



**YEAR 9**

# **ASSESSMENT**

**SCHEDULE**

2022-2023





## 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



**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



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

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.

**Requests for extension of time must be made prior to the due date of the task.**

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.

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 a [redacted] ch

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## 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 NESAs General Performance descriptors of achievement (Grades A – E):

<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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.

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## Year 9 Course Assessment – 2023 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 4	
	Speculative Fiction: Sci-Fi Narrative	Distinctive Voices: Half Yearly Examination	Film From Other Worlds: Essay	Australian Poetry: Yearly Exam	
	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



## 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



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## Year 9 Course Assessment – 2023 Subject: Commerce

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	Term 4 Week 3	
	Consumer Decisions and Budgeting	ASX Game & Investing Reflection	Entrepreneurship Challenge	Work Futures Test	
	COM5-2, COM5-4	COM5-1, COM5-7	COM5-5, COM5-6, COM5-9	COM5-2, COM5-4	
Weighting	25	25	25	25	100

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A student:

- COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
- COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, economic, legal, political and employment contexts
- COM5-3 examines the role of law in society
- COM5-4 analyses key factors affecting decisions
- COM5-5 evaluates options for solving problems and issues
- COM5-6 develops and implements plans designed to achieve goals
- COM5-7 researches and assesses information using a variety of sources
- COM5-8 explains information using a variety of forms
- COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes

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## Year 9 Course Assessment– 2023 Subject: Food Technology

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 11	Term 2 Week 6	Term 3 Week 10	Term 4 Week 4	
	Food in Australia research task	Practical work	Food for specific needs design task	Yearly Examination	
	FT5-7, FT5-8, FT5-9	FT5.1, FT5-3, FT5-5	FT5-2, FT5-10, FT5-11	FT5-3, FT5-4, FT5-6, FT5-12	

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## 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

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**Year 9 Course Assessment – 2023**  
**Subject: Geography**

	Task 1	Task 2
Components	Term 1 Week 10 or Term 3 Week 9	Term 2 Week 4 or Term 4 Week 4
	Changing Places Project	Environmental Change and Management Examination
	GE5-3, GE5-2, GE5-7, GE5-8	GE5-1, GE5-4, GE5-5, GE5-8

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## 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

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## Year 9 Course Assessment – 2023 Subject: History

Components	Task 1	Task 2
	Term 1 Week 10 or Term 3 Week 9	Term 2 Week 4 or Term 4 Week 4
	Research and Essay on an Individual	WW1 Examination
	HT5-1, HT5-3, HT5-6 HT5-10	HT5-4, HT5-6, HT5-7, HT5-9



## 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



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**Year 9 Course Assessment– 2023**

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

Component	Task1	Task 2	Task 3	Task 4
	Term 1 Week 8	Term 3 Week 2	Term 4 Week 2	Term 4 Week 4
	Carry All	Tack Hammer	Metal Art	Yearly examination
	IND5-1, IND5-2	IND5-3	IND5-4, IND5-6	IND5-10



## 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

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## Year 9 Course Assessment– 2023

Subject: Industrial Technology - Timber Course: 100 hour

Component	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 8	Term 2 Week 4	Term 2 Week 6	Term 4 Week 4
	Hot Pot Stand	Mantle Clock & Folio	Serving Tray	Yearly Exam
	IND5-1, IND5-4	IND5-2, IND5-5, IND5-8, IND 5-9	IND5-3, IND5,7	IND5-3, IND5-9, IND5-10

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## 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

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**Year 9 Course Assessment– 2023**  
**Subject: iSTEM**

Component	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 10	Term 2 Week 7	Term 3 Week 10	Term 4 Week 5
	STEM Fundamentals Project	CAD Task	Mechatronics	Aeronautics
	ST5-1,3,8,&10	ST5-2,3,4,8,&9	ST5-2,3,6&7	ST5-1,2,3,5&8

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## Course Outcomes – iSTEM

A student:

- ST5-1 designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
- ST5-2 demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
- ST5-3 applies engineering design processes to address real-world STEM-based problems
- ST5-4 works independently and collaboratively to produce practical solutions to real-world scenarios
- ST5-5 analyses a range of contexts and applies STEM principles and processes
- ST5-6 selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
- ST5-7 selects and applies project management strategies when developing and evaluating STEM-based design solutions
- ST5-8 uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
- ST5-9 collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
- ST5-10 analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment

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Year 9 Course Assessment– 2023

Subject: Mathematics

Course: 5.1/5.2 Pathway

	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 3	Term 2 Week 4	Term 3 Week 3	Term 4 Week 4
Component	Learning Portfolio	Topic Test	Assignment	Topic Test & Summary Sheet
	MA5.1-1WM MA5.2-1WM	MA5.1-2WM MA5.1-13SP	MA5.1-3WM MA5.1-6NA	MA5.1-1WM MA5.1-2WM

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## 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



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**Year 9 Course Assessment– 2023**

**Subject: Mathematics**

**Course: 5.3 Pathway**

	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 3	Term 2 Week 4	Term 3 Week 3	Term 4 Week 4
Component	Learning Portfolio	Topic Test	Assignment	Topic Test & Summary Sheet
	MA5.1-1WM MA5.2-1WM	MA5.1-2WM MA5.1-10MG MA5.2-13MG	MA5.1-1WM MA5.2-1WM MA5.2-7NA	MA5.1-2WM MA5.1-12SP MA5.1-13SP MA5.2-17SP

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## Course Outcomes – Mathematics 5.3 Pathway

(5.1 & 5.2 Outcomes covered this year. 5.3 Outcome statements covered in Year 10)

A student:

- 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

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**Year 9 Course Assessment – 2023**

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

	Task 1	Task 2	Task 3
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10
Component	Foundations of Physical Activity	Physical Activity and Sport in Society	Enhancing Participation and Performance
	PASS5-1, PASS5-2 PASS5-6	PASS5-3, PASS5-4	PASS5-5, PASS5-7, PASS5-10
Weighting	40	30	30

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## 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

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## Year 9 Course Assessment – 2023 Subject: PD/Health/PE

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Component	Task 1	Task 2	Task 3
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9
	Respect in Relationships	Risky Business	Body Positivity
	PD5-3, PD5-10	PD5-2, PD5-9	PD5-1, PD5-5
Weighting	40	30	30



## 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

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**Year 9 Course Assessment – 2023**  
**Subject: Science**

Components	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 9	Term 2 Week 3	Term 3 Week 10	Term 4 Week 4
	Topic Test	Student Research Project	Portfolio of Classwork	Yearly Examination
	SC5-8WS SC5-LW14	SC5-4WS SC5-5WS SC5-7WS SC5-9WS	SC5-9WS SC5-7WS SC5-6WS SC5-8WS	SC5-8WS SC5-11PW SC5-12ES

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## 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



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## Year 9 Course Assessment 2023 Subject: Textiles Technology

Component	Task 1	Task 2	Task 3
	Term 2 Week 6	Term 4 Week 2	Term 4 Week 4
	Apparel Shorts/Trousers and Top	Non-Apparel Soft Toy	Yearly examination
	TEX5-4, TEX5-5, TEX5-9	TEX5-3, TEX 5-10	TEX5-1, TEX5-6, TEX5-7,

### 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

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## Year 9 Course Assessment 2023 Subject: Visual Arts

Component	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 10	Term 2 Week 6	Term 3 Week 8	Term 4 Week 4
	Art practice and Historical study	Art practice and Critical study	Body of work and exhibition	Conceptual study and frames
	5.1, 5.3, 5.7, 5.9	5.2, 5.6, 5.8 5.10	5.1, 5.5, 5.6, 5.7	5.4, 5.5, 5.10

### 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

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## YEAR 9 ASSESSMENT PLANNING 2023

Line 1		Line 2
Industrial Technology Timber		iSTEM
Commerce		Physical Activities and Sports Studies
Food Technology		Visual Art
Textiles		Industrial Technology Timber
Industrial Technology Metal		Food Technology

Term 1	Week 1/2	Week 3	Week 4	Week 5	Week 6
		Maths			
	Week 7	Week 8	Week 9	Week 10	Week 11
	History Elective	Commerce (1)	English	Visual Art (2)	Food Technology (1&2)
		IT Metal (1)	PDHPE	PASS (2)	
		IT Timber	Science	HSIE	
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5
			Science	English	Commerce (1)
				Geography	History Elective
				History	
				Maths	
	Week 6	Week 7	Week 8	Week 9	Week 10
	Visual Art (2)	iStem (2)		PDHPE	PASS (2)
	Textiles Technology (1)				
	IT Timber				
	Food Technology (1&2)				

<b>Term 3</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
		IT Metal	English		
			Maths		
	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
		History Elective	Visual Art (2)	Geography	PASS (2)
			Commerce (1)	PDHPE	Science
				History	Food Technology (1&2)
					iStem (2)
<b>Term 4</b>	<b>Week 1/2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
	IT Metal	Commerce (1)	Visual Art (2)		Semester 2 reports due
	Textiles Technology (1)		English Exam		
	IT Timber		Food Technology (1&2)		
			Maths		
			Geography		
			Science		
			History		
			Textiles Technology (1)		
			It Metal (1)		
			Visual Art (2)		
			IT Timber		
	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>

