  
Application must be made to the subject Head Teacher before the task due date.

<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Date Due:</b>
<b>Assessment Task Title:</b>	
<b>Class Teacher:</b>	
<b>Reason for illness/Misadventure:</b>	
<b>Medical Certificate attached?</b> YES NO	<b>Other documentation attached?</b> YES NO
<b>Parent statement attached?</b> ? YES NO	<b>Teacher statement attached?</b> YES NO
<b>Student Signature:</b>	<b>Date:</b>
<b>Parent Signature:</b>	<b>Date:</b>
<b>Class Teacher Signature:</b>	<b>Date:</b>
<b>Head Teacher Decision:</b>	
<b>Head Teacher signature:</b>	<b>Date:</b>

*The Head Teacher will give this slip back to the student with the decision recorded on it*

<b>ILLNESS/MISADVENTURE - DECISION</b> <i>(to be filled in by Head Teacher before returning to student)</i>	
<b>Student Name:</b>	<b>Year:</b>
<b>Head Teacher Decision:</b>	
<b>Head Teacher Signature:</b>	<b>Date:</b>





# Assessment Task Form: Appeal

Appeals relating to assessments should be directed to the Head Teacher. This can be done verbally and there is no need for an *Assessment Task Form: Appeal* to be submitted. After this discussion the Head Teacher will make a decision and notify both the teacher and the student.

If the student is unhappy with the Head Teacher's decision, an official appeal can be made to the relevant Deputy Principal. This needs to be done in writing, using the *Assessment Task Form: Appeal* (which will be issued by the Deputy Principal on request)

The Deputy Principal will liaise with the student, teacher, head teacher and parent in order to make a determination. The Deputy Principal will inform the relevant parties of the outcome and note it on Sentral.

*Submit this form to the relevant Deputy Principal, with a copy of the assessment task attached*

<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Date Due:</b>
<b>Assessment Task Title:</b>	
<b>Class Teacher:</b>	
<b>Reason for Assessment Task Appeal:</b>	
<b>Student Signature:</b>	<b>Date:</b>
<b>Parent Signature:</b>	<b>Date:</b>

*The Deputy Principal will give this slip back to the student with the decision recorded on it  
The Deputy Principal will also inform the Head Teacher and note the decision on Sentral*

<b>APPEAL – DECISION</b> <i>(Student should keep this safe as evidence of outcome of the appeal)</i>	
<b>Student Name:</b>	<b>Year:</b>
<b>Deputy Principal Decision:</b>	
<b>Deputy Principal Signature:</b>	<b>Date:</b>



# Assessment Task Form: Student Register

Subject:		Assessment Name:		Assessment No:	
Due Date:				Weighting (%):	
Teacher:					

*I hereby acknowledge receiving / submitting the assessment task described above.*

Class	PRINT NAME	Assessment Task Received		Assessment Task Submitted	
		Signature	Date	Signature	Date
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
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29					
30					

*When the Assessment Task has been marked and returned - this sheet is to be given to your HT for central filing*





# Assessment Schedules

For

Year 9 Courses

**2021**

These are issued to students by their course teachers. Students sign to acknowledge receipt of the assessment Schedules.

Due dates on Assessment Schedules are an approximation and are subject to change. Students will be given at least two weeks' notice before each assessment task to confirm the date.

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## ***STUDENT INSTRUCTIONS***

- \* Ensure you have collected all Assessment Schedules for your courses from your class teachers.
- \* **Assessment Calendar:** Check the assessment calendar on next pages and highlight the assessment tasks.
- \* **Keep Assessment Handbook** for future reference.
- \* **Remember:** All efforts should be made to attend all assessment tasks. Absence from an assessment task will require a doctor's certificate.



# Assessment Task Calendar

## Term 1 - 2021

Week	Dates	Course	Task
1A	28/01/2021 – 29/01/2021		
2B	01/02/2021 – 05/02/2021		
3A	08/02/2021 – 12/02/2021		
4B	15/02/2021 – 19/02/2021	Science	First—Hand Scientific Investigation
5A	22/03/2020 – 26/02/2021	History	Industrial Revolution – Research Task
6B	01/03/2021 – 05/03/2021	Child Studies	Reproduction & Conception
		Geography	Sustainable Biomes Research Task
		iStem	Inquiry Based Learning Task
7A	08/03/2021 – 12/03/2021	Personal Development, Health & Physical Education	Case Study
		Commerce	Consumer & Financial Decision Research Task
		History Elective	Thematic Study: Ancient Greece Report/PPT
		Music	Performance
8B	15/03/2021 – 19/03/2021	English	Representing Intercultural Experience (Graphic Novel) Language Mode Writing 10/45 Viewing & Representing 10/20
		Food Technology	Food in Australia
		Graphics Technology	Instrument Drawing
		Industrial Technology Timber	Carry Tray
		Photography & Digital Media	Digital 'Photobot' and Camera Operation Quiz
		Physical Activity & Sports Studies	Assessment Unit 1 Leisure, Lifestyle & Recreation
9A	22/03/2021 – 26/03/2021	English	Representing Intercultural Experience (Graphic Novel) Language Mode Writing 10/45 Viewing & Representing 10/20
		LOTE (Spanish)	Showing You and Around & Shopping Video Tutorial/Answering Questions
		Visual Arts	Art Making Task 1
10B	29/03/2021 – 01/04/2021	English	Representing Intercultural Experience (Graphic Novel) Language Mode Writing 10/45 Viewing & Representing 10/20
		Industrial Technology Engineering	Engineered – Structures Bridges
		Information Software Technology	Authoring Multimedia
		Mathematics	Class Test



# Assessment Task Calendar

## Term 2 – 2021

Week	Dates	Course	Task
1A	19/04/2021 -23/04/2021		
2B	26/04/2021 – 30/04/2021	Mathematics	Pre Seen Question Task
		Visual Arts	Critical Task
3A	03/05/2021 – 07/05/2021	History Elective	Ancient Medieval and Early Modern Societies Viking Source Analysis Task
4B	10/05/2021 – 14/05/2021	Child Studies	Preparing for Parenthood Module 1 & 2
		Commerce	Economic & Business Environment Topic Test
		iStem	Practical Examination
		Music	Composition
		Personal Development, Health & Physical Education	Know where to go and be ready
		Photography & Digital Media	Miniature Worlds
		Science	NAPLAN Style Assessment
		LOTE (Spanish)	Life In Australia Conversation
5A	17/05/2021 – 21/05/2021	Geography	Sustainable Biomes Topic Test
		History	Making a Nation – Topic Test
6B	24/05/2021 – 28/05/2021	Food Technology	Food Trends
7A	31/05/2021 – 04/06/2021		
8B	07/062021 – 11/06/2021	Graphics Technology	Computer Aided Design
		Physical Activity & Sports Studies	Assessment Unit 2 Promoting Active Lifestyles
9A	15/06/2021 – 18/06/2021	English	The Individual in Society (prose novel) Language Mode: Writing 20/45
		Industrial Technology Timber	Stinger Stool
		Information Software Technology	Internet & Website Development
10B	21/06/2021 – 25/06/2021	Industrial Technology Engineering	Engineered – Structures Towers



# Assessment Task Calendar

## Term 3 - 2021

Week	Dates	Course	Task
1A	12/07/2021 - 16/07/2021		
2B	19/07/2021 - 23/07/2021		
3A	26/07/2021 - 30/07/2021		
4B	02/08/2021 - 06/08/2021	Mathematics	Assignment
		Visual Arts	Art Making Task 2
5A	09/08/2021 - 13/08/2021		
6B	16/08/2021 - 20/08/2021	Child Studies	Research Task Module 3
		Geography	Changing Places Geographical Report
		History	World War One – Source Analysis
7A	23/08/2021 - 27/08/2021	Food Technology	Food for Special Occasions
		History Elective	Thematic Study: Slavery Topic Test
8B	30/08/2021 - 03/09/2021	Graphics Technology	Australian Architecture
		Music	Performance & Composition
		Physical Activity & Sports Studies	Practical Assessment Unit 3 The Olympic Games
		Science	Practical Examination
9A	06/09/2021 - 10/09/2021	Commerce	Travel Quote
		English	Identity in Performance (dramatic monologue) Language Mode: Listening 5/10 Speaking 10/10 Reading 15/15
		Information Software Technology	Database Design
		iStem	STEM Design Task
		Photography & Digital Media	Self Portrait/Identity Project
		LOTE (Spanish)	Lets Meet at School Video Script/Survey
10B	13/09/2021 - 17/09/2021	Industrial Technology Engineering	Engineering Mechanics 1
		Industrial Technology Timber	Wood Turning
		Information Software Technology	Database Design



# Assessment Task Calendar

## Term 4– 2021

Week	Dates	Course	Task
1A	05/10/2021 -08/10/2021		
2B	11/10/2021 – 15/10/2021		
3A	18/10/2021 -22/10/2021	Personal Development, Health & Physical Education	Yearly Examination
4B	25/10/2021 – 29/10/2021	Commerce	Running a Business Topic Test
		English	Yearly Examination Cinematic Experiences(film study) Language Mode: Writing 15/45 Viewing & Representing 10/20
		Geography	Changing Places Topic Test
		History	World War Two Empathy Task
		History Elective	Constructing History Film as History In-class essay
		Mathematics	Yearly Examination
		Photography & Digital Media	Yearly Examination
		Science	Ecosystem Investigation
		LOTE (Spanish)	Our Itinerary Text Messages/Exchanges
		Visual Arts	Yearly Examination
5A	01/11/2021 – 05/11/2021	Child Studies	Yearly Examination Module 3 & 4
		Food Technology	Food Selection & Health
		Music	Listening Examination
		Physical Activity & Sports Studies	Yearly Examination Unit 3 & 4 The Olympic Games & Body In Motion
6B	8/11/2021 – 12/11/2021	Industrial Technology Timber	Pen Box
		iStem	Yearly Examination
7A	15/11/2021 – 19/11/2021		
8B	22/11/2021 – 26/11/2021	Graphics Technology	Graphic Design & Communication
9A	29/11/2021 – 3/12/2021	Information Software Technology	Introduction to Software Development and Programming
10B	6/12/2021 – 10/12/2021	Industrial Technology Engineering	Engineering Mechanics 2
11A	13/12/2021 -15/12/2021		

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>Task:</b>	Reproduction and Conception	Preparing for Parenthood Module 1 and 2	Research Task: Module 3	Yearly Examination: Module 3 and 4
<b>Outcomes:</b>	1.2, 2.1, 3.2, 3.3, 4.2	1.2, 2.2, 3.2, 4.2, 4.3	1.3, 2.1, 2.2, 3.3	1.3, 2.2, 3.1, 3.2, 3.3, 4.1
<b>Timing:</b>	Term 1 Week 6	Term 2 Week 4	Term 3 Week 6	Term 4 Week 5
<b>SYLLABUS COMPONENTS:</b>				
Objectives 1 knowledge and understanding of child development from preconception through to and including the early years	25%	5%	10%	10%
Objective 2 knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children	25%	5%	5%	15%
Objective 3 knowledge and understanding of external factors that support the growth, development and wellbeing of children	25%	10%	10%	5%
Objective 4 skills in researching, communicating and evaluating issues related to child development	25%		5%	15%
	100%	20%	30%	20%
		20%	30%	20%
		30%	20%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Reproduction and Conception	20%	1.2, 2.1, 3.2, 3.3, 4.2	Module 1: Students are to identify the structures and functions of the male and female reproductive systems and evaluate methods of family planning
2	Preparing for Parenthood	30%	1.2, 2.2, 3.2, 4.2, 4.3	Students to take home and care for automated life like baby dolls.
3	Research Task	20%	1.3, 2.1, 2.2, 3.3	Module 3: Media and technology in childhood Students are to research television advertising codes relevant to children and critically analyse the effectiveness of these codes
4	Yearly Examination	30%	1.3, 2.2, 3.1, 3.2, 3.3, 4.1	Module 3: Media and technology in childhood and Module 4: Childcare services and career opportunities. The task takes the form of a written test including multiple choice, short answer and extended response questions. Part A: Media and technology in childhood (5%) Part B: Childcare services and career opportunities (15%)



Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4	
<b>Task:</b>	Consumer & Financial Decision Research Task	Economic & Business Environment Topic Test	Travel Travel Quote	Running a Business Topic Test	
<b>Outcomes:</b>	5-4, 5-7	5-1, 5-5	5-6, 5-8	5-2, 5-3, 5-9	
<b>Timing:</b>	Term 1 Week 7	Term 2 Week 4	Term 3 Week 9	Term 4 Week 4	
<b>SYLLABUS COMPONENTS:</b>					
Knowledge and understanding	30%	5%	5%	10%	10%
Skills	40%	10%	10%	10%	10%
Values and attitudes	30%	5%	5%	10%	10%
	100%	20%	20%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Consumer & Financial Decision Research Task	20%	5-4, 5-7	Research and analyses consumer choices
2	Economic & Business Environment Topic Test	20%	5-1, 5-5	Multiple choice, stimuli, short answer and extended response
3	Travel Travel Quote	30%	5-6, 5-8	Create a travel quote on a selected destination
4	Running a Business Topic Test	30%	5-2, 5-3, 5-9	Multiple choice, stimuli, short answer and extended response

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>Task:</b>	Representing Intercultural Experiences (graphic novel) Language Mode: Writing 10/45 Viewing & Representing 10/20	The Individual in Society (prose novel) Language Mode: Writing 20/45	Identity in Performance (dramatic monologue) Language Mode: Listening 5/10 Speaking 10/10 Reading 15/15	Yearly Examination Cinematic Experiences (film study) Language Mode: Writing 15/45 Viewing & Representing 10/20
<b>Outcomes:</b>	EN5-1A, EN5-2A, EN5-3B, EN5-8D	EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-7D, EN5-9E	EN5-1A, EN5-3B, EN5-4B	EN5-1A, EN5-7D, EN5-8D
<b>Timing:</b>	Term 1 Week 8-10	Term 2 Week 9	Term 3 Week 9	Term 4 Week 4
<b>SYLLABUS COMPONENTS:</b>				
Intercultural Experiences	20%	20%		
Contemporary Prose	20%	20%		
Australian Drama	30%		30%	
Film Study	30%			30%
	100%	20%	20%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Part A: Orientation (5%) Part B: Visual Narrative (15%)	20%	EN5-1A, EN5-2A, EN5-3B, EN5-8D	Orientation for visual narrative Create your own visual narrative that follows the conventions of a graphic novel. This will be based on your orientation.
2	Part A: Essay (15%) Part B: Reflection (5%)	20%	EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-7D, EN5-9E	Essay on the language form, features and structure of a novel (studied in class). Reflection on writing process.
3	Part A: Monologue (20%) Part B: Reflection (10%)	30%	EN5-1A, EN5-3B, EN5-4B	Dramatic Monologue Reflection on writing process
4	Yearly Examination	30%	EN5-1A, EN5-7D, EN5-8D	Formal assessment task in examination school calendar period

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	<b>Task:</b>	Food in Australia	Food Trends	Food for Special Occasions	Food Selection and Health
	<b>Outcomes:</b>	FT5-6, FT5-7, FT5-12, FT5-13	FT5-6, FT5-7, FT5-9, FT5-10 FT5-12	FT5-6, FT5-8, FT5-9, FT5-10	FT5-6, FT5-7 FT5-8
	<b>Timing:</b>	Term 1 Week 8	Term 2 Week 6	Term 3 Week 7	Term 4 Week 5
<b>SYLLABUS COMPONENTS:</b>					
Knowledge and Understanding	40%	10%	10%	10%	10%
Practical skill	60%	10%	10%	20%	20%
	100%	20%	20%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Food in Australia	20%	FT5-6, FT5-7, FT5-12, FT5-13	Presentation of country providing its' multicultural influence in Australia and practical cookery lessons
2	Food Trends	20%	FT5-6, FT5-7, FT5-9, FT5-10 FT5-12	Food styling research and planning for practical assessment on food photography and practical cookery lessons
3	Food For Special Occasions	30%	FT5-6, FT5-8, FT5-9, FT5-10	Children's birthday cake and party design and practical cookery lessons
4	Food Selection and Health	30%	FT5-6, FT5-7 FT5-8	Investigating fat content of popular takeaway meals and resource development for adolescents and practical cookery lessons

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4	
	<b>Task:</b>	Sustainable Biomes Research Task	Sustainable Biomes Topic Test	Changing Places Geographical Report	Changing Places Topic Test	
	<b>Outcomes:</b>	GE5-7, GE5-5	GE5-1, GE5-2	GE5-7, GE5-8	GE5-2, GE5-3	
	<b>Timing:</b>	Term 1 Week 6	Term 2 Week 5	Term 3 Week 6	Term 4 Week 4	
<b>SYLLABUS COMPONENTS:</b>	Acquiring geographical information	35%	10%	5%	10%	10%
	Processing geographical information	30%	5%	5%	5%	15%
	Communicating geographical information	35%	5%	10%	5%	15%
		100%	20%	20%	20%	40%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Sustainable Biomes Research Task	20%	5.7, 5.8	Research Task on "Sustainable Biomes"
2	Sustainable Biomes Topic Test	20%	5.1, 5.2	Geographical skills assessment / Biomes
3	Changing Places Geographical Report	20%	5.3, 5.7, 5.8	Geographical report, 1000 words on selected topic
4	Changing Places Topic Test	40%	5.2, 5.5	Multiple choice, stimulus, interpretation, short answer and essays

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>Task:</b>	Instrument Drawing	Computer-Aided Design	Australian Architecture	Graphic Design and Communication
<b>Outcomes:</b>	GT5-1 GT5-2 GT5-9	GT5-5 GT5-6 GT5-10	GT5-4 GT5-7 GT5-11 GT5-12	GT5-2 GT5-3 GT5-11
<b>Timing:</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Term 4 Week 8
<b>SYLLABUS COMPONENTS:</b>				
Skills	60%	25%	5%	5%
Knowledge and Understanding	40%	5%	5%	25%
	100%	30%	10%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Instrument Drawing	30%	GT5-1 GT5-2 GT5-9	Students develop knowledge, understanding and skills to visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences
2	Computer-Aided Design	10%	GT5-5 GT5-6 GT5-10	Students develop their knowledge, understanding and skills through in depth study and use of Computer-Aided Design by learning how to 3D model and producing engineering drawings from their models.
3	Australian Architecture	30%	GT5-4 GT5-7 GT5-11 GT5-12	Students develop their knowledge and understanding of Australian Architecture through a research task and design project focusing on a range of different architectural achievements.
4	Graphic Design and Communication	30%	GT5-2 GT5-3 GT5-11	The Graphic Design and Communication module extends students' knowledge, understanding and skills of graphics technology with a particular emphasis on the standards and presentation methods used in graphic design.

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>Task:</b>	Industrial Revolution Research Task	Making a Nation Topic Test	World War One Source Analysis	World War Two Empathy Task
<b>Outcomes:</b>	HT5-6, HT5-10	HT5-1, HT5-7	HT5-4, HT5-5	HT5-2, HT5-9
<b>Timing:</b>	Term 1 Week 5	Term 2 Week 5	Term 3 Week 6	Term 4 Week 4
<b>SYLLABUS COMPONENTS:</b>				
Comprehension: chronology, terms and concepts. Analysis and use of sources	25%		10%	10%
Perspectives & interpretations. Empathetic understanding	25%		5%	15%
Research	25%	15%		10%
Explanation and communication	25%	5%	5%	5%
	100%	20%	20%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Industrial Revolution <i>Research Task</i>	20%	HT5-6, HT5-10	Students will conduct a research task about an invention from the Industrial Revolution
2	Making a Nation <i>Topic Test</i>	20%	HT5-1, HT5-7	Students will sit an in-class Topic Test on the topic - Making a Nation
3	World War One <i>Source Analysis</i>	30%	HT5-4, HT5-5	Students will complete a Source Analysis Task relating to aspects of WW1
4	World War Two <i>Empathy Task</i>	30%	HT5-2, HT5-9	Students will complete an Empathy Task relating to Prisoners of War during WW2



# History Elective

## Year 9 Assessment Outline 2021

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>Task:</b>	Thematic Study: Ancient Greece  Report/PPT	Ancient Medieval and Early Modern Societies Vikings  Source Analysis Task	Thematic Study: Slavery  Topic Test	Constructing History Film as History  In-class essay
<b>Outcomes:</b>	E5.3, E5.6, E5.8	E5.5, E5.9	E5.2, E5.10	E5.1, E5.4, E5.7
<b>Timing:</b>	Term 1 Week 7	Term 2 Week 3	Term 3 Week 7	Term 4 Week 4
<b>SYLLABUS COMPONENTS:</b>				
Comprehension: chronology, terms and concepts  Analysis and use of sources	25%	5%	5%	15%
Perspectives and interpretations  Empathetic understanding	25%	5%	10%	10%
Research	25%	10%	15%	
Explanation and communication	25%	5%	5%	5%
	100%	20%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Ancient Greece  Report PPT	20%	E5.3, E5.6 E5.8	Research Assignment – Report on an aspect of Ancient Greek History chosen by students from a list provided
2	Ancient, Medieval and Early Modern Societies – Vikings  Source based Test	20%	E5.5, E5.9	Ancient, Medieval and Early Modern Societies: Vikings Source Based Task
3	Thematic Study: Slavery  Topic Test	30%	E5.2, E5.10	The examination will consist of multiple-choice questions, analysis of sources and Literacy activities.
4	Constructing History Film as History  In Class Essay	30%	E5.1, E5.4 E5.7	Constructing History with film – Students are given stimulus material and write an essay.

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4	
<b>Task:</b>	Engineered Structures – Bridges	Engineered structures - Towers	Engineering Mechanics 1	Engineering Mechanics 2	
<b>Outcomes:</b>	IND5-3 IND5-2 IND5-1 IND5-10	IND5-5 IND5-6 IND5-8 IND5-2	IND5-6 IND5-4 IND5-5 IND5-8	IND5-7 IND5-8 IND5-10 IND5-4	
<b>Timing:</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 10	
<b>SYLLABUS COMPONENTS:</b>					
Practical Skill	60%	10%	10%	30%	10%
Knowledge And Understanding	40%	10%	10%	10%	10%
	100%	20%	20%	40%	20%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Civil structures - Bridges	20%	IND5-3 IND5-2 IND5-1 IND5-10	Students undertake a construction of a bridge using that teaches them all about different structural design and engineering while they also learn how to safely use a range of hand tools.
2	Civil structures - Towers	20%	IND5-5 IND5-6 IND5-8 IND5-2	Students design and make their own customized Tower out of recycled materials.
3	Engineering Mechanics 1	40%	IND5-6 IND5-4 IND5-5 IND5-8	Students learn about simple machines through completing a range of practical projects in class including catapults and trebuchets.
4	Engineering Mechanics 2	20%	IND5-7 IND5-8 IND5-10 IND5-4	Students expand their knowledge on mechanics from the previous term in constructing a CO2 powered dragster.



	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	<b>Task:</b>	Carry Tray	Stinger Stool	Wood turning	Pen Box
	<b>Outcomes:</b>	IND5-1 IND5-2 IND5-3 IND5-8	IND5-4 IND5-5 IND5-6 IND5-10	IND5-1 IND5-3 IND5-7 IND5-8	IND5-2 IND5-5 IND5-9 IND5-10
	<b>Timing:</b>	Term 1 Week 8	Term 2 Week 9	Term 3 Week 10	Term 4 Week 6
<b>SYLLABUS COMPONENTS:</b>					
Practical Skill	60%	10%	30%	10%	10%
Knowledge And Understanding	40%	10%	10%	10%	10%
	100%	20%	40%	20%	20%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	CARRY TRAY	20%	IND5-1 IND5-2 IND5-3 IND5-8	Students design and make their own customized carry/serving tray with handles and laminated timber.
2	STRINGER STOOL	40%	IND5-4 IND5-5 IND5-6 IND5-10	Students undertake a joinery task that teaches them different timber joints while they also learn how to safely use a range of hand/machine tools. Students expand on their joinery skills through making multiple Mortise and Tenon joints for the legs and using biscuit joints to make the top. Students will also learn how to use a range of power tools to assist in making this project quickly and accurately.
3	WOOD TURNING	20%	IND5-1 IND5-3 IND5-7 IND5-8	Students design and make their own customized product with mixed materials and DAR timber (Wood turning- machining)
4	PEN BOX	20%	IND5-2 IND5-5 IND5-9 IND5-10	Students use the skills they have learnt throughout the year to design and make a pen/jewellery box out of mixed timber types.

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>Task:</b>	Authoring Multimedia	Internet and Website Development	Database Design	Introduction to Software Development and Programming
<b>Outcomes:</b>	5.1.1 5.1.2 5.2.1 5.2.3 5.3.1 5.5.3	5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.1, 5.5.2	5.2.1 5.2.2 5.2.3, 5.3.2, 5.5.1	5.2.1, 5.2.2, 5.2.3, 5.5.1, 5.5.2, 5.5.3
<b>Timing:</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9-10	Term 4 Week 9
<b>SYLLABUS COMPONENTS:</b>				
Knowledge and understanding	20%	5%	5%	5%
skills in designing, producing	60%	10%	10%	20%
skills in analysing, evaluating and communicating solutions	20%	5%	5%	5%
	100%	20%	20%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Authoring and Multimedia	20%	5.1.1 5.1.2 5.2.1 5.2.3 5.3.1 5.5.3	Individually complete a range of different tasks to create a video presentation using Adobe premiere software program. Students will then present to the class and receive/provide feedback.
2	Internet and Website Development	20%	5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.1, 5.5.2	Students Develop a working website using Notepad and HTML
3	Database Design	30%	5.2.1 5.2.2 5.2.3, 5.3.2, 5.5.1	Students develop a database using Microsoft Access
4	Introduction to Software Dev and Programming	30%	5.2.1, 5.2.2, 5.2.3, 5.5.1, 5.5.2, 5.5.3	Students complete a series of programming activities using Arduino

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4	
<b>Task:</b>	Inquiry Based Learning Task	Practical Examination	STEM Design Task	Yearly Examination	
<b>Outcomes:</b>	5.1.1- 5.6.2	5.1.1- 5.6.2	5.1.1- 5.6.2	5.1.1- 5.6.2	
<b>Timing:</b>	Term 1 Week 6	Term 2 Week 4	Term 3 Week 9	Term 4 Week 6	
<b>SYLLABUS COMPONENTS:</b>  Develop inquiry and project based learning skills appropriate to STEM practice. Develop skills in: - solving STEM based problems and meeting STEM challenges using mechanical, graphical and scientific methods - communicating and critically evaluating - problem solving skills in a range of STEM contexts.	60%	10%	20%	10%	
	Develop knowledge and understanding of scientific and mechanical concepts through investigations of technology and engineering. Develop knowledge and understanding of STEM principles and processes	40%	10%	10%	20%
	100%	20%	20%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Inquiry Based Learning Task	20%	5.1.1- 5.6.2	An Inquiry based learning task assessing STEM skills and knowledge and understanding of STEM principles and processes
2	Practical Examination	20%	5.1.1- 5.6.2	An assessment of STEM practical skills
3	STEM Design Task	30%	5.1.1- 5.6.2	A major project applying STEM techniques and technologies to find a solution to a contemporary STEM based problem
4	Yearly Examination (PAT)	30%	5.1.1- 5.6.2	An online examination assessing knowledge and understanding of scientific and mechanical concepts and STEM principles, processes and skills

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>Task:</b>	Class Test	PRE SEEN Questions task	Assignment	Yearly Examination
<b>Outcomes:</b>	MA5.1-1WM, 2WM, 3WM, 9MG, 4NA MA5.2-1WM, 2WM, 3WM, 4NA, 8NA	MA5.1-1WM, 2WM, 3WM, 6NA, 10MG MA5.2-1WM, 2WM, 3WM, 9NA, 13MG MA5.3-1WM, 2WM, 3WM, 8NA	MA5.1-1WM, 2WM, 3WM, 8MG MA5.2-1WM, 2WM, 3WM, 12MG MA5.3-1WM, 2WM, 3WM, 14MG	MA5.1-1WM, 2WM, 3WM, 5NA, 9MG, 11MG MA5.2-1WM, 2WM, 3WM, 6NA, 7NA, 8NA, 14MG MA5.3-1WM, 2WM, 3WM, 5NA, 6NA, 7NA, 16MG
<b>Timing:</b>	Term 1 Week 10	Term 2 Week 2	Term 3 Week 4	Term 4 Week 4
<b>SYLLABUS COMPONENTS:</b>				
Understanding, fluency and communication	50%	10%	10%	15%
Problem-solving and reasoning	50%	10%	10%	15%
<b>100%</b>	20%	20%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Rich Learning Assignment	20%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-17MG, MA4-18MG	A rich learning task based on current topics. Students will have the opportunity to take home the task as well as complete some of the task in class with teacher support.
2	Completed Modules	20%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-6NA, MA4-7NA, MA4-13MG, MA4-14MG, MA4-16MG	The semester's work in Mathspathway modules will be analysed and students will be awarded a mark based on growth and accuracy.
3	Assignment	30%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-19SP, MA4-20SP	A rich learning task based on current topics. Students will have the opportunity to take home the task as well as complete some of the task in class with teacher support.
4	Completed Modules	30%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-9NA, MA4-11NA, MA4-17MG, MA4-18MG, MA4-19SP, MA4-20SP, MA4-21SP	The semester's work in Mathspathway modules will be analysed and students will be awarded a mark based on growth and accuracy.

		Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
		<b>Task:</b>	Performance	Composition	Performance and Composition	Listening Examination
		<b>Outcomes:</b>	5.1, 5.2, 5.3	5.4, 5.5, 5.6	5.1, 5.2, 5.5	5.7, 5.8, 5.9, 5.10
		<b>Timing:</b>	Term 1 Week 7	Term 2 Week 4	Term 3 Week 8	Term 4 Week 5
<b>SYLLABUS COMPONENTS:</b>	Performing	40%	20%		20%	
	Composing	30%		20%	10%	
	Listening	30%				30%
		100%	20%	20%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Performance	20%	5.1, 5.2, 5.3	Students perform an Australian piece as a soloist or as part of an ensemble on an instrument of their choosing.
2	Jingle Composition	20%	5.4, 5.5, 5.6	Students to compose music for a TV advertisement using a variety of compositional methods and software.
3	Music of Another Culture Performance and Composition	30%	5.1, 5.2, 5.5	Students will compose and perform in a style of music reflective of a non-western culture and present these in class.
4	Aural Examination and Performance	30%	5.7, 5.8, 5.9, 5.10	Students to perform for the class a song of their choosing. Students will additionally analyse these performances with a focus on the concepts of music.



# Personal Development, Health and Physical Education

## Year 9 Assessment Outline 2021

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	<b>Task:</b>	Case Study	Know where to go and be ready	PE Observations Peer & Teacher	Yearly examination
	<b>Outcomes:</b>	PD5-3, PD5-9(LO), PD5-1	PD5-7, PD5-6, PD5-9, PD5-10	PD5-4, PD5-5, PD5-11	PD5-2, PD5.8(LO), PD5-8, PD5-9
	<b>Timing:</b>	Term 1 Week 6	Term 2 Week 4	On-Going	Term 4 Week 3
<b>SYLLABUS COMPONENTS:</b>					
SELF MANAGEMENT SKILLS (Strengthening personal identity, Self-Awareness, Emotion and stress management, decision making and problem solving, help seeking)	30%	10%	10%	5%	5%
INTERPERSONAL SKILLS (Communication, collaboration, inclusion and relationship building, empathy building, leadership and advocacy, social awareness)	30%	10%	10%	5%	5%
MOVEMENT SKILLS Fundamental and specialised movement skills and concepts, tactical and creative movement, health and fitness enhancing movement)	40%			30%	10%
	<b>100%</b>	20%	20%	40%	20%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Case Study	20%	PD5-3, PD5-9(LO), PD5-1	<b>Unit 1: Know where to go.</b> Part A: PD5-3 Part B: PD5-9 (Literacy outcome)
2	Know where to go and be ready	20%	PD5-7, PD5-6, PD5-9, PD5-10	<b>Unit 1 and 2: Know Where to go and Be Ready</b> The task takes the form of a written test following the topics below; Part A: KWTG PD5-7 Part B: BR PD5-6 Part C: BR PD5-9
3	PE Observations	40%	PD5-4, PD5-5, PD5-11	Student technique and motor skills are both teacher and peer assessed throughout the units of <b>Net/Barrier Games, Athletics, Dance and Strike and Field Games. Students will both provide and receive formal feedback and reflect upon the skills of themselves and others. PD5-4, PD5-5 &amp; PD5-11</b>
4	Yearly Examination	20%	PD5-2, PD5.8(LO), PD5-8, PD5-9	<b>Unit 3 and 4: Eat Well, Live Well and Exercise your mood.</b> The task takes the form of a written test following the topics as below; Part A: EWLW PD5-2 Part B: EWLW PD5-8 (plus literacy outcome) Part C: EYM PD5-8

		Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
		<b>Task:</b>	Digital 'Photobet' and Camera Operation Quiz	Miniature Worlds	Self Portrait/Identity Project	Yearly Examination
		<b>Outcomes:</b>	5.1, 5.4, 5.6, 5.9	5.2, 5.3, 5.6	5.2, 5.5, 5.6	5.7, 5.8, 5.10
		<b>Timing:</b>	Term 1 Week 8	Term 2 Week 4	Term 3 Week 9	Term 4 Week 4
SYLLABUS COMPONENTS:	Making of Photographic and Digital works	60%	10%	20%	30%	
	Critical and Historical Interpretations	40%	10%			30%
		100%	20%	20%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Digital 'Photobet' and Camera Operation	20%	5.1, 5.4, 5.6, 5.9	Students will learn camera operation and use this to create their own organically found alphabet using a DSLR Camera. Students will undertake a quiz on camera techniques and operation.
2	Miniature Worlds	20%	5.2, 5.3, 5.6	Students will use H-0 scale miniatures to stage dioramas of their own creation reflecting both the subjective and cultural frames.
3	Self-Portrait/Identity Project	30%	5.2, 5.5, 5.6	Students to undertake a mixed-media self-portrait/Identity project integrating a range of mediums, including DSLR photographs.
4	Yearly Examination	30%	5.7, 5.8, 5.10	Critical analysis of contemporary photographic and digital imagery



# Physical Activity and Sports Studies

## Year 9 Assessment Outline 2021

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>Task:</b>	<b>Assessment</b> Unit 1: Leisure, Lifestyle & Recreation	<b>Assessment</b> Unit 2: Promoting Active Lifestyles	<b>Practical Assessment</b> Unit 3: The Olympic Games	<b>Yearly Examination</b> Unit 3 & 4 The Olympic Games & Body In Motion
<b>Outcomes:</b>	PASS5-3, PASS5-4, PASS5-10 PASSLS-3, PASSLS-4, PASSLS-10	PASS5-5, PASS5-6, PASS5-1 PASSLS-5, PASS5-6, PASSLS-10	PASS5-5, PASS5-7, PASS5-8, PASS5-9, PASS5-10 PASSLS-5, PASSLS-7, PASSLS-8, PASSLS-9, PASSLS-10	PASS5-1, PASS5-3, PASS5-4, PASS5-6, PASS5-1 PASSLS-1, PASS5-3, PASSLS-4, PASSLS-6, PASSLS-10
<b>Timing:</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Term 4 Week 5
<b>SYLLABUS COMPONENTS:</b>				
Foundations of Physical Activity			5%	20%
Enhancing Participation and Performance		20%	10%	20%
Physical Activity and Sport in Society	20%		5%	
	100%	20%	20%	40%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Assessment	20%	PASS5-3, PASS5-4, PASS5-10 PASSLS-3, PASSLS-4, PASSLS-10	<b>Unit 1: Leisure, Lifestyle &amp; Recreation</b> Part A: Diary entries Part B: Analysing barriers for two named groups
2	Assessment	20%	PASS5-5, PASS5-6, PASS5-10 PASSLS-5, PASS5-6, PASSLS-10	<b>Unit 2: Promoting Active Lifestyles</b> Part A: Research the role of media Part B: Presentation
3	Assessment	20%	PASS5-5, PASS5-7, PASS5-8, PASS5-9, PASSLS-5, PASSLS-7, PASSLS-8, PASSLS-9,	<b>Unit 3: The Olympic Games</b> Part A: Research task Part B: Participation in Olympic sports
4	Yearly Examination	40%	PASS5-1, PASS5-3, PASS5-4, PASS5-6, PASSLS-1, PASS5-3, PASSLS-4, PASSLS-6,	<b>Unit 3 &amp; 4: The Olympic Games &amp; Body in Motion</b> Part A: Unit 3: The Olympic Games Part B: Unit 4: Body in Motion Part C: Unit 4: Body in Motion



Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>Task:</b>	First-hand scientific Investigation	NAPLAN Style Assessment	Practical Examination	Ecosystem Investigation
<b>Outcomes:</b>	SC5-4WS WS5.1	ES1 PW1 Literacy	CW1 WS7.2	LW2 WS5-6WS Literacy
<b>Timing:</b>	Term 1 Week 4	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4
<b>SYLLABUS COMPONENTS:</b>				
Develop knowledge, understanding of and skills in applying the processes of Working Scientifically	60%	20%	5%	30%
Develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.	40%		15%	25%
	<b>100%</b>	20%	20%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	First-hand research Investigation	20%	SC5-4WS WS5.1	A first-hand scientific investigation assessing working scientifically skills.
2	NAPLAN Style Assessment	20%	ES1 PW1 Literacy	A written examination assessing scientific literacy and knowledge and understanding outcomes.
3	Practical Examination	30%	CW1 WS7.2	An assessment of working scientifically skills.
4	Ecosystem Investigation	30%	LW2 WS5-6WS Literacy	Scientific investigation assessing knowledge and understanding outcomes, scientific literacy and working scientifically skills.

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	<b>Task:</b>	'Showing you around and shopping' PART A: Video tutorial PART B: Answering Questions	'Life in Australia' Conversation	'Let's meet at school' PART A: Video script PART B: Survey	'Our Itinerary' Text messages exchanges
	<b>Outcomes:</b>	LSP5-2C LSP5-4C LSP5-5U LSP5-6U LSP5-7U LPS5-8U	LSP5-1C LSP5-4C LSP5-5U LSP5-6U	LSP5-2C LSP5-3C LSP5-4C LSP5-5U LSP5.6U	LSP5-1C LSP5-4C LSP5.6U
	<b>Timing:</b>	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	Term 4 Week 4
<b>SYLLABUS COMPONENTS:</b>					
Communicating	50%	10%	10%	20%	10%
Understanding	50%	15%	5%	20%	10%
	100%	25%	15%	40%	20%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	'Showing you around and shopping'	25%	LSP5-2C LSP5-4C LSP5-5U LSP5-7U LPS5-8U	PART A: Students video a tutorial advising Spanish speaking to visitors to Fairfield about interesting places and activities they can do how to get there and offering suggestions on shopping, in Spanish. PART B: Answering Questions You will read THREE conversations about peoples' shopping preferences in Spanish. You will then answer a variety of questions
2	'Life in Australia'	15%	LSP5-1C LSP5-4C LSP5-5U LSP5-6U	Students will take the role of an exchange student in a Spanish speaking country and will engage in a conversation in Spanish with a partner, in which they will discuss and compare their daily routine.
3	'My timetable'	40%	LSP4-3C LSP4-4C LSP4-5U LSP4-6U LSP5-2C LSP5-3C	-PART A: Students write a video script presenting information about their school timetable to teachers from a Spanish speaking sister school coming to visit Fairfield High School. -PART B: You need to complete a survey on where young people like to go when they spend time together
4	'Our Itinerary'	20%	LSP5-1C LSP5-4C LSP5-6U LSP5-1C LSP5-4C LSP5-5U LSP5-9U	Students write a series on messages in Spanish, planning a trip to a Spanish speaking country of their choice in Latin America.

# Visual Arts

## Year 9 Assessment Outline 2021

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>Task:</b>	Art making Task 1	Critical Task	Art Making Task 2	Yearly Examination
<b>Outcomes:</b>	5.1, 5.2, 5.3	5.7, 5.8, 5.9	5.4, 5.5, 5.6	5.9, 5.10
<b>Timing:</b>	Term 1 Week 8	Term 2 Week 2	Term 3 Week 4	Term 4 Week 4
<b>SYLLABUS COMPONENTS:</b>				
Knowledge, Understanding and Skills – Art Making	60%	20%	40%	
Critically and Historically Interpret Art	40%		20%	20%
	100%	20%	20%	40%
		20%	40%	20%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Art making Task 1	20%	5.1, 5.2, 5.3	Students will explore a range of wet and dry media in the creation of artworks – 20 Drawings Project.
2	Critical and Historical Task	20%	5.7, 5.8, 5.9	Critical Analysis of a Modern and Contemporary Cubist Artist.
3	Art Making Task 2	40%	5.4, 5.5, 5.6	Exploring a range of 2D and 3D art materials in the creations of cubist artworks.
4	Yearly Examination	20%	5.9, 5.10	Yearly Examination.



# Assessment Policy Handbook

## Student Acknowledgement

I have received a copy of the Fairfield High School's Student Assessment Policy Handbook, and understand that:

- All assessment tasks must be completed by the due date
- Assessment Tasks AND all classwork and homework to assess student academic progress
- Attendance in all classes is expected to be over 85% in order to meet all course outcomes satisfactorily
- All work that is submitted is original and not copied or plagiarised from other sources
- Failure to submit a task on time will result in a letter home
- All tasks MUST be submitted, even if it is after the due date
- A student signature is required when a task is issued by the teacher
- A student signature is required when a task is submitted to the teacher
- Assessment tasks need to be uploaded to Turn It In website, when directed by teacher
- If an assessment task is late or missed due to illness, the task must be submitted on the first day back at school after the illness, with a doctor's certificate attached
- There is a Misadventure Form that needs to be filled in if asking for special consideration when a task is late
- For students in Years 7 – 9, a Level Green letter will go home advising parents of a missed assessment task
- For students in Years 10 – 12, a N Award warning letter will go home advising parents of a missed assessment task
- Students may be required to attend to the Homework Centre (Tues, Wed or Thurs) or lunch detentions until an outstanding task is submitted
- Computer and/or printer problems is not a satisfactory reason for failing to submit an assessment task, so ensure tasks are backed up and saved in appropriate locations
- If there are any problems or issues in relation to completing assessment tasks, liaise with teacher or head teacher as soon as possible

*Tear off this slip and return to Year Adviser (who will give this to the Head Teacher Secondary Studies for filing)*

**I understand and accept the conditions and guidelines set out in this Assessment Policy Handbook**

<b>Student Name:</b>			
<b>Year Group:</b>		<b>Date Booklet Received:</b>	
<b>Student signature:</b>			