



Semper Optime  
Always the Best

# Year 9 Assessment Booklet

2024





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# Learning for a Changing Future

At BGHS we believe that transformational education is at the core of literate, numerate and creative learners who are resilient and have a strong sense of belonging. The provision for this will be delivered through dynamic, collaborative, expert staff who constantly strive for excellence.

## Our Beliefs

The community at Bankstown Girls High School is committed to:

- a safe and secure environment
- the promotion of tolerance, care and respect
- the encouragement of all its members to realise their potential
- the preservation of its environment
- pride in its identity

## Exit Outcomes

A Bankstown Girls High School Graduate:

- will be an honest, respectful, responsible, courteous young woman who is generous of spirit, co-operative and an effective communicator;
- she will be literate, numerate and able to use information and communication technologies effectively;
- she will have an understanding of the knowledge and skills base of all Key Learning Areas and an awareness of local and global issues;
- a critical thinker and problem solver, she will be a motivated, inquisitive, independent learner.

# Assessment Policy and Procedures

## Purpose of Assessment

Assessment tasks measure student performance against outcomes in each course. Assessment occurs throughout the duration of the course. The responsibility for setting assessment programs lies with the faculty responsible for that course.

## Satisfactory Completion of a Course

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

1. followed the course developed by the faculty
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes

## The Assessment and Reporting Program

Assessment in each subject will not begin until Week 1, Term 1 of each Year.

A report will be published that outlines progress in Semester one and Semester two. Dates of publication will be shown in the school calendar on the website and in the school newsletter "Candid".

## Student Responsibilities

- Students must ensure that they are aware of the assessment procedures, and they must complete and submit all assessment tasks as set by the school.
- A student must attend school every period, including ELP on the day an assessment task is due to be eligible for a mark to be awarded for that assessment task.
- Students who attend school only for an assessment task and are unable to attend for the rest of the day due to illness, must produce a medical certificate.
- Failure to comply with an assessment deadline due to a critical incident such as unexpected hospitalisation due to an acute illness, death of an immediate family member or serious accident while coming to school - the student must see the Deputy Principal and collect an appeals form, on the day of their return to school and produce a letter from parents / guardian to explain the reason.

## Notification of Assessment

Students are informed of the assessment for each course, including;

1. the specified components and their weightings
2. the nature of each assessment task (e.g. written test, assignment, field trip, lecture project, practical work etc.)
3. the time when each assessment task will occur
4. the outcomes being assessed by the task

The school will publish an Assessment Schedule for each subject taught at the start of the calendar and HSC year. **Subject teachers will then provide notification of individual tasks to students on the school**

**assessment template at least two weeks prior to the submission date.** At this time the teacher will indicate student receipt of the task through completion of a notification register.

### Absence from Assessment

If a student is absent on a due date for an assessment task the student must inform the Head Teacher of that subject by phone or email within 48 hours of the due date of the task. Failure to do so will result in a non-attempt being recorded for the task. The student when contacting the Head Teacher is to give an expected date for return to school.

If the due date is the last day of term, the student must contact the Head Teacher in person or by phone on Day 1 of the following term

A student who has been absent due to illness or extreme misadventure must see the relevant Head Teacher on the first day of return to school to negotiate an alternative time or task. Failure to do so will result in a non-attempt. The student must be prepared to do the exam or assessment task or hand in the task on the first day of return to school.

1. If no appeal is presented as per this policy, a mark of zero stands.
2. An appeal will only be considered if the documentation is completed as per this policy.
3. Once an appeal is formally lodged, the student will receive acknowledgement from the Head Teacher.
4. The Head Teacher shall hear the appeal and consult with the Principal. The Head Teacher will inform the student of the outcome of the appeal.

The student at the meeting with the Head Teacher must submit a completed appeal form and any supporting documentation e.g. Letter from parents or Doctor's Certificate. Within the appeal documentation for absence due to illness a Medical Certificate must be provided which has been issued on the same date as the task.

### Late Submission of a Task

If a student does not hand in an assessment task on the specified date without a valid reason as supported by an illness misadventure form, they will receive a zero mark. The classroom teacher will send home a letter of concern outlining the failure to submit an assessment task for year 7-9.

### Late Submission Due to Exceptional Circumstances

If a student becomes aware in advance of a reason why a deadline cannot be met or an exam not attempted then the student must make written application to the teacher involved. The teacher and Head Teacher involved will evaluate the application and consider if alternative arrangements are to be made. Consideration of the application will only occur because of exceptional circumstances. Examples are, impending hospitalisation, school representative commitments, extended leave. No student should assume that alternative arrangements are possible.

### Illness on the day of an Assessment or Examination

If a student is ill during the examination period or during an in-class task she may lodge an illness / misadventure appeal and a medical certificate may be required.

## Malpractice / Plagiarism

Cheating or misbehaviour during an exam or assessment task will result in a zero mark being awarded.

Any task found to be plagiarised, in other words to not be the student's own work will be given a mark of zero. If a class teacher suspects dishonesty the Head Teacher and Principal will be notified. The student may be asked to provide evidence that the work is their own e.g. Notes, drafts, plans to be used in her defence.

### Plagiarism In More Detail

Plagiarism is when you pretend that you have produced a piece of work that someone else created. It is cheating, it is dishonest, and it may result in a zero mark being awarded. The following are common questions about plagiarism.

**Q** Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

**A** Definitely yes!

**Q** Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

**A** Yes. You are using someone else's thoughts and words without acknowledgement.

**Q** Is it plagiarism if someone else proofreads my written work and changes my final draft?

**A** It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

**Q** Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

**A** No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

**Q** Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

**A** This is not plagiarism. You have taken steps to show you are presenting another's words or ideas.

All students will be given instruction on how to avoid plagiarism during term 1 each year.

If plagiarism is detected in a submitted assessment the teacher will retain the plagiarised copy and highlight the plagiarised sections and identify their source. The Head Teacher of the subject will contact the parent/caregiver and advise them that the student has submitted a task that is plagiarised. A task that is plagiarised as part of a submitted assessment will be awarded a mark of zero.

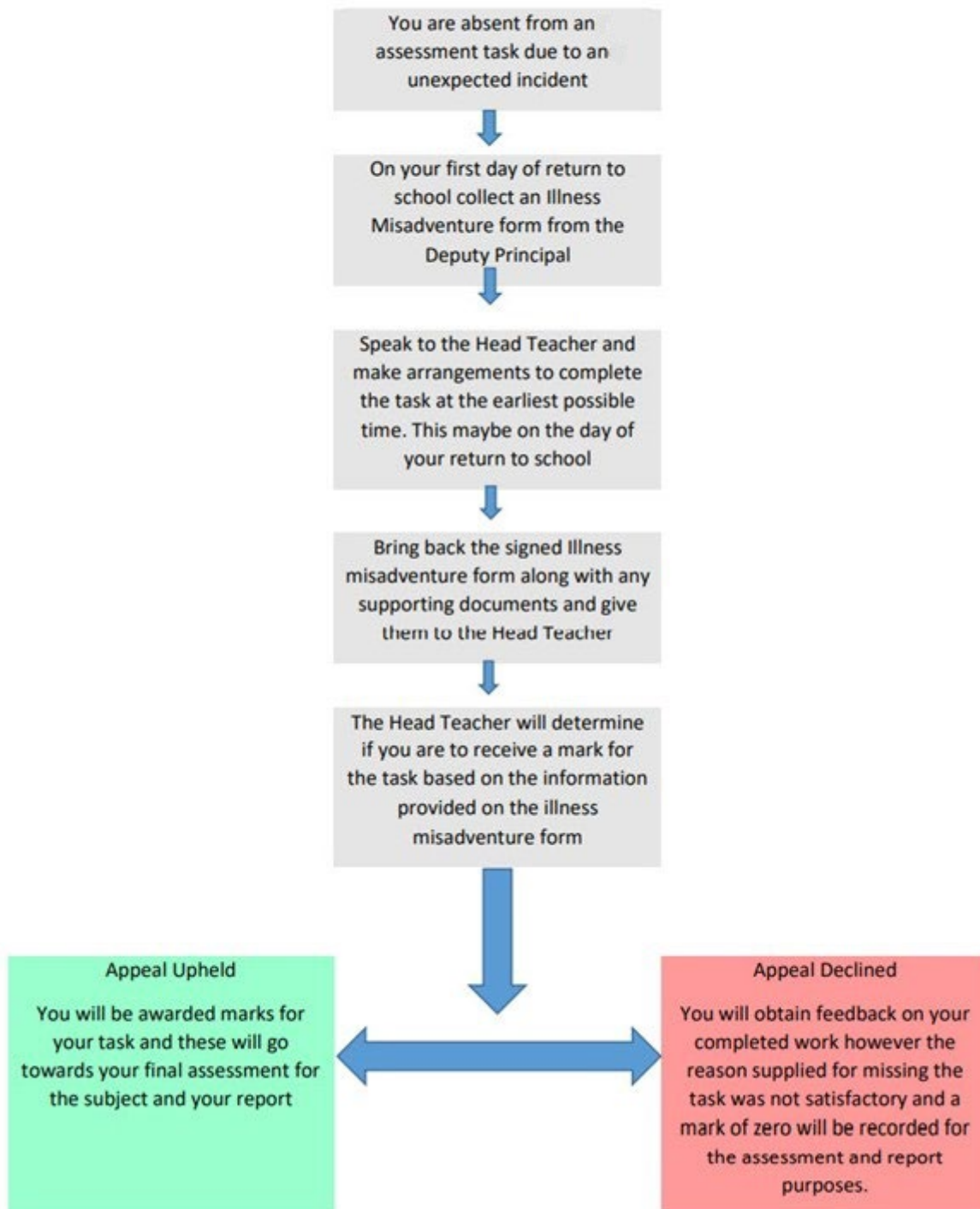
### Appeals

If a student is concerned about the accuracy of her result in an assessment task, she should discuss it with the teacher immediately, as it cannot be altered later.



### Procedure Flow Diagram

What do I do if I miss an assessment task because of an unexpected incident



## Bankstown Girls High School

### Illness / Misadventure Appeal

To be completed by student who is unable to attend/submit an assessment task on the due date. **This form must be submitted to the Head Teacher the first day back at school immediately after the assessment task or due date for an assessment task. If Head Teacher is absent, this must be submitted to the Deputy Principal.**

**Student Name:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Head Teacher:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Assessment Title and Number :** \_\_\_\_\_

(State whether Examination, Topic or Unit Test, Assignment, Research Activity, Practical Exercise, Practical Test, Field Work, Other)

**Date of Notification:** \_\_\_\_\_ **Due Date:** \_\_\_\_\_

**Date appeal submitted :** \_\_\_\_\_

**Details of Appeal:**

(State sufficient detail to support your case for consideration.)

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(Attach all necessary medical and other certificates and refer to the BGHS Assessment policy)

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Head Teacher and Principal Recommendation:**

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**Head Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# 2024 Assessment Schedules

The schedules that appear on the following pages are accurate as of the date of publication. There may be a need to adjust assessment schedules, and, in these cases, a new assessment schedule will be created and issued to students by the classroom teacher. This will be done at least 2 weeks prior to any assessment task that has been changed.



## Year 9 Assessment Schedule 2024

### English

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Essay	Mid-Course Exam	Shakespeare Transcript	Yearly Exam	
Timing	Term 1 Week 9	Term 2 Week 7	Term 3 Week 1	Term 4 Week 6	
Outcomes assessed	EN5-1A EN5-4B EN5-6C	EN5-3B EN5 -5C	EN5-1A EN5-7D EN5-8D	EN5-3B EN5-8D	
Total %	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Outcomes

A student;

<b>EN5-1A</b>	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<b>EN5-2A</b>	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
<b>EN5-3B</b>	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
<b>EN5-4B</b>	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
<b>EN5-5C</b>	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
<b>EN5-6C</b>	investigates the relationships between and among texts
<b>EN5-7D</b>	understands and evaluates the diverse ways texts can represent personal and public worlds
<b>EN5-8D</b>	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
<b>EN5-9E</b>	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness



## Year 9 Assessment Schedule 2024

### Mathematics

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Open Book In – Class Task	Class Task	Assignment Financial Mathematics	Yearly Examination	
Timing	Term 1 Week 7	Term 2 Week 4	Term 3 Week 6	Term 4 Week 6	
Outcomes assessed	MAO-WM-01 MA5-GEO-C-01	MA0-WM-01 MA5-ARE-C-01 MA5-VOL-C-01 MA5-ALG-C-01 MA5-EQU-C-01 MA5-MAG-C-01	MAO-WM-01 MA5-FIN-C-01	MA0-WM-01 MA5-EQU-C-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-PRO-C-01	
Total %	25	25	25	25	100

## OUTCOMES

**MAO-WM-01 Working mathematically** - This outcome is aligned to all content in each Stage. Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.

A Student;

Stage 5
<p><b>MA5-RAT-P-01</b> identifies and solves problems involving direct and inverse variation and their graphical representations (<i>Path: Stn, Adv</i>)</p> <p><b>MA5-RAT-P-02</b> analyses and constructs graphs relating to rates of change (<i>Path: Adv</i>)</p>
<p><b>MA5-ALG-C-01</b> simplifies algebraic fractions with numerical denominators and expands algebraic expressions</p> <p><b>MA5-ALG-P-01</b> simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (<i>Path: Adv</i>)</p> <p><b>MA5-ALG-P-02</b></p>

selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (*Path: Adv*)

**MA5-IND-C-01**

simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

**MA5-IND-P-01**

applies the index laws to operate with algebraic expressions involving negative-integer indices (*Path: Adv*)

**MA5-IND-P-02**

describes and performs operations with surds and fractional indices (*Path: Adv*)

**MA5-EQU-C-01**

solves linear equations of up to 3 steps, limited to one algebraic fraction

**MA5-EQU-P-01**

solves monic quadratic equations, linear inequalities and cubic equations of the form

$$ax^3=k \quad a \neq 0 \quad 3 \neq 0$$

(*Path: Adv*)

**MA5-EQU-P-02**

solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (*Path: Adv*)

**MA5-LIN-C-01**

determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools

**MA5-LIN-C-02**

graphs and interprets linear relationships using the gradient/slope-intercept form

**MA5-LIN-P-01**

describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (*Path: Adv*)

**MA5-TRG-C-01**

applies trigonometric ratios to solve right-angled triangle problems

**MA5-TRG-C-02**

applies trigonometry to solve problems, including bearings and angles of elevation and depression

**MA5-TRG-P-01**

applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (*Path: Stn, Adv*)

**MA5-TRG-P-02**

establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (*Path: Adv*)

**MA5-ARE-C-01**

solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids

**MA5-ARE-P-01** applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (*Path: Stn, Adv*)

**MA5-VOL-C-01**

solves problems involving the volume of composite solids consisting of right prisms and cylinders

**MA5-VOL-P-01**

applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (*Path: Stn, Adv*)

**MA5-GEO-C-01**

identifies and applies the properties of similar figures and scale drawings to solve problems

**MA5-GEO-P-01**

establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (*Path: Ext*)

**MA5-GEO-P-02**

constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (*Path: Ext*)

**MA5-DAT-C-01**

<p>compares and analyses datasets using summary statistics and graphical representations</p> <p><b>MA5-DAT-C-02</b></p> <p>displays and interprets datasets involving bivariate data</p> <p><b>MA5-DAT-P-01</b></p> <p>plans, conducts and reviews a statistical inquiry into a question of interest (<i>Path: Stn, Adv</i>)</p>
<p><b>MA5-PRO-C-01</b></p> <p>solves problems involving probabilities in multistage chance experiments and simulations</p> <p><b>MA5-PRO-P-01</b></p> <p>solves problems involving Venn diagrams, 2-way tables and conditional probability (<i>Path: Adv</i>)</p>
<p><b>MA5-FIN-C-01</b></p> <p>solves financial problems involving simple interest, earning money and spending money</p> <p><b>MA5-FIN-C-02</b></p> <p>solves financial problems involving compound interest and depreciation</p>
<p><b>MA5-NLI-C-01</b></p> <p>identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts</p> <p><b>MA5-NLI-C-02</b></p> <p>identifies and compares features of parabolas and exponential curves in various contexts</p> <p><b>MA5-NLI-P-01</b></p> <p>interprets and compares non-linear relationships and their transformations, both algebraically and graphically (<i>Path: Adv</i>)</p>
<p><b>MA5-MAG-C-01</b></p> <p>solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures</p>
<p><b>MA5-POL-P-01</b></p> <p>defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (<i>Path: Adv, Ext</i>)</p>
<p><b>MA5-LOG-P-01</b></p> <p>establishes and applies the laws of logarithms to solve problems (<i>Path: Adv</i>)</p>
<p><b>MA5-FNC-P-01</b></p> <p>uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (<i>Path: Adv</i>)</p>
<p><b>MA5-CIR-P-01</b></p> <p>applies deductive reasoning to prove circle theorems and solve related problems (<i>Path: Ext</i>)</p>
<p><b>MA5-NET-P-01</b></p> <p>solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (<i>Path: Stn</i>)</p>



## Year 9 Assessment Schedule 2024

### Mathematics Life Skills

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Numeracy Assignment	Class Task	Class Task	Yearly Examination	
<b>Timing</b>	Term 1 Week 7	Term 2 Week 4	Term 3 Week 6	Term 4 Week 6	
<b>Outcomes assessed</b>	TBA	TBA	TBA	TBA	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

The outcomes for each task will be provided on the 'Notice of Assessment'.

## Outcomes

A student;

MALS-1WM	responds to and uses mathematical language to demonstrate understanding
MALS-2WM	applies mathematical strategies to solve problems
MALS-3WM	uses reasoning to recognise mathematical relationships
MALS-4NA	recognises language used to represent number
MALS-5NA	counts in familiar contexts
MALS-6NA	reads and represents numbers
MALS-7NA	compares and orders numbers
MALS-8NA	recognises and compares fractions in everyday contexts
MALS-9NA	represents and operates with fractions, decimals or percentages in everyday contexts
MALS-10NA	selects and uses strategies for addition and subtraction
MALS-11NA	selects and uses strategies for multiplication and division



MALS-12NA	recognises and matches coins and notes
MALS-13NA	compares and orders coins and notes
MALS-14NA	reads and writes amounts of money
MALS-15NA	calculates with money
MALS-16NA	makes informed decisions about purchasing goods and services
MALS-16NA	makes informed decisions about purchasing goods and services
MALS-17NA	plans and manages personal finances
MALS-18NA	recognises and continues repeating patterns
MALS-19NA	calculates missing values by completing simple number sentences
MALS-20MG	recognises time in familiar contexts
MALS-21MG	recognises and relates time in a range of contexts
MALS-22MG	reads and interprets time in a variety of situations
MALS-23MG	calculates and measures time and duration in everyday contexts
MALS-24MG	organises personal time and manages scheduled activities
MALS-25MG	estimates and measures in everyday contexts
MALS-26MG	recognises and uses units to estimate and measure length
MALS-27MG	selects and uses units to estimate and measure mass
MALS-28MG	selects and uses units to estimate and measure volume and capacity
MALS-29MG	applies formal units to estimate and calculate area
MALS-30MG	recognises, matches and sorts three-dimensional objects and/or two-dimensional shapes
MALS-31MG	identifies the features of three-dimensional objects and/or two-dimensional shapes and applies these in a range of contexts
MALS-32MG	responds to and uses the language of position in everyday contexts
MALS-33MG	recognises that maps and plans are a representation of positions in space
MALS-34MG	uses maps and plans in a range of contexts
MALS-35SP	recognises data displayed in a variety of formats
MALS-36SP	gathers, organises and displays data
MALS-37SP	interprets information and draws conclusions from data displays
MALS-38SP	recognises and uses the language of chance in a range of contexts
MALS-39SP	recognises the elements of chance and probability in everyday events



## Year 9 Assessment Schedule 2024

### Science

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Working Scientifically - Atomic structure - numeracy	Mid Course Exam	Waves and Electricity  In Class Task	Yearly Exam	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 7	Term 3 Week 6	Term 4 Week 6	
<b>Outcomes assessed</b>	SC5-1VA SC5-3VA SC5-5WS SC5-9WS SC5-16CW	SC5-5WS SC5-7W SC5-9WS SC5-10PW SC5-11PW SC5-12ES SC5-13ES SC5-16CW	SC5-7WS SC5-9WS SC5-12ES	SC5-5WS SC5-7WS SC5-9WS SC5-10PW SC5-16CW SC4- 12ES SC4-13ES	
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>15</b>	<b>35</b>	<b>100</b>

## Outcomes

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 investigation to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	processes, analyses data from first hand investigations and secondary sources to develop

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 understandings 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 Assessment Schedule 2024

### Science iSTEM

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Poster and Presentation on Optimising Algae Growth	Computer-Aided Design for EXO-Lab	Design for Space - Investigation	STEM Project-Based Learning Portfolio	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 5	Term 3 Week 9	Term 4 Week 9	
<b>Outcomes assessed</b>	ST5-1 ST5-2 ST5-3 ST5-4 ST5-8	ST5-1 ST5-2 ST5-4 ST5-5 ST5-6 ST5-8 ST5-10	ST5 1-10	ST5 1-10	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Outcomes

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.



## Year 9 Assessment Schedule 2024

### HSIE - Geography

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Sustainable Biomes Project Global	Sustainable Biomes & Enviromental Change Topic test/skills	Changing Places Research/essay	Yearly Exam	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 7	Term 3 Week 6	Term 4 Week 6	
<b>Outcomes assessed</b>	GE5-2 GE5-3 GE5-7 GE5-8	GES-1 GE5-2 GE5-3 GE5-5 GE5-7	GE5-2 GE5-3 GE5-4 GE5-7 GE5-8	GE5-1 GE5-3 GE5-4 GE5-5 GE5-6	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Outcomes

A student;

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	recognises 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

Related Life Skills outcomes: *GELS-1, GELS-2, GELS-3, , GELS-4,GELS-5, , GELS-6 GELS-7, GELS-8*



## Year 9 Assessment Schedule 2024

HSIE - Commerce

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Consumer Choice and financial decisions Fieldwork research task	Promoting and Selling Group Task	Employment and work futures Research Task	Yearly Exam	
<b>Timing</b>	Term 1 Week 7	Term 2 Week 8	Term 3 Week 7	Term 4 Week 6	
<b>Outcomes assessed</b>	COM5-1 COM5-2 COM5-4 COM5-5 COM5-7 COM5-8 COM5-9	COM5-1 COM5-2 COM5-4 COM5-6 COM5-7 COM5-8 COM5-9	COM5-1 COM5-2 COM5-4 COM5-5 COM5-7 COM5-8 COM5-9	COM5-1 COM5-2 COM5-3 COM5-4 COM5-5 COM5-8 COM5-9	
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Outcomes

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, economic, business, 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



## Year 9 Assessment Schedule 2024

### HSIE - History Elective

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Extended Response	Report	Historical Investigation	Yearly Exam	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 6	
<b>Outcomes assessed</b>	HTE5-1 HTE5-2 HTE5-5 HTE5-7 HTE5-9	HTE5-1 HTE5-3 HTE5-4 HTE5-9 HTE5-10	HTE5-6 HTE5-8 HTE5-9 HTE5-10	HTE5-1 HTE5-3 HTE5-4 HTE5-5	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Outcomes

A student;

HTE5-1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE5-2	examines the ways in which historical meanings can be constructed through a range of media
HTE5-3	sequences 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 Assessment Schedule 2024

HSIE - Commerce

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Consumer Choice and financial decisions  Fieldwork research task	Promoting and Selling  Group Task	Employment and work futures  Research Task	Yearly Exam	
<b>Timing</b>	Term 1 Week 7	Term 2 Week 8	Term 3 Week 7	Term 4 Week 6	
<b>Outcomes assessed</b>	COM5-1 COM5-2 COM5-4 COM5-5 COM5-7 COM5-8 COM5-9	COM5-1 COM5-2 COM5-4 COM5-6 COM5-7 COM5-8 COM5-9	COM5-1 COM5-2 COM5-4 COM5-5 COM5-7 COM5-8 COM5-9	COM5-1 COM5-2 COM5-3 COM5-4 COM5-5 COM5-8 COM5-9	
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Outcomes

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, economic, business, 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



## Year 9 Assessment Schedule 2024

### PDHPE

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Board Game	Dance Video Performance	In Class Response	Invasion Games Skill Development	
Timing	Term 1 Week 7	Term 2 Week 5	Term 3 Week 7	Term 4 Week 2 – 6	
Outcomes assessed	PD5-1 PD5-2 PD5-3 PD5-9	PD5-4 PD5-5 PD5-10 PD5-11	PD5-2 PD5-6 PD5-7 PD5-8	PD5-4 PD5-5	
Total %	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Outcomes

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.
PD5-10	Refines and applies movement skills and concepts to compose and perform innovative movement sequences.



## Year 9 Assessment Schedule 2024

### Physical Activity & Sports Studies

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Anatomy Exam	Fitness Report	Coaching	Net and Court Skill Development	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	Term 4 Week 2 – 6	
<b>Outcomes assessed</b>	PASS5-1 PASS5-2 PASS5-10	PASS5-1 PASS5-6 PASS5-8	PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-9	PASS5-5 PASS5-7 PASS5-9	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Outcomes

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.

## Year 9 Assessment Schedule 2024

### Food Technology

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	
<b>Nature of Task</b>	Research Task Life With Food	Website Food Activity	Celebration Cake and Portfolio	Food Practical Magazine Cover	Yearly Exam	
<b>Timing</b>	Term 1 Week 11	Term 2 Week 7	Term 3 Week 9	Term 4 Week 6	Term 4 Week 6	
<b>Outcomes assessed</b>	FT5-1 FT5-2 FT5-3 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13	FT5-1 FT5-2 FT5-3 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13	FT5-1 FT5-2 FT5-3 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13	FT5-1 FT5-2 FT5-3 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13	FT5-1 FT5-2 FT5-3 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13	
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Outcomes

A student;

<b>FT5-1</b>	demonstrates hygienic handling of food to ensure a safe and appealing product
<b>FT5-2</b>	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
<b>FT5-3</b>	describes the physical and chemical properties of a variety of foods
<b>FT5-4</b>	accounts for changes to the properties of food which occur during food processing, preparation and storage
<b>FT5-5</b>	applies appropriate methods of food processing, preparation and storage
<b>FT5-6</b>	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
<b>FT5-7</b>	justifies food choices by analysing the factors that influence eating habits
<b>FT5-8</b>	collects, evaluates and applies information from a variety of sources
<b>FT5-9</b>	communicates ideas and information using a range of media and appropriate terminology
<b>FT5-10</b>	selects and employs appropriate techniques and equipment for a variety of food-specific purposes

<b>FT5-11</b>	plans, prepares, presents and evaluates food solutions for specific purposes
<b>FT5-12</b>	examines the relationship between food, technology and society
<b>FT5-13</b>	evaluates the impact of activities related to food on the individual, society and the environment



## Year 9 Assessment Schedule 2024

### Information Software Technology

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Website Development Task	Database Project	Authoring and Multimedia Project	Yearly Exam	
<b>Timing</b>	Term 2 Week 5	Term 3 Week 5	Term 4 Week 5	Term 4 Week 7	
<b>Outcomes assessed</b>	5.3.1 5.2.1 5.2.3	5.3.2 5.2.1 5.2.2 5.2.3	5.4.1 5.2.1 5.2.2 5.2.3 5.5.1	5.2.1 5.2.2 5.2.3 5.3.1 5.3.2 5.4.1 5.5.1	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Outcomes

A student;

<b>5.1.1</b>	selects and justifies the application of appropriate software programs to a range of tasks
<b>5.1.2</b>	selects, maintains and appropriately uses hardware for a range of tasks
<b>5.2.1</b>	describes and applies problem-solving processes when creating solutions
<b>5.2.2</b>	designs, produces and evaluates appropriate solutions to a range of challenging problems
<b>5.2.3</b>	critically analyses decision-making processes in a range of information and software solutions
<b>5.3.1</b>	justifies responsible practices and ethical use of information and software technology
<b>5.3.2</b>	acquires and manipulates data and information in an ethical manner
<b>5.4.1</b>	analyses the effects of past, current and emerging information and software technologies on the individual and society
<b>5.5.1</b>	applies collaborative work practices to complete tasks
<b>5.5.2</b>	communicates ideas, processes and solutions to a targeted audience

<b>5.5.3</b>	describes and compares key roles and responsibilities of people in the field of information and software technology
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## Year 9 Assessment Schedule 2024

### Music

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Presentation of Performance and Aural	Theory Examination and Presentation of Performance	Musicology and Aural Analysis	Composition and Yearly Examination	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 6	Term 3 Week 7	Term 4 Week 6	
<b>Outcomes assessed</b>	5.1 5.2 5.3 5.7 5.8 5.12	5.1 5.2 5.3 5.5 5.9 5.11 5.12	5.7 5.8 5.11 5.12	5.4 5.5 5.6 5.8 5.9 5.10 5.12	
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Outcomes

A student;

<b>5.1</b>	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
<b>5.2</b>	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
<b>5.3</b>	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
<b>5.4</b>	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
<b>5.5</b>	notates own compositions, applying forms of notation appropriate to the music selected for study
<b>5.6</b>	uses different forms of technology in the composition process
<b>5.7</b>	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts

<b>5.8</b>	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
<b>5.9</b>	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
<b>5.10</b>	demonstrates an understanding of the influence and impact of technology on music
<b>5.11</b>	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
<b>5.12</b>	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## Year 9 Assessment Schedule 2024

### Photography and Digital Media

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Practical Task	Critical and Historical Task	Practical Task	Yearly Exam	
<b>Timing</b>	Term 2 Week 2	Term 2 Week 6	Term 4 Week 3	Term 4 Week 6	
<b>Outcomes assessed</b>	5.1 5.2 5.4	5.7 5.9	5.3 5.5 5.6	5.8 5.10	
Artmaking  Knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.	30		30		60
Art History  Knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.		20		20	40
	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

## Outcomes

A student;

5.1	develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
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5.2	makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
5.3	makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	selects appropriate procedures and techniques to make and refine photographic and digital works
5.7	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
5.9	uses the frames to make different interpretations of photographic and digital works
5.10	constructs different critical and historical accounts of photographic and digital works

## Year 9 Assessment Schedule 2024

### Visual Art

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Art Making Still Life	The Frames Extended Response	Art Making Painting	Yearly Exam Short Answer Responses	
<b>Timing</b>	Term 2 Week 6	Term 2 Week 3	Term 3 Week 4	Term 4 Week 6	
<b>Outcomes assessed</b>	5.1 5.3 5.4	5.7 5.9	5.2 5.5 5.6	5.8 5.10	
Artmaking  Knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.	30		30		60
Art History  Knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts		20		20	40
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

## Outcomes

A student;

<b>5.1</b>	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
<b>5.2</b>	makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience
<b>5.3</b>	makes artworks informed by an understanding of how the frames affect meaning
<b>5.4</b>	investigates the world as a source of ideas, concepts and subject matter in the visual arts
<b>5.5</b>	makes informed choices to develop and extend concepts and different meanings in their artworks
<b>5.6</b>	demonstrates developing technical accomplishment and refinement in making artworks.
<b>5.7</b>	applies their understanding of aspects of practice to critical and historical interpretations of art
<b>5.8</b>	uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art
<b>5.9</b>	demonstrates how the frames provide different interpretations of art
<b>5.10</b>	demonstrates how art criticism and art history construct meanings.

# Assessment Planner

	TERM 1	TERM 2
<b>Week 1</b>	This was a non teaching Week	
<b>Week 2</b>		
<b>Week 3</b>		
<b>Week 4</b>		
<b>Week 5</b>		
<b>Week 6</b>		
<b>Week 7</b>		
<b>Week 9</b>		
<b>Week 10</b>		
<b>Week 11</b>		Term 2 Is a 10 Week Term.

	TERM 3	TERM 4
<b>Week 1</b>		
<b>Week 2</b>		
<b>Week 3</b>		
<b>Week 4</b>		
<b>Week 5</b>		
<b>Week 6</b>		
<b>Week 7</b>		
<b>Week 9</b>		
<b>Week 10</b>		
<b>Week 11</b>	Term 3 Is a 10 Week Term.	



# Assessment Self Assessment

## Record of my progress

Self-Evaluation

	In individual work: How well did I								In group work: How well did I							
	T1	T1	T2	T2	T3	T3	T4	T4	T1	T1	T2	T2	T3	T3	T4	T4
<b>Respectful Learner</b>																
Listen to staff																
Bring my equipment to each lesson																
Contribute to each lesson																
Listen to others																
Explain ideas																
Encourage others																
Do a fair share of work																
<b>Responsible Learner</b>																
Bring my equipment to each lesson																
Bring work/ items needed for group work																
Concentrates on task																
Completes the task																
Use my homework diary																
Revise classwork																
Plan my assignments/ homework																
Make sure my assignments are good quality																
<b>Safe Learner</b>																
Follows instructions																
Stays on task																
Helps organise the group																
Watch out for others																

### Rating system:

- 1 - I usually do this well
- 2 - I have improved in this area
- 3 - I need to work on this
- 4 - I rarely do this