



**HOMEBUSH BOYS
HIGH SCHOOL**

**YEAR 9
ASSESSMENT INFORMATION**

2019

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ASSESSMENT POLICY STAGE 5

Introduction

The purpose of this document is to outline the Assessment Policy of Homebush Boys High School for Years 9 and 10 - Stage 5. Please read this policy carefully and make sure you understand it.

What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist in student learning;
- evaluate and improve teaching and learning programs;
- provide information on student learning and progress in a course in relation to the syllabus outcomes;
- provide evidence of satisfactory completion of a course, and
- report on the achievement by each student at the end of a course.

It is a requirement of the school assessment program that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout the academic year and each has a weighting determined by the school within guidelines provided by the NSW Education Standards Authority (NESA). School-based assessment tasks are linked to standards because the tasks focus on outcomes which are valid instruments for what they are designed to assess, and the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements.

Each student is awarded an assessment mark and that represents a measure of the student's achievement relative to other students. The assessment mark is derived from the results of a number of assessment tasks, as outlined in the schedules published in this booklet.

The purpose of assessment is to improve student learning. It gives the student the opportunity to demonstrate her learning in a range of contexts. It further provides the student with the chance to reflect on and review their progress and help set the direction for future learning.

The assessment program will contain both informal and formal assessment. Examples of these are:

| Informal Assessment | Formal Assessment |
|--|---|
| <input type="checkbox"/> Class Projects, Class Assignments <input type="checkbox"/> Classroom activities <input type="checkbox"/> Homework assignments <input type="checkbox"/> Mini-tests, Quizzes <input type="checkbox"/> Group and pair work <input type="checkbox"/> Book mark | <input type="checkbox"/> Projects <input type="checkbox"/> Presentations <input type="checkbox"/> Research assignments <input type="checkbox"/> End of unit tests <input type="checkbox"/> Half Yearly and Yearly Examinations <input type="checkbox"/> Assessment tasks |

NSW Education Standards Authority (NESA) Website

Syllabi for all courses may be accessed through the NSW Education Standards Authority (NESA) website at <http://educationstandards.nsw.edu.au>

Requirements for the award of a NSW **RECORD of SCHOOL ACHIEVEMENT credential.**

It is a requirement that Year 10 students attend school until the final day of Year 10 as determined by the school system, unless an exemption has been granted by the Principal.

Students are not permitted to leave before the last day of Year 10 without an exemption or approval. Unauthorised early departure from school in Year 10 may also jeopardise entry into Year 11.

Satisfactory course completion requirements

For the satisfactory completion of a course, it is the student's responsibility to:

- (a) follow the course developed or endorsed by NESA; and
- (b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieve some or all of the course outcomes.

Satisfactory completion of courses is justified, among other things, by attendance, level of involvement in class, the assignments, homework, etc. completed, and the level of achievement. If the Principal determines that a student is in danger of not completing a course satisfactorily, she will be warned in writing in time for her to correct the problem and satisfactorily complete the course.

If deemed not to have completed a course, the student will receive an 'N' determination. The course will be listed as 'Not Completed'.

Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the Principal. Appeals against 'N' determinations should be lodged with the Principal, who will advise you of the date by which the appeal must be submitted. If a student is dissatisfied with the result of the school review of her appeal, she should advise the Principal that she wishes the appeal to be referred to the NSW Education Standards Authority (NESA).

Indicators of possible failure for students to apply themselves and fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism or cheating.

The satisfactory completion of courses also includes that the courses meet the pattern of study from Years 7-10 as required by the NSW Education Standards Authority (NESA).

In stage 5 this includes:

- Mandatory subjects English, Mathematics, Science, PD/H/PE, History, Geography and Civics
- At least 200 hrs of an elective subject

These courses will require the completion of the practical, oral or project works specific for them as well as the assessment requirements for each course.



NSW RECORD of SCHOOL ACHIEVEMENT (RoSA) GRADING

The grading system describes the student's achievement at the end of each course in Stage 5. Teachers will make the final judgement of the grade awarded on the basis of available assessment information and with reference to the Course Performance Descriptors. These grades are:

| | |
|---|--------------------------|
| A | Excellent Achievement |
| B | High Achievement |
| C | Substantial Achievement |
| D | Satisfactory Achievement |
| E | Elementary Achievement |

From the submitted grade the NSW Education Standards Authority (NESA) will produce the NSW record of School Achievement showing a Grade, from A to E, in each course studied.

NSW Education Standards Authority (NESA) Website

Syllabi for all courses may be accessed through the NSW Education Standards Authority (NESA) website at <http://educationstandards.nsw.edu.au>

STUDENT RESPONSIBILITIES

Expectations of students

Students must attend all classes to satisfactorily complete the Stage 5 courses. A minimum of 85% attendance is generally expected for students to achieve the outcomes of the course being studied.

Unexplained absences, lateness and class attendance patterns will be reviewed to ensure the students are meeting the course completion criteria.

Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

Any extensive period of unexplained absence may result in non-completion of course(s) and may impact on your eligibility for the award of the RoSA (Record of Student Achievement).

Students must complete the syllabus including participation in class practical work, homework, oral presentations, assignments and examinations.

NESA expects students **to attempt all assessment tasks**.

All work submitted must be the student's own work.

Students must submit work by the due date.

Students must be on time for school and must attend all classes on the day an assessment task is due or is on.

Students must prepare for examinations and make a serious attempt.

During any assessment task students must not:

- do anything that would disrupt the task or disturb another student;
- communicate with another student;
- look at another student's work;
- take into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher;
- make a non-serious attempt.

Otherwise a **zero mark** will be awarded.

Students who are absent from school on any day are responsible for ascertaining if an assessment task has been set for any subject missed on that day.

Students who transfer into the school after the commencement of the Stage 5 course will be given substitute tasks wherever possible. In some cases estimates may be given. Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration.

If there is a valid reason, an "**Assessment Task Illness/ Misadventure Application**" form needs to be completed and the form and all supporting documentation submitted to the relevant Deputy Principal on the first day back after their absence otherwise a zero mark will be awarded.



Procedures for Students Absent from Tasks

When a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration. Any application of an extension of time is required before the due date.

If a student is absent on the day of the task:

- The student or his parent must telephone the school who will inform the Deputy Principal.
- A doctor's certificate is required if the absence is on medical grounds.
- Medical Certificates must:
 - include the day of the missed task;
 - show the length of time the student will be unfit for school;
 - be produced immediately on return to school.
- **A student may receive a zero mark for the assessed task if they do not complete an Illness/Misadventure Application Form with an attached medical certificate. The student must see the Deputy Principal concerned on their next school day of attendance.**
- A student who does not attend all lessons on the day of an assessment task will not have the assessment task mark counted unless there are extenuating circumstances. Technology malfunction will not be accepted as a reason for late submission of a task. Work will not be accepted as an email or on a USB drive unless specified by the teacher.

Assessment Task Illness/Misadventure Application

To appeal a zero mark or apply for an exemption the student must fill out an Illness/Misadventure Application Form. This must see the Deputy Principal concerned on their next school day of attendance.

A. If the Assessment Task Illness/Misadventure Application is accepted, then the teacher of that course will:

- arrange for the student to attempt the task at a different time;
- or
- arrange for the student to attempt an alternative task of a similar nature.

In exceptional circumstances the Head Teacher may authorise the use of an estimate based on appropriate evidence.

B. If the Assessment Task Illness/Misadventure Application is not accepted, the student will be awarded a zero mark and a letter will be sent home to inform parents.

Students may appeal against the Head Teacher's decision by lodging an appeal form with the Principal **within three (3) school days of initial determination.**

The Principal may:

- Reject the appeal and order the zero mark to stand
- Grant a limited extension
- Order that a substitute task be performed or
- Award an estimate.

Absence due to Foreseen Circumstances, School Business or Approved Leave

On some exceptional occasions, your inability to meet assessment dates can be foreseen prior to the deadline. Examples include emerging clashes with major sporting events, work placement, student leadership events or approved leave. If this occurs it is the student's responsibility to immediately contact the Head Teacher of the course concerned before the date of the task and/or as soon as possible. In doing so you are required to submit a School Business or Approved Leave Application requesting the opportunity to negotiate alternative arrangements to complete the task.

If an assessment task is not submitted or completed because of foreseen circumstances, and no attempt was made prior to the date of the task to negotiate alternative arrangements with the Head Teacher through the submission of an application, penalties will be applied.

The outcome of your School Business or Approved Leave Application will be decided by the Deputy Principal after considering the information provided.

The possible outcomes of your application include:

- Original task to be completed at or by a negotiated time.
- Alternative task to be completed at or by a negotiated time.

NOTE: Where the student submits the task or the application after the due date, refer to the Absence on the Day of an Assessment Task section above.

SCHOOL RESPONSIBILITIES

1. Each course will have its own assessment schedule developed within the guidelines provided by NESAs. NESAs require all students to follow an assessment program.

This means that teachers are required to:

- set tasks to measure student performance in each component of the course;
- specify the relative value of each of these tasks;
- provide information on what is to be assessed;
- provide information on how they will be assessed;
- keep records of each student's performance on each task;
- provide students with information on their progress.

The range of tasks used in the assessment will vary from course to course and may cover:

- tests which may take a written, practical, oral and aural form
- class and/or homework assignments, including essays and practical tasks
- projects of varying degrees of length and complexity
- oral presentations

Head Teachers are required to:

- ensure tasks meet NESAs requirements for courses;
- record marks on a centralised faculty system before marks are returned;
- ensure NESAs Warning Letters are issued when appropriate.



2. Notice of Tasks:

Students must be given at least two weeks' notice of the exact date and nature of the task.

3. Student Feedback

Students will be given feedback on their performance (e.g. mark, position) as soon as possible after the completion of the task.

4. The Award of 'Zero Marks'

A zero mark is noted as a non-attempt for a particular course and can be awarded in two instances:

- a) non-presentation of a task or non-attendance at a task without approved reason;
- b) an attempt to gain unfair advantage.

Students and parents will be advised in writing when zero marks are awarded.

5. Non Presentation / Non Attempt

If a task is not attempted/submitted by the due date and the student is not exempt, the student will be awarded a zero mark.

An Assessment Task Illness/Misadventure Application must be lodged and must be accepted.

Technology malfunction will not be accepted as a reason for late submission of a task. Work will not be accepted as an email or on a USB drive unless specified by the teacher.

6. Malpractice

It is expected that work submitted in fulfillment of assessment requirements shall be the student's own work. Examples of malpractice beyond this would include:

- plagiarism – excessive use of other sources, not acknowledged
- copying – using the work of another person and submitting it as your own
- not own work – having someone else complete the task
- falsifying receipt documents
- providing false documentation in support of an appeal
- cheating during a test or exam
- disrupting a test or examination

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Deputy Principal. If the Teacher and Deputy Principal are in agreement then the student shall be awarded a zero mark for the task and given a full explanation of the decision. The student may proceed through established appeal procedures.

7. Lateness

Students need to be on time for examinations and assessment tasks. If a student arrives late for an examination/assessment task without a valid reason he has to undertake the task in the remaining time.

If lateness is for a valid reason and supported by evidence, the student will be allowed the normal length of time.

Students must attend school on time and must not truant any classes on the day an assessment task is scheduled or due. Truancy and lateness will be regarded as malpractice.

8. Extensions

Students who are unable to be present for an exam or out-of-class assessment task for valid reasons may apply to the teacher for an extension prior to the due date for submission of the task. Requests for extensions are to be made in writing. A negotiated extension could be expressed in terms of maximum marks, mark penalties and deadline times as determined by the teacher concerned.

9. NESAs Warning Letters

NESA warning letters are issued to students who are not meeting course requirements. These letters are a warning to students that they are in danger of failing the course.

If a student is awarded a zero mark for a task or has not attempted the task and is thus at risk of not meeting the assessment requirements for a course, the Teacher or Head Teacher:

- will advise the student in writing with a NESA warning letter;
- will ensure NESA warning letters are sent to parents informing them of their son having missed assessment tasks and where attendance and performance have been unsatisfactory;
- will ensure that when a first warning letter is sent, the relevant Head Teacher will arrange a meeting with the student and will contact the parent to discuss the student's progress;
- will ensure that when a second warning letter is sent the Deputy Principal will arrange a meeting with the student and parent and their progress will be discussed with their parents present;
- will request written acknowledgement from the student and his parent(s)/guardians(s);
- will ensure that a copy of the NESA warning letter is placed in the student's central file.
- will ensure that the Principal is notified if a student has two warning letters sent home. Every student awarded an 'N' determination will be interviewed by the Principal.

STUDENT REVIEWS/APPEALS

1. A student may appeal:
 - against his mark in the course assessed on the grounds of a clerical error,
 - if the School has varied from its stated Assessment Policy.
2. No appeal may be entered against marks allocated for a particular task or piece of work.
3. A student who wishes to appeal must do so in writing. These appeals must be submitted through the Deputy Principal concerned. Details of methods of appeal are available from the Principal.
4. An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following:
 - Principal
 - Deputy Principals
 - The Head Teacher of the Faculty

In conducting a review, NESAs requires the panel to ascertain whether:

- *the weightings specified by the school in its assessment program conform to NESA requirements as detailed in the subject guides;*
- *the procedures used by the school for determining the final assessment program conform to its stated assessment program;*
- *there are computational or other clerical errors.*

Provided that the panel is satisfied that these conditions have been met, no change will be made to the final result. If a student is dissatisfied with the decision of the review, there is provision for appeal to the NESA.

The only grounds for such appeals will be to judge whether the procedures followed by Homebush Boys High School complied with the NESA policies and whether the conduct of the review was proper in all respects.

N Determinations

If a student is deemed not to have completed a course, the student will receive an 'N' determination. The course will be listed as 'Not Completed' on the student's Record of Achievement, and this may mean that the student is not eligible for the award of a RoSA in that year.

Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the principal. Appeals against 'N' determinations should be lodged with the principal, who will advise the student of the date by which the appeal must be submitted. If the student is dissatisfied with the result of the school review of his appeal, the student should advise the Principal that he wishes the appeal to be referred to NESA.

ASSESSMENT TASK ILLNESS / MISADVENTURE APPLICATION



To be completed by a student who was / is unable to attend / submit an assessment task on the due date.

Student's Name: _____ Year: _____

Course: _____ Faculty: _____

Assessment Task Missed: _____ Task Date: _____

Task missed due to illness: (Attach Doctor's Certificate to this form.)

Task missed through other reason: (State reason and attach any supporting evidence.)

Student's Signature: _____ Date: _____

FACULTY SECTION – to be completed by the Deputy Principal

Illness/Misadventure application form received by: _____ Date: _____

Did student inform the school of absence on the day of the task? Yes / No

Was application lodged the next day the student was in attendance at school? Yes / No

Teacher's name: _____

Head Teacher's comment _____

Has this student submitted an Illness/Misadventure form for any other assessment tasks in this subject? Yes / No

If yes, please comment: _____

Head Teacher's Signature _____

Deputy Principal's recommendations: Accepted / Rejected

| | | | |
|----------|----------------|------------|--------------------------|
| New task | Estimated mark | Zero Award | Referred to Review Panel |
|----------|----------------|------------|--------------------------|

Principal's Use: Application is: Accepted / Rejected

Comment: _____

Principal's Signature _____ Date _____

Parent / Guardian Comment: _____



Parent / Guardian's Signature _____ Date _____

ENGLISH

COURSE DESCRIPTION

The English Faculty's assessment programme is comprised of four cross form formal assessment tasks – one per term. Each task is worth 25%. Half-Yearly report mark will be made up from these two tasks. There will be a Year Rank.

The mark in the Yearly report will be made up of the four semester assessment tasks. The Year Rank and grade will be based on the mark derived from the four assessment tasks. As well, please note the first 28 students in the assessment rank make up the targeted A class in the following year.

ASSESSMENT SCHEDULE

| TASK | | COMPONENT | WEIGHT | DUE |
|---------------------|--|---|--------|-------------------------|
| SEMESTER ONE | | | | |
| 1. | Listening Assessment | Students will listen to an excerpt from a text and answer a series of questions | 25% | Term 1 Week 6 |
| 2. | Reading Assessment | Comprehension passage poetic. Assesses students' ability to read for literal and inferential meanings. This will include an extended response | 25% | Term 2 Week 2 |
| SEMESTER TWO | | | | |
| 3. | Writing Assessment | Involves writing an essay based on the novel studied in class. | 25% | Term 3 Week 7 |
| 4. | Multimodal Presentation Speaking/Representing | Student will incorporate ICT elements in their presentation based on their study of Drama | 25% | Term 4 Week 3 |

GEOGRAPHY

COURSE DESCRIPTION

Year 9 Geography involves the examination of the physical characteristics and productivity of biomes as well as the patterns and trends in population movements and the increasing urbanisation of countries. Students will examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. They will also discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries.

ASSESSMENT SCHEDULE

| TASK | | COMPONENT | WEIGHT | DUE |
|------|---|---|--------|--|
| 1. | Half Yearly Examination | Sustainable Biomes and geographical skills | 25% | Term 2 Week 2 |
| 2. | In-class ongoing assessment | This mark will be made up of at least two class based tasks such as topic test, class and homework tasks, research report, ICT reports and group presentations. | 10% | Entire semester, up to Term 2 Week 10 |
| 3. | Research and in-class extended response | Changing Places, Sustainable Biomes and research skills | 30% | Term 3 Week 7 |
| 4. | Yearly Examination | Sustainable Biomes, Changing Places and skills covered in Semesters 1 & 2 | 25% | Term 4 Week 2 |
| 5. | In-class ongoing assessments | This mark will be made up of at least two class based tasks such as topic test, class and homework tasks, research report, ICT reports and group presentations. | 10% | Entire semester, up to Term 4 Week 10 |
| | | TOTAL | 100% | |

Semester 1 report will include tasks 1 and 2. Semester 2 report will include all tasks. Ranking will be calculated across the Year cohort. If a student is absent on the date of the assessment task, he must bring a note to explain his absence, and submit his task on the first day he returns to school. If a student is absent from doing the task due to an illness, he must obtain a doctor's certificate of which he must present to his teacher or (Rel) Head Teacher, Mrs Duch on his first day back at school. Late submission will result in a 10% deduction per day late. After three (3) days, a mark of Zero (0) will be awarded.

HISTORY

COURSE DESCRIPTION

History is a process of inquiry into the past that allows students to locate themselves in the broad continuum of human experience. History provides opportunities for students to explore human actions in a range of historical contexts and encourages them to develop understanding of motivation, causation, consequence and empathy.

ASSESSMENT SCHEDULE

| TASK | | COMPONENT | WEIGHT | DUE |
|------|---|--|--------|--|
| 1. | Historical Inquiry and in-class structured response | <ul style="list-style-type: none"> The Modern World Begins: 1750 - 1900 | 15% | Term 1 Week 7 |
| 2. | Half Yearly Examination | <ul style="list-style-type: none"> The Modern World 1750-1900: The Movement of People | 25% | Term 2 Week 3 |
| 3. | In-class ongoing assessment | Two class based tasks from: <ul style="list-style-type: none"> ICT activity Group work/orals Bookwork Class task | 10% | Entire Semester, up to Term 2 Week 3 |
| 4. | Research and in-class extended response | <ul style="list-style-type: none"> Australia and World War One: The Gallipoli Campaign | 15% | Term 3 Week 5 |
| 5. | Yearly Examination | <ul style="list-style-type: none"> Making a nation Australia and World War One | 25% | Term 4 Week 3 |
| 6. | In-class ongoing assessments | Two class based tasks from: <ul style="list-style-type: none"> ICT activity Group work/orals Bookwork Class task | 10% | Entire semester, up to Term 4 Week 3 |

The Half Yearly report will include tasks 1, 2 and 3. The Yearly report will include all tasks. Ranking will be calculated across the Year cohort.

MATHEMATICS

COURSE DESCRIPTION

The study of mathematics provides opportunities for students to learn to describe and apply patterns and relationships; reason, predict and solve problems, calculate accurately both mentally and in written form and interpret and communicate information presented in numerical, geometrical, graphical, statistical and algebraic form.

The Semester One report mark will be made up of Task 1, Task 2 and the semester 1 Class mark. The Semester Two report mark will be made up all the tasks for the year.

Class-mark is a measure of class-work within a particular class. It includes: class tasks, exercise book, class research task and a measure of class involvement.

Working Mathematically Project a different project will be given for each level.

Report cards will indicate a mark, position and grade within the Stage studied.

The content strands are Number, Patterns and Algebra, Data, Measurement, Space and Geometry.

ASSESSMENT SCHEDULE

SEMESTER ONE

| | TASK | COMPONENT | WEIGHT | DUE |
|-----------|------------|------------------------------------|-------------|-------------------------|
| 1. | Task 1 | Written Test | 30% | Term 1 Week 9 |
| 2. | Task 2 | Written Test | 40% | Term 2 Week 5 |
| 3. | Class Mark | Mathletics Effort/Exercise book | 15% 15% | Term 2 Week 5 |
| | | TOTAL | 100% | |

SEMESTER TWO

| | TASK | COMPONENT | WEIGHT | DUE |
|-----------|--------|--------------|--------|-------------------------|
| 1. | Task 3 | Written Test | 30% | Term 3 Week 6 |

| | | | | |
|--------------|------------|------------------------------------|-------------|-------------------------|
| 2. | Task 4 | Working Mathematically | 10% | Term 3 Week 9 |
| | | Written Test | 40% | Term 4 Week 4 |
| 3. | Class Mark | Effort/Exercise book Mathletics | 10% 10% | Term 4 Week 4 |
| TOTAL | | | 100% | |

PD/H/PE

COURSE DESCRIPTION

In Personal Development, Health and Physical Education students cover the following units; Emotion Commotion, Move it or Lose It, You are What you Eat and Can't We All Just Get Along. Students evaluate a broad range of factors that shape identity and have an impact on young people's health decisions, behaviours and actions. They plan and evaluate strategies and interventions and advocate for their own and others' health safety and wellbeing. Students investigate the impact of changes and transitions on relationships. They assess their capacity to consider and respond positively to challenges and how they can contribute to caring, inclusive and respectful relationships.

In practical lessons, students engage in Invasion Games, Net and Court, Target Games and Striking and Fielding units and learn tactical awareness, strategies, analysis of movement and the value of physical activity.

Students are assessed on both theory and practical outcomes.

| Assessment Component | Weighting | TASK 1 ALARM Assessment Term 1 Week 10 | TASK 2 Ongoing Prac Term 2 Week 3 | TASK 3 Composition and Performance Term 3 Week 7-10 | TASK 4 Food and Nutrition Term 4 Week 2 |
|-------------------------------------|------------------|--|--|--|---|
| Health, Wellbeing and Relationships | 30% | 25% | 5% | | |
| Movement Skill and Performance | 40% | | 15% | 25% | |
| Healthy, Safe and Active Lifestyles | 30% | | 5% | | 25% |

| | | | | | |
|-----------------|-----|---------|----------|----------|---------|
| Total | 100 | 25% | 25% | 25% | 25% |
| Outcomes | | 5.1 5.2 | 5.4 5.10 | 5.5 5.11 | 5.6 5.7 |

ASSESSMENT SCHEDULE

Outcome descriptions will be outlined in detail on each assessment task.

SCIENCE

COURSE DESCRIPTION

The study of science develops student's scientific knowledge and understanding, skills and values and attitude within broad areas of science that encompasses the traditional disciplines of Physics, Chemistry, Biology and Earth Sciences.

REPORTING CYCLE

- Half Year Report Due – Term 2, Week 6. Report includes Task 1 only. A Semester Class Mark and Class Rank.
- Semester 2 Report Due – Term 4, Week 4. Report includes Task 2, 3 and 4. Report is based on 50% weighting of Semester One and 50% weighting of Semester Two. Semester Two Report will include Mark, Year Rank and Grade (A-E)

ASSESSMENT SCHEDULE

| | TASK | COMPONENT | WEIGHT | DUE |
|---------------------|---|--|--------|---------------------------|
| SEMESTER ONE | | | | |
| 1. | Task 1 – Practical/skills – Physics and related skills in a scientific process | Term 1 – 11 weeks Chapter 3 Heat, Light and Sound (4 weeks) Chapter 4 Waves (4 weeks) Chapter 5 Electricity (3weeks) | 25% | Term 1 Week 10 |
| 2. | Task 2: Half-Yearly Examination Topics: Chemistry and Physics | Term 2 – 10 weeks Chapter 1 – Materials (5 weeks) Chapter 2 Reaction Types (5 weeks) | 20% | Term 2 Week 9 |
| | Class activities to be reported as outcomes but not assessed | Worksheet/notebook completion, spelling and sentence usage – Literacy focus | Nil | A minimum of one per Term |
| SEMESTER TWO | | | | |
| 3. | Task 3: Research & Communication | Term 3 – 10 weeks Chapter 6 – Body Coordination (5 weeks) | 25% | Term 3 |



| | | | | |
|-----------|---|---|-----|---------------------------|
| | | Chapter 9 Plate Tectonics (5 weeks) | | Week 5 |
| 4. | Task 4: Yearly Examination Body coordination, Plate Tectonics, Ecosystems | Term 4 – (9.5 weeks) Chapter 8 Ecosystems (4 weeks) Chapter 7 – Diseases (5 weeks) | 30% | Term 4 Week 3/4 |

* Students will receive written notification of the details of each task.

ELECTIVE SUBJECTS

ABORIGINAL STUDIES

COURSE DESCRIPTION

The Aboriginal Studies program is designed to give students opportunities to develop research skills, speaking skills, listening skills and writing skills. Explicit teaching and detailed feedback is provided for each element of the program before assessment takes place. Vocabulary development and textual analysis is an integral part of each unit of work. Students are expected to engage in the details of texts.

ASSESSMENT SCHEDULE

| TASK | | COMPONENT | WEIGHT | DUE |
|---------------------|---------------------|---|-------------|-------------------------|
| SEMESTER ONE | | | | |
| 1. | Listening Task | Aboriginal Oral and Written Expression | 25% | Term 1 Week 6 |
| 2. | Reading and Writing | Aboriginal Peoples and the Media | 25% | Term 2 Week 4 |
| 3. | Ongoing Assessment | CORE & OPTIONS | 50% | Terms 1 & 2 |
| | | TOTAL | 100% | |
| SEMESTER TWO | | | | |
| 4. | Essay | Aboriginal Identities | 25% | Term 3 Week 6 |
| 5. | Oral Task | Aboriginal Peoples and Sport – Case Study | 25% | Term 4 Week 2 |

| | | | | |
|-----------|--------------------|----------------|-------------|------------------------|
| 6. | Ongoing Assessment | CORE & OPTIONS | 50% | Terms 3 & 4 |
| | | TOTAL | 100% | |

The Half Yearly report will include tasks 1 & 2 plus an ongoing assessment component worth 50%. The Yearly report will include tasks (1, 2, 4 & 5) and an ongoing assessment component worth 50%.

CHINESE Non-Background Speakers

COURSE DESCRIPTION

Develop students' language Listening, Speaking, Reading and Writing skills in an atmosphere of enjoyment and achievement. Provide a range of culturally enriching experiences for students. Develop students' confidence, concentration and creative thinking skills and their confidence as communicators.

Languages assessment covers the four language skills that are as follows:

LISTENING READING SPEAKING WRITING

ASSESSMENT SCHEDULE

| TASK | COMPONENT | WEIGHT | DUE | |
|---------------------|--------------------------|-----------------|-------------|------------|
| SEMESTER ONE | | | | |
| TERM 1 | 1. Assignment Project | Language Skills | 30% | Weeks 9-10 |
| TERM 2 | 2. Continuous Assessment | Language Skills | 30% | Week 4 |
| | 3. Half Yearly Exam | | 40% | |
| | | TOTAL | 100% | |
| SEMESTER TWO | | | | |
| TERM 3 | 4. Assignment Project | Language Skills | 30% | Weeks 9-10 |

| | | | | |
|--|--------------------------|-----------------|-------------|--------|
| TERM 4 | 5. Continuous Assessment | Language Skills | 20% | Week 4 |
| | 6. Yearly Exam | | 50% | |
| TOTAL | | | 100% | |
| Student rankings will be class based only. | | | | |

Half Yearly report includes results for tasks 1, 2 and 3, while Yearly report includes results from tasks 4, 5 and 6. Student ranking is class based.

COMMERCE

COURSE DESCRIPTION

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management.

Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way.

ASSESSMENT SCHEDULE

| TASK | | COMPONENT | WEIGHT | DUE |
|--------------|------------------------------|--|-------------|--|
| 1. | Half Yearly Examination | Topics – Consumer Choice and Promoting and Selling | 25% | Term 2 Week 2 |
| 2. | In-class ongoing assessments | This mark will be made up of class based tasks such as bookwork, class and homework tasks, research report, ICT reports, topic test and group presentations. | 10% | Entire semester, up to Term 2 Week 10 |
| 3. | Research and Presentation | Promoting and Selling, Running a Business | 30% | Term 3 Week 8 |
| 4. | Final Examination | Consumer Choice, Personal Finance, Promoting and Selling and Running a Business. | 25% | Term 4 Week 2 |
| 5. | In-class ongoing assessments | This mark will be made up of class based tasks such as bookwork, class and homework tasks, research report, ICT reports, topic test and group presentations. | 10% | Entire semester, up to Term 4 Week 10 |
| TOTAL | | | 100% | |

Half Yearly report will include tasks 1 and 2. Yearly report will include all tasks. Ranking will be calculated across the Year cohort. If a student is absent on the date of the assessment task, he

must bring a note to explain his absence, and submit his task on the first day he returns to school. If a student is absent from doing the task due to an illness, he must obtain a doctor's certificate of which he must present to his teacher or (Rel) Head Teacher, Mrs Duch on his first day back at school. Late submission will result in a 10% deduction per day late. After three (3) days, a mark of Zero (0) will be awarded.

FOOD TECHNOLOGY

COURSE DESCRIPTION

Stage 5 FOOD TECHNOLOGY is designed to engage and challenge all students to maximise their learning capabilities in FOOD INDUSTRY. Students will engage in practical and theoretical cooking lessons, food hygiene and legislation in food preparation, safe handling and storage of food; as well as attend to industry visits to enable them to appreciate all outcomes in the discipline. The course aims to enhance the student's ability to think logically and begin to express their knowledge in a variety of complex ways. There is a great focus on practical activity with emphasis in developing appropriate knowledge, skills and safety awareness while engaged in food industry.

ASSESSMENT SCHEDULE

| TASK | | WEIGHT | DUE |
|---------------------|--|--------|-------------------------|
| SEMESTER ONE | | | |
| 1. | Careers in Catering Assignment | 25% | Term 1 Week 7 |
| 2. | Excursion to Sydney Tower Report | 25% | Term 2 Week 2 |
| 3. | Half-Yearly Examination – Theory and Practical | 50% | Term 2 Week 4 |
| SEMESTER TWO | | | |
| 4. | Preservation Methods Assignment | 25% | Term 3 Week 8 |
| 5. | Garnishes Demonstration/Food Photography | 25% | Term 4 Week 3 |
| 6. | Yearly Examination – Theory and Practical | 50% | Term 4 Week 1 |



Results from assessment tasks 1, 2 and 3 will be used for Half-Yearly reporting and marks will be expressed out of 100. Assessment tasks 4, 5 and 6 results will be used and expressed as a percentage for Yearly school reporting purposes. An overall grade and effort rating will be given for both reports. Ranking will be in the Yearly Cohort group.

INDUSTRIAL TECHNOLOGY TIMBER/ELECTRONICS/METALS

COURSE DESCRIPTION

Industrial Technology allows students to undertake specific learning in their chosen specialised area of study. The course allows them to appreciate industrial and domestic setting of the industry and focus on work, health and safety aspects together with environmental issues related to the industry. Students get a chance to broaden their practical skills and theoretical knowledge that is applied in daily living activities.

ASSESSMENT SCHEDULE

| TASK | | COMPONENT | WEIGHT | DUE |
|---------------------|------------------------------|---|--------|-------------------------|
| SEMESTER ONE | | | | |
| 1. | Research Assignment | Research and oral presentation | 20% | Term 1 Week 7 |
| 2. | Half Yearly Examination | Theory and Practical Exam | 30% | Term 2 Week 4 |
| 3. | In-class Ongoing assessments | <ul style="list-style-type: none"> • Practical projects • Homework • Class quizzes and tests | 50% | Ongoing Semester 1 |
| SEMESTER TWO | | | | |
| 4. | Research Assignment | Research task in specialised industry. | 20% | Term 3 Week 8 |
| 5. | Yearly Examination | Theory and Practical exam | 30% | Term 4 Week 4 |

| | | | | |
|-----------|---------------------------------|---|-----|-----------------------|
| 6. | In-class Ongoing assessments | <ul style="list-style-type: none"> • Practical projects • Homework • Class quizzes and tests | 50% | Ongoing Semester 2 |
|-----------|---------------------------------|---|-----|-----------------------|

Results from assessment tasks 1, 2 and 3 will be used for Half Yearly reporting and marks will be expressed out of 100. Assessment tasks 4, 5 and 6 results will be used and expressed as a percentage for Yearly school reporting purposes. An overall grade will be given for Semester Two report and ranks will be calculated in cohort.

INFORMATION SOFTWARE & TECHNOLOGY

COURSE DESCRIPTION

Students study a range of topics over the next two years. They start with designing a virtual PC, and will create an on-line portfolio to display their class work which will be separately marked. Students move on to Computer programming and computer robotics in year 9. Students will also design and create a 3d printed object in robotics.

ASSESSMENT SCHEDULE

| TASK | COMPONENT/DESCRIPTION | WEIGHT | DUE |
|---------------------|-----------------------------------|---|--------------------------------|
| SEMESTER ONE | | | |
| 1. | Project and presentation | Virtual PC. Research, Presentation and seminar presentation. | 30% Term 1 Week 8 |
| 2. | Spreadsheets Word Processing | Practical Exam | 30% Term 2 Week 1 |
| 3. | In-class Ongoing assessment | Homework tasks. | 10% |
| | | Class work tasks. | 10% |
| | | Class quizzes and tests. | 20% |
| SEMESTER TWO | | | |
| 4. | Project, presentation | Robotics, design, build and program a robot for a specific purpose. | 30% Term 3 Week 8 |
| 5. | Final Exam On-line | All years work | 30% Term 4 Week 1 |

| | | | | |
|-----------|-----------------------------------|--|-----|----------------------------------|
| 7. | In-class Ongoing assessment | Homework tasks. Class work tasks. Class quizzes and tests. | 40% | Weekly throughout semester |
|-----------|-----------------------------------|--|-----|----------------------------------|

MILITARY HISTORY

COURSE DESCRIPTION

The Military History course allows students to develop their fascination for military history and caters for those who wish to expand their knowledge of the history of human conflict, from Ancient times to the Nuclear Age.

ASSESSMENT SCHEDULE

| TASK | | COMPONENT | WEIGHT | DUE |
|-----------|---|--|--------|--|
| 1. | Historical Inquiry: Research and oral Presentation | Battles of the Ancient World | 15% | Term 1 Week 5 |
| 2. | In-class structured Response | The Ancient World: The Roman Army | 25% | Term 2 Week 4 |
| 3. | In-class ongoing assessment | Two class based tasks from: <ul style="list-style-type: none"> • ICT activity • Group work/orals • Bookwork • Class task | 10% | Entire Semester, up to Term 2 Week 4 |
| 4. | Research and in-class extended response | Military Leadership | 15% | Term 3 Week 5 |
| 5. | Film-review Report | Military History in the movies: Films as historical sources | 25% | Term 4 Week 4 |

| | | | | |
|--------------|------------------------------|--|-------------|---|
| 6. | In-class ongoing assessments | Two class based tasks from: <ul style="list-style-type: none"> • ICT activity • Group work/orals • Bookwork • Class task | 10% | Entire semester, up to Term 4 Week 3 |
| TOTAL | | | 100% | |

The Half Yearly report will include tasks 1, 2 and 3. The Yearly report will include all tasks. Ranking will be calculated across the Year cohort.

MUSIC

COURSE DESCRIPTION

The stage Yr 9 course in Music aims to further develop the technical skills in the listening, composing and playing of different styles of music. It provides students with the opportunity to build an understanding of the role of music in a variety of cultures, and also covers the history of music from traditional, modern and contemporary movements.

ASSESSMENT SCHEDULE

| TASK | | COMPONENT/DESCRIPTION | WEIGHT | DUE |
|---------------------|--------------------|--|--------|-------------------------|
| SEMESTER ONE | | | | |
| 1. | Aural (Listening) | Analysis of Music Concepts (Open book exam) | 15% | Term 1 Week 7 |
| 2. | Performance | Practical Instrument Based (Class piece) | 10% | Term 1 Week 9 |
| 3. | Composition | Arranging Pieces of Music | 15% | Term 2 Week 5 |
| 4. | Performance | Practical Instrument Based (Class piece) | 10% | Term 2 Week 6 |
| SEMESTER TWO | | | | |
| 5. | Aural (Musicology) | Analysis of Music Concepts (Written task) | 10% | Term 3 Week 5 |
| 6. | Performance | Practical Instrument Based (Choice of piece reflecting topic or Class piece) | 15% | Term 3 Week 8 |
| 7. | Composition | Composing a Piece of Music relating to topic selected for study | 15% | Term 3 Week 9 |



| | | | | |
|-----------|----------------------|---|-----|-------------------------|
| 8. | Aural (listening) | Analysis of Music Concepts (Yearly Exam) | 10% | Term 4 Week 4 |
|-----------|----------------------|---|-----|-------------------------|

Written feedback including marking criteria for each assessment task will be provided. The Half Yearly Report includes tasks 1-5. Marks are cumulative for the Yearly Report.
No calendar entries

PHYSICAL ACTIVITY & SPORTS STUDIES

COURSE DESCRIPTION

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

This course promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

ASSESSMENT SCHEDULE

| Assessment Component | Weighting | TASK 1 Coaching | TASK 2 Australian Sporting Identity | TASK 3 Yearly Examination |
|----------------------|-----------|---|--|------------------------------|
| | | Term 1 Week 7 <i>Theory</i> Term 1 Weeks 7-11 | Term 3 Week10 | Term 4 Week 2 |

| | | | | |
|---|------|------------------------|---------|---------|
| | | <i>Practical</i> | | |
| Foundations of Physical Activity | 30% | 10% | | 20% |
| Physical Activity and Sport in Society | 40% | 10% | 20% | 10% |
| Enhancing Participation and Performance | 30% | 10% | 10% | 10% |
| Total | 100% | 30% | 30% | 40% |
| Outcomes | | 3.1 3.2 4.1 4.3 4.4 | 2.1 2.2 | 1.1 1.2 |

VISUAL ARTS

COURSE DESCRIPTION

The Year 9 course in Visual Arts fosters interest and enjoyment in the making and studying of art. It provides students with the opportunity to build an understanding of the role of art, in all forms of media, in contemporary and historical cultures of the visual world. Visual Arts empowers students to engage in visual forms of communication to develop their own interests and to be self-motivated to become active learners.

ASSESSMENT SCHEDULE

| TASK | | COMPONENT | WEIGHT | DUE |
|---------------------|-----------------------------|--|-------------|-------------------------|
| SEMESTER ONE | | | | |
| 1. | Artmaking | Practical work includes: - Lead up drawings, designs - Key artwork/s | 20% 40% | Term 2 Week 8 |
| 2. | Critical / Historical Study | Research task of selected artists / artworks. | 30% | Term 1 Week 8 |
| 3. | Ongoing Assessment | Visual Arts Process Diary Worksheets / Homework | 5% 5% | Throughout Semester |
| TOTAL | | | 100% | |
| SEMESTER TWO | | | | |
| 4. | Artmaking | | | |



| | | | | |
|--------------|-----------------------------|--|-------------|-------------------------|
| | | Practical work includes: - Lead up drawings, designs - Key artwork | 20% 40% | Term 4 Week 5 |
| 5. | Critical / Historical Study | Research task of selected artists / artworks. | 30% | Term 3 Week 6 |
| 6. | Ongoing Assessment | Visual Arts Process Diary Worksheets / Homework | 5% 5% | Throughout Semester |
| TOTAL | | | 100% | |

Task description and marking criteria for each assessment task will be provided in the Assessment Notification.

The Half Yearly report includes Semester 1 tasks.

ASSESSMENT CALENDAR – TERM 1

| WEEK DUE | SUBJECT | TASK | WEIGHT % |
|----------|---|--|----------|
| Ongoing | Aboriginal Studies | Class and homework tasks | 25 |
| Ongoing | Commerce | In-Class Ongoing Assessments | 10 |
| Ongoing | Geography | In-Class Ongoing Assessments | 10 |
| Ongoing | Information Software & Technology | In-Class Assessments throughout semester | 40 |
| Ongoing | Visual Arts | Visual Arts Process Diary Worksheets / Homework | 5 |
| 5 | Military History | Historical Inquiry: Battles of the Ancient world | 15% |
| 6 | Aboriginal Studies | Listening Task | 25 |
| 6 | English | Listening Assessment | 25 |
| 7 | Food Technology | Careers in catering –Assignment | 25 |
| 7 | History | Historical Inquiry/in-class structured response | 15% |
| 7 | Industrial Technology Electronics / Metals & Engineering | Research and oral presentation. Literacy focused. | 20 |
| 7 | Music - Aural (Listening) | Analysis of Music Concepts (Open book exam) | 15 |
| 8 | Information Software & Technology | Project & Presentation | 30 |
| 8 | Visual Arts | Research task of artists / artworks. | 30 |

| | | | |
|-----------------|------------------------------------|---|----|
| 9 | Mathematics | Written test | 30 |
| 9 | Music - Performance | Practical Instrument Based (Class piece) | 10 |
| 10 | PDHPE | ALARM Assessment | 25 |
| 10 | Science | Practical Skills – Physics related | 25 |
| 9,10 | Chinese Year 9 | Assignment project | 30 |
| 7,8,9,10 ,11 | Physical Activity & Sports Studies | Coaching | 30 |

ASSESSMENT CALENDAR – TERM 2

| WEEK DUE | SUBJECT | TASK | WEIGHT % |
|----------|---|--|----------|
| Ongoing | Aboriginal Studies (Sem.1) | Home Prep, Quizzes, Assignments | 25 |
| Ongoing | Commerce | In-Class Ongoing Assessments | 10 |
| Ongoing | Geography | In-Class Ongoing Assessments | 10 |
| Ongoing | Industrial Technology Electronics/Metals & Engineering | In class (on going) Assessments | 50 |
| Ongoing | Visual Arts | Visual Arts Process Diary Worksheets / Homework | 5 |
| 1 | Information Software & Technology | Practical Exam | 30 |
| 2 | Commerce | Half Yearly Examination | 25 |
| 2 | English | Reading assessment | 25 |
| 2 | Geography | Half Yearly Examination | 25 |
| 3 | History | Test: The Modern World | 25 |
| 3 | PDHPE | Games Skills/ ongoing prac | 25 |
| 4 | Aboriginal Studies | Reading | 25 |
| 4 | Chinese Year 9 | Continuous assessment | 30 |



| | | | |
|---|---|---|----------|
| 4 | Chinese Year 9 | Half Yearly Examination | 40 |
| 4 | Food Technology | Half-Yearly –Exam- Theory and practical | 50 |
| 4 | Industrial Technology Electronics/Metals & Engineering | Theory and Practical Exam | 30 |
| 4 | Military history | In-class structured response | 25 |
| 5 | Mathematics | Task 2 Written Test | 40 |
| 5 | Music - Composition | Arranging Pieces of Music | 15 |
| 6 | Music - Performance | Practical Instrument Based (Class piece) | 10 |
| 8 | Visual Arts | Artmaking - Lead up work Body of Work | 20 40 |
| 9 | Science | Half Yearly Examination | 20 |

ASSESSMENT CALENDAR – TERM 3

| WEEK DUE | SUBJECT | TASK | WEIGHT % |
|----------|-----------------------------------|--|----------|
| Ongoing | Aboriginal Studies (Sem.2) | Home Prep, Quizzes, Assignments | 25 |
| Ongoing | Commerce | In-Class Ongoing Assessments | 10 |
| Ongoing | Geography | In-Class Ongoing Assessments | 10 |
| Ongoing | Information Software & Technology | Weekly tasks throughout semester | 40 |
| Ongoing | Visual Arts | Visual Arts Process Diary Worksheets / Homework | 5 |
| 2 | Commerce | Final Examination | 25 |
| 2 | Geography | Final Examination | 25 |
| 5 | History | Research and extended response | 15 |
| 5 | Military history | Research/in-class extended response | 15 |
| 5 | Music - Aural (Musicology) | Analysis of Music Concepts (Written) | 10 |
| 5 | Science | Research and Communication | 25 |
| 6 | Aboriginal Studies | Essay | 25 |
| 6 | Mathematics | Written Test | 30 |
| 6 | Visual Arts | Research task of artists / artworks. | 30 |

| | | | |
|------|---|---|----|
| 7 | English | Writing assessment | 25 |
| 7-10 | PDHPE | Composition and performance task | 25 |
| 8 | Food Technology | Preservation Methods Assignment | 25 |
| 8 | Industrial Technology Electronics/Metals & Engineering | Research task in specialised Industry. | 20 |
| 8 | Information Software & Technology | Project & Presentation on Robotics | 30 |
| 8 | Music - Performance | Practical Instrument Based | 15 |
| 9 | Mathematics | Working Mathematically Project | 10 |
| 9 | Music - Composition | Composing a Piece of Music | 15 |
| 9,10 | Chinese Year 9 | Assignment project | 30 |
| 10 | Physical Activity and Sport Studies | Australian Sporting Identity Assessment Task | 30 |

ASSESSMENT CALENDAR – TERM 4

| WEEK DUE | SUBJECT | TASK | WEIGHT % |
|----------|---|--|----------|
| Ongoing | Aboriginal Studies (Sem.2) | Home Prep, Quizzes, Assignments | 25 |
| Ongoing | Commerce | In-Class Ongoing Assessments | 10 |
| Ongoing | Geography | In-Class Ongoing Assessments | 10 |
| Ongoing | Industrial Technology Electronics/Metals & Engineering | In class (on going) Assessments | 50 |
| Ongoing | Visual Arts | Visual Arts Process Diary Worksheets / Homework | 5 |
| 1 | Food Technology | Yearly Examination- Theory and Practical | 50 |
| 1 | Geography | Final Examination | 25 |
| 1 | Information Software & Technology | Final Examination online | 30 |
| 2 | Aboriginal Studies | Speaking/performance Task | 25 |
| 2 | PDHPE | Food and Nutrition Assessment Task | 25 |
| 2 | Physical Activity and Sports Studies | Yearly Examination | 40 |
| 3 | English | Multi-modal/Speaking assessment | 25 |
| 3 | History | Final Examination | 25 |



| | | | |
|---|---|---|----------|
| 3 | Science | Yearly Examination | 30 |
| 4 | Chinese | Continuous assessment | 20 |
| 4 | Chinese | Yearly Examination | 50 |
| 4 | Industrial Technology Electronics/Metals & Engineering | Yearly Examination -Theory and Practical | 30 |
| 4 | Mathematics | Written Test | 40 |
| 4 | Military History | Film Review Report | 25 |
| 4 | Music – Aural (listening) | Analysis of Music Concepts (Yearly Exam) | 10 |
| 5 | Visual Arts | Artmaking - Lead up work Body of Work | 20 40 |

YEAR 9 ASSESSMENT PLANNER 2019

| | TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|--------------|---------------|---------------|---------------|---------------|
| WK 1 | | | | |
| WK 2 | | | | |
| WK 3 | | | | |
| WK 4 | | | | |
| WK 5 | | | | |
| WK 6 | | | | |
| WK 7 | | | | |
| WK 8 | | | | |
| WK 9 | | | | |
| WK 10 | | | | |

