Wellington High School

Year 9 Assessment Book

2024

Updated February 2024

Contents

What is the purpose of this booklet?

To provide information about:

- School assessment processes in Years 7 and 8.
- Your rights and responsibilities under this system.

How Will I Know If I Have an Assessment TASK?

- You will receive advance notice of every assessment task before the due date.
- This booklet lists all of your tasks for the year for all of your subjects.
- This will include information on the details of the task such as task weight, due date, assessment criteria, marking guidelines and clearly outlined expectations.
- If you are absent on the day the class is notified of an assessment task, it is your responsibility to inform your teacher immediately on your return to school.

What do I do if I am absent the day of an Assessment Task?

If you are absent the day of an assessment task or examination, you **MUST**:

- Get your parents to phone the school to let your teacher know you are absent.
- When you return to school you must submit your task to your teacher.

What do I do if I know I am going to be absent for an assessment task?

- Arrange for your parent / caregiver to ring the school.
- Your task will be submitted to your teacher the next day you are at school.

What do I do if I have School Business the Day My Task is Due?

It is your responsibility to make alternative arrangements with the teacher or Head Teacher when School Business clashes with an assessment task or examination.

What Happens if I Don't Submit my Assessment Task on Time?

If you don't submit an assessment task on the due date:

- Your parents / caregivers will be called to notify them.
- Your parents / caregivers will receive a letter informing them of your non – submission.
- You will be given a week to complete the task with support from your classroom teacher, this may mean using your recess or lunchtime to complete the task. YOU WILL NOT BE GIVEN ADDITIONAL CLASS TIME TO COMPLETE THE TASK.
- If you still do not submit the task, you will be awarded a mark of zero.
- Your parents / caregivers will receive another phone call to inform them that you still have not submitted the task and that you will be given a mark of 0.
- Your parents / caregivers will receive a letter informing them of your non – submission and that you will receive a mark of 0.

What Do I Do If I Need an Extension on a Task?

Your parent / caregiver needs to call the school and talk to your teacher about getting an extension. This needs to happen before the due date of the task.

What Do I Do If I Have Technical Issues?

Computer or printer failure or malfunction **will not** be accepted as reason for failure to submit an assessment task by the due date.

- It is your responsibility to save your work frequently and back it up to a hard drive / USB or storage cloud. It is recommended that you don't save your work in collaboration, but in your personal drive.
- If a printer at home is not working, you are able to print your task at school.
- Students can email work to their own DoE email address and collect this at school for printing if necessary.
- If you email your task to your teacher and they don't receive it, you will need to show that you have attempted to send the task from your sent items folder in your email.

When should an assessment task be submitted?

- Tasks must be submitted by 3.08 pm on the due date or the date stated on the assessment notification.

What Happens if My Teacher Thinks I Have Plagiarised My Assessment Task?

- For the first case you will receive a warning that you have plagiarised your assessment task.
- If it happens a second time, you will receive a mark of 0 for the task.

What is Plagiarism?

Plagiarism is copying someone else's work and pretending that it is your own. The following are examples of plagiarism:

- Copying someone else's assessment task
- Getting someone else to do your assessment task.
- Copying and pasting information from the internet.

What Happens to The Assessment I Do in My Subjects?

Your teachers will collate your marks from your assessment and award you a grade.
This grade reflects your performance in class tasks and assessment tasks.
This is the grade which will appear on your reports.

Is it Important That I Complete My Classwork as Well as Assessment Tasks?

You need to work hard and do your best in all set tasks, including classwork, as all tasks will contribute to final grades.

What Are The Grades?

A	Outstanding	The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. Students demonstrate creative and critical thinking skills and apply this understanding to effective analysis and evaluation. The student is able to effectively communicate complex ideas and information in a variety of forms.
B	High	The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. Students demonstrate creative and critical thinking skills and apply this understanding to analysis and evaluation. The student is able to clearly communicate complex ideas and information in a variety of forms.
C	Sound	The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of contexts. Students demonstrate skills and apply this understanding to evaluation. The student is able to communicate relevant ideas and information in an appropriate manner.
D	Basic	The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. Students demonstrate skills and apply this understanding to evaluation. The student is able to communicate ideas and information in an appropriate manner.
E	Limited	The student demonstrates limited knowledge of content and understanding of course concepts and applies some skills and processes often with guidance. Students demonstrate elementary skills in recount. The student is able to communicate ideas and information.

YEAR 9 ASSESSMENT TASK FLOW CHART

Assessment task notification, distributed to students, students sign assessment register and teacher places assessment register into Monitoring folder.

Head Teacher (or delegate) places a copy of notification / task on:

- School website
- Learning Support Assessment Folder

Head Teacher arranges for Facebook post to be sent out alerting parents to distribution of task, due date, and lessons provided to complete task???

Student completed task.

Teacher collects task, student signs assessment register acknowledging lodgement.

Teacher marks task, providing feedback, gives task back to student, getting them to sign register.

Teacher places mark onto mark book in Millennium and records mark in their day book.

Student does not complete task.

Teacher phones parent to advise that task was not submitted. Sends a letter home to parent

Student given 1 week to complete task, with the support of KLA.

Student still has not completed task.

Head Teacher:

- calls parents to inform of non – submission of task.
- A letter is sent home to parents
- Student awarded a mark of 0.
- Mark of 0 recorded on Millennium mark book.

Deputy Principal Year 9
Mrs Gorrie

Year Advisor Year 9
Mr Yap

Faculty Head Teachers

Subject	Head Teacher
English	Ms Abrahams
Maths	Mr Kinscher
Science	Mr Dimmick
HSIE	Mr Roberts
PDHPE & Sport	Mrs Stevenson
Music	Mr Dimmick
Agriculture	Mr Dimmick
TAS	Ms Norval
Art	Mr Dimmick

Important Dates

Term	Week	Date	Event
2	1	Tuesday April 30th	Term 2 Starts
2	6	20th May – 24th May	Half Yearly Examination
2	10	Friday 5th July	Term 2 Ends
3	1	Tuesday 23rd July	Term 3 Starts
3	10	Friday 27th September	Term 3 Ends
4	1	Monday 14th October	Term 4 Starts
4	3	November 4th – November 13th	Yearly Examinations
4	11	Wednesday 18th December	Term 4 Ends

YEAR 9 ENGLISH ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	**Multimodal Task and Reflection**	**Analytical Essay**	**Portfolio: Writing Pieces and Reflection**	**Yearly Examination**	
	Novel Study: Speculative Fiction	Drama Unit: Shining a new (stage) light	Genre Study: Gothic Horror	Poetry Unit: Poetic Purpose	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9	As per exam schedule	
Outcomes Assessed	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-ECA-01, EN5-ECB-01	
Components					
Knowledge and understanding of course content	15%	10%	10%	15%	**50**
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10%	15%	15%	10%	**50**
Total %	**25%**	**25%**	**25%**	**25%**	**100**

Outcomes:
EN5-RVL-01 – uses a range of personal, creative and critical strategies to interpret complex texts
EN5-URA-01 – analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
EN5-URB-01 – evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
EN5-URC-01 – investigates and explains ways of valuing texts and the relationships between them
EN5-ECA-01 – crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
EN5-ECB-01 – uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

YEAR 9 MATHEMATICS ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Investigation – Area and Surface Area	Half Yearly Examination	Open Question Test and Booklet	Yearly Examination	
Timing	Term 1 Week 8	Examination week	Term 3 Week 7	Examination week	
Outcomes Assessed	MAO-WM-01, MA5-ARE-C-01	MAO-WM-01 MA5-DAT-C-01 MA5-VOL-C-01 MA5-PRO-C-01 MA5-EQU-C-01	MAO-WM-01 MA5-TRG-C-01 MA5-IND-C-01 MA5-ALG-C-01 MA5-GEO-C-01	MAO-WM-01 MA5-MAG-C-01 MA5-FIN-C-01 PLUS ALL PREVIOUS OUTCOMES	**Weighting %**
Components					
Communicating, Problem Solving and Reasoning	15	10	15	10	50
Understanding and Fluency	10	15	10	15	50
Total	25	25	25	25	100

STAGE 5 MATHEMATICS OUTCOMES

5.1: Knowledge & Understanding & Skills

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

5.2 Knowledge & Understanding And Skills

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

5.3: Knowledge & Understanding & Skills

MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs
MA5.3-4NA draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA performs operations with surds and indices
MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-9NA sketches and interprets a variety of non-linear relationships
MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA uses function notation to describe and sketch functions
MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems
MA5.3-18SP uses standard deviation to analyse data
MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

YEAR 9 SCIENCE ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Date	Term 1 Week 9	Term 2 Week 5	Term 3 Week 6	Term 4 Week 3	
Task Type	Practical Exam	Assignment	Student Research Project	Yearly Examination	
Outcomes	SC5-4WS - SC5-9WS, SC5-16CW, SC5-17CW	SC5-4WS - SC5-9WS, SC5-16CW, SC5-17CW, SC5-14LW, SC5-15LW	SC5-4WS - SC5-9WS, SC5-12ES, SC5-13ES, SC5-11PW, SC5-10PW	SC5-4WS - SC5-15LW	
Component					
Knowledge & Understanding of: Earth Science, Physical Science, Chemical Science, Living World	10	5	5	20	40
Science Skills in: Predicting, Performing investigations, Planning investigations, Analysing & presenting data, Communicating	15	20	15	10	60
Total	25	25	20	30	100

Outcomes
SC5-4WS - develops questions or hypotheses to be investigated scientifically.
SC5-5WS - produces a plan to investigate identified questions, hypotheses or problems, individually & 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.

YEAR 9 HISTORY ASSESSMENT SCHEDULE SEMESTER 1

Task	Task 1	Task 2	Task 3	Weighting %
	Student Portfolio of work	Research Task	Examination	
Outcomes	HT5-1, HT5-2, HT5-3, HT5-4	HT5-6, HT5-7, HT5-8, HT5-9	HT5-1, HT5-3, HT5-5, HT5-7, HT5-9, HT5-10	
Due Date	Term 1 Week 9	Term 2 Week 3	Term 2 (exam period)	
Component				
Historical Knowledge	20	5	10	**35**
Research and historical inquiry skills	5	20	10	**35**
Communication skills	10	10	10	**30**
Total %	35	35	30	**100**

Outcomes:
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

YEAR 9 GEOGRAPHY ASSESSMENT SCHEDULE SEMESTER 2

Task Number	Task 1	Task 2	Task 3	Weighting %
Date	Term 3 Week 9	Term 3 Week 7	Term 4 (exam period)	
Task Type	Student Portfolio	Fieldwork	Exam	
Outcomes	GE5-1, GE5-5, GE5-6	GE5-2, GE5-3, GE5-4	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-6, GE5-7, GE5-8	
Component				
Geographical knowledge content	15	5	10	**30**
Geographical concepts, tools and skills	15	20	10	**45**
Communication	5	10	10	**25**
Total %	**35**	**35**	**30**	**100**

Outcomes:

GE5-1: explains the diverse features and characteristics of a range of places and environments
GE5-2: explains processes and influences that form and transform places and environments
GE5-3: analyses the effect of interactions and connections between people, places and environments
GE5-4: accounts for perspectives of people and 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

YEAR 9 ELECTIVE HISTORY ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Weighting %
Date	Term 1 Week 10	Term 3 Week 5	Term 4 (exam period)	
Task Type	Multimodal presentation	Research Task	Examination	
Outcomes	HT5-1, HT5-2, HT5-6	HT5-3, HT5-4, HT5-8, HT5-9,	HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-6, HT5-7, HT5-9, HT5-10	
Component				
Historical Knowledge	20	10	10	40
Research and historical inquiry skills	5	15	10	30
Communication skills	10	10	10	30
Total %	35	35	3	100

Outcomes:
HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE5-2examines the ways in which historical meanings can be constructed through a range of media
HTE5-3sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities
HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage
HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process
HTE5-7 explains different contexts, perspectives and interpretations of the past
HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences

YEAR 9 PDHPE ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	**Practical Assessment:** Net & Court Sports	**Looking Good Feeling Great**	**Risk Taking:** Scenarios	**Yearly Examination**	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8	Term 4, Exam Period	
Outcomes assessed	PD5-4, PD5-5, PD5-11	PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9	PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9	PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9	
Component					
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	15	15	15	15	60
Total %	25	25	25	25	100

Outcomes
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
PD4-10: applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD4-11: demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

YEAR 9 PASS ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Issues in Sport Case Study	Coaching Level 0 Coaching Certificate	Resistance Training Practical Participation	Yearly Examination	
Timing	Term 1, Week 7	Term 2, Week 8	Term 3, Week 7	Term 4, Exam Period	
Outcomes assessed	PASS5-3, PASS5-4, PASS5-10	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9.	PASS5-1, PASS5-5, PASS5-7, PASS5-8, PASS5-9	PASS5-1, PASS5-3, PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10, PASS5-11	
Component					
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	15	20	10	15	60
Total %	25	30	20	25	100

Outcomes
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.

YEAR 9 CHILD STUDIES ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Becoming a Parent - Parenting Styles Analysis	The Wonder of Life - Infographic Presentation	Caring for my Child Case Study/Flyer	Yearly Examination	
Timing	Term 1, Week 6	Term 2, Week 8	Term 3, Week 6	Term 4, Exam Period	
Outcomes assessed	CS5 2, CS5 3, CS5 5, CS5 7, CS5 8, CS5 9, CS5 11, CS5 12	CS5 1, CS5 2, CS5 5, CS5 8, CS5 11	CS5 1, CS5 2, CS5 5, CS5 6, CS5 8, CS5 10, CS5 11	CS5 2, CS5 8, CS5 9, CS5 11	
Component					
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	15	15	15	15	60
Total %	25	25	25	25	100

Outcomes
CS5-1: identifies the characteristics of a child at each stage of growth and development
CS5-2: describes the factors that affect the health and wellbeing of the child
CS5-3: analyses the evolution of childhood experiences and parenting roles over time
CS5-4: plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5: evaluates strategies that promote the growth and development of children
CS5-6: describes a range of parenting practices for optimal growth and development
CS5-7: discusses the importance of positive relationships for the growth and development of children
CS5-8: evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9: analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10: demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-11: analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12: applies evaluation techniques when creating, discussing and assessing information related to child growth and development

YEAR 9 VISUAL ARTS ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Portrait Practical. including VAPD & Case Study.	Printmaking Practical. including VAPD & Case Study.	Ceramics Sculpture. Including VAPD & Case Study.	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 5	Term 3, Week 9	Term 4	
Outcomes	5.1, 5.2, 5.3, 5.7	5.4, 5.5, 5.6, 5.8	55.1, 5.3, 5.5, 5.9	5.7, 5.8, 5.9, 5.10	
Total	**30**	**30**	**30**	**10**	**100**

VAPD = Visual Arts Process Diary

Outcomes

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 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 relationships 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 FOOD TECHNOLOGY ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Task Type	New Year's Eve Countdown Celebration	Food Adventure Advertisement	Movie Snack Founder	Yearly Examination	**Weighting (%)**
Timing	Term 1, Week 11	Term 2, Week 10	Term 3, Week 10	Term 4, Week 5	
Outcomes	FT5.2; FT5.8; FT5.9; FT5.10; FT5.11	FT5.8; FT5.9; FT5.10; FT5.11; FT5.12	FT5.1; FT5.2; FT5.10; FT5.11; FT5.13	FT5.1; FT5.2; FT5.3; FT5.4; FT5.4; FT5.5; FT5.6; FT5.7; FT5.8; FT5.8; FT5.9; FT5.10; FT5.11; FT5.12; FT5.13	
Total	25	25	25	25	25

Outcomes

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

YEAR 9 INDUSTRIAL TECHNOLOGY TIMBER ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Task Type	Theory Assessment	Project and Portfolio	Project and Portfolio	Yearly Examination	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	Term 4, Week 3	
Outcomes Assessed	IND5-4, IND5-9	IND5-3, IND5-5, IND5-8	IND5-3, IND5-5, IND5-8	IND5-1, IND5-3, IND5-4, IND5-5, IND5-6, IND5-8, IND5-9, IND5-10	
Total %	10	30	30	30	100

Outcomes

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