

Year 9

Assessment Schedule

2021

**Stage 5 - Gaining a RoSA**

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

Stage 5 encompasses both year 9 and year 10. The curriculum taught by school complies with the requirements of the NSW Department of Education, NESA and ACARA (The Australian Curriculum, Assessment and Reporting Authority).

The RoSA is a cumulative credential, meaning it contains a student’s record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA is also available to students who, from 2021, have not demonstrated the HSC minimum standard to receive their HSC.

To be eligible for a RoSA, students must have:

* Completed the mandatory curriculum requirements for Years 7 to 10.
* Attended a government school, an accredited non-government school or a recognised school outside NSW.
* Completed courses of study that satisfy Education Standards’ curriculum and assessment requirements for the RoSA.
* Complied with the requirements from the Education Act.

**Receiving the RoSA**

Schools are responsible for requesting a RoSA through NESA. Students cannot directly request a RoSA themselves. Schools can generate an eRecord and check the student’s course information. This online eRecord can be used as an interim result report until the formal RoSA credential is delivered to the student’s ‘Students Online’ account.

Students who remain at school to complete their HSC will not receive a RoSA.

A RoSA is not issued to students if/when they are transferring between schools.

**RoSA reporting and grades**

The RoSA shows a student’s comprehensive record of academic achievement, which includes:

* completed courses and the awarded grade or mark
* courses a student has participated in but did not complete before leaving school
* results of any minimum standard literacy and numeracy tests that may have been sat
* date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.

**Grades are:**

* based on student achievement in their assessment work
* submitted by the school in Term 4
* monitored by NESA for fairness and consistency.

NESA works with teachers and schools to ensure appropriate standards for grading and assessment are developed and applied. This ensures that grades awarded in one school are equivalent to the same grades awarded in another school.

Successful completed Vocational Education and Training (VET) and Life Skills course are reported differently to graded courses.

**Life Skills**

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA.

* If you are undertaking one or more courses based on Life Skills outcomes and content you will be eligible to receive a Profile of Student Achievement which will outline the Life Skills outcomes you achieve in each course.
* The Profile of Student Achievement will be printed and issued by NESA to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study).
* Life Skills outcomes will be shown on the profile as:
  + Achieved -for outcomes that have been achieved independently
  + Achieved with support – for outcomes that have been achieved with additional support

**Recording Extracurricular Achievements**

The Board has developed an online package - *up2now* (<https://up2now.net.au>) - that allows students to collect evidence of their extracurricular achievements such as first-aid qualifications or volunteer work.

**Students with Special Educational Needs**

Students who have undertaken a Special Program of Study will be awarded grades for any NESA Developed or NESA Endorsed Courses satisfactorily completed. Achievements will be reported for Life Skills courses, but on a separate document called a Student Profile.

**Satisfactory attendance** record plays an important role in meeting course completion criteria. Unplanned absences (such as illness) can be problematic for students in meeting course hours and outcomes. Extended absences are far more problematic. Even though students may be able to complete assessment tasks that have been missed (including tests), it is impossible for absent students to take part in the planned learning activities that cover those course outcomes that cannot be assessed through written work. **Students applying for leave greater than 5 days must gain approval from the Principal.** The syllabuses which govern the work of secondary school teachers can be found on the NESA website <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>.

This is a most useful website for parents wishing to support their son or daughter during their secondary education years.

**School Assessment Procedures**

**The Purpose of Assessment**

Assessment procedures provide an indication of a student’s attainment over a wide range of syllabus outcomes. Assessment covers the whole course in each subject, including knowledge, understanding, skills and processes and takes place at key points in the learning cycle. Students will receive feedback after having completed the assessment activities, which will be used for the next phase of learning.

Assessment activities may be formal (e.g. semester examinations, common year task, assignment/research tasks) or informal (e.g. class test, topic test, in class task).

**The Assessment Schedule Booklet and Time Frame**

This assessment booklet provides you with the type of task, anticipated areas of learning to be assessed and weightings. Use a diary or calendar to record assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

**Notice of Assessment Tasks**

At least two weeks (10 school days) written notice is to be given before an Assessment is due. This notice will include,

* The actual date of the task or its due date
* The outcomes that will be assessed
* The detailed requirements of the task
* Information about the marking criteria for the task

When assessment tasks are returned students will be given feedback that corresponds with the marking criteria.

**Absences**

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

Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/carer to explain any absence. This must be shown to their teacher before submitting the note to their roll call teacher.

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work/ assessment notification has been missed and to catch up with that work.

**Submission of Tasks**

All tasks are to be submitted/completed by or on the designated day and time (as per teacher notification). Tasks submitted **late** unless receive a **ZERO** and the class teacher will issue a Letter of Concern. Students are still required to complete this task for the purpose of meeting the syllabus requirements and to ensure the award of a RoSA in the subject concerned.

**Extensions, Special Consideration, Illness and Misadventure**

* 1. Requests for an extension of time to submit or complete an assessment task should be made in writing on an A **Assessment Task Extension Application (Appendix B).** And supported by a Doctor’s certificate (if applicable). Requests for an extension for reasons other than medical should be made in writing on the same form **(Appendix B)** and signed by Parents/Guardians. Such requests will be considered by the Head Teacher, usually in consultation with the class teacher.
  2. **Requests for extension of time must be made prior to the due date of the task.**
  3. An assessment Panel, comprising a class teacher, a head Teacher and the Principal or nominee, will adjudicate when students appeal a Head Teacher decision to not grant an extension.
  4. Where a student’s performance in an assessment task is affected by a valid illness/misadventure preventing presentation of part or the entire task, the student should complete an **Assessment Task Appeal (Appendix A).** In general, a valid misadventure is a situation that is unpredictable and out of the control of the student.

An Appeal for consideration of misadventure should be submitted to the relevant Head Teacher in the case of a single task or the Deputy Principal in the case of multiple tasks within two days of returning to school. If the appeal is upheld, the student may be awarded a mark based on the original task, a substitute task or in exceptional circumstances an estimate based on other evidence.

**Technology failure** is **not**, in itself, **a valid reason** **for failure to submit an assessment task**. It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. To minimise problems in relation to technology, students should adhere to the following protocols:

* Regularly back up all work on the hard drive of your computer, on an external portable storage media (eg. USB drive) or cloud storage
* Tasks submitted electronically should be checked well before the due date to ensure that the data can be accessed at school (Check the compatibility of your home software with the school’s technology).
* Save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on an external portable storage media.

**School Reports and Grades**

Student reports will be provided at the conclusion of each semester. Parent Teacher Evenings are scheduled every year. Parents are welcome to contact the school at any time to discuss their child’s progress and educational needs.

Students should receive feedback on assessments tasks within 2 weeks of the due date or submission/completion of the task.

Student progress (reports and assessment tasks) will be reported using the NESA General Performance descriptors of achievement (Grades A – E):

|  |  |
| --- | --- |
| **A** | The student has an extensive 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** | The student has a thorough 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. |
| **C** | The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills. |
| **D** | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills. |
| **E** | The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills. |

YASS HIGH SCHOOL

**Year 9 Course Assessment – 2021**

**Subject: Agriculture**



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Task 4 | Weighting |
| Term 1  Week 10 | Term 2  Week 4 | Term 3  Week 8 | Term 4  Week 5 |
| Animal Research Task | Practical Task | Topic Test | Portfolio |
| 5.1, 5.2, 5.7, 5.12 | 5.4, 5.7, 5.10 5.14 | 5.2, 5.3, 5.8, 5.9 | 54, 5.5, 5.6, 5.11 |
| Knowledge & Understanding of course content | 10 |  | 20 | 10 | 40 |
| Knowledge, understanding and skills required to manage agricultural production systems | 10 | 10 | 10 | 10 | 40 |
| Skills in effective research, experimentation and communication | 10 |  |  | 10 | 20 |
| Weighting | 30 | 10 | 30 | 30 | 100 |

**Year 9 Course Outcomes – Agriculture**

A student:

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

5.1.2 explains the interactions within and between agricultural enterprises and systems

5.2.1 explains the interactions within and between the agricultural sector and Australia’s economy, culture and society

5.3.1 investigates and implements responsible production systems for plant and animal enterprises

5.3.2 investigates and applies responsible marketing principles and processes

5.3.3 explains and evaluates the impact of management decisions on plant production enterprises

5.3.4 explains and evaluates the impact of management decisions on animal production enterprises

5.4.1 evaluates the impact of past and current agricultural practices on agricultural sustainability

5.4.2 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics

5.4.3 implements and justifies the application of animal welfare guidelines to agricultural practices

5.5.1 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts

5.5.2 collects and analyses agricultural data and communicates results using a range of technologies

5.6.1 applies Occupational Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery

5.6.2 performs plant and animal management practices safely and in cooperation with others

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**Year 9 Course Assessment – 2021**

**Subject: Community Studies**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Component | Task 1 | Task 2 | Task 3 | Weighting |
| Ongoing Term 1, 2, 3 4 | Term 2  Week 6 | Term 3  Week 10 |
| Community Integration | Cultural Diversity  Making a Difference | Courage to Core |
| C2, C3, C4, C7 | C2, C5, C6 | C2, C5, C6 |
| Becomes a more community minded person through experiences by ‘walking in someone else’s shoes’ | 60 |  |  | 60 |
| Appreciate the uniqueness of individuals and cultures and accept similarities and differences without prejudice |  | 20 |  | 20 |
| Challenge inappropriate behaviours and attitudes in relation to a wide variety of different contexts |  |  | 20 | 20 |
| Weighting | 60 | 20 | 20 | 100 |

**Year 9 Course Outcomes – Community Studies**

A student:

C1 demonstrates and responds appropriately to emergency situations by applying general first aid principles

C2 demonstrates empathy with, initiative and request for people within their community

C3 demonstrates and applies initiative and understanding of the need to assist others within their community

C4 identify and avert difficulties by the process of “walking in someone else’s shoes”

C5 demonstrate an awareness and sensitivity to the needs, rights, feelings and efforts of others

C6 distinguish the importance of having a sense of self that builds confidence to handle society’s challenges

YASS HIGH SCHOOL

**Year 9 Course Assessment – 2021**

**Subject: Drama**



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Task 4 | Weighting |
| Term 1  Week 7 | Term 2  Week 6 | Term 3  Week 6 | Term 4  Week 4 |
| Performance  and Written Component | Practical Element  and Written Component | Practical Element  and Rationale | Performance  and Written Component |
| 5.1.1, 5.1.2, 5.1.3 5.2.1, 5.3.3 | 5.1.2, 5.1.4, 5.2.1 5.2.3, 5.3.1 | 5.1.3, 5.1.4, 5.2.2 5.3.1, 5.3.2 | 5.1.3, 5.1.4, 5.2.1 5.3.1, 5.3.3 |
| Making | 10 | 5 | 10 | 5 | 30 |
| Performance | 10 | 10 | 10 | 10 | 40 |
| Appreciating | 5 | 5 | 10 | 10 | 30 |
| Weighting | 25 | 20 | 30 | 25 | 100 |

**Year 9 Course Outcomes - Drama**

A student:

5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action

5.1.2 contributes, selects, develops and structures ideas in improvisation and play building

5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text

5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies

5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning

5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience

5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning

5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions

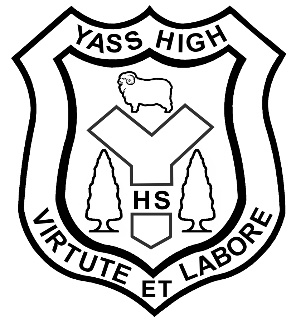
5.3.2 analyses the contemporary and historical contexts of drama

5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

YASS HIGH SCHOOL

**Year 9 Course Assessment – 2021**

**Subject: English**



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting |
| Term 1  Week 9 | Term 2  Week 4 | Term 3  Week 3 | Term 4  Week 2 |
| The Detective Genre: Detective Fiction Narrative | Distinctive Voices:  Speech | Science Fiction:  Representation Task | Globalisation Through Anime:  Essay |
|  | EN5-1A, EN5-3B  EN5-4B, EN5-5C | EN5-1A, EN5-2A  EN5-3B, EN-5CC  EN5-7D | EN5-4B, EN5-6C  EN5-7D, EN5-9E | EN5-1A, EN5-3B  EN5-6C, EN5-8D |  |
| Knowledge and understanding of course content | 12.5 | 12.5 | 12.5 | 12.5 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 12.5 | 12. | 12.5 | 12.5 | 50 |
| Weighting | 25 | 25 | 25 | 25 | 100 |

**Year 9 Course Outcomes – English**

A student:

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

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

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

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

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

EN5-6C investigates the relationships between and among texts

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

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

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



YASS HIGH SCHOOL

**Year 9 Course Assessment– 2021**

**Subject: Food Technology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting |
| Term 1  Week 10 | Term 2  Week 6 | Term 3  Week 9 | Term 4  Week 4 |
| Food in Australia -  written and practical Task | Practical Work | Food for Specific Needs Design Task | Practical Task |
| FT5-8, FT5-9  FT5-12, FT5-13 | FT5-2 FT5-5 | FT-5-6, FT5-7  FT5-10 FT5-11 | FT5-1, FT5-3, FT5-4 |
| Knowledge and understanding of course content | 15 | 10 | 15 | 10 | 50 |
| Skills in designing and preparing food | 10 | 15 | 10 | 15 | 50 |
| Weighting | 25 | 25 | 25 | 25 | 100 |

**Year 9 Course Outcomes – Food Technology**

A student:

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product

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

FT5-3 describes the physical and chemical properties of a variety of foods

FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage

FT5-5 applies appropriate methods of food processing, preparation and storage

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

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

FT5-8 collects, evaluates and applies information from a variety of sources

FT5-9 communicates ideas and information using a range of media and appropriate terminology

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

FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes

FT5-12 examines the relationship between food, technology and society

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

YASS HIGH SCHOOL

**Year 9 Course Assessment – 2021**

**Subject: Geography**



Skillsvbvd

|  |  |  |  |
| --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Weighting |
| Term 1 Week 10  or  Term 3 Week 9 | Term 2 Week 6  or  Term 4 Week 5 |
| Changing Places Site Plan Project | Environmental  Change and Management  Examination |
| GE5-3, GE5-2, GE5-7, GE5-8 | GE5-1, GE5-4, GE5-5, GE5-8 |
| Apply geographical tools for geographical inquiry. Develop skills to acquire, process and communicate geographical information | 35 | 5 | 40 |
| Knowledge and understanding of the features, characteristics and interactions of people, places and environments across a range of scales | 15 | 45 | 60 |
| Weighting | 50 | 50 | 100 |

**Year 9 Course Outcomes – Geography**

A student:

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

GE5-2 explains the processes that form and transform places and environments

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

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

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

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

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

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

YASS HIGH SCHOOL

**Year 9 Course Assessment – 2021**

**Subject: History**



|  |  |  |  |
| --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Weighting |
| Term 1 Week 10  or  Term 3 Week 9 | Term 2 Week 6  or  Term 4 Week 5 |
| Research and Essay on an Individual | WW1 Examination |
| HT5-1, HT5-3, HT5-6  HT5-10 | HT5-1, HT5-7, HT5-8, HT5-10 |
| Knowledge and understanding of the nature of history, significant changes and impact of ideas, movements, people and events. | 25 | 15 | 40 |
| Skills to undertake historical inquiry and to communicate an understanding of history. | 25 | 35 | 60 |
| Weighting | 50 | 50 | 100 |

**Year 9 Course Outcomes – History**

A student

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

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

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

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

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

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

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

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

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

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



YASS HIGH SCHOOL

**Year 9 Course Assessment– 2021**

**Subject: Industrial Technology – Metal Course: 100 hours**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Component | Task1 | Task 2 | Task 3 | Weighting |
| Term 2  Week 2 | Term 3  Week 6 | Term 4  Week 4 |
| Carry All | Tack Hammer | Metal Art |
| IND5-1, IND5-2 | IND5-3 | IND5-4, IND5-6 IND5-10 |
| Knowledge and understanding of course content | 10 | 10 | 10 | 30 |
| Skills in designing and making | 15 | 20 | 35 | 70 |
| Weighting | 25 | 30 | 45 | 100 |

**Year 9 Course Outcomes – Industrial Technology Metal (100 hours)**

A student:

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

IND5-2 applies design principles in the modification, development and production of projects

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

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

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

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally



YASS HIGH SCHOOL

**Year 9 Course Assessment– 2021**

**Subject: Industrial Technology - Timber Course: 100 hour**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Component | Task 1 | Task 2 | Task 4 | Weighting |
| Term 2  Week 2 | Term 2  Week 10 | Term 4  Week 4 |
| Toolbox and evaluation | Wooden toy and portfolio | Step stool and portfolio |
| IND5-1, IND5-2, IND5-8 | IND 5-444 | IND5-5, IND5-6 |
| Communication and understanding of course content | 10 | 10 | 10 | 30 |
| Skills in producing quality practical projects | 20 | 20 | 30 | 70 |
| Weighting | 30 | 30 | 40 | 100 |

**Year 9 Course Outcomes – Industrial Technology - Timber**

A student:

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

IND5-2 applies design principles in the modification, development and production of projects

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

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

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

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 - evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally



YASS HIGH SCHOOL

**Year 9 Course Assessment– 2021**

**Subject: Mathematics Course: 5.1/5.2 Pathway**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting |
| Term 1  Week 9 | Term 2  Week 5 | Term 3  Week 10 | Term 4  Week 3 |
| Assignment on Surface Area | Topic Test Probability | Investigation Project | In Class Task |
| MA5.1-1WM  MA5.1-3WM  MA5.1-8MG | MA5.1-2WM  MA5.1-13SP | MA5.1-1WM  MA5.1-3WM  MA5.1-6NA | MA5.1-2WM  MA5.1-10MG |
| Working Mathematically | 10 | 5 | 20 | 20 | 55 |
| Content Knowledge | 5 | 10 | 10 | 20 | 45 |
| Weighting | 15 | 15 | 30 | 40 | 100 |

**Year 9 Course Outcomes – Mathematics 5.1/5.2 Pathway** (5.2 Outcome statements covered in year 10)

A student:

MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts

MA5.1-2WM selects and uses appropriate strategies to solve problems

MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context

MA5.1-4NA solves financial problems involving earning, spending and investing money

MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships

MA5.1-7NA graphs simple non-linear relationships

MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms

MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

MA5.1-11MG describes and applies the properties of similar figures and scale drawings

MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events



YASS HIGH SCHOOL

**Year 9 Course Assessment– 2021**

**Subject: Mathematics Course: 5.3 Pathway**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting |
| Term 1  Week 9 | Term 2  Week 5 | Term 3  Week 10 | Term 4  Week 3 |
| Assignment on Equations &/or Inequalities | Topic Test Trigonometry | Investigation Project | In Class Task |
| MA5.1-3WM  MA5.2-1WM  MA5.1-5NA  MA5.2-8NA | MA5.1-2WM  MA5.1-10MG  MA5.2-13MG | MA5.1-1WM  MA5.1-3WM  MA5.1-11MG  MA5.2-14MG | MA5.1-2WM  MA5.2-6NA  MA5.3-7NA |
| Working Mathematically | 10 | 5 | 10 | 20 | 45 |
| Content Knowledge | 10 | 10 | 10 | 25 | 55 |
| Weighting | 20 | 15 | 20 | 45 | 100 |

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**Year 9 Assessment Outcomes – Mathematics 5.3 Pathway** (5.3 Outcome statements covered in year 10)

A student:

MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts

MA5.1-2WM selects and uses appropriate strategies to solve problems

MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context

MA5.1-4NA solves financial problems involving earning, spending and investing money

MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships

MA5.1-7NA graphs simple non-linear relationships

MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms

MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

MA5.1-11MG describes and applies the properties of similar figures and scale drawings

MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events

MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions

MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems

MA5.2-3WM constructs arguments to prove and justify results

MA5.2-4NA solves financial problems involving compound interest

MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion

MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions

MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices

MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques

MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships

MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships

MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids

MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings

MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar

MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data

MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time

MA5.2-17SP describes and calculates probabilities in multi-step chance experiments

YASS HIGH SCHOOL

**Year 9 Course Assessment – 2021**

**Subject: Music**



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Task 4 | Weighting |
| Term 1  Week 8 | Term 2  Week 5 | Term 3  Week 8 | Term 4  Week 4 |
| Performance  Topic 1 | Composition | Aural Analysis | Performance and Aural Analysis |
| 5.2, 5.3, 5.12 | 5.4, 5.5, 5.6 | 5.7, 5.9, 5.10, 5.11 | 5.1, 5.3, 5.7, 5.8 |
| Performance | 20 |  |  | 20 | 40 |
| Composition |  | 30 |  |  | 30 |
| Aural |  |  | 20 | 10 | 30 |
| Weighting | 20 | 30 | 20 | 30 | 100 |

**Year 9 Course Outcomes - Music**

Through activities in performance, composition, musicology and aural, a student:

5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts

5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology

5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness

5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study

5.5 notates own compositions, applying forms of notation appropriate to the music selected for study

5.6 uses different forms of technology in the composition process

5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts

5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study

5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study

5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study

5.10 demonstrates an understanding of the influence and impact of technology on music

5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form

5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

YASS HIGH SCHOOL

**Year 9 Course Assessment – 2021**

**Subject: PD/Health/PE Course: PASS**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Component | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 10 | Term 2  Week 9 | Term 3  Week 9 |
| Body Systems | Sporting Identity | Olympics and Technology |
| PASS5-1, PASS5-2  PASS5-7 | PASS5-3, PASS5-4 | PASS5-6, PASS5-7 PASS5-8 |
| Skills in the evaluation of factors that contribute to efficient and rewarding participation in physical activity | 10 | 10 | 10 | 30 |
| Knowledge and understanding of the roles and effects of physical activity and sport, and the benefits and opportunities they can provide | 20 | 10 | 10 | 40 |
| Skill in enhancing their participation and performance in physical activity and sport | 10 |  | 20 | 30 |
| Weighting | 40 | 20 | 40 | 100 |

**Year 9 Course Outcomes – PASS**

A student:

PASS5-1 discusses factors that limit and enhance the capacity to move and perform

PASS5-2 analyses the benefits of participation and performance in physical activity and sport

PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport

PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives

PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance

PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport

PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance

PASS5-8 displays management and planning skills to achieve personal and group goals

PASS5-9 performs movement skills with increasing proficiency

PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

YASS HIGH SCHOOL

**Year 9 Course Assessment – 2021**

**Subject: PD/Health/PE**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Component | Task 1 | Task 2 | Task 3 | Weighting |
| Term 1  Week 9 | Term 2  Week 9 | Term 3  Week 8 |
| Physical Activity for Me | Looking Good, Feeling Great | Respect in Relationships |
| PD5-6, PD5-7, PD5-8 | PD5-1, PD5-2, PD5-9 | PD5-3, PD5-10 |
| Skills in predicting potential problems and developing, justifying and evaluating solutions | 10 | 10 | 10 | 30 |
| Knowledge and understanding of how to develop strategies to promote health and safe behaviours | 15 | 10 | 10 | 35 |
| Skills in analysing attitudes, behaviour and consequences related to health issues affecting young people | 15 | 10 | 10 | 35 |
| Weighting | 40 | 30 | 30 | 100 |

**Year 9 Course Outcomes – PDHPE**

A student:

PD5-1 assesses their own and others’ capacity to reflect on and respond positively to challenges

PD5-2 researches and appraises the effectiveness of health information and support services available in the community

PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

PD5-9 assesses and applies self-management skills to effectively manage complex situations

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

YASS HIGH SCHOOL

**Year 9 Course Assessment – 2021**

**Subject: Science**



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Components | Task 1 | Task 2 | Task 3 | Task 4 | Weighting |
| Term 1  Week 8 | Term 2  Week 2 | Term 3  Week 10 | Term 4  Week 5 |
| Practical written Test | Australian Scientist Poster | Portfolio of Classwork | Yearly Examination |
| SC5-6WS  SC5-8WS  SC5-LW14 | SC5-9WS | SC5-9WS  SC5-7WS  SC5-6WS  SC5-8WS | SC5-8WS  SC5-11PW  SC5-13ES  SC5-12ES |
| Skills in applying the processes of working scientifically | 20 | 10 | 10 | 10 | 50 |
| Knowledge of the Physical World, Earth and Space, Living World and Chemical World and understanding about the nature, development, use and influence of Science | 10 | 10 | 10 | 20 | 50 |
| Weighting | 30 | 20 | 20 | 30 | 100 |

**Year 9 Course Outcomes – Science**

A student:

SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

SC5-4WS develops questions or hypotheses to be investigated scientifically

SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively

SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion

SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

SC5-14LW analyses interactions between components and processes within biological systems

SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

YASS HIGH SCHOOL

**Year 9 Course Assessment 2021**

**Subject: Textiles Technology**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Component | Task 1 | Task 2 | Task 3 | Weighting |
| Term 2  Week 3 | Term 3  Week 6 | Term 4  Week 6 |
| Apparel project and Case Study | Mini quilt and portfolio | Toy and research task |
| TEX5-2, TEX5-3,  TEX5-10, TEX5-11 | TEX5-1, TEX5-5,  TEX5-7, TEX5-9  TEX5-12 | TEX5-4, TEX5-6, TEX5-8 |
| Knowledge of design, properties and performance of textiles and textiles and society | 10 | 10 | 10 | 30 |
| Skills in designing and producing textile items | 20 | 25 | 25 | 70 |
| Weighting | 30 | 35 | 35 | 100 |

**Year 9 Course Outcomes – Textiles Technology**

Students will:

TEX5-1 explains the properties and performance of a range of textile items

TEX5-2 justifies the selection of textile materials for specific end uses

TEX5-3 explains the creative process of design used in the work of textile designers

TEX5-4 generates and develops textile design ideas

TEX5-5 investigates and applies methods of colouration and decoration for a range of textile items

TEX5-6 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use

TEX5-7 evaluates the impact of textiles production and use on the individual consumer and society

TEX5-8 selects and uses appropriate technology to creatively document, communicate and present design and project work

TEX5-9 critically selects and creatively manipulates a range of textile materials to produce quality textile items

TEX5-10 selects appropriate techniques and uses equipment safely in the production of quality textile projects

TEX5-11 demonstrates competence in the production of textile projects to completion

TEX5-12 evaluates textile items to determine quality in their design and construction



YASS HIGH SCHOOL

**Year 9 Course Assessment 2021**

**Subject: Visual Arts**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting |
| Term 1  Week 10 | Term 2  Week 7 | Term 3  Week 8 | Term 4  Week 3 |
| Art practice and Historical study | Art practice and Critical study | Body of work and exhibition | Conceptual study and frames |
| 5.1, 5.3, 5.5, 5.7 5.10 | 5.2, 5.4, 5.6, 5.7 5.10 | 5.1, 5.2, 5.5, 5.6 | 5.7, 5.8, 5.9 |
| History/Criticism | 10 | 10 |  | 20 | 40 |
| Art Making | 15 | 15 | 30 |  | 60 |
| Mark | 25 | 25 | 30 | 20 | 100 |

**Year 9 Course Outcomes - Visual Arts**

A student:

5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks

5.2 makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience

5.3 makes artworks informed by an understanding of how the frames affect meaning

5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts

5.5 makes informed choices to develop and extend concepts and different meanings in their artworks

5.6 demonstrates developing technical accomplishment and refinement in making artworks

5.7 applies their understanding of aspects of practice to critical and historical interpretations of art

5.8 uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art

5.9 demonstrates how the frames provide different interpretations of art

5.10 demonstrates how art criticism and art history construct meanings

**YEAR 9 ASSESSMENT PLANNING 2021**

|  |  |  |
| --- | --- | --- |
| **Line 1** |  | **Line 2** |
| Food Technology |  | Agriculture |
| Textile Technology |  | Community Studies |
| Visual Arts |  | Music |
| Physical Activity & Sport Studies |  | Industrial Technology Timber |
| Drama |  | Food Technology |
| Industrial Technology Metal |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Term 1** | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|  |  | Drama (1) | Music (2) | PDHPE | PASS (1) |
|  |  |  | Science | Maths | Art (1) |
|  |  |  |  | English | Agriculture (2) |
|  |  |  |  |  | Food Technology (1&2) |
|  |  |  |  |  | History/Geography |
|  |  |  |  |  |  |
| **Term 2** | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
|  |  | Industrial Technology – Metal (1) | Textiles Technology (1) | English | Music (2) |
|  |  | Science |  | Agriculture (2) | Maths |
|  |  | Industrial Technology – Timber (2) |  |  |  |
|  | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|  | Community Studies (2) | Art (1) |  | PASS (1) | Industrial Technology – Timber (2) |
|  | Drama (1) |  |  | PDHPE |  |
|  | Food Technology (1&2) |  |  |  |  |
|  | History/Geography |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Term 3** | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
|  |  |  | English |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|  | Drama (1) |  | Art (1) | Textiles Technology (1) | Maths |
|  | Textile Technology (1) |  | Agriculture (2) | PASS (1) | Community Studies (2) |
|  | Industrial Technology – Metal (1) |  | Music (2) | Food Technology (1&2) | Science |
|  |  |  | PDHPE | History/Geography |  |
|  |  |  |  |  |  |
| **Term 4** | Week 1/2 | Week 3 | Week 4 | Week 5 | Week 6 |
|  | English | Art (1) | Music (2) | Agriculture (2) | Textiles Technology (1) |
|  |  |  | Drama (1) | Science |  |
|  |  | Maths | Food Technology 1&2 | History/Geography |  |
|  |  |  | Industrial Technology – Metal (1) |  |  |
|  |  |  | Industrial Technology – Timber (2) |  |  |
|  | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |