



# Assessment Booklet

Year 9

2017

# **Table of Contents**

**Mandatory Hours – Board of Studies**

**Satisfactory Completion of a Course**

**Grading System**

**Special Programs of Study**

**General Performance Descriptors**

**NAPLAN**

**RoSA – For Students leaving the College before the HSC from Year 10**

**Rules Concerning Official Assessment Tasks and Appeals**

**School Committee of Review**

**Official Assessment Tasks: Students' Rights**

**Official Assessment Tasks: Students' Responsibilities**

**Absences from School**

**Behaviour and Application to work**

**Unsatisfactory Completion of Year 9 Warning Letter**

**Assessment Schedules**

**Bloom's Taxonomy – Key Words**

## Mandatory Hours

The following table indicated the Board's time allocations for each Key Learning Area from Year 7, 1992. Systems and schools may require study beyond these requirements.

Key Learning Area	Board Requirements (Indicative Hours) from Years 7 – 10
English	400
Mathematics	400
Science	400
HSIE	400 – Including mandated 200 History and 200 Australian Geography courses
LOTE	100
Creative Arts	100 Visual
TAS	200
PDHPE	200 Personal Development & Health 100 Physical Education

## Satisfactory Completion of a Course

Course completion criteria -

A student will be considered to have satisfactorily completed a course if in the principal's view, there is sufficient evidence that the student has;

- a) followed the course developed or endorsed by the Board; and
- b) **applied** themselves with due diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes

For the satisfactory completion of a course, the Board of Studies does not mandate attendance requirements. As a guide however, if a student's attendance falls below 85% of a school's programmed lesson time for a course, a principal may determine that, as a result of absence, the above course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of absences.

If at any time it appears that a student is at risk of receiving an 'N' determination in any course the principal must warn the student as soon as possible and advise the parent or guardian in writing (if the student is under 18 years of age). This warning should be given in time for the problem to be corrected.

The award of School Certificate no longer applies after 2011, and current discussions at the Board of Studies will determine the nature of formal recognition of Year 10 students. It is now mandatory for students to be involved in education until 17 years of age.

## **The Grading System**

Grades submitted to the Board of Studies by the College will be based on student performance throughout the year from both formal assessment results and classroom work. The final grade awarded after consultation with the relevant teachers will reflect the appropriate Board of Studies descriptor.

## **Special Program of Study**

A Special Program of Study is a specifically designed course of study for individual students with special education needs who are unable to meet mainstream curriculum requirements for Year 10 using only Board-developed syllabuses and/or Board Endorsed Courses. Students with special education needs can have access to a combination of courses using:

- Generic Life Skills Courses and or
- Board-developed syllabuses

Where a student has studied a Board Developed Course, the student will receive a grade A-E. For Board Developed Courses, grades awarded will be based on the relevant Course Performance Descriptors. In a Generic Life Skills Course, a student will receive an S for Satisfactory in that subject.

## Board of Studies Year 9 General Performance Descriptors

Grade	General Performance Descriptors
<b>A</b>	A grade indicating <b>excellent achievement</b> in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
<b>B</b>	A grade indicating a <b>high level of achievement</b> in the course. The student has a thorough knowledge of and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most new situations.
<b>C</b>	A grade indicating <b>substantial achievement</b> in the course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.
<b>D</b>	A grade indicating <b>satisfactory achievement</b> in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
<b>E</b>	A grade indicating <b>elementary achievement</b> in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.
	Where A to E grade appears opposite a course, the student has satisfactorily completed the course by meeting the following requirements: <ul style="list-style-type: none"> <li>a) attendance – meeting the required number of hours</li> <li>b) participation in the required learning experiences and assessment tasks</li> <li>c) meeting requirements in terms of effort and achievement</li> <li>d) reaching some of the course goals</li> </ul>
<b>N</b>	Where “N” appears in place of an A to E grade this indicates the student has failed to meet one or more of the above requirements.

## **External Assessments NAPLAN**

The national testing covers both literacy and numeracy skills for Years 3, 5, 7 and 9. Students are graded on a continuum so that parents are able to ascertain improvement over their child's school life.

Components of the literacy section include grammar, punctuation, spelling, writing and reading comprehension.

Numeracy areas tested include measurement, space, patterns, algebra and number work.

The dates for the 2017 NAPLAN test are:

**Tuesday 9 May 2017**

**Wednesday 10 May 2017**

**Thursday 11 May 2017**

The end of Year 10 marks the end of a minimum stage of education which the Board of Studies hopes all students in NSW will reach. To indicate the success of each student at the end of this stage of education, the Board of Studies has replaced the School Certificate Portfolio of Results with a newly proposed Record of Student Achievement certification (RoSA).

The College will continue to issue a Year 10 report at the end of the year.

## **Record of School Achievement (RoSA) – From Year 10**

The Board of Studies has discontinued the School Certificate as at the end of 2011. It is expected that most students will continue to Year 12 and will receive the HSC Certificate as the end point of their secondary education.

The Record of School Achievement (RoSA) is a new credential for all students, beginning with Year 10 in 2012, to recognise school achievement before receiving their Higher School Certificate (HSC). It is intended for students who may exit secondary education before the end of Year 12.

Instead of just showing what your results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

- The RoSA will show your Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If you start a course but leave school before completing it, your RoSA will show evidence of your enrolment.
- Your RoSA will also show results of any VET or Life Skills courses you complete in Year 10 and/or Year 11.

### **A credential for school leavers**

The RoSA will be awarded to all eligible students when they leave school.

If you transfer from one school to another at the end of Year 10 you will not receive a formal RoSA credential at that time.

- To receive a RoSA you will need to meet your school's attendance requirements.
- You will be able to request a RoSA through your school when you talk to your teachers or principal about leaving.
- If you have completed any Life Skills courses you will receive your Life Skills Profile of Student Achievement at the same time as your RoSA.

## **Grades**

Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement.

- Grades for all your courses in Years 10 and 11 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school.
- The RoSA credential will report on your achievements in Stage 5 courses, using A to E grades as determined by your teachers.

## **Literacy and numeracy tests**

When you are in Year 10 next year and may plan to leave school before the end of Term 1, 2018, you will have the choice to sit for literacy and numeracy testing in November 2017.

The tests will be offered online and will be taken at your school under the supervision of a teacher. The tests are a useful option if you are looking for jobs where the employer wants to see evidence of a level of literacy and numeracy.

- Each test will be of 60 minutes duration, and the two tests will be completed in one sitting.
- These will not be pass/fail tests – they will be designed to show levels of achievement that are reasonable to expect from students leaving school after the end of Year 10.
- The tests will be offered in schools during a number of ‘windows’ each year. You will only be able to sit for the tests once during each window but, if you later decide to stay at school longer, you will be able to take the tests again.
- The literacy and numeracy test results will be reported separately from the RoSA credential.
- More information on the Literacy and Numeracy tests will be available later in 2017.

## Life Skills

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA.

If you are undertaking one or more courses based on Life Skills outcomes and content you will be eligible to receive a Profile of Student Achievement which will outline the Life Skills outcomes you achieve in each course.

- From 2012, the Profile of Student Achievement will be printed and issued by the Board of Studies to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can also access a record of outcomes achieved via [Students Online](#).
- If you want to access your Profile of Student Achievement before leaving school you will be able to download an electronic record of it from [Students Online](#). To access Students Online you will need a PIN number and school email address.
- Life Skills outcomes will be shown on the profile as:
  - o Achieved – for outcomes that have been achieved independently
  - o Achieved with support – for outcomes that have been achieved with additional support.

## Recording extracurricular achievements

The Board has developed a new online package [up2now](#) that will allow students to collect evidence of their extracurricular achievements such as first-aid qualifications or volunteer work. [up2now](#) is currently in its final stages and all students are welcome to participate in the trial. Students wishing to participate should speak to their teacher.

## Rules Concerning Official Assessment Tasks and Appeals

1. **All Assessment tasks** will be given at least 2 weeks notice and must be submitted/attended on the date stipulated. Assessments will be typed, indicating outcomes/descriptors being assessed and marking criteria/or marking scheme.
2. **Hand in tasks:** - If hand in assessment tasks are late a penalty of 10% per day of the total marks for the task will be deducted to a total of 5 days (including each day of the weekend).
3. **Personal presentation tasks:** - e.g. Experiments, orals, examinations in class tasks. For these assessments the whole task is considered due on the first day of the presentation with no 5 day period applicable.
4. **Failure to submit** – in cases where a student fails to hand in an assessment task at all, a zero mark will be recorded. The assessment task however, must still be completed to satisfy the requirements of the course. A letter will be sent home by the KLA Co-ordinator (and a copy to the Year-Co-ordinator).
5. **In the event of unexplained absence from the College prior to a task**, the student may be deemed to have an unfair advantage in the completion of the assessment task, and may be subject to further investigation.
6. **Appeal Forms** can be collected from the Staff Room if there is reason to appeal. A student must collect an appeal form within 48 hours of the due date or on their immediate return to school, whichever comes first. The completed form is to be given to the subject teacher or the KLA co-ordinator for the subject. If both are absent another KLA co-ordinator will collect the form (sign and date) and pass on to the appropriate person. After consideration of the appeal the KLA Co-ordinator will finalise the application and notify relevant parties.
7. **Designated practical work** must be completed and excursions/field trips/retreats where applicable, must be attended.
8. **Own work** – students are expected to produce work that is entirely their own. Any unacknowledged use of another author or of another student's material will be viewed as a serious breach of requirements. A bibliography and the notation of sources used, are required in most assessment tasks and will be discussed with students when the assessment task is distributed. A maximum penalty of 10% can be deducted from assessments for lack of required referencing.
9. **Malpractice** – any case of proven dishonesty or of non-compliance with exam procedures will be referred to the School Committee of Review. Such cases will be regarded as being very serious breaches of College rules and be dealt with accordingly.

10. **Interference with other students** – students must under no circumstances interfere with the progress of others eg. in a group work or in the use of resources.
11. **The subject teacher will record all submissions of assessment tasks.** The students must personally hand in every assessment to the applicable subject teacher. Assessments are not to be left in pigeonholes, with other teachers or given to other students to hand in.
12. When students enrol late in the year every effort will be made to provide substitute assessment tasks for completion. If this is not possible the School Committee of Review will decide on any estimate mark awarded based on work achieved over the year and the student's rank.
13. All of the above rules apply to in class assessment tasks as well as assessment tasks completed outside the classroom.

## **School Committee of Review**

This Committee consists of the Assistant Principal, relevant teacher and KLA Co-ordinator together with the Curriculum Co-ordinator, and/or other(s) nominated by the Principal.

This Committee will decide whether:

- the zero mark will stand
- a task submitted late can be accepted
- an extension of time is granted
- a substitute task may be set
- an estimate mark is awarded (this applies only in exceptional circumstances)
- another course of action is warranted.

The decisions of this committee are final.

## Official Assessment Tasks: Students' Rights

- To be informed of the type, number, weight and timing of tasks in Year 9. (This information is found for each subject in this Assessment Handbook).
- To be informed in writing at least two weeks in advance of the exact nature and exact time of each specific task. (This information could be given to students in either or both of the following ways:
  - by written notification given to students in class
  - by notification on the Assessment Calendar
- To appeal against the award of a zero mark or for special consideration under extreme circumstances.

## Official Assessment Tasks: Students' Responsibilities

- To find out what Assessment Tasks are to be in each subject.
- To find out when each Assessment Task is to be held. (If a student is absent, it is his/her responsibility to find out if notification of an Assessment Task has been given during their absence.)
- To observe appropriate examination procedures.
- To hand Assessment Tasks in on time.
- To **personally** hand Assessment Tasks to the designated teacher.
- To follow appeal procedures as outlined above.
- To make up any assessment task missed **immediately** on returning to school with the appeals form **completed** and appropriate documentation attached. The acceptance or not of the appeal will then be advised.

## **Absences from School**

The Board of Studies gives guidelines for student attendance at school. A student must satisfy these guidelines in order to complete Year 9.

If there is concern about the number of days absent, unexplained absences or an unusual pattern of attendance, then the first of two warning letters signed by the Principal are sent home. If there is no improvement, the Principal will recommend that the student has not satisfactorily completed course requirements for Year 9.

## **Behaviour and Application to Work**

A student's behaviour and application to work should be such that the Principal is satisfied that the student has completed course requirements. If there is concern about either or both of these, then a letter expressing concern will be sent home.

If there is no improvement, then the first of 2 official warning letters will be sent home. This can result in a student not being able to progress to Year 10.



# MERCY CATHOLIC COLLEGE

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## Unsatisfactory Completion of a Year 9 Warning Letter (Sample)

Student's Name \_\_\_\_\_

Date: \_\_\_\_\_

Dear

The purpose of this letter is to warn you that \_\_\_\_\_ is in danger of receiving an unsatisfactory completion of course ("N") determination in the course listed below. This determination will mean that she will not receive a grade in this course and it will/may affect her eligibility to progress to Year 10.

**Course in jeopardy:** \_\_\_\_\_

is a *mandatory course*. A student who is given an "N" determination in a mandatory course will not be deemed to have completed the course.

The following information specifies those areas where she is failing to meet Board of Studies course requirements.

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

1. Followed the course developed or endorsed by the Board; and
2. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. Achieved some or all of the course outcomes

She has not to date satisfactorily met \_\_\_\_\_ 1. 2. 3. or all three areas

The following list notifies you of those tasks not yet completed and/or for which \_\_\_\_\_ has not made a genuine attempt. In order for her to satisfy course requirements, the following tasks need to be satisfactorily completed:

Task Name/Course Requirement	Past Date Due	New Date Due
_____	_____	_____

**Please regard this letter as an official warning.** The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

This is the \_\_\_\_\_ warning we have issued concerning \_\_\_\_\_  
*Course*

The Board requires Principals to issue two course-specific warnings prior to a final "N" determination being made for a course.

Please discuss this most important matter with \_\_\_\_\_ and contact the school if further information or clarification is needed.

Yours sincerely

Ms Suzanne Kavanagh  
Principal

☞ *cut here*

***Please return to the school***

### Requirements for the satisfactory completion of Year 9

I have received the letter dated \_\_\_\_\_ indicating that \_\_\_\_\_ is in danger of not having satisfactorily completed the course listed above. I am aware that this course may appear on her Record of Achievement with an "N". I am also aware that the 'N' determination may make her ineligible for progression to Year 11.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*Parent/Guardian*

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

## Bloom's Taxonomy – Key Words

### Knowledge

Involves the recall of specifics and universals, recall of methods and processes, or the recall of a pattern, setting or structure.

#### Knowledge Questions – Key Words

What	Distinguish	Recall	Write
When	Identify	Reorganise	Which
Who	List	Show	Indicate
Define	Name	State	Tell
Describe			

### Comprehension

Interprets, translates, summarises or paraphrase given information. Comprehension requires knowledge to comprehend

#### Comprehension Questions – Key Words

Compare	Reorder	Extrapolate	Give an example
Conclude	Which	Rearrange	Hypothesise
Contrast	Distinguish	Rephrase	Illustrate
Demonstrate	Estimate	What	Relate
Differentiate	Explain	Fill In	Tell in your own words
Predict	Extend	Infer	Inform

## **Application**

Uses information in a situation different from original learning context and requires comprehension of information to apply it to the new learning situation. Application involves applying successfully some understanding or technique to a problem situation.

### Application Questions – Key Words

Apply	Build	Construct	Demonstrate
Develop	Plan	Solve	Indicate
List	Choose	Show your work	Check out
Consider	How would	Tell us	

**Analysis**

Separate the whole into its parts until the relationship among the elements is clear. Analysis requires an ability to apply information in order to analyse. Students are required to diagnose materials, situations or environments and to separate them into their component parts.

### Analysis Questions – Key Words

Analyse	Compare	Support your	What assumption
Categorise	Discriminate	Indicate the	What do you
Describe	Distinguish	Relate	
Classify	Recognise	Explain	

## **Synthesis**

Combines elements to form a new entry from the original ones: requires analysis in order to synthesise. Questions ask students to produce something unique to themselves, to produce a plan or generate a solution satisfactory to the requirements of a particular task.

### Synthesis Questions – Key Words

Write	Put together	What conclusion	Think of a way
Suggest	Plan	Create	How
Formulate a solution	Propose a plan	Develop	Derive

## Evaluation

Involves acts of decision making, judging or selecting based on criteria and rationale. Evaluation, requires synthesis to evaluate. This is the most crucial stage of questioning because it directs learners to consider whether their conclusions and findings are warranted and worth keeping. In asking evaluative questions, we should consider using phrases rather than single words as key indicators.

### Evaluation Questions – Key Words

What is the most efficient  
Choose which is  
Decide among the following  
Judge for yourself

Check the alternatives  
Indicate your preference  
Select the most appropriate  
Defend your position

### YEAR 9 COMMERCE ASSESSMENT SCHEDULE 2017

<b>Assessment Component</b>	<b>Task 1 Term 1 Week 7</b>  <i>Consumer Choice</i>  In-class Task	<b>Task 2 Term 2 Week 10</b>  <i>Personal Finance</i>  Research Task	<b>Task 3 Term 4 Week 2</b>  <i>Running a Business + Market Day</i>  Research Task	<b>Task 5 Term 4 Week 6</b>  <i>All Course Work</i>  Yearly Examination
<b>Knowledge</b>	✓	✓	✓	✓
<b>Research</b>		✓	✓	
<b>Skills</b>	✓	✓	✓	✓
<b>Communication</b>	✓	✓	✓	✓
<i>Targeted Outcomes</i>	5.1, 5.2, 5.6, 5.7, 5.8, 5.9	5.1, 5.2, 5.3 5.4, 5.5	5.1, 5.2, 5.6, 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9
<b>Task Weighting (100%)</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>

## YEAR 9 DESIGN AND TECHNOLOGY ASSESSMENT SCHEDULE 2017

Assessment Component	Task 1 Term 2 Week 3  Design Project / Folio	Task 2 Research Task Term 2 Week 7 Designer Case Study	Task 3 Term 4 Week 4  Design Project / Folio	Task 4 Exam Week Term 4  Yearly Examination
Design concepts and processes	✓		✓	✓
Creativity, innovation and enterprise	✓	✓	✓	✓
Communicating, managing and producing	✓		✓	
Producing quality design solutions	✓		✓	✓
Designers and responsible designing		✓		✓
Design, technology and society		✓		
<i>Targeted Outcomes</i>	<i>5.1.1, 5.1.2, 5.4.1, 5.5.1, 5.6.1, 5.6.2, 5.6.3</i>	<i>5.2.1, 5.3.2, 5.3.1</i>	<i>5.1.1, 5.1.2, 5.4.1, 5.5.1, 5.6.1, 5.6.2, 5.6.3</i>	<i>5.1.1, 5.1.2, 5.3.2, 5.4.1</i>
<b>Task Weighting (100%)</b>	<b>30%</b>	<b>15%</b>	<b>35%</b>	<b>20%</b>

## YEAR 9 DRAMA ASSESSMENT SCHEDULE 2017

Assessment Component	Task 1 Term 1 Week 8  <i>Foundations of Drama Portfolio</i>  Performance 20% Learning Landscape 5% Logbook 5%	Task 2 Term 2 Week 7  <i>Playbuilding</i>  Performance 20% Logbook 5%	Task 3 Term 3 Week 8  <i>The Role of Drama in Society</i>  Performance 20% Logbook 5%	Task 4 Term 4 Week 6  <i>Yearly Examination</i>  Examination 20%
<b>Making</b>	✓	✓	✓	
<b>Performing</b>	✓	✓	✓	
<b>Appreciating</b>	✓	✓		✓
<i>Targeted Outcomes</i>	5.1.1, 5.1.2, 5.2.1, 5.3.1	5.1.1, 5.1.2, 5.2.1, 5.3.3	5.1.3, 5.1.4, 5.2.2,5.2.3, 5.3.2	5.3.1, 5.3.2,5.3.3
<b>Task Weighting (100%)</b>	30%	25%	25%	20%

## YEAR 9 ENGLISH ASSESSMENT SCHEDULE 2017

<b>Assessment Component</b>	<b>Task 1 Term 1 Week 7</b> <i>Whale Rider</i> Viewing Task	<b>Task 2 Term 2 Week 10</b> “Mercy” Narrative Project	<b>Task 3 Term 3 Week 9</b> Shakespeare’s Women Essay	<b>Task 4 Examinations</b> Media and Indigenous Issues Reading Task/Writing Task
<b>Reading, Listening, Viewing</b>	✓		✓	✓
<b>Writing, Speaking, Representing</b>		✓	✓	
<b>Communicating and Context</b>		✓	✓	✓
<b>Analysing Language</b>	✓		✓	✓
<b>Interpretive, Imaginative and Critical Thinking</b>		✓	✓	
<b>Expressing Views</b>	✓		✓	✓
<b><i>Targeted Outcomes</i></b>	<b>7, 8</b>	<b>2, 9</b>	<b>1, 3, 4</b>	<b>3, 5, 6</b>
<b>Task Weighting (100%)</b>	25%	25%	25%	25%

## YEAR 9 FOOD TECHNOLOGY ASSESSMENT SCHEDULE 2017

<b>Assessment Component</b>	<b>Task 1 Term 1 Week 7</b> <i>Food in Australia</i>  Task and Practical	<b>Task 2 Term 2 Week 8</b> <i>Food Selection and Health</i>  Nutrition Pamphlet	<b>Task 3 Term 3 Week 5</b> <i>Food for Special Occasions</i>  Celebration Design Task	<b>Task 4 Term 4</b> <i>All Focus Areas and Relevant Core Content</i>  Yearly Examination
<b>Food properties and preparation</b>		✓	✓	✓
<b>Food, nutrition and society</b>		✓		✓
<b>Food hygiene and safety</b>		✓	✓	✓
<b>Researching and communicating</b>	✓		✓	
<b>Designing, producing and evaluating</b>	✓		✓	
<i>Targeted Outcomes</i>	<i>5.3.1, 5.3.2, 5.4.1, 5.4.2</i>	<i>5.3.1, 5.4.1, 5.4.2</i>	<i>5.3.2, 5.5.1, 5.5.2, 5.6.1</i>	<i>5.1.1, 5.2.3, 5.1.2, 5.3.1, 5.3.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2</i>
<b>Task Weighting (100%)</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>

## YEAR 9 FRENCH ASSESSMENT SCHEDULE 2017

<b>Assessment Component</b>	<b>Task 1 Term 1 Week 5</b> <i>Language</i>  Monologue	<b>Task 2 Term 2 Week 2</b> <i>Research</i>  Presentation	<b>Task 3 Term 2 Week 7</b> <i>Language</i>  Listening Comprehension	<b>Task 4 Term 3 Week 9</b> <i>Language</i>  Conversation	<b>Task 5 Yearly Exam</b> <i>Course Work</i>  Examination
<b>Speaking</b>	✓			✓	
<b>Listening</b>			✓		
<b>Culture</b>		✓			
<b>Reading and Responding</b>					✓
<b>Writing</b>					✓
<i>Targeted Outcomes</i>	<i>5UL.3, 5MLC.2</i>	<i>5UL1, 5MLC.1, 5MLC.2</i>	<i>5MBC.1, 5MBC.2</i>	<i>5ULC.3, 5MLC.2</i>	<i>5UL.2W, 5MLC.2, 5UL.4, 5MLC.1, 5MLC.2</i>

<b>Task Weighting (100%)</b>	<b>10%</b>	<b>20%</b>	<b>20%</b>	<b>10%</b>	<b>40%</b>
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**YEAR 9 GEOGRAPHY ASSESSMENT SCHEDULE 2017**

<b>Assessment Component</b>	<b>Task 1 Term 1 Week 10</b>  <i>Changing Places - Impact of Urbanisation</i>  In-class test	<b>Task 3 Term 3 Week 9</b>  <i>Environmental Change and Management - Wetlands</i>  Fieldwork/Inquiry Research Hand In Task	<b>Task 4 Term 4 Week 6</b>  Yearly Examination
Knowledge and understanding of the features and characteristics of places and environments across a range of scales	✓	✓	✓
Knowledge and understanding of interactions between people, places and environments	✓	✓	✓
Geographical tools for geographical inquiry		✓	
Skills to acquire, process and communicate geographical information	✓		✓
<i>Targeted Outcomes</i>	<i>GE5-1, GE5-2, GE5-3, GE5-8</i>	<i>GE5-2, GE5-3, GE5-5, GE5- 7, GE5-8</i>	<i>GE5-2, GE5-3, GE5-5, GE5-8</i>

<b>Task Weighting (100%)</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
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### YEAR 9 HISTORY ASSESSMENT SCHEDULE 2017

<b>Assessment Component</b>	<b>Task 1 Term 1 Week 9</b>  <i>The Making of the Modern World; Overview and the Movement of Peoples</i>  CoT Essay (exam conditions)	<b>Task 2 Term 3 Week 1</b>  <i>Slavery, Convicts and World War I</i>  Test (multiple choice, short answer, extended response)	<b>Task 3 Term 4 Week 6</b>  <i>Core study World War I</i>  Test (multiple choice, short answer, extended response)
Knowledge and understanding	✓	✓	✓
Investigating and researching	✓	✓	✓
Communicating	✓	✓	✓
Interpreting data	✓	✓	✓
Problem solving	✓	✓	
<b>Targeted outcomes</b>	5.1, 5.2, 5.4, 5.9, 5.10	5.1, 5.2, 5.4, 5.5, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.4, 5.5,

			5.8, 5.9, 5.10
<b>Task Weighting (100%)</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

**YEAR 9 ITALIAN ASSESSMENT SCHEDULE 2017**

<b>Assessment Component</b>	<b>Task 1 Term 1 Week 9</b> <i>Research</i>  Getaway Presentation	<b>Task 2 Term 2 Week 5</b> <i>Language</i>  Listening Comprehension	<b>Task 3 Term 3 Week 6</b> <i>Language</i>  Reading Comprehension	<b>Task 4 Term 4 Week 1</b> <i>Language</i>  Conversation / Speech	<b>Task 5 Yearly Exam</b> <i>Course Work</i>  Examination
<b>Speaking</b>				✓	
<b>Listening</b>		✓			
<b>Culture</b>	✓				
<b>Reading and Responding</b>			✓		✓
<b>Writing</b>					✓



**Note:**

- Common task is done by all 3 levels of Mathematics so the topics assessed would have been covered by all classes prior to the task
- \*Topic outcomes are in syllabus documents and too many to be listed here.
- Teacher will give list of outcomes to be tested prior to assessment tasks through task notifications.
- It is the nature of mathematics assessment that while the emphasis is on new work covered, all work covered in earlier assessment tasks can and may need be needed to be included in following assessment tasks.

**YEAR 9 MATHEMATICS STAGE 5.1-5.3 - ASSESSMENT SCHEDULE 2017**

Assessment Tasks	Task 1 Term 1 Week 8	Task 2 Term 2 Week 4 (Common)	Task 3 Term 3 Week 3	Task 4 Term 3 Week 8 (Common)	Task 5 Term 4 Week 6 Common (Exam)	Total
<b>Syllabus Strands</b>	MA5.1-9MG, MA5.2-5NA, MA5.2-6NA, MA4-1WM, MA4-2WM, MA4-3WM, MA5.1-13SP, MA5.2-17SP, MA5.3-5NA, MA5.3-13MG, MA5.3-14MG	MA5.2-5NA, MA5.2-6NA, MA5.1-13SP, MA5.2-17SP, MA5.1-8MG, MA5.2-11MG, MA5.2-12MG, MA5.1-5NA, MA5.2-7NA	MA5.1-5NA, MA5.2-7NA, MA5.2-8NA, MA5.1-4NA, MA5.2-4NA, MA5.3-6NA, MA5.3-7NA, MA5.3-8NA	MA5.1-4NA, MA5.2-4NA, MA5.1-6NA, MA5.1-7NA, MA5.2-9NA, MA5.2-10NA, MA5.1-11MG, MA5.2-14MG	All	
<b>Topics</b>	<i>Number and Measurement Working Mathematically Algebra, Probability, Area and Volume</i>	<i>Probability, Area, Surface Area and Volume, Indices, Algebra</i>	<i>Equations and Inequations, Surds and Indices, Financial Mathematics, Coordinate Geometry</i>	<i>Financial Mathematics Coordinate Geometry, Similarity</i>	All	
<i>Targeted Outcomes</i> *						

<b>Task Weighting</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>
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**Note:**

- Common task is done by all 3 levels of Mathematics so the topics assessed would have been covered by all classes prior to the task
- \*Topic outcomes are in syllabus documents and too many to be listed here.
- Teacher will give list of outcomes to be tested prior to assessment tasks through task notifications.
- It is the nature of mathematics assessment that while the emphasis is on new work covered, all work covered in earlier assessment tasks can and may need be needed to be included in following assessment tasks.

**YEAR 9 MUSIC ASSESSMENT SCHEDULE 2017**

	<b>Task 1 Term 1 Week 9</b>	<b>Task 2 Term 2 Week 3</b>	<b>Task 3 Term 2 Week 5</b>	<b>Task 4 Term 3 Week 8</b>	<b>Task 5 Term 4 Week 4</b>	<b>Task 6 Term 4 Week 5</b>
<b>Assessment Component</b>	<i>Popular Music - Australian Focus (Group 2)</i>  Group Performing	<i>Music for Film (Group 2)</i>  Unprepared Listening Test	<i>Music for Film (Group 2)</i>  Composing	<i>Medieval (Group 1)</i>  Composing	<i>Australian Art Music-Large Ensembles</i>  Listening Test	<i>Australian Art Music (Mandatory)</i>  SoloPerforming
<b>Performing</b>	✓					✓
<b>Composing</b>			✓	✓		
<b>Listening</b>		✓			✓	

<i>Targeted Outcomes</i>	5.1, 5.2, 5.3.	5.7, 5.8, 5.9	5.4, 5.5, 5.6	5.4, 5.5, 5.6	5.7, 5.8, 5.9	5.1, 5.2, 5.3,
<b>Task Weighting (100%)</b>	15%	15%	15%	15%	20%	20%

### YEAR 9 PDHPE ASSESSMENT SCHEDULE 2017

<b>Assessment Component</b>	<b>Task 1</b> Term 1 Week 9 <i>Fast Food</i> Investigation	<b>Task 2</b> Term 2 Week 2 <i>Dance</i> Practical Performance	<b>Task 3</b> Term 3 Week 3 <i>Bouncing Back</i> Examination	<b>Task 4</b> Term 3 Week 6 <i>Soccer</i> Practical Performance	<b>Task 5</b> Term 4 Week 6 <i>Sexual Health</i> Examination
<b>Self and relationships</b>			✓		✓
<b>Movement skill and performance</b>		✓		✓	
<b>Individual and community health</b>	✓		✓		✓

Lifelong physical activity		✓		✓	
Specialist Skills	✓	✓	✓	✓	✓
<b>Targeted Outcomes</b>	5.6, 5.7, 5.8, 5.12, 5.11	5.4, 5.5, 5.10, 5.14	5.1, 5.2, 5.6, 5.7, 5.8, 5.13, 5.16	5.4, 5.5, 5.10, 5.14	5.6, 5.7, 5.8, 5.12, 5.16
Task Weighting (100%)	20%	20%	20%	20%	20%

**YEAR 9 RELIGIOUS EDUCATION ASSESSMENT SCHEDULE 2017**

<b>Assessment Component</b>	<b>Task 1</b> Term 1 Week 10		<b>Task 2</b> Term 4 Week 6
	<i>Conscience and Decision Making</i>		<i>Journey of Catholic Faith</i> <i>Jesus in Luke's Gospel</i> <i>Reverence for Creation</i>
	Guided Inquiry Project		Examination
<b>God Revelation and Human Destiny</b>	✓		✓
<b>Jesus, Human and Divine</b>	✓		✓
<b>Church and Discipleship</b>	✓		✓

Prayer and Sacraments	✓	
Sacred Scripture	✓	✓
<i>Targeted Outcomes</i>	5.16, 5.4a	5.1a, 5.1b, 5.2a, 5.3a, 5.4b, 5.5a, 5.5b
<b>Task Weighting (100%)</b>	60%	40%

### YEAR 9 SCIENCE ASSESSMENT SCHEDULE 2017

Assessment Component	Task 1 Term 1 Week 8 <i>Chemical World</i>  Data Processing	Task 2 Term 2 Week 3 <i>Chemical World and Electricity and Communication</i>  Half Yearly Examination	Task 3 Term 3 Week 5 <i>Chemical World Electricity &amp; Communication plate Tectonics &amp; Environmental Sustainability</i>  Practical Examination	Task 4 Term 4 Week 6 <i>All topics</i>  End of Year Examination
Practical			✓	✓
Knowledge and understanding	✓	✓	✓	✓

Communication	✓	✓	✓	✓
Problem solving	✓	✓	✓	✓
<b>Targeted Outcomes</b>	SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-16CW	SC5-7WS, SC5-8WS, SC5-9WS, SC5-16CW, SC5-10PW	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-13ES, SC5-16CW, SC5-10PW	SC5-7WS, SC5-8WS, SC5-9WS, SC5-16CW, SC5-10PW. SC5-14LW
<b>Task Weighting (100%)</b>	25%	25%	25%	25%

### YEAR 9 TEXTILES TECHNOLOGY ASSESSMENT SCHEDULE 2017

Assessment Component	Task 1 Term 1 Week 5	Task 2 Term 2 Week 4	Task 3 Term 4 Week 1	Task 4 Term 4 Exam Week
	Deconstruction Task	Textiles Project and Portfolio	Textiles Project and Portfolio	Yearly Examination
<b>Properties and performance</b>	✓	✓	✓	✓

Textiles and Society				✓
Designing and communicating		✓	✓	✓
Using textiles		✓	✓	
Producing and evaluating textiles	✓	✓	✓	
<i>Targeted Outcomes</i>	5.1.1, 5.1.2	5.1.1, 5.1.2, 5.2.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1	5.1.1, 5.1.2, 5.2.2, 5.2.3, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.4.1
Task Weighting (100%)	20%	30%	30%	20%

### YEAR 9 VISUAL ARTS ASSESSMENT SCHEDULE 2017

Assessment Component	Task 1 Term 1 Week 9  Art Historical Critical Studies	Task 2 Term 2 Week 5  Artmaking task	Task 3 Term 3 Week 9  Research task	Task 4 Term 4 Week 5  Artmaking task	Task 5 Term 4 Week 6  Yearly Examination
Artmaking		✓		✓	

<b>Critical and Historical Studies</b>	✓		✓		✓
<i>Targeted outcomes</i>	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10
<b>Task Weighting (100%)</b>	15%	25%	15%	25%	20%