



Year 9 ASSESSMENT BOOKLET 2019

Principal's Message

Year 9 is the first year of the stage 5 curriculum. I welcome all of you to Year 9 and I wish you a smooth transition to stage 5. I trust that each one of you will work hard and diligently towards your Record of School Achievement (RoSA). Asquith Girls High School provides a caring and challenging learning environment where every student is provided with diverse learning opportunities and encouraged to cross their personal boundaries and achieve their best.

In May this year, Year 9 will sit for National Assessment Program - Literacy and Numeracy (NAPLAN) tests. Each student will receive detailed information in relation to their NAPLAN performance.

Our aim is to help you realise your talents and develop as individuals so that you can become responsible and confident global citizens. We intend to achieve this by providing you with a broader body of knowledge that focuses on authentic learning and assessment experiences.

To further assist you with your work load, time management and meeting timelines we have developed an Assessment Booklet for Year 9. The Assessment Booklet also outlines the AGHS Assessment Policy for Year 9 2019.

It is extremely important that you and your family read carefully the information provided in the Assessment Booklet and you clearly understand the course assessment expectations. If you have any concerns please talk to your teachers.

It is important to note that assessment is an ongoing process throughout the year. It is expected that every student works in every class and complies with all homework and set work by their teacher. In every course you will have to complete a number of formal and informal learning activities and assessment tasks. These will provide every student with an opportunity to demonstrate their depth of knowledge and understanding in course. Teachers will use the data from both formal and informal assessments to gather information about your level of understanding provide quality feedback and guide your learning.

I wish you the best with your Year 9 studies.

Ms E Amvrazis

Principal

ASSESSMENT – STAGE 5; Year 9

Introduction

The purpose of this document is to outline the Assessment Policy of Asquith Girls High School for Stage 5 (Year 9) Parents/Caregivers and students need to read this policy carefully, discuss, and ensure they understand the content and process.

What is Assessment?

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

- assisting in student learning;
- evaluating and improving teaching and learning programs;
- providing information on student learning and progress in a course in relation to the syllabus outcomes;
- providing evidence of satisfactory completion of a course and;
- reporting to parents/caregivers on student achievement.

At Asquith Girls High School each course must provide a program of assessment tasks. Assessment is conducted throughout the year and each task clearly identifies:

- outcomes assessed;
- task description and;
- task marking criteria.

The assessment program at Asquith Girls High School contains both formal and informal assessment of and for learning. This may include but not limited to:

Informal Assessment

- Observation of student learning
- Classroom activities
- Homework
- Research tasks
- Group work/presentations/research

Formal Assessment

- Presentations
- Assessment tasks
- Research assignments
- Portfolios
- Course Diaries
- Logbooks

Syllabuses for all courses may be accessed through the NSW Educational Standards Authority (NESA) website at www.nesa.nsw.edu.au.

For each task student performance will be reported by constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements and a grade or mark for the task.

Reporting Procedures

Student Reporting is the process of communicating information about student learning. It includes a student's level of attainment and the progress they have made during a period of time. Reports contain objective information about what has been taught and about students' current levels of knowledge and understanding, including areas for further development.

Reports draw on formal and informal assessment, recorded systematically as part of teachers' ongoing classroom assessment practice (refer to the assessment calendar for each course in this handbook).

School reports are issued **twice a year**; one each semester.

STUDENT RESPONSIBILITIES

1. Attendance

Students must attend all classes to satisfactorily achieve the course requirements.

Students are expected to complete all formal and informal assessment tasks for each course.

2. Academic Integrity

Students are required to pledge that all work submitted for assessment is their own. An assessment task cover sheet for all courses is included in this handbook (page 9). A hard copy of this cover sheet must be submitted even if the task is submitted electronically.

3. Submission of formal assessment tasks

Students are expected to submit formal assessment tasks by the due date and sign and acknowledge submission of tasks.

4. i) Absent from a formal assessment task

Where a student cannot meet a deadline for a formal task the student must:

- provide a valid explanation, e.g. doctor's certificate or a parent/caregiver's note to the class teacher
- be prepared to submit/attempt the task on the first day she returns to school

Failure to follow the above procedures may result in a student not meeting the course outcomes required for the student's progression to the next academic year/stage.

4. ii) Late submissions and absence for assessment tasks

- a student who takes additional time to complete an assessment may unfairly disadvantage others; and
- a late submission of an assessment may delay marking and feedback of the assessments to students.

Note:

A student with late submission/attempt of an assessment task without a valid explanation will:

- have a letter of concern generated to parents/caregiver by the Head Teacher of the faculty.
- receive a statement on the Half Yearly/Yearly Reports detailing the number of tasks submitted late in each course.

4.iii) Failure to submit/attempt an assessment

- a student who fails to submit or attempt an assessment will be interviewed by the Head Teacher
- the Head Teacher will generate a letter of concern to the parents
- receive a statement on the half yearly/yearly report detailing the number of tasks not attempted.
- a mark of zero will be awarded if no valid reason is given

5. Use of Technology

To assist students in the utilisation of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure;
- back-up files regularly;
- print out copies of drafts and keep them while the assignment is in progress;
- bring a copy of the file to school by USB or email it to the teacher

Technology/computer equipment failure is not valid grounds for misadventure. It is the student's responsibility to keep hard copies of submitted assessment tasks.

6. Diligence

Students must work with sustained effort and diligence in all aspects of each course. Students must make a genuine attempt at ALL assessment tasks.

Failure to complete assessment tasks may jeopardise successful completion of the course.

7. Notification of Formal Assessment Tasks

Written and/or electronic notification of formal assessment tasks will be issued at least **TWO weeks** prior to assessment tasks. A sample of a subject notification is included in this handbook (page 10)

8. Procedures relating to plagiarism

When undertaking assignments at school and at home it is important that students do not use other people's work as their own. If students submit other people's work as their own it is called plagiarism.

Students are expected to research and prepare a range of tasks that will require them to read and use other people's ideas and words to help them develop their own understanding. It is important that when they use other people's words and ideas that they give them the credit through appropriate referencing. To not credit them is the same as stealing, and this is known as plagiarism.

All students need to understand that it is wrong to copy and submit work that they have not created themselves and it will jeopardise their results. Changing a few words around is still plagiarising.

Some of the best methods to avoid plagiarism include:

- giving yourself enough time to research and write your own assessments (don't leave it to the last moment)
- making effective notes, jotting down points, not copying whole sentences
- copying and pasting from the Internet makes it very hard to avoid plagiarising
- write your assessment from notes, not the original source of information
- keep accurate records of where you find your information and include a bibliography for every assessment as required by your teacher

Plagiarised material will receive a mark of zero for the plagiarised content.

Bibliographies

When required, assessments and research tasks should include a bibliography listing the sources of information used. This would include books, webpages, encyclopaedia entries, magazine articles, etc. The bibliographic details for each item should be clearly indicated. Bibliographic details include author, title, publisher, city of publication and date (usually year). Some people may also require the pages consulted. The Internet requires 2 additional pieces of information – the URL and the date the page was accessed. Teachers will be able to guide students through this process as required.

The following are examples of one way of presenting your bibliography.

A book with an author:

Knapp, B. (1996). *Lead and Tin*, Melbourne: Reed

A book without an author:

United Press International stylebook: The authoritative handbook for writers, editors, and news directors (3rd ed.). (1992). Lincolnwood, IL: National.

A webpage:

Ogilvie, D. (n.d.). Why I don't eat honey. In *Why be vegan*. Retrieved from <http://www.vnv.org.au/WhyBeVegan.htm>

Disability Provisions

Who can apply for disability provisions?

Any student with a disability recognised in the Commonwealth *Disability Standards for Education 2005* can apply for disability provisions.

The definition of 'disability' in the *Disability Discrimination Act 1992* includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Note: the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an examination situation.

Disability provisions also apply to temporary and emergency related disabilities. A typical example of an 'emergency' is where a student breaks their writing arm a week before an examination.

Students need to discuss their case with the School Counsellor, Head Teacher Female Students or their Year Adviser.

Contact the Right People

If you have a specific course enquiry please contact the Head Teacher of that Faculty. If it is a wellbeing enquiry please contact the Head Teacher Female Students, or the relevant Deputy Principal.



Asquith Girls High School

HAND-IN STAGE 5 ASSESSMENT TASK COVER SHEET

You need to complete and attach this cover sheet to every formal assessment task that you submit

Student name:

Class:

Assessment Task Number:

Date issued:

Assessment Task Title:

Date due:

Subject:

Teacher:

Academic Integrity Statement

I declare that:

- this work is my own
- any quotes, information or works have been properly acknowledged and cited in the bibliography
- it has not been copied from another person's work.

Student signature _____ Date: _____

Warning

You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.

-----cut here-----

Student copy Assessment Receipt

Name of student: _____ Year: _____ Course: _____

Task Title: _____ Class Teacher: _____ Date Due: _____

This task was submitted to _____ on _____ by hard copy / electronic copy /
both Teacher's Name date

Teacher's signature

Student's signature



Asquith Girls High School

SAMPLE ASSESSMENT NOTIFICATION

Subject:

Unit of work:

Issue date:

Due date:

Outcomes:

Equipment required (if

applicable): Task:

(Description of task)

Assessment criteria (if applicable):

(An outline of what criteria the teacher is using to mark the task)

Opportunities for formative feedback on drafts:

(An outline of how students may receive formative feedback on drafts)



ASQUITH GIRLS HIGH Assessment Notification and Task Completion Sheet

FACULTY:

COURSE:

TOPIC:

TASK TYPE:

CLASS:

DUE DATE:

TEACHER:

Student Name	Notification Received		Task Completed		Teacher Comments Eg: Illness and Misadventure
	Sign	Date	Sign	Date	

DANCE (ELECTIVE)

Outcomes Assessed:

- 5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
- 5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance
- 5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance
- 5.2.1 explores the elements of dance as the basis of the communication of ideas
- 5.2.2 composes and structures dance movement that communicates an idea
- 5.3.1 describes and analyses dance as the communication of ideas within a context
- 5.3.2 identifies and analyses the link between their performances and compositions and dance works of art
- 5.3.3 applies understandings and experiences drawn from their own work and dance works of art contributes to lifelong learning

Name of task	Type of task	When is it due/ done in class?	Outcomes assessed
Safe Dance Practice	Practical & Written Test	Term 1 Wk 8 & 9 (In Class)	5.1.1, 5.1.2, 5.1.3
Ballet and Dance Appreciation	Practical & Assignment (hand in)	Term 2 Wk 8 & 9 (In Class & hand in)	5.1.1, 5.1.2, 5.1.3, 5.3.1, 5.3.2, 5.3.3
Dance Composition	Practical & Written (hand in)	Term 3 Wk 8 & 9 (In Class & hand in)	5.2.1, 5.2.2, 5.3.1
Styles Assessment	Practical & Written (hand in)	Term 4 Wk 8 & 9 (In Class & hand in)	5.1.2, 5.1.3, 5.3.2, 5.4.1

DESIGN AND TECHNOLOGY (ELECTIVE)

Outcomes Assessed:

- 5.1.1 analyses and applies a range of design concepts and processes
- 5.1.2 applies and justifies an appropriate process of design when developing design ideas and solutions
- 5.2.1 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
- 5.3.1 analyses the work and responsibilities of designers and the factors affecting their work
- 5.3.2 evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design
- 5.4.1 develops and evaluates innovative, enterprising and creative design ideas and solutions
- 5.5.1 uses appropriate techniques when communicating design ideas and solutions to a range of audiences
- 5.6.1 selects and applies management strategies when developing design solutions
- 5.6.2 applies risk management practices and works safely in developing quality design solutions
- 5.6.3 selects and uses a range of technologies competently in the development and management of quality design situations

Name of Task	Type of Task	When is it due/ Done?	Outcomes assessed
Mini Tasks (in Class)	Design projects	Completed by T1, W11	5.1.1, 5.1.2, 5.4.1, 5.6.2, 5.6.3
ReadyMade	Design Project & Folio	T2, W1 – T3, W4	5.1.1, 5.1.2, 5.4.1, 5.5.1, 5.6.1, 5.6.2, 5.6.3

DRAMA (ELECTIVE)

Outcomes Assessed:

- 5.1.1 : manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action.
- 5.1.2 : contributes, selects, develops and structures ideas in improvisation and playbuilding.
- 5.1.3 : devises, interprets and enacts drama using scripted and unscripted material or text.
- 5.1.4: explores, structures and refines ideas using dramatic forms, performance styles, techniques, conventions.
- 5.2.1 : applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
- 5.2.2 : selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience.
- 5.2.3 : employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
- 5.3.1 : responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.
- 5.3.2 : analyses the contemporary and historical contexts of drama.
- 5.3.3 : analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Name of task	Type of task	When is it due/done in class?	Outcomes assessed
Character Monologue	Performance Log Book	Term 1 Wk 8 & 9 (In Class & hand in)	5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.3
Playbuilding for Performance	Performance & Log Book	Term 3 Wk3 (In class Performance Evening & hand in)	5.1.1, 5.1.2, 5.1.4, 5.2.2, 5.3.3
Melodrama	Performance & Written Task	Term 4 Wk2 (In Class & hand in)	5.1.3, 5.1.4, 5.2.3, 5.3.1, 5.3.2

ENGLISH (MANDATORY)

Outcomes Assessed:

- 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.

Name of task	Type of task	When is it due/done?	Outcomes assessed
Extended Writing Task	In class	Term 1, Week 8	EN5-1A, EN5-2A, EN5-3B, EN5-5C
Comprehension Examination	In class	Term 2, Week 1	EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-7D, EN-8D
Monologue	In class	Term 2, Week 9	EN5-1A, EN5-2A, EN5-4B, EN5-5C, EN5- 9E
Novel Essay	In class	Term 3, Week 9	EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-7D

FOOD TECHNOLOGY (ELECTIVE)

Outcomes Assessed:

- 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
- 5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- 5.2.1 describes the physical and chemical properties of a variety of foods
- 5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
- 5.2.3 applies appropriate methods of food processing, preparation and storage
- 5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- 5.3.2 justifies food choices by analysing the factors that influence eating habits
- 5.4.1 collects, evaluates and applies information from a variety of sources
- 5.4.2 communicates ideas and information using a range of media and appropriate terminology
- 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes
- 5.6.1 examines the relationship between food, technology and society
- 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment

Name of task	Type of task	When is it due/done in class?	Outcomes assessed
Multicultural Buffet	Research and Practical	Week 2, Term 2	5.1.1., 5.5.1
Mystery Box	Research & Practical	Week 6, Term 3	5.1.2, 5.4.1, 5.5.2

GEOGRAPHY (Mandatory)

Outcomes Assessed:

- 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 analyses the effect of interactions and connections between people, places and environments
- GE5-5 assesses management strategies for places and environments for their sustainability
- GE5-6 analyse the difference 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

	Name of Task	Type of Task	Due Date	Outcomes
Semester 1	Food Security Portfolio	Research Task	Term 1 Week 9	GE5-1, GE5-3, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8
	Sustainable Biomes	In Class Task	Term 2 Week 2	GE5-1, GE5-2, GE5-7, GE5-8
Semester 2	Food Security Portfolio	Research Task	Term 3 Week 9	GE5-1, GE5-3, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8
	Sustainable Biomes	In Class Task	Term 4 Week 2	GE5-1, GE5-2, GE5-7, GE5-8

HISTORY (MANDATORY)

Outcomes Assessed:

- 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

Name of task	Type of task	When is it due/done?	Outcomes assessed
1. Movement of peoples	In class Source Analysis Test	T1 W 7 T3 W 7	HT5-3, HT5-5, HT5.6, HT5.8, HT5.9.
2. Australians at War (World War 1)	Research and Oral Presentation	T 2 W 3 T 4 W 3	HT5-3, HT5.5, HT5.6, HT5.8, HT5.9

INTERNATIONAL STUDIES (ELECTIVE)

Outcomes:

1. analyse a variety of definitions of culture and how they may apply across a range of communities
2. identifies historical and contemporary influences on Australian culture and society
3. accounts for cultural diversity within Australia and other countries
4. explains the nature and contexts of cultural stereotyping
5. analyses the impacts of stereotyping on different cultural groups
6. accounts for cultural similarities and differences within societies
7. explains factors that promote stability and cultural change
8. describes the complex, interrelated nature of cultures
9. evaluates culturally significant contemporary issues and events from a variety of cultural perspectives
10. accounts for cultural differences when communicating across cultures
11. applies knowledge, understanding and skills when participating in a culturally diverse society
12. selects and uses a range of written, graphic and oral forms, including ICT, to analyse, describe and communicate about cultures

Name of Task	Type of Task	Due	Outcomes
Cultural & cultural Diversity in the contemporary World	Research & Oral Presentation	Term 1, Week 8	1, 3, 6, 8, 11
Culture & Food	Research & Exhibition	Term 2, Week 8	4, 6, 8, 10, 11
Culture on the Move	Research & Advertising Campaign	Term 3, Week 8	4, 5, 7, 8, 10

MARINE & AQUACULTURE STUDIES 200hrs

Outcomes Assessed

- 5.1.1 identifies and describes a range of marine ecosystems and investigates their complex interrelationships
- 5.1.2 identifies, describes and evaluates the social and economic importance of marine ecosystems
- 5.2.1 identifies, describes and evaluates the effects humans have had on the marine environment
- 5.2.2 explains why aquaculture provides an economically sustainable source of food
- 5.4.1 identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
- 5.4.2 identifies, describes and evaluates policies for monitoring and conserving the marine environment
- 5.5.1 selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
- 5.5.2 demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
- 5.6.1 identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
- 5.6.2 identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
- 5.7.1 collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
- 5.7.2 recalls aspects of the marine environment using relevant conventions, terminology and symbols

Name of Task	Type of Task	When is it due/done in class?	Outcomes assessed?
1. Swim Safety Assess	In class task	T1 W4	5.5.1
2. Research and presentation task – individual	In class task	T2 W3	5.7.2, 5.2.1
3. Research and presentation task – Group	In class task	T3 W6	5.2.1, 5.4.1, 5.4.2, 5.6.2

MATHEMATICS (MANDATORY)

(Stage 5.3, 5.2 and 5.1)

Outcomes Assessed:

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
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
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
MA5.2-4NA	solves financial problems involving compound interest
MA5.1-8MG	calculates the area 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 involving angles of elevation and depression
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
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

Name of task	Type of task	When is it due/done?	Main Outcomes assessed
Task 1	Hand – in Task / In Class Test	T1 W10	MA5.1-4NA MA4-10NA MA5.1-11MG
Task 2	In Class Test	T2 W9	MA5.1-5NA MA5.1-9MG MA5.1-10MG
Task 3	In Class Test	Due: T3 W7 In Class Task T3 W6	MA5.1-8MG MA5.1-13SP
Task 4	In Class Test	T4 W7	MA5.1-6NA MA5.2-4NA MA5.2-11MG

Mathematics 5.2 & 5.3

Course outcomes:

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 earning, spending and investing money
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
MA5.3-6NA	performs operations with surds and indices
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.2-11MG	calculates the surface area of right prisms, cylinders and related composite solids
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculate the angle sum of any polygon and uses minimum conditions to prove triangles are congruent and similar
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data

Assessment Task Distribution

	Outcomes Assessed:	Task Type	Date
Task 1	MA5.1-4NA; MA5.2-4NA MA4-10NA; MA5.2-8NA MA5.1-11MG; MA5.2-14MG	Hand in Task / In Class Test	Term 1, Week 10
Task 2	MA5.1-5NA; MA5.2-7NA MA5.1-9MG MA5.1-10MG; MA5.2-13MG	In Class Test	Term 2, Week 9
Task 3	MA5.1-8MG; MA5.2-11MG MA5.1-13SP	In Class Test	Term 3, Week 7
Task 4	MA5.1-6NA; MA5.2-9NA MA5.2-4NA; MA5.2-6NA MA5.3-16NA	In Class test	Term 4, Week 7

Mathematics 5.3

Course outcome:

- 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
- MA5.3-6NA performs operations with surds and indices
- MA5.3-7NA rearranges literal equations
- MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones , spheres and related composite solids
- MA5.3-15MG uses standard deviation to analyse data
- MA5.3-18SP uses standard deviation to analyse data

	Task Type	Date	Main Outcomes assessed
Task 1	Hand in Task / In Class Task	Term 1, Week 10	MA5.1-4NA; MA5.2-4NA MA4-10NA; MA5.2-8NA MA5.3-7NA MA5.1-11MG; MA5.2-14MG
Task 2	In Class Task	Term 2, week 9	MA5.1-5NA; MA5.2-7NA MA5.1-9MG MA5.1-10MG; MA5.2-13MG; MA5.3-15MG
Task 3	In Class Task	Term 3, Week 7	MA5.1-8MG; MA5.2-11MG; MA5.3-13MG MA5.1-13SP
Task 4	In Class Task	Term 4, Week 7	MA5.1-6NA; MA5.2-9NA MA5.2-4NA; MA5.2-6NA MA5.3-16NA

MUSIC (ELECTIVE)

Outcomes Assessed:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrated an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analyses, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Name of Task	Type of Task	When is it due / done?	Outcomes Assessed
Task 1	Composition Task - composition Portfolio - Performance	Term 2, Week 4	5.1, 5.2, .5.3, 5.4, 5.5, 5.7, 5.8, 5.9, 5.12
Task 2	Half Yearly Exam - Listening - Musicology/Score reading	Term 2, week 5	5.1, 5.8, 5.9, 5.10
Task 3	Composition Task - Composition - Composition Portfolio	Term 3, Week 9	5.4, 5.5, 5.7, 5.8, 5.9
Task 4	Yearly Exam - Listening - Musicology/Score reading - Performance	Term 4, Week 2&3	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.12

PASS (ELECTIVE)

Outcomes Assessed:

- 1.1 discusses factors that limit and enhance the capacity to move and perform
- 1.2 analyses the benefits of participation and performance in physical activity and sport
- 2.1 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- 2.2 analyses physical activity and sport from personal, social and cultural perspectives
- 3.1 demonstrates actions and strategies that contribute to enjoyable participation and skillful performance
- 3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
- 4.1 works collaboratively with others to enhance participation, enjoyment and performance
- 4.2 displays management and planning skills to achieve personal and group goals
- 4.3 performs movement skills with increasing proficiency
- 4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Name of task	Type of task	When is it due/done?	Outcomes assessed
PRACTICAL			
Golf	Observation	T1 W2-6	1.1, 1.2, 3.1, 3.2, 4.1, 4.2, 4.3
Tennis	Observation	T2 W9 to T3 W4	1.1, 1.2, 3.1, 3.2, 4.1, 4.2, 4.3
Fitness	Physical testing and training	T2 W 3-8	1.1, 1.2, 3.1, 3.2, 4.1, 4.2, 4.3
Team Games	Observation	T4 W 1-6	1.1, 1.2, 3.1, 3.2, 4.1, 4.2, 4.3
THEORY			
Body systems	Topic Test	T1 W 9	1.1, 1.2, 3.2, 4.4
Training program	Writing Task	T3 W 5	1.1, 1.2, 3.2, 4.4

PDHPE (MANDATORY)

Outcomes Assessed:

Knowledge and understanding

Objective: develop, improve and strengthen personal identity, resilience and respectful relationship

- 5-1 assesses their capacity to reflect on and respond positively to challenges
- 5-2 researches and appraises the effectiveness of health information and support services available in the community
- 5-3 analyses factors that enhance inclusive and respectful relationships and appraises strategies to address the abuse of power
- 5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- 5-5 appraises and justifies choices of action when solving complex movement challenges
- 5-6 questions and critiques attitudes, behaviours and influences to effectively promote health, safety, wellbeing and participation in physical activity
- 5-7 plans, implements and critiques strategies to promote health, safety, wellbeing, movement and participation in physical activity in their communities
- 5-8 designs, implements and evaluates personalised plans to enhance participation in lifelong physical activity
- 5-9 assesses strategies to effectively manage complex situations
- 5-10 critiques their ability to enact skills to build and manage relationships in various social situations
- 5-11 refines and applies movement skills and elements of movement to compose and perform innovative movement sequences

Name of task	Type of task	When is it due/done?	Outcomes assessed
PRACTICAL			
Gymnastics	Observation	T1 W1-5	5-4, 5-5, 5-11
Cross country	Observation	T1 W5-10	5-4, 5-5, 5-10, 5-13, 5-14
Athletics	Observation	T2 W1-5	5-1, 5-4
Dance	Observation	T3 W6-10	5-4, 5-5, 5-11
Team Sports	Observation	T4 W1-5	5-4, 5-5, 5-10
THEORY			
Drug Use	Presentation	T2 W2	5-1, 5-2, 5-6, 5-7, 5-9, 5-10
Sexual Health	Topic Test	T2 W9	5-1, 5-2, 5-6, 5-7, 5-9, 5-10
Mental health	Digital story book	T4 W 2	5-1, 5-2, 5-6, 5-7, 5-9, 5-11

PHOTOGRAPHY AND DIGITAL MEDIA (ELECTIVE)

Outcomes assessed:

- 5.1 Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 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 practise 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

Name of Task	Type of Task	When is it due / done?	Outcomes Assessed
Making – Task 1	Practical	Term 1 Week 10 (in class & hand-in)	5.1, 5.2, 5.3
Making - Task 2	Practical	Term 2 Week 10 (In class & hand-in)	5.1, 5.2, 5.3, 5.6
Making – Task 3	Practical	Term 3 Week 10 (in class & hand-in)	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
Yearly Exam – Task 4	Written	Term 4 Week 3 (In Class)	5.7, 5.8, 5.9, 5.10

SCIENCE

Outcomes Assessed

1. Demonstrates knowledge and understanding in science
2. Applies questioning and predicting to the development of a scientific investigation
3. Plans and conducts scientific investigations
4. Processes and analyses data and information about Science
5. Problems solves with respect to Science
6. Communicates using scientific language effectively

Name of Task	Type of Task	When is it due/done?	Outcome Assessed
Biology	Depth Study	Term 1 Week 10	5 & 6
Chemistry	Portfolio	Terms 2 Week 10	6
Physics	Practical Examination	Term 3 Week 7	2, 3, 4
Earth	Yearly Examination	Term 4 <i>Yearly Examination on Terms 1, 2, 3</i> Week 2	1, 5

TEXTILES TECHNOLOGY (ELECTIVE)

Outcomes Assessed:

- 5.1.1 explains the properties and performance of a range of textile items
- 5.1.2 justifies the selection of textile materials for specific end uses
- 5.2.1 explains the creative process of design used in the work of textile designers
- 5.2.2 generates and develops textile design ideas
- 5.2.3 investigates and applies methods of colouration and decoration for a range of textile items
- 5.3.1 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
- 5.3.2 evaluates the impact of textiles production and use on the individual consumer and society
- 5.4.1 selects and uses appropriate technology to creatively document, communicate and present design and project work
- 5.5.1 critically selects and creatively manipulates a range of textile materials to produce quality textile items
- 5.5.2 selects appropriate techniques and uses equipment safely in the production of quality textile projects
- 5.5.3 demonstrates competence in the production of textile projects to completion
- 5.6.1 evaluates textile items to determine quality in their design and construction

Name of Task	Type of Task	When is it due/done in class	Outcomes assessed
Ready Set Design	Practical project & Documentation	Term 1 Week 10	5.1.2, 5.2.2, 5.2.3, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1
Style File	Practical Project & Portfolio	Term 3 Week 10	5.1.2, 5.2.2, 5.4.1, 5.5.1,5.5.2, 5.5.3, 5.6.1

VISUAL ARTS (ELECTIVE)

Outcomes Assessed:

- 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 for artworks
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 selects appropriate procedures and techniques to make and refine artworks
- 5.7 applies their understanding of aspects of practice to critically and historically interpret artworks
- 5.8 uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of artworks
- 5.9 uses the frames to make different interpretations of artworks

Name of task	Type of task	When is it due/done?	Outcomes assessed
Historical & Critical study Task 1	Artist Reflection Task	Term 1 Wk10 All work completed in class	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
Artmaking Task 1	Practical	Term 2 Wk5 All work completed in class	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
Historical and Critical Task 2	Visual Essay	Term 3, Wk 8 Take Home Task	5.1, 5.2, 5.3, 5.4, 5.5,
Artmaking Task 2	Practical	Term 4 Wk1 All work completed in class	5.7, 5.8, 5.9, 5.10

AUTHENTIC LEARNING 100 HOUR ELECTIVE

Authentic Learning is a style of learning that enables students to create tangible, useful products to be shared with their community and their world. This learning is achieved through a rich, inquiry and project- based task.

- In 2019 the following Authentic Learning courses will be offered:
- The Art of Game Design
- Ageless Communities
- Kitchen Gardens
- Barista Sisters Cafe
- Micro Mastery: Goal setting for skill acquisition
- Mind, Body Spirit

Each course will run for one semester.

Intended learning outcomes

Authentic Learning programs at AGHS seek to promote the general capabilities of the Australian Curriculum including:

- literacy
- numeracy
- critical and creative thinking
- information and communication technology capability
- personal and social capability
- ethical understanding, and
- cultural understanding

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the 21st Century.

Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

Assessment strategies in Authentic Learning courses

Assessments for Authentic Learning course will be integrated into the problem solving process with regular check-points for feedback and self-reflection. Assessment strategies will focus on students' analytical skills, ability to apply what they learn, ability to work collaboratively and communication skills.

Assessment strategies may include:

- portfolios that validate the process of research and knowledge construction over time
- Self and peer reflection that indicates individual growth through the learning process
- Presentation of a product or artifact to a real or intended audience

Student Assessment Planner 2019

Term 1	Tasks to complete	Term 2	Tasks to complete
WEEK 1		WEEK 1	
WEEK 2		WEEK 2	
WEEK 3		WEEK 3	
WEEK 4		WEEK 4	
WEEK 5		WEEK 5	
WEEK 6		WEEK 6	
WEEK 7		WEEK 7	
WEEK 8		WEEK 8	
WEEK 9		WEEK 9	
WEEK 10		WEEK 10	
WEEK 11			

Student Assessment Planner 2019

Term 3	Tasks to complete	Term 4	Tasks to complete
WEEK 1		WEEK 1	
WEEK 2		WEEK 2	
WEEK 3		WEEK 3	
WEEK 4		WEEK 4	
WEEK 5		WEEK 5	
WEEK 6		WEEK 6	
WEEK 7		WEEK 7	
WEEK 8		WEEK 8	
WEEK 9		WEEK 9	
WEEK 10		WEEK 10	

