



# Asquith Girls High School

Year 9 2021

## Assessment Handbook



**EXCELLENCE - COMMITMENT - EFFORT - LEADERSHIP**

**Cover artwork:** Alice Hardingham, Year 9 Visual Arts, 2020

# PRINCIPAL'S MESSAGE

Dear Year 9,

Welcome back in 2021.

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 2021.

It is extremely important that you and your family carefully read 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 Amvrazis**  
**Principal**

## **ASQUITH GIRLS HIGH SCHOOL MISSION STATEMENT:**

*Nurturing personal best and global citizenship in every student by providing a safe and vibrant learning environment with inspiring teaching.*

# ASSESSMENT POLICY – STAGE 5, YEAR 9

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 and their learning progress. 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;
- 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
- Research assignments
- Portfolios
- Course Diaries
- Logbooks

Syllabuses for all courses may be accessed through the NSW Education Standards website at <http://educationstandards.nsw.edu.au>

For each task, student progress will be reported by constructive feedback and feed-forward (see page 8). Feed forward encourages students to reflect on their performance, highlights their strengths and provides explicit suggestions for improvement, as well as 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) including a grade (A-E).

# THE COMMON GRADE SCALE

The Common Grade Scale shown below describes the performance at each of the five grade levels used to report student achievement in all NSW schools.

“The NSW syllabuses state the intended learning for students by the end of each stage. The A to E grade scales describe how well students have achieved. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved at a particular point-in-time. These decisions are based on evidence of achievement and information teachers have collected during the teaching and learning” (NESA *.Common Grade Scale*. Retrieved from <https://bit.ly/34azFam>)

<b>A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

For more information about the Common Grade Scale See:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades>

# STUDENT RESPONSIBILITIES

## 1. ATTENDANCE

Students must attend all classes to satisfactorily achieve the course requirements. The minimum attendance required is 90%. 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 11). 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. All tasks must be submitted by the date and time indicated on the assessment notification (page 10)

### 4a. 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 getting zero marks. Not meeting the course outcomes may impact on the student's academic progression to the next academic year/stage.

### 4b. LATE SUBMISSIONS AND ABSENCE FOR ASSESSMENT TASKS

A student who takes additional time to complete an assessment may unfairly disadvantage others and 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 and sent to parents/caregivers by the Head Teacher of the faculty.

More than one incident of this nature would require a Head Teacher and parent/caregiver meeting. Multiple such incidents would require a meeting with the relevant stage Deputy Principal and the parent/caregiver.

### 4c. FAILURE TO SUBMIT/ATTEMPT AN ASSESSMENT TASK

A student who fails to submit or attempt an assessment task will:

- be interviewed by the Head Teacher,
- have a letter of concern generated and sent to parents/caregivers by the Head Teacher of the faculty, and
- have a mark of zero 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 task is in progress; and
- bring a copy of the file to school by USB, email it to the school address with attention to the relevant teacher [asquithgir-h.school@det.nsw.edu.au](mailto:asquithgir-h.school@det.nsw.edu.au), or share it with the teacher using Google apps

***Important Note: Technology failure or printer breakdown will not be accepted as a valid reason for late submission***

## 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 an assessment notification is included in this handbook (page 10). Students are required to routinely check their school email for information about assessment tasks.

## 8. MALPRACTICE

When undertaking assessment tasks 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 tasks (do not leave it to the last moment),
- making effective notes and summarising key points, rather than copying whole sentences,
- avoiding copying and pasting from the Internet - doing this makes it very hard to avoid plagiarising,
- write your assessment task from notes, not the original source of information, and
- keep accurate records of where you find your information and include a bibliography for every task as required by your teacher.

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

## 9. 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 two 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>

# FEED-FORWARD AT ASQUITH GIRLS HIGH SCHOOL

Each teacher is committed to providing students with specific and actionable strategies to improve. These strategies, referred to as **feed-forward**, describe the opportunities for future growth by suggesting actions. Feed-forward strategies will be provided by teachers at all stages of learning, including assessment tasks. Students are responsible for actioning these suggestions to improve the quality of their work and demonstrate growth in their learning.

When students submit an assessment task, teachers will provide both feedback and feed-forward strategies:

- **Feedback** is comments about a student's achievement towards task outcomes.
- **Feed-forward** is comments that identify specific strategies and/or targets for further improvement.

## EFFECTIVE FEED-FORWARD

Effective feed-forward:

- describes a problem and its impact, then suggests a solution;  
*For example, a teacher may write, "You are currently referring to one source. The rubric states that to achieve high outcomes for research skills you must consult a variety of sources. Have you considered adding...?"*
- will be focused on a few actionable strategies that, if actioned, may improve the standard of the work.  
*For example, a teacher may say, "You are currently demonstrating outcomes at this level. To improve to the next level consider the following steps";*
- assists students to see possibilities for improvement.  
*For example a teacher may ask, "What if you added this?" or "If you changed that, how would it strengthen your overall argument?"*

***Important Note: Feed-forward is not editing. Teachers will suggest specific strategies for growth however teachers are not responsible for editing students' work for spelling, grammar, punctuation and syntax.***



# 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 their stage Deputy.

## 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 student's Year Adviser, Head Teacher Wellbeing or the relevant stage Deputy Principal.

## DETERMINATION OF WHOLE SCHOOL AWARDS

Teachers collect evidence of student learning and achievement throughout the year. Explicit feedback on student progress is provided to parents and caregivers through reports received in Semester One and Semester Two each year.

Information collated from whole-school reports is used to determine recipients of special awards to be acknowledged at Presentation Day. These awards include:

<b>Attendance</b>	Attendance data is used to determine the number of days students attend school in a calendar year. Students who achieve 100% attendance are eligible for this award.
<b>Sustained Effort</b>	The personal learning profile published on each report will be used to determine which students consistently demonstrate positive learning attributes in all subjects.
<b>Outstanding Academic Achievement</b>	Teachers use the descriptors in the Common Grade Scale (see page 5) to provide an overall grade for each student in their course. Recipients of this award receive an A grade (representing Outstanding Academic Achievement) in the majority of courses.



# STAGE FIVE

## ASSESSMENT TASK NOTIFICATION

<b>COURSE NAME:</b>		<b>DATE TASK ISSUED:</b>	
<b>NATURE OF TASK:</b>		<b>TASK DUE DATE AND TIME:</b>	
<b>MARKS AVAILABLE:</b>		<b>EQUIPMENT REQUIRED:</b>	
<b>OUTCOMES TO BE ASSESSED:</b>			

<b>TASK DESCRIPTION:</b>	
<b>CRITERIA FOR ASSESSING LEARNING:</b>	
<b>MARKING CRITERIA:</b>	
<b>FEED-FORWARD PROCEDURES</b>	



# STAGE FIVE

## HAND-IN ASSESSMENT TASKS COVER SHEET

Student Name:	Year
Assessment Task Title	Date Submitted:
Course:	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 -----

### Assessment Receipt **Student Copy**

Name of student: \_\_\_\_\_ Year: \_\_\_\_ Course: \_\_\_\_\_

Task Title: \_\_\_\_\_ Class Teacher: \_\_\_\_\_ Due Date: \_\_\_\_\_

This task was submitted to \_\_\_\_\_ on \_\_\_\_\_  
Teacher's name Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

# VOCATIONAL EDUCATION COURSES

**Vocational Education** courses are taught and assessed through competencies in Stage 5 and 6, this should reflect the acceleration of AGHS students, Year 11 and HSC and in the HSC years. Vocational Education courses focus on the achievement of workplace competence. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as industry specific skills.

Assessment for VET courses within industry curriculum frameworks has two distinct purposes:

- a. Assessment for ASQA (Australian Skills Quality Authority) VET qualifications – competency based assessment
- b. Assessment for the ATAR if it is a Board Developed Course.

Assessment for ASQA Certification is competency based. Tasks may be holistic to demonstrate the acquired skills, knowledge and attitudes. Students are given the opportunity to develop skills over time and are required to demonstrate competence to qualified assessors. All competencies and work placement must be completed for NESA in the allocated time. Students withdrawing from optional VET examinations must do so at this time by completing the appropriate form.

A variety of assessment strategies are employed to assess the competence of students. Competency Standards are the benchmarks for this assessment.

Assessment evidence gathering techniques and events include practical tasks, observation, questioning, and written activities and may also involve third party reports from work placement. Assessment may be conducted at the delivery site, in simulated work environments, through work placement, or through a combination of these modes.

Compulsory assessment tasks called Cluster Tasks are mandated by the RTO and must be completed as part of the assessment requirements.

## **STAGE 5, YEAR 11 AND HSC AND HSC EXAMINATION**

The examination for 240-hour VET courses only is independent of competency based assessment requirements for ASQA qualifications.

## **INTERNAL ASSESSMENT TASKS**

In order to ensure that students at Asquith Girls High School are equipped to exercise this option, all 240 hour VET Framework students will be required to practise appropriate written skills by completing examinations in the usual examination periods.

## **WORK PLACEMENT**

Work Placement is a mandatory requirement for each course within the VET frameworks and forms an essential part of the total course assessment. Indicative hours have been assigned and must be addressed. Work Placement will occur in Year 10, 11 and Year 12, at times to be advised. Each course requires Work Placement for 35 hours per year. Failure to complete Work Placement in the allotted time will render the student ineligible for the award of a Year 11 and HSC credential in the VET course.

## **OTHER COURSE REQUIREMENTS**

VET courses have an underlying premise that each lesson is an opportunity for assessment. Attendance at every lesson is vital because aspects of competency will be tested.

## SCHOOL BASED VET ASSESSMENT POLICY

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Year 11 and HSC qualifications
- Competencies which can lead to a Statement of Attainment, Certificate 1, 2 or 3 which is awarded under the Australian Qualifications Framework (AQF).

Students will be assessed in both areas during each VET Course.

### AQF ASSESSMENT

All Industry Curriculum Framework Courses are assessed under National Competency Standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competency skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as the “competency achieved” or “not achieved”.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards.

The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tasks. If students are deemed not competent at the time, they will be given at least one further opportunity at an agreed time to be re assessed. There are a number of competencies that may only be offered once during the course due to their:

- H&S requirement
- Cost
- Time frame
- Supervision required
- Resource availability

Specific information about these competencies will be issued to students at the beginning of the course.

### WORK PLACEMENT

Work placement is a **mandatory HSC requirement** of curriculum framework VET courses. Appropriate hours are as follows:

- 120 hour course – a minimum of 35 hours in a workplace
- 240 hour course – a minimum of 70 hours in a workplace

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled the NESA course requirements and will therefore not be able to be accredited with the 2 units of study. Learning in the workplace will enable students:

- progress towards the achievement of industry competencies
- develop appropriate attitude towards work
- learn a range of behaviours appropriate to the industry
- practice skills acquired off the job in a classroom or workshop
- develop additional skills and knowledge, including key competencies

## **ASSESSMENT SCHEDULE**

Information regarding mandatory assessment tasks, called 'Cluster Tasks', will be set out in an assessment schedule. These tasks will be used as evidence of competency.

## **APPEALS PROCEDURE**

Normal school assessment appeals procedures will apply for VET courses.

## **WHAT IS CREDIT TRANSFER?**

If you have already completed content and learning for all or part of a similar unit/s of competency that is deemed equivalent, you may be eligible for credit transfer. Credit transfer will be granted where you provide a transcript, a result notice, a certificate or a competency record, eg WorkCover white card.

## **BOARD ENDORSED COURSES**

Students studying Board Endorsed Courses are reminded that unsatisfactory progress in these courses (as outlined in this assessment guide) may lead to an 'N' determination. This may result in a student not being eligible for a Record of Achievement for a Year 11 and HSC Course and receiving only a Certificate of Attainment.

Students not fulfilling the requirements of the course (e.g. unattempted assignments) will be warned, as will their parents, that they may be deemed unsatisfactory.

## **STUDENTS STUDYING OUTSIDE COURSES**

A student's pattern of study may include studying courses outside of the school. These include courses studied:

- at Saturday School of Community Languages
- at TAFE Colleges and external providers
- with an Outside Tutor
- at the Open High School

Each of these alternatives have different requirements for attendance and assessment. It is the responsibility of the student to:

- notify the Principal of her intention to study outside courses.
- meet the requirements of these bodies.
- ensure they notify the relevant Deputy Principal, and Career Adviser/Course coordinator of any variation to their study of the courses.

Students studying with an outside tutor must see the relevant Deputy Principal with the necessary documentation for course endorsement and NESAs entry.

Failure to complete a course studied outside school may reduce the number of units being studied to less than the minimum acceptable. This could mean the student may not qualify for a Preliminary HSC or HSC Course.

# Big History Project: Global Thinking

## Syllabus Outcomes

1	<i>Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative.</i>
2	<i>Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change.</i>
3	<i>Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</i>
4	<i>Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well-supported by scientific and historical evidence.</i>
5	<i>Critically evaluate, analyse, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments.</i>
6	<i>Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats.</i>
7	<i>Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative.</i>
8	<i>Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.</i>

## 2021 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	<b>Cosmology</b>	<b>Plate Tectonics</b>	<b>Life</b>
Nature of task	Research and Astronomer Dialogue	Research Task	Hand-in Project
Due Date (Week, Term)	Week 8, Term 1, 2021	Week 2, Term 3, 2021	Week 10, Term 3, 2021
Outcomes assessed	2, 3, 4	2, 5, 6	2, 6, 7

# Commerce

## Syllabus Outcomes

<b>COM5-1</b>	<i>Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts</i>
<b>COM5-2</b>	<i>Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts</i>
<b>COM5-3</b>	<i>Examines the role of law in society</i>
<b>COM5-4</b>	<i>Analyses key factors affecting decisions</i>
<b>COM5-5</b>	<i>Evaluates options for solving problems and issues</i>
<b>COM5-6</b>	<i>Develops and implements plans designed to achieve goals</i>
<b>COM5-7</b>	<i>Researches and assesses information using a variety of sources</i>
<b>COM5-8</b>	<i>Explains information using a variety of forms</i>
<b>COM5-9</b>	<i>Works independently and collaboratively to meet individual and collective goals within specified timeframes</i>

## 2021 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	<b>Consumer and Financial Decisions</b>	<b>Running a Business/Promoting and Selling</b>	<b>Law Society and Politics</b>
Nature of task	Research Task	Commerce Market Stalls Business Plan	Research Task
Due Date (Week, Term)	Week 10, Term 1, 2021	Week 4 Term 3, 2021	Week 10, Term 3, 2021
Outcomes assessed	COM5-1, COM5-2, COM5-5, COM5-7, COM5-8	COM5-1, COM5-4, COM5-6, COM5-7, COM5-8, COM5-9	COM5-2, COM5-3, COM5-4, COM5-5, COM5-7, COM5-8



# Dance

## Syllabus Outcomes

<b>5.1.1</b>	<i>Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances</i>
<b>5.1.2</b>	<i>Demonstrates enhanced dance technique by manipulating aspects of the elements of dance</i>
<b>5.1.3</b>	<i>Demonstrates an understanding and application of aspects of performance quality and interpretation through performance</i>
<b>5.2.1</b>	<i>Explores the elements of dance as the basis of the communication of ideas</i>
<b>5.2.2</b>	<i>Composes and structures dance movement that communicates an idea</i>
<b>5.3.1</b>	<i>Describes and analyses dance as the communication of ideas within a context</i>
<b>5.3.2</b>	<i>Identifies and analyses the link between their performances and compositions and dance works of art</i>
<b>5.3.3</b>	<i>Applies understandings and experiences drawn from their own work and dance works of art contributes to lifelong learning</i>

## 2021 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	<b>Safe Dance Practice</b>	<b>Ballet and Dance Appreciation</b>	<b>Dance Composition</b>	<b>Styles Assessment</b>
Nature of task	Practical & Written Test	Practical & Assignment (hand in)	Practical & Written (hand in)	Practical & Written (hand in)
Due Date (Week, Term)	Week 8, Term 1, 2021	Week 8, Term 2, 2021	Week 8, Term 3, 2021	Week 8, Term 4, 2021
Outcomes assessed	5.1.1, 5.1.2, 5.1.3	5.1.1, 5.1.2, 5.1.3, 5.3.1, 5.3.2, 5.3.3	5.2.1, 5.2.2, 5.3.1	5.1.2, 5.1.3, 5.3.2, 5.4.1

# Drama

## Syllabus Outcomes

5.1.1	<i>Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action</i>
5.1.2	<i>Contributes, selects, develops and structures ideas in improvisation and play building</i>
5.1.3	<i>Devises, interprets and enacts drama using scripted and unscripted material or text</i>
5.1.4	<i>Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies</i>
5.2.1	<i>Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning</i>
5.2.2	<i>Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience</i>
5.2.3	<i>Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning</i>
5.3.1	<i>Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions</i>
5.3.2	<i>Analyses the contemporary and historical contexts of Drama</i>
5.3.3	<i>Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology</i>

## 2021 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	<b>Improvisation, Acting Role &amp; Character</b>	<b>Commedia Dell'Arte</b>	<b>Playbuilding for Performance</b>	<b>Film /Video Drama</b>
Nature of task	Monologue & Log Book	Group Performance & Log book	Whole Class Performance & Log book	Short Film
Due Date (Week, Term)	Week 7, Term 1, 2021	Week 9, Term 2, 2021	Week 8, Term 3, 2021	Week 9, Term 4, 2021
Outcomes assessed	5.1.1, 5.1.3, 5.2.1, 5.2.2, 5.3.1	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.1	5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.2	5.1.4, 5.2.2, 5.3.3

# English

## Syllabus Outcomes

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

## 2021 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	<b>Australian Vignettes</b>	<b>Lens and Pens</b>	<b>Drama Study Close Study of a Play</b>	<b>Close Study of a Novel</b>
Nature of task	Reading and Writing Comprehension Test	Extended Writing Task (In-class)	Multi modal Presentation and Reflection	Essay (In-class)
Due Date (Week, Term)	Week 6, Term 1, 2021	Week 10 , Term 1, 2021	Week 9-10, Term 2, 2021	Week 8, Term 3, 2021
Outcomes assessed	EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-7D, EN5-8D	EN5-1A, EN5-2A, EN5-3B, EN5-5C	EN5-1A, EN5-2A, EN5-4B, EN5-5C, EN5-9E	EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-7D

# Food Technology

## Syllabus Outcomes

<b>FT5-1</b>	<i>Demonstrates hygienic handling of food to ensure a safe and appealing product</i>
<b>FT5-2</b>	<i>Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food</i>
<b>FT5-3</b>	<i>Describes the physical and chemical properties of a variety of foods</i>
<b>FT5-4</b>	<i>Accounts for changes to the properties of food which occur during food processing, preparation and storage</i>
<b>FT5-5</b>	<i>Applies appropriate methods of food processing, preparation and storage</i>
<b>FT5-6</b>	<i>Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities</i>
<b>FT5-7</b>	<i>Justifies food choices by analysing the factors that influence eating habits</i>
<b>FT5-8</b>	<i>Collects, evaluates and applies information from a variety of sources</i>
<b>FT5-9</b>	<i>Communicates ideas and information using a range of media and appropriate terminology</i>
<b>FT5-10</b>	<i>Selects and employs appropriate techniques and equipment for a variety of food-specific purposes</i>
<b>FT5-11</b>	<i>Plans, prepares, presents and evaluates food solutions for specific purposes</i>
<b>FT5-12</b>	<i>Examines the relationship between food, technology and society</i>
<b>FT5-13</b>	<i>Evaluates the impact of activities related to food on the individual, society and the environment</i>

## 2021 Year 9 Assessment Schedule

	Task 1	Task 2
Topic	<b>Food Selection &amp; Health Food for Specific Needs</b>	<b>Food Product Development</b>
Nature of task	Practical & Portfolio	Practical & Portfolio
Due Date (Week, Term)	Week 2, Term 2, 2021	Week 8, Term 3, 2021
Outcomes assessed	FT5-1, FT5-6, FT5-9, FT5-11	FT5-7, FT5-8, FT5-10, FT5-11

# Geography

## Syllabus Outcomes

<b>GE5-1</b>	<i>Explains the diverse features and characteristics of a range of places and environments</i>
<b>GE5-2</b>	<i>Explains processes and influences that form and transform places and environments</i>
<b>GE5-3</b>	<i>Analyses the effect of interactions and connections between people, places and environments</i>
<b>GE5-4</b>	<i>Accounts for perspectives of people and organisations on a range of geographical issues</i>
<b>GE5-5</b>	<i>Assesses management strategies for places and environments for their sustainability</i>
<b>GE5-6</b>	<i>Analyses differences in human wellbeing and ways to improve human wellbeing</i>
<b>GE5-7</b>	<i>Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</i>
<b>GE5-8</b>	<i>Communicates geographical information to a range of audiences using a variety of strategies</i>

## 2021 Year 9 Assessment Schedule

	Task 1	Task 2
Topic	<b>Sustainable Biomes</b>	<b>Changing Places</b>
Nature of task	Research Presentation Task	Research Task
Due Date (Week, Term)	Semester 1: Week 6, Term 1, 2021  Semester 2: Week 6, Term 3, 2021	Semester 1: Week 2, Term 2, 2021  Semester 2: Week 2, Term 4, 2021
Outcomes assessed	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8

# History

## Syllabus Outcomes

<b>HT5-1</b>	<i>Explains and assesses the historical forces and factors that shaped the modern world and Australia</i>
<b>HT5-2</b>	<i>Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia</i>
<b>HT5-3</b>	<i>Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</i>
<b>HT5-4</b>	<i>Explains and analyses the causes and effects of events and developments in the modern world and Australia</i>
<b>HT5-5</b>	<i>Identifies and evaluates the usefulness of sources in the historical inquiry process</i>
<b>HT5-6</b>	<i>Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</i>
<b>HT5-7</b>	<i>Explains different contexts, perspectives and interpretations of the modern world and Australia</i>
<b>HT5-8</b>	<i>Selects and analyses a range of historical sources to locate information relevant to an historical inquiry</i>
<b>HT5-9</b>	<i>Applies a range of relevant historical terms and concepts when communicating an understanding of the past</i>
<b>HT5-10</b>	<i>Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</i>

## 2021 Year 9 Assessment Schedule

	Task 1	Task 2
Topic	<b>Making a Better World? The Industrial Revolution</b>	<b>Australians at War: World War I</b>
Nature of task	Research Task	Research Task
Due Date (Week, Term)	Semester 1: Week 6, Term 1, 2021  Semester 2: Week 6, Term 3, 2021	Semester 1: Week 2, Term 2, 2021  Semester 2: Week 2, Term 4, 2021
Outcomes assessed	HT5-4, HT5-6, HT5-9, HT5-10	HT5-3, HT5-8, HT5-9, HT5-10

# International Studies

## Syllabus Outcomes

IS-1	<i>Analyses a variety of definitions of culture</i>
IS-2	<i>Describes characteristics of culture</i>
IS-3	<i>Examines cultural similarities and differences</i>
IS-4	<i>Examines cultural diversity</i>
IS-5	<i>Accounts for the dynamic nature of culture</i>
IS-6	<i>Identifies influences on cultures and their interconnectedness</i>
IS-7	<i>Recognises bias and stereotypes</i>
IS-8	<i>Analyses different contexts, perspectives and interpretations of cultural beliefs and practices</i>
IS-9	<i>Evaluates culturally significant issues, events and scenarios from a variety of perspectives</i>
IS-10	<i>Applies understanding of cultural differences when communicating across cultures</i>
IS-11	<i>Applies strategies to challenge stereotypes</i>
IS-12	<i>Selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures</i>

## 2021 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	<b>Core: Culture and Cultural Diversity in the Contemporary World</b>	<b>Culture and Food</b>	<b>Culture on the Move</b>
Nature of task	Research and Oral Presentation	Research Task	Research Portfolio
Due Date (Week, Term)	Week 8, Term 1, 2021	Week 8, Term 2, 2021	Week 8, Term 3, 2021
Outcomes assessed	IS-2, IS-3, IS-4, IS-6, IS-12	IS-3, IS-4, IS-6, IS-10, IS-12	IS-1, IS-5, IS-9, IS-11

# Marine and Aquaculture Technology

## Syllabus Outcomes

MAR5-1	<i>Identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships</i>
MAR5-2	<i>Identifies, describes and evaluates the social and economic importance of marine ecosystems</i>
MAR5-3	<i>Identifies, describes and evaluates the effects humans have had on the marine environment</i>
MAR5-4	<i>Explains why aquaculture provides an economically sustainable source of food</i>
MAR5-5	<i>Assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment</i>
MAR5-6	<i>Evaluates the economic and environmental sustainability of aquacultural pursuits</i>
MAR5-7	<i>Identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment</i>
MAR5-8	<i>Identifies, describes and evaluates policies for monitoring and conserving the marine environment</i>
MAR5-9	<i>Selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings</i>
MAR5-10	<i>Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations</i>
MAR5-11	<i>Identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits</i>
MAR5-12	<i>Identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment</i>
MAR5-13	<i>Collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information</i>
MAR5-14	<i>Recalls aspects of the marine environment using relevant conventions, terminology and symbols</i>

## 2021 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	<b>First Aid</b>	<b>Fish Biology</b>	<b>Marine Mammals</b>	<b>Elective</b>
Nature of task	Theory and Practical	Written Report	Group Research	Examination
Due Date (Week, Term)	Week 5, Term 1, 2021	Week 3, Term 2, 2021	Week 10, Term 2, 2021	Week 10, Term 3, 2021
Outcomes assessed	MAR5-9, MAR5-10	MAR5-1, MAR5-10	MAR5-1, MAR5-2, MAR5-3, MAR5-7	MAR5-5, MAR5-6, MAR5-7, MAR5-3, MAR5-1



# Mathematics

## Syllabus Outcomes

<b>MA5.1-5NA</b>	<i>Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases</i>
<b>MA5.1-6NA</b>	<i>Determines the midpoint, gradient and length of an interval, and graphs linear relationships</i>
<b>MA5.1-9MG</b>	<i>Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures</i>
<b>MA5.1-10MG</b>	<i>Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression</i>
<b>MA5.1-11MG</b>	<i>Describes and applies the properties of similar figures and scale drawings</i>
<b>MA5.1-12SP</b>	<i>Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media</i>
<b>MA5.1-13SP</b>	<i>Calculates relative frequencies to estimate probabilities of simple and compound events</i>
<b>MA5.2-4NA</b>	<i>Solves financial problems involving compound interest</i>
<b>MA5.2-5NA</b>	<i>Recognises direct and indirect proportion, and solves problems involving direct proportion</i>
<b>MA5.2-7NA</b>	<i>Applies index laws to operate with algebraic expressions involving integer indices</i>
<b>MA5.2-8NA</b>	<i>Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques</i>
<b>MA5.2-9NA</b>	<i>Uses the gradient-intercept form to interpret and graph linear relationships</i>
<b>MA5.2-13MG</b>	<i>Applies trigonometry to solve problems, including problems involving bearings</i>
<b>MA5.2-15SP</b>	<i>Uses quartiles and box plots to compare sets of data, and evaluates sources of data</i>
<b>MA5.2-14MG</b>	<i>Calculates the sum of any polygon and uses minimum conditions to prove triangles are congruent and similar</i>
<b>MA5.3-8NA</b>	<i>Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line</i>
<b>MA5.3-14MG</b>	<i>Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids</i>
<b>MA5.3-15MG</b>	<i>Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions</i>
<b>MA5.3-18SP</b>	<i>Uses standard deviation to analyse data</i>

# Mathematics (continued)

## 2021 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Earning and Investing money	Equations and Inequalities, Polygons, Congruency and Similarity, Indices, Numbers of any magnitude	Right-Angled Trigonometry, volume	Probability, Graphing Linear Relationships using gradient and intercept.
Nature of task	Hand in Task	In class test	In class test	In class test
Due Date (Week, Term)	Week 5, Term 1, 2021	Week 6, Term 2, 2021	Week 5, Term 3, 2021	Week 2, Term 4, 2021
Outcomes assessed (5.1, 5.2, 5.3)	MA5.2-4NA, MA5.1-4NA	MA5.3-7NA, MA5.2-8NA, MA4-10NA, MA5.2-14MG, MA5.1-11MG, MA5.2-7NA, MA5.1-5NA, MA5.1-9NA	MA5.3-15MG, MA5.2-13MG, MA5.1-10MG, MA5.3-13MG, MA5.2-11MG, MA5.1-8MG	MA5.1-13SP, MA5.2-9NA, MA5.2-5NA, MA5.1-6NA, MA5.2-6NA

# Personal Development, Health and Physical Education

## Syllabus Outcomes

<b>PD5-1</b>	<i>Assesses their capacity to reflect on and respond positively to challenges</i>
<b>PD5-2</b>	<i>Researches and appraises the effectiveness of health information and support services available in the community</i>
<b>PD5-3</b>	<i>Analyses factors that enhance inclusive and respectful relationships and appraises strategies to address the abuse of power</i>
<b>PD5-4</b>	<i>Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts</i>
<b>PD5-5</b>	<i>Appraises and justifies choices of action when solving complex movement challenges</i>
<b>PD5-6</b>	<i>Questions and critiques attitudes, behaviours and influences to effectively promote health, safety, wellbeing and participation in physical activity</i>
<b>PD5-7</b>	<i>Plans, implements and critiques strategies to promote health, safety, wellbeing, movement and participation in physical activity in their communities</i>
<b>PD5-8</b>	<i>Designs, implements and evaluates personalised plans to enhance participation in lifelong physical activity</i>
<b>PD5-9</b>	<i>Assesses strategies to effectively manage complex situations</i>
<b>PD5-10</b>	<i>Critiques their ability to enact skills to build and manage relationships in various social situations</i>
<b>PD5-11</b>	<i>Refines and applies movement skills and elements of movement to compose and perform innovative movement sequences</i>

## 2021 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	<b>Practical Component 1</b>	<b>DARE</b>	<b>Bright Spark</b>	<b>Practical Component 2</b>
Nature of task	Movement Elements and Sequences	Presentation	Research Task	Movement Skills to Perform Creative Movement
Due Date (Week, Term)	Semester 1, 2021	Week 8, Term 1, 2021	Week 10, Term 3, 2021	Semester 2, 2021
Outcomes assessed	PD5-4, PD5-5, PD5-10, PD5-11	PD5-2, PD5-6, PD5-7, PD4-10,	PD5-1, PD5-2, PD5-6,	PD5-4, PD5-5, PD5-10, PD5-11

# Physical Activity and Sports Studies

## Syllabus Outcomes

<b>PASS5-1</b>	<i>Discusses factors that limit and enhance the capacity to move and perform</i>
<b>PASS5-2</b>	<i>Analyses the benefits of participation and performance in physical activity and sport</i>
<b>PASS5-3</b>	<i>Discusses the nature and impact of historical and contemporary issues in physical activity and sport</i>
<b>PASS5-4</b>	<i>Analyses physical activity and sport from personal, social and cultural perspectives</i>
<b>PASS5-5</b>	<i>Demonstrates actions and strategies that contribute to active participation and skilful performance</i>
<b>PASS5-6</b>	<i>Evaluates the characteristics of participation and quality performance in physical activity and sport</i>
<b>PASS5-7</b>	<i>Works collaboratively with others to enhance participation, enjoyment and performance</i>
<b>PASS5-8</b>	<i>Displays management and planning skills to achieve personal and group goals</i>
<b>PASS5-9</b>	<i>Performs movement skills with increasing proficiency</i>
<b>PASS5-10</b>	<i>Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.</i>

## 2021 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	<b>Practical Component 1</b>	<b>Body Systems</b>	<b>Training Program</b>	<b>Practical Component 2</b>
Nature of task	Fundamental movement skills	Topic Test	Writing Task	Physical fitness and components
Due Date (Week, Term)	Semester 1, 2021	Week 9, Term 1, 2021	Week 5, Term 3, 2021	Semester 2, 2021
Outcomes assessed	PASS5-1, PASS5-2, PASS5-5, PASS5-9, PASS5-10,	PASS5-1, PASS5-2, PASS5-9, PASS5-10,	PASS5-1, PASS5-2, PASS5-6, PASS5-8, PASS5-10,	PASS5-1, PASS5-2, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10

# Science

## Syllabus Outcomes

### Skills

<b>SC5-4WS</b>	<i>Develops questions or hypotheses to be investigated scientifically</i>
<b>SC5-5WS</b>	<i>Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</i>
<b>SC5-6WS</b>	<i>Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</i>
<b>SC5-7WS</b>	<i>Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</i>
<b>SC5-8WS</b>	<i>Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</i>
<b>SC5-9WS</b>	<i>Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</i>

### Knowledge and Understanding

<b>SC5-10PW</b>	<i>Applies models, theories and laws to explain situations involving energy, force and motion</i>
<b>SC5-11PW</b>	<i>Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems</i>
<b>SC5-12ES</b>	<i>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</i>
<b>SC5-13ES</b>	<i>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</i>
<b>SC5-14LW</b>	<i>Analyses interactions between components and processes within biological systems</i>
<b>SC5-15LW</b>	<i>Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</i>
<b>SC5-16CW</b>	<i>Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</i>
<b>SC5-17CW</b>	<i>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</i>

### 2021 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3	Ongoing
Nature of task	Student Research Project	Skills	Examination	Science Folio
Due Date (Week, Term)	Week 10, Term 1, 2021	Week 2, Term 2, 2021	Week 10, Term 3, 2021	Ongoing across the year
Outcomes assessed	SC5-4WS, SC5-5WS, SC5-6WS, SC5-9WS, SC5-11PW, SC5-13ES, SC5-14LW, SC5-16CW	SC5-6WS, SC5-7WS, SC5-8WS	SC5-7WS, SC5-8WS, SC5-11PW, SC5-13ES, SC5-14LW, SC5-16CW	All

# Certificate I Business Services

**SCHOOL: Asquith Girls High School**

**Student Competency Assessment Schedule**

**COURSE: Stage 5 - Business Services**

**2020**

Code	Unit of Competency	Cluster A		Cluster B		Cluster C	
		Technology in Action		Safety at work		Workplace effectiveness	
		Week: 2 Term: 2	Week: 2 Term: 3	Week: 2 Term: 3	Week: 2 Term: 4	Week: 2 Term: 4	Week: 2 Term: 4
Assessment Tasks for Certificate I in Business BSB10115							
BSBWHS201	Contribute to health and safety of self and others			X			
BSBADM101	Use business equipment and resources			X			
BSBITU111	Operate a personal digital device	X					
BSBITU112	Develop keyboard skills	X					
BSBCMM101	Apply basic communication skills					X	
BSBLED101	Plan skills development					X	

**N.B. Competency outcomes must be entered onto Schools Online by the due date. All Cluster tasks must be completed by Term 4 Week 3.**

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate I in Business BSB10115 or a Statement of Attainment towards Certificate I in Business BSB10115.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

# STUDENT ASSESSMENT PLANNER 2021

## SEMESTER ONE

<b>TERM ONE</b>	<b>TASKS TO COMPLETE</b>	<b>TERM TWO</b>	<b>TASKS TO COMPLETE</b>
<b>WEEK 1</b>		<b>WEEK 1</b>	
<b>WEEK 2</b>		<b>WEEK 2</b>	
<b>WEEK 3</b>		<b>WEEK 3</b>	
<b>WEEK 4</b>		<b>WEEK 4</b>	
<b>WEEK 5</b>		<b>WEEK 5</b>	
<b>WEEK 6</b>		<b>WEEK 6</b>	
<b>WEEK 7</b>		<b>WEEK 7</b>	
<b>WEEK 8</b>		<b>WEEK 8</b>	
<b>WEEK 9</b>		<b>WEEK 9</b>	
<b>WEEK 10</b>		<b>WEEK 10</b>	

# STUDENT ASSESSMENT PLANNER 2021

## SEMESTER TWO

<b>TERM THREE</b>	<b>TASKS TO COMPLETE</b>	<b>TERM FOUR</b>	<b>TASKS TO COMPLETE</b>
<b>WEEK 1</b>		<b>WEEK 1</b>	
<b>WEEK 2</b>		<b>WEEK 2</b>	
<b>WEEK 3</b>		<b>WEEK 3</b>	
<b>WEEK 4</b>		<b>WEEK 4</b>	
<b>WEEK 5</b>		<b>WEEK 5</b>	
<b>WEEK 6</b>		<b>WEEK 6</b>	
<b>WEEK 7</b>		<b>WEEK 7</b>	
<b>WEEK 8</b>		<b>WEEK 8</b>	
<b>WEEK 9</b>		<b>WEEK 9</b>	
<b>WEEK 10</b>		<b>WEEK 10</b>	
		<b>WEEK 11</b>	



