



Asquith Girls High School

Year 9 2023

Assessment Handbook



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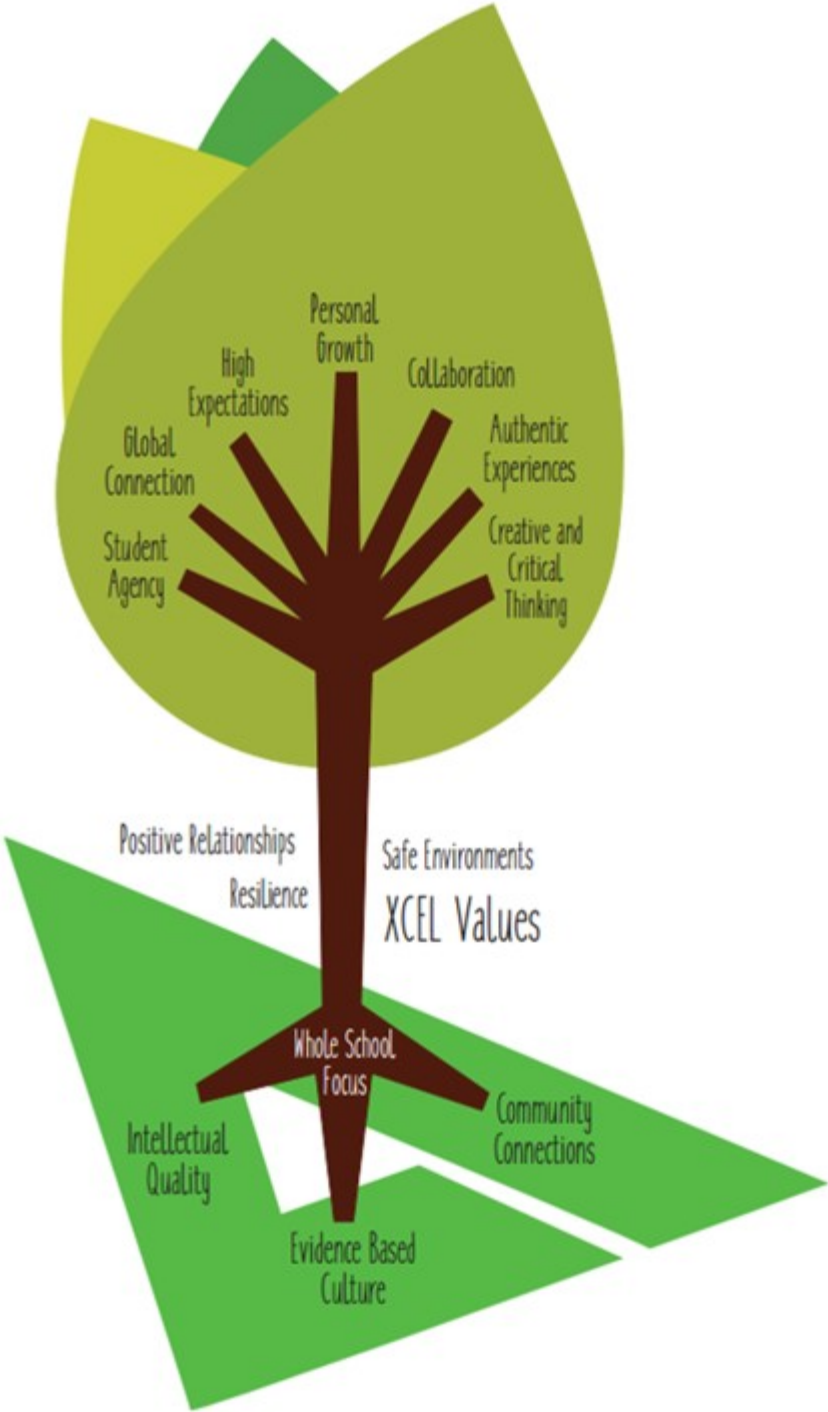
EXCELLENCE - COMMITMENT - EFFORT - LEADERSHIP

ASQUITH GIRLS HIGH SCHOOL MISSION STATEMENT:

To challenge our current mindsets and expectations through innovative whole-school practices that create a culture of aspirations, agility and agency within the global sphere.

We acknowledge the homelands of all Aboriginal people and pay our respect to Country.

ASQUITH GIRLS HIGH SCHOOL LEARNING PLATFORM



PRINCIPAL'S MESSAGE

Dear Year 9,

Welcome back in 2023.

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 workload, 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 2023.

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

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. 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
- task marking criteria.

The assessment program at Asquith Girls High School contains a FORMATIVE (informal) and SUMMATIVE (formal) assessment of learning.

FORMATIVE (informal) ASSESSMENT The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that need work. Some examples but not limited to: <ul style="list-style-type: none">• Observation of student learning• Classroom activities involvement• Homework completion• Research tasks• Group work/presentations/research	SUMMATIVE (formal) ASSESSMENT A type of student assessment that occurs at the end of a course of study or period of time and indicates a student's achievement level against learning outcomes. It gives teachers the information they need to make accurate, consistent judgements about a student's learning progress over time in relation to curriculum standards or other defined learning objectives <ul style="list-style-type: none">• Presentations• Research assignments• Portfolios• Course Diaries and Logbooks• Examination
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Syllabuses for all courses may be accessed through the NSW Education Standards (NESA) website at <http://educationstandards.nsw.edu.au>.

For each task, student progress will be reported by constructive feedback and feed-forward (see page 9). 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 grades are informed by the Common Grade scale as outlined in NESA.

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>)

A Outstanding	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 High	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.
C Sound	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.
D Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E Elementary	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>

Habits of Mind

<p>Persisting</p> <p><i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> 	<p>Managing Impulsivity</p> <p><i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.</p> 	<p>Listening with Understanding and Empathy</p> <p><i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p> 	<p>Thinking Flexibly</p> <p><i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.</p> 
<p>Thinking About Your Thinking (Metacognition)</p> <p><i>Know your Knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> 	<p>Striving for Accuracy</p> <p><i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> 	<p>Questioning and Posing Problems</p> <p><i>How do you know?</i> Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.</p> 	<p>Applying Past Knowledge to New Situations</p> <p><i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p> 
<p>Thinking & Communicating with Clarity and Precision</p> <p><i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p> 	<p>Gathering Data Through All Senses</p> <p><i>Use your natural pathways!</i> Pay attention to the world around you. Gather data through all the senses, taste, touch, smell, hearing and sight.</p> 	<p>Creating, Imagining, and Innovating</p> <p><i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p> 	<p>Responding with Wonderment and Awe</p> <p><i>Become intrigued!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p> 
<p>Taking Responsible Risks</p> <p><i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p> 	<p>Finding Humor</p> <p><i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p> 	<p>Thinking Interdependently</p> <p><i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Teamwork.</p> 	<p>Remaining Open to Continuous Learning</p> <p><i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p> 

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 12). A hard copy of this cover sheet must be submitted even if the task is submitted electronically.

3. SUBMISSION OF SUMMATIVE (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 11)

4a. ABSENT FROM A SUMMATIVE (FORMAL) ASSESSMENT TASK

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

- provide an 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 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 faculty Head Teacher
- 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
- bring a copy of the file to school by USB, email it to the school address attention to the relevant teacher asquithgir-h.school@det.nsw.edu.au, or share it with the teacher via 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 11). 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
- 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). <i>Lead and Tin</i> , Melbourne: Reed
A book without an author:	<i>United Press International stylebook: The authoritative handbook for writers, editors, and news directors</i> (3rd ed.). (1992). Lincolnwood, IL: National.
A web page:	Ogilvie, D. (n.d.). Why I don't eat honey. In <i>Why be vegan</i> . 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 advice for future improvement for students to action/implement.

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 Deputy Principal.

Important Note: If you have a specific course enquiry please contact: for teaching and learning, the Head Teacher of that faculty. For Wellbeing, Year Adviser, Head Teacher Wellbeing or the relevant 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:

Attendance	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.
Sustained Effort	The personal learning profile published on each report will be used to determine which students consistently demonstrate positive learning attributes in all subjects.
Outstanding Academic Achievement	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 5 ASSESSMENT TASK NOTIFICATION

COURSE NAME:		DATE TASK ISSUED:	
NATURE OF TASK:		TASK DUE DATE AND TIME:	
TASK WEIGHTING / COMPONENTS:		MARKS AVAILABLE:	
OUTCOMES TO BE ASSESSED:			
LITERACY	<u>SKILLS / PROGRESSIONS</u>		
NUMERACY	<u>SKILLS / PROGRESSIONS</u>		

TASK DESCRIPTION:	
CRITERIA FOR ASSESSING LEARNING:	
MARKING CRITERIA:	
FEED-FORWARD:	



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 and that any quotes,
(Your name in BLOCK letters)
information or works have been properly acknowledged and cited in the bibliography.

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.



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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

Commerce

Syllabus Outcomes

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

2023 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Consumer and Financial Decisions	Employment and Work Futures	Running a Business
Nature of task	Financial Task	Research Task	Commerce Market Stalls Business Plan
Due date	Week 10, Term 1, 2023	Week 5, Term 3, 2023	Week 2, Term 4, 2023
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

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

2023 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Safe Dance Practice	Dance Study - Modern Dance and Pioneers	Dance Composition	Styles Assessment
Nature of task	Practical & Written (Hand in)	Practical & Written (hand in)	Practical & Written (hand in)	Practical & Written (hand in)
Due date	Week 8, Term 1, 2023	Week 8, Term 2, 2023	Week 8, Term 3, 2023	Week 8, Term 4, 2023
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	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 play building
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, dramatic techniques, theatrical conventions and technologies
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

2023 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Improvisation, Acting Role & Character	Commedia Dell'Arte	Playbuilding for Performance	Film /Video Drama
Nature of task	Monologue & Log Book	Group Performance & Log Book	Whole Class Performance & Log Book	Short Film
Due date	Week 7, Term 1, 2023	Week 9, Term 2, 2023	Week 8, Term 3, 2023	Week 9, Term 4, 2023
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

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

2023 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Perspectives: Australian Vignettes	Speculative Fiction: Close Study of a Novel	Drama Study: Close Study of a Play	Genre Study: Gothic
Nature of task	Reading and Writing Test	Writing Task (Creative)	Multimodal Presentation and Reflection	Extended Response (Essay)
Due date	Week 7, Term 1, 2023	Week 3, Term 2, 2023	Week 5-6, Term 3, 2023	Week 4, Term 4, 2023
Outcomes assessed	EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-7D, EN5-8D	EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-7D	EN5-1A, EN5-2A, EN5-4B, EN5-5C, EN5-9E	EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-7D

Food Technology

Syllabus Outcomes

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

2023 Year 9 Assessment Schedule

	Task 1	Task 2
Topic	Food Selection & Health Food for Specific Needs	Food Product Development
Nature of task	Practical & Portfolio	Practical & Portfolio
Due date	Week 2, Term 2, 2023	Week 10, Term 3, 2023
Outcomes assessed	FT5-1, FT5-6, FT5-9, FT5-11	FT5-7, FT5-8, FT5-10, FT5-11

French

Syllabus Outcomes

LFR5-1C	Manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LFR5-2C	Identifies and interprets information in a range of texts
LFR5-3C	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LFR5-4C	Experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences
LFR5-5U	Demonstrates how French pronunciation and intonation are used to convey meaning
LFR5-6U	Analyses the function of complex French grammatical structures to extend meaning
LFR5-7U	Analyses linguistic, structural and cultural features in a range of texts
LFR5-8U	Explains and reflects on the interrelationship between language, culture and identity

2023 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Access and Responding	Language Acquisition	Grammar Implementation	Authenticity of Language
Nature of task	Reading and Writing Test	Listening and Speaking	Reading	Reading and Writing
Due date	Week 8, Term 1, 2023	Week 4, Term 2, 2023	Week 7, Term 3, 2023	Week 4, Term 4, 2023
Outcomes assessed	LFR5-2C, LFR5-4C LFR5-8U	LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U	LFR5-2C, LFR5-6C, LFR-7U	LFR5-1C, LFR5-2C, LFR5-4C, LFR5-5U, LFR5-6U, LFR5-7U

Geography

Syllabus Outcomes

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

2023 Year 9 Assessment Schedule

	Task 1	Task 2
Topic	Sustainable Biomes	Changing Places
Nature of task	Research Presentation Task	Research Task
Due date	Semester 1: Week 6, Term 1, 2023 Semester 2: Week 6, Term 3, 2023	Semester 1: Week 2, Term 2, 2023 Semester 2: Week 2, Term 4, 2023
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

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

2023 Year 9 Assessment Schedule

	Task 1	Task 2
Topic	Making a Better World? The Industrial Revolution	Australians at War: World War I
Nature of task	Research Task	Research Task
Due date	Semester 1: Week 6, Term 1, 2023 Semester 2: Week 6, Term 3, 2023	Semester 1: Week 2, Term 2, 2023 Semester 2: Week 2, Term 4, 2023
Outcomes assessed	HT5-4, HT5-6, HT5-9, HT5-10	HT5-3, HT5-8, HT5-9, HT5-10

International Studies

Syllabus Outcomes

IS5-1	Analyses a variety of definitions of culture
IS5-2	Describes characteristics of culture
IS5-3	Examines cultural similarities and differences
IS5-4	Examines cultural diversity
IS5-5	Accounts for the dynamic nature of culture
IS5-6	Identifies influences on cultures and their interconnectedness
IS5-7	Recognises bias and stereotypes
IS5-8	Analyses different contexts, perspectives and interpretations of cultural beliefs and practices
IS5-9	Evaluates culturally significant issues, events and scenarios from a variety of perspectives
IS5-10	Applies understanding of cultural differences when communicating across cultures
IS5-11	Applies strategies to challenge stereotypes
IS5-12	Selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

2023 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Core: Understanding culture and diversity in today's world	Culture and Food	Culture on the Move
Nature of task	Research and Oral Presentation	Research Task	Research Portfolio
Due date	Week 11, Term 1, 2023	Week 1, Term 3, 2023	Week 1, Term 4, 2023
Outcomes assessed	IS5-2, IS5-3, IS5-4, IS5-6, IS5-7, IS5-8, IS5-12	IS5-3, IS5-4, IS5-6, IS5-10, IS5-12	IS5-1, IS5-5, IS5-9, IS5-11

Marine and Aquaculture Technology

Syllabus Outcomes

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

2023 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Nature of task	Theory and Practical	Written Report	Examination	Written Report
Due date	Week 6, Term 1, 2023	Week 3, Term 2, 2023	Week 10, Term 2, 2023	Week 10, Term 3, 2023
Outcomes assessed	MAR5-9, MAR5-10	MAR5-1, MAR5-10	MAR5-1, MAR5-3, MAR5-9, MAR5-13	MAR5-1, MAR5-2, MAR5-3, MAR5-7, MAR5-8

Mathematics

Syllabus Outcomes

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

2023 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Earning and Investing money, Algebraic Techniques	Equations and Inequalities, Volume, Indices	Right-Angled Trigonometry, Polygons, Congruency, Similarity, Number of any magnitude	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 7, Term 1, 2023	Week 6, Term 2, 2023	Week 5, Term 3, 2023	Week 4, Term 4, 2023
Outcomes assessed (5.1, 5.2, 5.3)	MA5.3-5NA, MA5.2-6NA, MA5.2-4NA, MA5.1-4NA	MA5.3-7NA, MA5.2-8NA, MA4-10NA, MA5.2-12MG, MA5.2-7NA, MA5.1-5NA,	MA5.3-15MG, MA5.2-13MG, MA5.1-10MG, MA5.2-14MG, 5.1-11MG MA5.1-9MG,	MA5.1-13SP, MA5.2-9NA, MA5.2-5NA, MA5.1-6NA, MA5.2-6NA

Personal Development, Health and Physical Education

Syllabus Outcomes

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

2023 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Practical Component 1	Safe Partying	The Mind Matters	Practical Component 2
Nature of task	Movement Elements and Sequences	Product Design	Research Task	Movement Skills and Expressive Movement
Due date	Semester 1, 2023	Week 9, Term 1, 2023	Week 9, Term 3, 2023	Semester 2, 2023
Outcomes assessed	PD5-4, PD5-5, PD5-10, PD5-11	PD5-4, PD5-5, PD5-8, PD5-9, PD5-10, PD5-11	PD5-1, PD5-2, PD5-3, PD5-9, PD5-10	PD5-4, PD5-5, PD5-10, PD5-11

Photographic and Digital Media

Syllabus Outcomes

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 practice to critically and historically interpret photographic and digital works
5.8	Uses their understanding of the function of, and relationships between the artist-artwork-world-audience in critical and historical interpretations of photographic and digital works
5.9	Uses the frames to make different interpretations of photographic and digital works
5.10	Constructs different critical and historical accounts of photographic and digital works

2023 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Painting with Light	Digital Imaging	Visual Storytelling	Yearly Exam
Nature of task	Making - In-class work Critical & Historical - Interpretations In-class written responses	Making - In-class work	Making - In-class work	Critical & Historical - Interpretations In-class written responses
Due date	Week 2, Term 2, 2023	Week 10, Term 2, 2023	Week 10, Term 3, 2023	Week 4, Term 4, 2023
Outcomes assessed	5.1, 5.2, 5.3, 5.4, 5.7, 5.8	5.1, 5.2, 5.3, 5.4, 5.5	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10

Physical Activity and Sports Studies

Syllabus Outcomes

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

2023 Year 9 Assessment Schedule

	Task 1	Task 2
Topic	Body Systems & Energy for Physical Activity	Physical Fitness
Nature of task	In-Class Task	Practical and Theory Task
Due date	Week 10, Term 1, 2023	Week 10, Term 3, 2023
Outcomes assessed	PASS5-1, PASS5-2, PASS5-9, PASS5-10	PASS5-1, PASS5-2, PASS5-6, PASS5-8, PASS5-10,

Psychology (Science)

Syllabus Outcomes

	Outcomes
PSY5-1	Explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches.
PSY5-2	Explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches.
PSY5-3	Describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour.
PSY5-4	Explains a range of psychological theories and identifies the application of these theories to everyday life.
PSY5-5	Demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data.
PSY5-6	Recognises the applications and influence of psychology in popular culture and its importance to social factors.
PSY5-7	Examines suitable research methods including procedures and critical analysis when completing action based learning.
PSY5-8	Communicates psychological information and ideas using appropriate written, oral and visual forms.

2023 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Nature of task	Examination	Case Study/Report	Presentation	Research Task
Due date	Week 8, Term 1, 2023	Week 5, Term 2, 2023	Week 7, Term 3, 2023	Week 6, Term 4, 2023
Outcomes assessed	PSY5-1, PSY5-2, PSY5-4, PSY5-6, PSY5-8	PSY5-1, PSY5-2, PSY5-5, PSY5-7, PSY5-8	PSY5-1, PSY5-2, PSY5-3, PSY5-6, PSY5-8	PSY5-1, PSY5-3, PSY5-4, PSY5-5, PSY5-7, PSY5-8

Science

Syllabus Outcomes

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

	Knowledge and Understanding Outcomes
SC5-10PW	Applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES	Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	Analyses interactions between components and processes within biological systems
SC5-15LW	Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

2023 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3	Ongoing
Nature of task	Student Research Project	Skills	Examination	Science Folio
Due date	Week 8, Term 1, 2023	Week 1, Term 2, 2023	Week 10, Term 3, 2023	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

Visual Arts

Syllabus Outcomes

5.1	Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	Makes artworks informed by their understanding of the function of and relationships between artist–artwork–world–audience
5.3	Makes artworks informed by an understanding of how the frames affect meaning
5.4	Investigates the world as a source of ideas, concepts and subject matter 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

2023 Year 9 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Through the Looking Glass	Take a Line for a Walk	Liquid Landscapes	Yearly Exam
Nature of task	Artmaking - In-class work Critical and historical studies - In-class written response	Artmaking - In-class work	Artmaking - Portfolio Critical and historical studies - Artist research	Critical and historical studies - In-class written responses
Due date	Week 2, Term 2, 2023	Week 10, Term 2, 2023	Week 2, Term 4, 2023	Week 6, Term 4, 2023
Outcomes assessed	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8	5.7, 5.8, 5.9, 5.10

STUDENT ASSESSMENT PLANNER 2023

SEMESTER ONE

TERM ONE	TASKS TO COMPLETE	TERM TWO	TASKS TO COMPLETE
WEEK 2		WEEK 1	
WEEK 3		WEEK 2	
WEEK 4		WEEK 3	
WEEK 5		WEEK 4	
WEEK 6		WEEK 5	
WEEK 7		WEEK 6	
WEEK 8		WEEK 7	
WEEK 9		WEEK 8	
WEEK 10		WEEK 9	
WEEK 11		WEEK 10	

STUDENT ASSESSMENT PLANNER 2023

SEMESTER TWO

TERM THREE	TASKS TO COMPLETE	TERM FOUR	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	