

# YEAR 9

## ASSESSMENT BOOKLET

Important information for students in **2019**



Cronulla High School

■ Raising expectations

■ Communicating with parents

■ Recognising achievement

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## PRINCIPAL'S INTRODUCTION

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As your child enters Stage 5 of secondary learning it is important to understand the processes which have been put in place since 2011 when the School Certificate Examinations and the School Certificate were abolished. In its place, an exit credential, a Record of School Achievement (RoSA), has been introduced for students leaving school after successfully completing Year 10 or the Preliminary Course (Year 11).

To receive the RoSA students are required to study courses in each year in YEARS 7 – 10 in English, Mathematics, Science, Human Society and its Environment, and Personal Development, Health and Physical Education. Students are also to have studied courses in Languages, Technological and Applied Studies and Creative Arts in Year 7 and 8 as well as two 200-hour courses in Years 9 and 10.

Eligible students will be issued with an A-E grade that reflects levels of achievement indicated by course performance descriptors and which will be determined by a combination of formal assessment tasks and informal teacher assessment. In Mathematics grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2) to reflect different achievement in different levels of courses.

Note: a RoSA is only issued where a student is successful in meeting minimum course requirements in ALL mandatory courses, including sport. Students in Years 9 and 10 must follow courses approved by NESAs and taught by the school, and demonstrate sustained and diligent effort as well as achieve some or all course outcomes in each course.

Failure to demonstrate diligent and sustained effort, follow school assessment policies, or maintain an attendance rate of a minimum of 85% will result in the receipt of 'N' determination warning letters. These letters detail the problem and indicate how students can redeem themselves. As a guide, two course warning letters which remain unresolved can result in the student receiving an 'n' determination in that subject.

### **HSC Minimum Standard**

Recognising that literacy and numeracy skills are essential for success in life after school, a minimum standard of literacy and numeracy is required to receive the HSC from 2020.

Students must show that they meet the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. However, since students master skills at different rates, there are multiple opportunities available to pass these online tests, from Year 10 until a few years after Year 12.

### **What does meeting the minimum standard mean?**

This means that your child has the basic reading, writing and maths skills needed for everyday tasks such as:

- Following safety instructions in equipment manuals
- Understanding a mobile phone plan
- Writing a job application

### **How will my child meet the standard?**

By passing online tests of basic reading, writing and numeracy skills:

- Minimum standard reading test – 45 multiple choice questions

- Minimum standard numeracy test – 45 multiple choice questions
- Minimum standard writing test – up to a 500 word response to one question based on a visual or text prompt.

Your child's school enrolls them in the tests. They don't have to sit or pass tests all at once. After passing an online test, they don't have to sit it again.

What if my child doesn't pass the tests by Year 12?

Your child will have many opportunities to meet the HSC minimum standard, including after they leave school. Importantly, students do not need to meet the HSC minimum standard to:

- Study HSC courses
- Sit HSC exams
- Receive HSC results
- Receive an ATAR
- Receive a Record of School Achievement testimonial

The self-discipline and self-management developed in Years 9 and 10 form excellent preparation for the HSC, ongoing study pathways through TAFE or for entering the workforce. We are committed to helping all our students achieve to their potential and we all look forward to a successful and productive year.

**Tony Ibrahim**  
**Principal**

## ASSESSMENT PROCEDURES IN YEAR 9

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### WHAT IS ASSESSMENT?

Assessment is the process of identifying, gathering and interpreting information about students learning. The central purpose of assessment is to provide information on student achievement as well as to set the direction for ongoing learning programs. **Formal** assessment tasks are used across all subjects so as to provide a basis for comparing evidence of a student's achievements both against other students and predetermined levels of achievement.

### WHEN WILL I BE ASSESSED?

- Assessment can commence from the beginning of the school year.
- You will be given a program of dates to be followed, which will outline the **approximate dates** when assessment tasks are due. The school calendar (refer website) is an additional means of knowing when tasks are scheduled.
- At least 10 days' notice will be given of the **specific date** that a formal assessable task is to be either submitted for marking or will take place. Circumstances may arise that will lead to a change in the due date for an assessment task. In this case, teachers would give students appropriate notice of any change in date.
- **Assessment Week** – During predetermined Assessment Weeks for each year, you will sit a number of exams or assessment tasks. Assessment Week dates are published in the school diary and school calendar every year.

### TO WHOM AND WHEN DO I SUBMIT MY ASSESSMENT TASK?

Your class teacher, at a time designated by the class teacher on or before the **day the task is due**. If your teacher is away that day, you must submit it to the Head Teacher of that subject. You must **only** submit the tasks/assignments to your **Class teacher or Head Teacher** of the relevant faculty. If for any reason both are absent on the day then the task is to be submitted to a Deputy Principal.

### WHAT HAPPENS IF I AM ABSENT WHEN THE ASSESSMENT TASK IS SET?

It is **your responsibility** to find out if a task has been set during your absence. **No variation to the due date will apply** to students who were away on the date the assignment was set. Students are urged to check e-diary daily, see their teachers immediately upon their return to be advised of missed work and to implement a buddy system so as to be informed of tasks issued in absentia.

### WHAT IF I DO NOT COMPLETE ASSESSMENT TASKS?

The school expects that all students will **complete all formal assessment tasks** and that they will **complete them on time**. Where this does not happen the student should advise the subject teacher and Head Teacher as a matter of urgency.

**In Year 9, if an assessment task is not submitted or undertaken by or on the due date and stated time, zero marks may be awarded for that task.** Students seeking consideration should collect and complete an **“Illness or Misadventure Claim”** form from the front office and submit it to the **Head Teacher** of the subject concerned.

Forms are also available online on the school's website.

**Please note it is not automatic that the student will receive any concession for their absence. There needs to be evidence of genuine illness or genuine misadventure which prevented the student submitting or doing the task at the prescribed time.**

**These rules apply as well for students who are absent for in class assessment tasks.**

## WHAT HAPPENS IF I AM ABSENT WHEN AN ASSESSMENT TASK IS ON OR DUE?

The school must be contacted on the day of the task (Ph: 9523 4017) to inform the subject teacher of the student's absence. Any student who is absent without an acceptable reason **will be** given zero for that task. If the absence was unavoidable and the student believes that they should still receive credit for the assessment task then they should submit an **Illness or Misadventure Claim form, with supporting evidence**. A general note from home is unlikely to be considered sufficient. For an illness a medical certificate is required. For misadventure, evidence of the misadventure that prevented attendance is required.

The Illness or Misadventure claim form must be submitted to the Head Teacher within 3 school days of the date the task falls due or within 3 school days from when the student first returns to school. In the event the Head Teacher is absent, the form must be submitted to the front office for placement in the Head Teacher's pigeon hole.

In the case of a prolonged unavoidable absence, where an illness or misadventure claim is upheld, a substitute task may need to be set to ensure fairness to all concerned.

### Other circumstances that need to be noted include:

- Where a student has **prior knowledge of an absence** (e.g. due to a family holiday, scheduled medical reasons) **the student must submit a written application (Illness or Misadventure Claim form) before the absence**, to the Head Teacher of the relevant subject. It is not automatic that any concession will be given. Each application will be judged entirely on its own merit. A substitute assessment task may be arranged.
- It is expected that students will attend all timetabled lessons, including study periods, on the day of an assessment task whether it be an in-class task or a submitted task. Where a student is absent **during periods prior to the task** and on the same day as the task, a 20% penalty of the maximum task marks available will be applied to marks received.
- Any student arriving to school late on the day of the task will be considered to be seeking to gain an unfair advantage and in the absence of substantiated and justified reasons, a 20% penalty of the maximum task marks available will be imposed.
- A student who truants from a class while at school on the day an assessment task is being undertaken or submitted will be considered in the same manner and a 20% penalty of the maximum task marks available will be imposed.
- Any student found to be preparing for an assessment task in another class while at school on the day an assessment task is being undertaken or submitted will be considered to be seeking an unfair advantage and a 20% penalty of the maximum task marks available will be imposed.
- If a student is absent from school on the due date of an assessment task because of a legitimate school activity (eg a sporting carnival, an excursion) the student must first notify the relevant Head Teacher and in the case of a submitted task negotiate an appropriate time for submission of the task **before the student attends the event**. In the case of an **in class task**, arrangements for the completion of the task must be made with the relevant Head Teacher **before** attending the event.

If circumstances exist where the student feels they have been unfairly disadvantaged in some way by this rule they may appeal to the Principal in writing.

Students can expect to sit for any missed 'in class' assessment task on their first timetabled lesson back, or at a time negotiated between the class teacher and the student. Where a student has failed to complete an assessment task, made a non-serious attempt at an assessment task and/or incurred any loss of marks due to late submitting of the task, an N Award Course Warning letter or a Parent Advice letter will be sent home by the class teacher.

## GRADES FOR SCHOOL REPORTS

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### GRADES FOR YEAR 9 SCHOOL REPORTS

The table below indicates the assessment mark required for the allocation of grades for mid-year school reports, consistent with school reporting procedures in Years 7, 8 and 9.

Final Grade
A – 100 to 85
B – 84 to 70
C – 69 to 50
D – 49 to 30
E - 29 to 0

### GRADES FOR END OF STAGE 5 SCHOOL REPORTS

Teachers will collect assessment information from formal and informal assessment of learning about student achievement and relate it to the specific descriptors. The grade the student receives will relate to the best overall description of a student's achievement given in the Course Performance Descriptors. It is essentially a "snapshot" of each student at the end of Year 10.

The grade that a student receives will be based on the teachers' assessment of a student's achievement at the end of Year 10 against Course Performance descriptors for that particular course. Individual course performance descriptors of achievement have been developed from the NESA general performance descriptors as set out below.

GRADE	PERFORMANCE LEVEL
A	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	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	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	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	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.
N	Failed to meet minimum course requirements.

## ILLNESS OR MISADVENTURE CLAIM PROCEDURES

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### ILLNESS OR MISADVENTURE CLAIM PROCEDURES

Collect and complete an “Illness or Misadventure Claim” form from the front office and submit it to the **Head Teacher** of the subject concerned.

Forms are also available online on the school’s website.

**For an in class task students may be required to sit for the task on their first day back at school, or at a time that has been previously arranged with the class teacher.**

Any claim due to:

1. **Illness should be supported by a medical certificate (failure to provide a doctor’s certificate may result in rejection of the claim) and submitted within 3 school days of when the student first returns to school.** The school should be contacted on or prior to the date of the task so the relevant Head Teacher can be informed. The medical certificate should specifically relate to the task and how the students’ performance has or will be affected.

2. **Misadventure must be supported by appropriate and detailed documentation in support of the claim.**

**N-determination letters will be sent out if the above illness and misadventure claim procedures have not been followed.**

- Any claim against a zero mark or procedural arrangements associated with an assessment task must be completed within **three school days** of the return of the task.
- Appeals must be submitted to the Head Teacher of the KLA concerned. The Principal, or nominee, will co-ordinate a committee to consider all aspects of the appeal.
- If an appeal is upheld, the committee may determine that an alternate task be sat or may authorise the use of an estimate based on other appropriate evidence.

Any dissatisfaction with the process should be referred to the Principal.

In **exceptional circumstances** where the completion of a substitute task is not reasonably possible, the Principal in consultation with the teacher and relevant Head Teacher may authorise the use of an estimate mark. The estimate mark will be **based on other appropriate evidence**.

**The Head Teacher must notify the student and class teacher of the outcome when an illness and misadventure form is presented for due consideration.**

### TECHNOLOGICAL FAILURE

Computer/printer/storage device failure is not an excuse for inability to complete tasks by the due date. It is the student’s responsibility to back-up and keep a hard copy of any work in progress. This can be called upon for marking.

### Good Advice to all students – implement a buddy system

It is important that you “buddy-up” with one or more students so that any time you are absent from school, your “Buddy” collects any hand-outs or assignments for you. Whilst many teachers will do so out of good will, it is not the teacher’s responsibility to contact you after your absence. It is your responsibility to pursue any missed work, hand-outs or assignments.





**CRONULLA HIGH SCHOOL  
ILLNESS OR MISADVENTURE CLAIM FORM**

Student's Name:..... Year: ..... Roll Class: .....

Parent's name:..... Daytime parent contact number: .....

Exam or Assessment task affected:.....

..... Due date of task:...../...../.....

Subject:..... Class Teacher's name:.....

Type of claim  Illness  Misadventure

Describe your reasons for submitting this claim:  
(Any supporting evidence, such as a doctor's certificate or a letter from a parent, should be attached. This substantiates that you were prevented from satisfying assessment requirements due to an illness or unforeseeable misadventure)

.....  
.....  
.....  
.....  
.....  
.....

State what outcome you hope to achieve by submitting this claim:

.....  
.....  
.....

Parent or Guardian's Signature:..... Date: ...../...../.....

**INSTRUCTIONS:**

- This claim form, along with any supporting evidence, such as a doctor's certificate, should be submitted to the Head Teacher of the subject area concerned.
- This claim form should be submitted **within three school days** after the examination or assessment task in question has occurred. (It is to be submitted before the task is due in the case of a known absence)
- Failure to comply with these instructions may result in a zero assessment being recorded.

**Office use only**

Day & Date claim received by Head Teacher: Mo Tu We Th Fr ...../...../.....

Head Teacher's name:..... Signature: .....

**Forms are available from school reception or school website.**

## WHAT IS PLAGIARISM?

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**Plagiarism is a form of theft.** Plagiarism is the taking or imitation of another person's ideas and manner of expressing them and presenting them as one's own. That is, plagiarism is copying other people's work or taking another's ideas and using them without appropriate acknowledgement.

### What is NOT acceptable

- Copying parts (phrases, sentences, paragraphs etc) out of books, short stories, newspapers, encyclopedias, internet sites, and other students' work.
- Using other people's ideas without correct acknowledgement (see below).
- Quoting without providing acknowledgement (see below).
- Submitting work that has been written by someone else, such as a tutor, parent or friend, or which has had more than reasonable input from someone else.

### What IS acceptable

- Using published texts – short stories, essays, poems, and media items etc – as MODELS for your own writing. A model shows you the structure and type of language that is appropriate for a particular form of writing. You make use of the model to show you HOW something is done; the content and expression must be your own.
- Borrowing ideas for creative writing – you must acknowledge your source which has inspired you. This is often what writers do at the beginning of novels to show where their inspiration came from.
- Editing assistance – all good writers have good editors who suggest ways of making their writing better. This advice can be about ideas, expression, structure etc. However, an editor does NOT make these changes – the writer does if he or she agrees with them. You are welcome to use parents, friends, teachers as editors to ADVISE you but they must NOT do the work for you.

### How do I avoid it?

The full proof way to avoid plagiarism is to include ALL sources of information in a reference list (bibliography) at the end of your assignment. In-text citations are not necessary for Years 7-10.

Always cite the following; Internet, Magazines and Newspapers, Books, Music, TV programs and films, Interviews, Maps, Summaries, other student's work and other people's ideas.

Requirements and guidelines are set out below and are also available on Cronulla High School Library Moodle page under "Referencing and Bibliographies".

### Prevent Plagiarism – create a bibliography

#### Guidelines

A general guide for the number of resources is **1 per 100 words** of the assignment. Resources must be from a variety of sources.

Junior (Years 7-10) Bibliographies need to be **listed alphabetically**. They may contain subheadings for each source, for example, "Book", "Website", "Media" etc. Each citation must be in correct **APA format** (see samples on Library Moodle page)

## Referencing tools available within the school

### Library Moodle → Referencing and Bibliographies

- Student samples – both Junior and Senior
- Full Referencing Guide for all text types
- Cite This For Me – Online Bibliography building tool

### School website → Learning → Library

#### **Cite This For Me –**

*Cite This For Me* is an intuitive bibliography building tool, creating citations for referencing lists online that can be easily transferred to a student's referencing list. **APA** formatting must be selected. For books, an efficient method is by entering the ISBN number found on the library enquiry tool or book into the search bar. Take note of the manual entry mode for more obscure texts. A link for this can be found on Library Moodle under "Referencing and Bibliographies". For websites, the URL will be entered to generate the citation.

#### **Infobase Research database –**

For all research items sourced through Infobase, our subscription database, an **APA citation tab** is available under the article's title. When copying and pasting these citations from Infobase, the title of the resource needs to be manually italicised after pasting.

## Referencing formats

At Cronulla High School, we use **APA** (American Psychology Association) referencing format. This format is most common in the first choice universities. It is important to select the **APA** option in Infobase and *Cite This For Me* to elicit the correct citation.

Some other referencing formats include Harvard, MLA and Chicago Manual of Style. Infobase, particularly, does not always offer an APA option. In these cases the source must be entered into *Cite This For Me*, available through the Library Moodle page. Some examples of APA formatted citations are below;

#### **Book**

- Lumby, J. (2001). *Who cares? The changing health care system*. Sydney, Australia: Allen & Unwin.

#### **Book chapter**

- McKenzie, H., Boughton, M., Hayes, L., & Forsyth, S. (2008). Explaining the complexities and value of nursing practice and knowledge. In I. Morley & M. Crouch (Eds.), *Knowledge as value: Illumination through critical prisms* (pp. 209-224). Amsterdam, Netherlands: Rodopi.

#### **Journal article**

- Boughton, M., & Halliday, L. (2008). A challenge to the menopause stereotype: Young Australian women's reflections of 'being diagnosed' as menopausal. *Health & Social Care in the Community*, 16(6), 565-572. <http://dx.doi.org/10.1111/j.1365-2524.2008.00777>

More examples of citation entries are available through Library Moodle under "Referencing and Bibliographies". A bibliography sample is included in this booklet.

## How do I acknowledge quotations in my work?

Quotations must have “quotation marks” around them followed by a basic in-text citation (i.e the name of the resource in brackets) stating where the quotation came from. This in-text citation will be developed further in senior years. At this stage, they are only needed to cite direct quotations.

For example,

Plagiarism, as Bryman notes, is ‘a notoriously slippery notion.’ (p.115)

Plagiarism is ‘a notoriously slippery notion’ (Bryman p. 115).

More examples and a complete guide to in-text citations may be found on the Library Moodle page under “Referencing and Bibliographies”

## What happens if I Plagiarise in an Assessment Task?

Penalties for plagiarism will depend on the amount of plagiarised material contained within the task. For example, if an entire essay has been plagiarised then zero will be awarded for that task. However, if only a certain section of the task has been plagiarised then only that part of the task will get zero. You will be only marked on the work that is your own and not taken from someone else. For example, if it is proven that you have plagiarised 50% of a task then you will only be marked on the 50% that you did yourself.

## WHAT IS MALPRACTICE?

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Any failure to comply with the rules as set out in this policy will be judged to be malpractice.

**If you are found to have engaged in malpractice you will be awarded a zero.**

### Examples of malpractice include:

- Copying someone else’s work in part or in whole, and presenting it as your own
- Using material directly from books, journals, CDs or the internet without reference to the source. Refer to the appendix for more information.
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person’s work and presenting it as your own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not submitted by the due date
- Assisting another student to engage in malpractice eg notifying them of details of common tasks

## BIBLIOGRAPHY

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### Years 7-10 Bibliography Sample

#### Website/Online

Bose-Einstein statistics. (2009). In *Encyclopedia of Physical Science*. New York: Facts On File. Retrieved February 25, 2016, from <http://online.infobase.com>

Einstein equation. (2002). In *Dictionary of Atomic and Nuclear Physics*. New York: Facts On File. Retrieved February 25, 2016, from <http://online.infobase.com>

Einstein: Theory of Relativity. (2008). In *Complete Dictionary of Scientific Biography* (Vol. 4, pp. 319-333). Detroit: Charles Scribner's Sons. Retrieved from <http://go.galegroup.com>

Energy. (2017). In *Encyclopædia Britannica*. Retrieved from <http://library.eb.com.au>

#### Print or Ebook

D'Amassa, Don. *Encyclopedia of Science Fiction, Second Edition*. Literary Movements. New York: Facts On File, 2013. February 25, 2016.

<http://ebooks.infobaselearning.com/View.aspx?ISBN=9781438140629&InstID>

Glenn, J. (1996). *Scientific genius: The twenty greatest minds*. Rowayton, CT: Saraband.

Reid, S. (2000). *Albert Einstein*. Oxford: Heinemann Library.

#### Multimedia

Corbet. (n.d.). Albert Einstein: A voice for the oppressed [Albert Einstein]. Retrieved May 21, 2016, from <https://www.theguardian.com/books/2015/jun/12/five-reasons-we-should-celebrate-albert-einstein>

**Note: Ensure hyperlink is removed from URLs and the tail of the URL (highlighted here in italicised, red font, following .com) are removed.**

<b>Outcomes</b>	<b>Task</b>	<b>Due</b>	<b>Description</b>	<b>Weight %</b>
5.1A, 5.3B, 5.4B, 5.5C	Writing	Term 1 Week 6	Writing Task Representations of Indigenous People in Texts – Persuasive writing Task	25
5.1A, 5.3B, 5.4B	Reading and Writing	Term 2 Week 6	Comprehension – Shakespeare	25
<b>Half Yearly Assessment</b>			<b>Sub Total</b>	<b>50</b>
5.1A, 5.2A, 5.4B, 5.5C, 5.7D	Speaking and Reading	Term 3 Week 5	Area of Study - Change	25
5.1A, 5.2A, 5.4B, 5.5C, 5.7D	Writing, Viewing and Listening	Term 4 Week 3	The Magazine Unit Complete an allocated component of a digital magazine	25
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>

**NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)  
(May, 2019)**

	<b>Tuesday 14 May 2019</b>	<b>Wednesday 15 May 2019</b>	<b>Thursday 16 May 2019</b>
<b>Year 9</b>	Language conventions <i>45 minutes</i>  Writing <i>40 minutes</i>	Reading <i>65 minutes</i>	Numeracy <i>60 minutes</i>

<b>Outcomes</b>	<b>Task</b>	<b>Due</b>	<b>Description</b>	<b>Weight %</b>
5.1A, 5.3B, 5.4B, 5.5C,	Writing	Term 1 Week 6	Writing Task Representations of Indigenous People in Texts – Persuasive writing Task	25
5.1A, 5.3B, 5.4B	Reading and Writing	Term 2 Week 6	Comprehension – Shakespeare	25
<b>Half Yearly Assessment</b>			<b>Sub-Total</b>	<b>50</b>
5.1A, 5.2A, 5.3B, 5.4B, 5.5C, 5.7D	Speaking and Reading	Term 3 Week 5	Area of Study - Change	25
5.1A, 5.3B, 5.4B, 5.5C, 5.7D, 5.9E	Writing, Viewing and Listening	Term 4 Week 3	The Magazine Unit Complete an allocated component of a digital magazine	25
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>

**NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)**
**(May, 2019)**

	<b>Tuesday 14 May 2019</b>	<b>Wednesday 15 May 2019</b>	<b>Thursday 16 May 2019</b>
<b>Year 9</b>	Language conventions <i>45 minutes</i>  Writing <i>40 minutes</i>	Reading <i>65 minutes</i>	Numeracy <i>60 minutes</i>

## MATHEMATICS STAGES 2019 – STAGE 5.1 & 5.2

All assessments will be examined in the stage that the student is studying, that is Stage 5.1 and 5.2. The half yearly report mark will be converted to a percentage.

### Half Yearly

OUTCOMES	TASK	DUE	Description	Weight %
MA4-8NA, MA5.1-5NA, <b>MA5.2-7NA</b> , MA5.1-9MG	1	Term 1 Week 8	Class Exam	15
MA4-19MG, MA4-20SP, <b>MA5.1-12SP, MA5.2-15SP</b> , MA4-10NA, <b>MA5.2-8NA</b>	2	Term 2 Assessment Week	Half Yearly Exam	25
<b>Total</b>				<b>40</b>

**Yearly** The yearly exam will consist mainly of work covered in the second semester. Students in Stage 5.1 will not do the outcomes shown in bold; those in Stage 5.2 will cover all outcomes shown.

OUTCOMES	TASK	DUE	Description	Weight %
	Carried Forward		Half Yearly Assessment	40
MA5.1-13SP, <b>MA5.2-17SP</b> , MA5.1-6NA, <b>MA5.2-10NA</b> , MA4-17MG, <b>MA5.1-11MG</b> , MA5.1-4NA	3	Term 3 Week 5	Class Exam	25
MA4-7NA, <b>MA5.2-5NA</b> , MA4-13MG, MA5.1-8MG, <b>MA5.2-11MG</b> And a section from Terms 1-3	4	Assessment Week Term 4	Yearly Exam	35
<b>Total</b>				<b>100</b>



## MATHEMATICS EXTENSION STAGE 5.3 2019

Extension outcomes are shown in bold.

**Half Yearly** The half yearly report mark will be converted to a percentage.

OUTCOMES	TASK	DUE	Description	Weight %
MA4-8NA, <b>MA5.2-6NA, MA5.3-5NA,</b> MA5.1-5NA, MA5.2-7NA, <b>MA5.3-6NA, MA5.1-9MG</b>	1	Term 1 Week 8	Class Exam	15
MA4-19MG, MA4-20SP, MA5.1-12SP, MA5.2-15SP, <b>MA5.3-18SP, MA4-10NA,</b> <b>MA5.2-8NA</b>	2	Term 2 Assessment Week	Half Yearly Exam	25
<b>Total</b>				<b>40</b>

### Yearly

OUTCOMES	TASK	DUE	Description	Weight %
	Carried Forward		Half Yearly Assessment	40
MA5.1-13SP, MA5.2-17SP, MA5.1-6NA, MA5.2-10NA, <b>MA5.3-8NA, MA4-17MG,</b> MA5.1-11MG, <b>MA5.2-14MG, MA5.3-16MG,</b> MA5.1-4NA, <b>MA5.2-4NA</b>	3	Term 3 Week 5	Class Exam	25
MA4-7NA, MA5.2-5NA, <b>MA5.3-4NA, MA4-13MG,</b> MA5.1-8MG, MA5.2-11MG, <b>MA5.3-13MG, MA5.3-6NA</b> And a section from Terms 1-3	4	Assessment Week Term 4 Week 3	Yearly Exam	35
<b>Total</b>				<b>100</b>

## SCIENCE 2019

Assessment in Science covers a range of tasks designed to determine student achievement in outcomes based on knowledge and understanding, problem solving and critical thinking as well as scientific skills and communication.

Outcomes	Task	Due	Description	Weight %
WS7.1, 7.2 PW1 PW3	1	Term 1 Week 9	Skills Test	20
WS8 WS9 LW2	2	Term 2 Week 5	Written Exam	15
<b>Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes)</b>				<b>35</b>
WS5.1, 5.2, 5.3 WS6 WS8 CW1 CW3	3	Term 3 Week 5	Practical Test	20
WS4 WS9 ESI	4	Term 3 Week 10	Research Task	20
WS4 WS7.1, 7.2 WS8 WS9 CW1 CW3 ESI	5	Term 4 Week 4	Yearly Exam	25
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>

## SCIENCE EXTENSION 2019

Assessment in Science covers a range of tasks designed to determine student achievement in outcomes based on knowledge and understanding, problem solving and critical thinking as well as scientific skills and communication.

Outcomes	Task	Due	Description	Weight %
WS7.1, 7.2 PW1 PW3	1	Term 1 Week 9	Skills Test	20
WS 8 WS 9 LW2	2	Term 2 Week 3	Written Exam	15
Extension Activities				GRADE A - E
<b>Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes)</b>				<b>35</b>
WS5.1, 5.2, 5.3 WS 6, WS 8 CW1 CW3	3	Term 3 Week 5	Practical Test	20
WS4 WS9 ESI	4	Term 3 Week 10	Research Task	20
WS4, WS7.1, 7.2 WS 8, WS 9 CWI, CW3 ES I	5	Term 4 Week 3	Yearly Exam	25
Extension Activities				GRADE A - E
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>

<b>Outcomes</b>	<b>Task</b>	<b>Due</b>	<b>Description</b>	<b>Weight %</b>
GE5.1, 5.2, 5.3, 5.5, 5.6	1	Week 8	Task 1 Class Based Assessment	35
GE5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	2	Assessment Week	Task 2 Yearly Exam	35
<b>Semester Assessment</b>			<b>Sub-Total</b>	<b>70</b>
<b>(Assessment expressed as percentage for reporting purposes)</b>				
	3	Ongoing	Literacy Task	10
	4	Ongoing	Numeracy Task	10
	5	Ongoing	Bookwork	10
<b>Semester Class Assessment</b>			<b>Totals</b>	<b>30</b> <b>100</b>

## GEOGRAPHY EXTENSION 2019

Outcomes	Task	Due	Description	Weight %
GE5.1, 5.2 ,5.3 ,5.5, 5.6,	1	Week 8	Class Based Assessment 1	35
GE5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	2	Assessment Week	Yearly Exam Assessment 2	35
<b>Semester Assessment</b>			<b>Sub-Total</b>	<b>70</b>
<b>(Assessment expressed as percentage for reporting purposes)</b>				
GE5.5, 5.6 ,5.7, 5.8, 5.9, 5.10	3	Term 3	Extension Project/Challenge	Grade A-E
	4	Ongoing	Literacy Task	10
	5	Ongoing	Numeracy Task	10
	6	Ongoing	Bookwork	10
<b>Semester Class Assessment</b>			<b>Totals</b>	<b>100</b>

The extension activity set for Year 9 will run over the course of Term 3 and will allow students to demonstrate and develop their geographical knowledge and skills. Students will be allocated some class time, however students are expected to undertake the majority of the task challenge at home.

Outcomes	Task	Due	Description	Weight %
5.1,5.2,5.4,5.5,5.6,5.7,5.8,5.9,5.10	1	Term 1 Week 8	Class Based Assessment 1	35
5.1,5.2,5.4,5.5,5.6,5.7,5.8,5.9,5.10	2	Assessment Week	Exam Assessment 2	35
<b>Semester Assessment</b>			<b>Sub-Total</b>	<b>70</b>
	3	Ongoing	Literacy Task	10
	4	Ongoing	Numeracy Task	10
	5	Ongoing	Bookwork	10
<b>Semester Class Assessment</b>			<b>Totals</b>	<b>30</b> <b>100</b>

## HISTORY EXTENSION 2019

Outcomes	Task	Due	Description	Weight %
5.1,5.2,5.4,5.5,5.6,	1	Term 1 Week 8	Class Based Assessment 1	35
5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	2	Assessment Week	Exam Assessment 2	35
<b>Semester Assessment</b>			<b>Sub-Total</b>	<b>70</b>
5.6, 5.7, 5.8, 5.9, 5.10	3	Term 1	Extension Project/Challenge	Grade A-E
	4	Ongoing	Literacy Task	10
	5	Ongoing	Numeracy Task	10
	6	Ongoing	Bookwork	10
<b>Semester Class Assessment</b>			<b>Totals</b>	<b>30</b> <b>100</b>

The extension activity set for Year 9 will run over the course of Term 1 and will allow students to demonstrate and develop their historical knowledge and skills. Students will be allocated some class time, however students are expected to undertake the majority of the task challenge at home.

**PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION  
2019**

<b>Outcomes</b>	<b>Task</b>	<b>Due</b>	<b>Description</b>	<b>Weight %</b>
PD 5.4, 5.5, 5.10, 5.11	Athlete technique and skill	Term 1 Set Week 6 Due Week 10	Students perform and analyse a range of athletic skills	25
PD 5.1, 5.6	Research Task	Term 2 Set Week 1 Due Week 4	Students explore the characteristics of resilient people and the skills that enhance resilience and wellbeing (Complex situation)	25
<b>Half Yearly Assessment</b>			<b>Sub-Total</b>	<b>50</b>
<b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>				
PD 5.4, 5.5, 5.8, 5.11	Play and Review	Term 3 Set Week 2 Due Week 8/9	Develop, implement and evaluate movement concepts and strategies	25
PD 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.9, 5.10	Yearly Examination	Term 4 Exam Period	Yearly Examination	25
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>



<b>Outcomes</b>	<b>Task</b>	<b>Due</b>	<b>Description</b>	<b>Weight %</b>
2.2, 3.1, 3.2, 3.3, 4.2, 4.3	Preparing for Parenthood	Term 1 Set Week 6  Due Week 10	Interview and research task	25
1.1, 1.2, 2.2, 3.2, 4.2	Conception to Birth	Term 2 Set Week 1  Term 2 Due Week 4	ICT Presentation	25
<b>Half Yearly Assessment</b>			<b>Sub-Total</b>	<b>50</b>
<b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>				
1.2, 2.1, 2.2, 3.2, 3.3	Play and the developing Child	Term 3 Set Week 4  Term 3 Due Week 8	Research Task (Toys)	25
1.1, 2.2, 3.1, 3.2, 3.3, 4.2	Yearly Exam	Term 4 Exam period	Yearly Examination	25
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>

<b>Outcomes</b>	<b>Task</b>	<b>Due</b>	<b>Description</b>	<b>Weight %</b>
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	1	Term 1 Week 7	Focus Area: Consumer choice. Research Assignment.	15
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	2	Term 2 Week 6	Focus Area: Consumer choice & Personal Finance. Mid-Course Exam	25
<b>Half Yearly Assessment</b>			<b>Sub-Total</b>	<b>40</b>
<b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>				
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	3	Term 1 Week 3	Focus area: Travel. Presentation & oral Report	15
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	4	Term 3 Week 9	Focus Area: Running a Business	15
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	5	Term 4 Week 3	Yearly Exam	30
<b>Yearly Assessment</b>				<b>60</b>
			<b>Totals</b>	<b>100</b>

<b>Outcomes</b>	<b>Task</b>	<b>Due</b>	<b>Description</b>	<b>Weight %</b>
5.1.1, 5.2.1, 5.3.3	1	Term 1 Weeks 10	Focus Area - Modern Dance Performance Skills, Shape Composition Task Journal	25
5.1.2, 5.2.2, 5.3.1	2	Term 2 Week 6	Focus Area - Jazz Dance Performance, Timeline	25
<b>Half Yearly Assessment</b>			<b>Sub-Total</b>	<b>50</b>
<b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>				
5.1.2, 5.1.1, 5.3.2	3	Term 3 Week 8	Focus Area - Ballet Performance, Visual Skills Diary Review	25
5.1.3, 5.2.1, 5.2.2, 5.4.1	4	Term 4 Week 3	Site-specific Composition, Journal	25
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>

## FOOD TECHNOLOGY 2019

Assessment tasks are separated into two parts. Separate notifications are on Moodle for the students to access.

Part A Theory/Research (T) and Part B Practical (P)

Task		When	Weighting %
1	Unit 1: Food for Special Occasions Assessment Task Part A Research Part B Practical 4.1.1, 4.5.2	Term 1 Week 8 / 9	30 (P - 15, T - 15)
2	Topic Test: Food for Special Occasions 4.1.2, 4.2.1, 4.3.1	Exam period	10 (T - 10)
<b>Half Yearly Assessment</b>		<b>Sub Total</b>	<b>40</b>
<b>Half Yearly Assessment expressed as a percentage for reporting</b>			
3	Unit 2: Food Selection and Health Assessment Task 2 Part A Research Part B Practical 5.3.1, 5.4.1, 5.4.2, 5.6.1	Term 2 Week 8 / 9	20 (P - 10, T - 10)
4	Unit 3: Food Service and Catering Assessment Task Part A Research Part B Practical 5.3.2, 5.5.1, 5.5.2, 5.6.1	Term 3 Week 8 / 9	30 (P - 20, T - 10)
5	Topic Test: Food Selection and Health 4.1.2, 4.2.1, 4.3.1, 4.3.2	Exam period	10 (T - 10)
<b>Yearly Assessment</b>		<b>Total</b>	<b>100</b>

### CLASS WORK COMPONENT:

Every exercise completed by the class counts toward a student's Half Yearly and Yearly assessment mark. Students who fail to submit class sheets for marking, without acceptable reason, will be given zero (0) marks for the missing sheet.

**Each unit of class work** consists of a variety of learning tasks including: class sheets, tests and homework.

Total marks for all units completed by the end of the week before the assessment period will be averaged to derive a half yearly and a yearly class-work assessment component worth 50% of the total assessment.

### EXAMINATION COMPONENT:

A formal examination will be set for Yearly assessment period only. The examination mark will account for 30% of the Yearly assessment.

Outcomes	Task	Due	Description	Weight %
All outcomes assessed	1	Ongoing Terms 1 and 2	Average of assessed class work to date	25
5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.2, 5.5.1	2	Term 1 Week 9	Assignment 'Professions'	10
5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.6.1, 6.6.2	3	Assessment period	Half Yearly Examination	15
<b>Half Yearly Assessment</b> (Half Yearly expressed as a percentage for reporting purposes)			<b>Sub-Total</b>	<b>50</b>
All outcomes assessed	4	Ongoing Terms 1 to 4	Average of assessed class work to date for whole year	25
5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.4.1, 5.6.1	5	Term 3 Week 7	Assignment FI Cars - 3D Drawing	10
5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.6.1, 6.6.2	6	Assessment period	Yearly Examination	15
<b>Yearly Assessment</b>			<b>Total</b>	<b>100</b>

## INDUSTRIAL TECHNOLOGY – ENGINEERING 2019

Industrial Technology Engineering is predominantly competency based and assessment is ongoing.

An assessment report will be provided following both the Half Yearly Examination period as well as the Yearly Examination period.

Outcomes	Task	Due	Description	Weight %
5.3.1, 5.4.1, 5.6.1, 5.7.2	1	Term 1 Week 9	Structures Report	10
5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.2	2	Term 2 Week 5	Project 1 Tower Bridge	30
5.1.1, 5.5.1, 5.6.1, 5.7.1	3	Term 2 Week 6	Half Year Quiz	10
<b>Half Yearly Assessment</b>			<b>Sub-Total</b>	<b>50</b>
<b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>				
5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.2	4	Term 3 Week 9	Project 2 Race Boat / Racer	20
5.3.1, 5.4.1, 5.6.1, 5.7.2	5	Term 4 Week 3	Mechanisms Report	10
5.1.1, 5.5.1, 5.6.1, 5.7.1	6	Assessment Period	Test	20
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>

## INDUSTRIAL TECHNOLOGY – TIMBER 2019

Industrial Technology Wood is predominantly competency based and assessment is ongoing.

An assessment report will be provided following both the Half Yearly Examination period as well as the Yearly Examination period.

Outcomes	Task	Due	Description	Weight %
5.1.1, 5.1.2, 5.2.2, 5.4.2	1	Term 1 Week 4	Practical Exercise	10
5.3.1, 5.4.1, 5.6.1, 5.7.2	2	Term 2 Week 4	Assignment 1	10
5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.2, 5.5.1	3	Term 2 Week 2	Practical Project 1	10
5.3.1, 5.4.1, 5.5.1, 5.6.1, 5.7.1, 5.7.2	4	Exam Period	Half Yearly Quiz	10
<b>Half Yearly Assessment</b>			<b>Sub-Total</b>	<b>40</b>
<b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>				
5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.2, 5.5.1	5	Term 3 Week 2	Practical Project 2	30
5.3.1, 5.4.1, 5.5.1, 5.6.1, 5.7.1, 5.7.2	6	Term 3 Week 9	Assignment 2	10
5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.2, 5.5.1, 5.6.1	7	Term 4 Week 4	Practical Project 3	10
5.3.1, 5.4.1, 5.5.1, 5.6.1, 5.7.1, 5.7.2	8	Exam Period	Yearly Examination	10
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>

<b>Outcomes</b>	<b>Task</b>	<b>Due</b>	<b>Description</b>	<b>Weight %</b>
5.1.1, 5.1.2	1	Term 1 Week 5	Digital Manipulation	15
5.4.1	2	Term 2 Week 3	Commercial Graphics	15
<b>Half Yearly Assessment</b>			<b>Sub-Total</b>	<b>30</b>
<b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>				
5.2.1, 5.2.2, 5.2.3	3	Term 2 Week 9	Database Management Systems	20
5.5.2	4	Term 3 Week 5	3D Modelling	20
5.2.1, 5.2.2, 5.2.3	5	Term 4 Week 2	Software Design & Development	20
5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3	6	Term 4 Week 4	Yearly Examination	10
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>



<b>Outcomes</b>	<b>Task</b>	<b>Due</b>	<b>Description</b>	<b>Weight %</b>
5.UL.2, 5.UL.4	1	Ongoing	Homework & Quizzes	5
5.UL.1, 5.UL.4	2	Term 1 Week 6	Class Based Assessment	10
5.UL.3, 5.MLC14	3	Term 1 Week 8	Oral Task	10
5.UL.1, 5.UL.2, 5.UL.3, 5.UL.4	4	Term 2 Week 6	Half Yearly Exam.	25
<b>Half Yearly Assessment</b>			<b>Sub-Total</b>	<b>50</b>
<b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>				
5.UL.2, 5.UL.4	5	Term 2 Week 7	Homework & Quizzes	5
5.UL.2, 5.UL.3, 5.UL.4 5.MLC.1, 5.MLC.2, 5.MBC.3, 5.MBC.4	6	Term 3 Week 4	Class Based Assessment	15
5.UL.1, 5.UL.2, 5.UL.3, 5.UL.4	7	Term 4 Week 3	Yearly Exam	30
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>

## MARINE AND AQUACULTURE STUDIES 2019

Marine and Aquaculture is to develop in students a capacity to design, produce, evaluate, sustain, use and manage marine and water related environments.

Outcomes	Task	Due	Description	Weight %
5.1.1, 5.7.1, 5.7.2	1	Term 1 Week 10	Assignment 1	20
5.5.1, 5.5.2, 5.6.1, 5.7.2	2	Term 2 Week 4	Practical Task	20
<b>Half Yearly Assessment</b>			<b>Sub-Total</b>	<b>40</b>
<b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>				
5.3.1.5.2.2, 5.2.1, 5.1.2	3	Term 3 Week 5	Assignment 2	20
5.4.1, 5.3.2	4	Term 3 Week 10	Practical Task	30
5.6.2, 5.4.2, 5.4.1	5	Assessment Period	Yearly Examination	10
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>

<b>COMPONENT/DOMAIN</b>		<b>Weight %</b>
C1	Performance	25
C2	Composition	25
C3	Aural	25
C4	Musicology	25
<b>Total</b>		<b>100</b>

<b>Outcomes</b>	<b>Task</b>	<b>Due</b>	<b>Description</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>Weight %</b>
5.4, 5.5, 5.6	1	Term 1 Week 9	Composition Assessment representing Topic 1		20			20
5.7, 5.8, 5.9, 5.10	2	Term 2 Week 5	Aural Assessment			25		25
5.1, 5.2, 5.3	Ongoing		Class Tasks	5				5
<b>Half Yearly Assessment (Half Yearly Assessment expressed as percentage for reporting purposes)</b>								<b>Sub-Total 50</b>
5.7, 5.8, 5.9, 5.10	3	Term 3 Week 8	Musicology Assessment - Individual ICT Research task representing Topic 3				25	25
5.1, 5.2, 5.3	4	Term 4 Week 3	Performance Assessment representing Topics 3 and 4	20				20
5.4, 5.5, 5.6, 5.11, 5.12	Ongoing		Class Tasks		5			5
<b>Yearly Assessment Totals</b>				<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## PHYSICAL ACTIVITY AND SPORTS STUDIES 2019

Outcomes	Task	Due	Description	Weight %
1.1, 1.2, 4.1, 4.2, 4.3, 4.4	Participating with Safety	Term 1 Set Week 3  Term 1 Due Week 10	Students will analyse and assess risk factors in physical activity settings.	25
3.1, 3.2, 4.1, 4.4	Coaching Task	Term 2 Set Week 1  Due Week 6-8 Term 2	Students organise, implement and participate in group coaching sessions. Students reflect and analyse on the experience.	25
<b>Half Yearly Assessment</b>			<b>Sub-Total</b>	<b>50</b>
<b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>				
1.1, 1.2, 4.4	Body System Topic Test	Term 3 Conducted Weeks 7-8	Complete an on-line Moodle Exam	25
2.1, 2.2, 4.4	Lifestyle, Leisure and Recreation Task	Term 3 Set Week 9  Due Term 4 Week 3	Students research and report on local facilities which promote a healthy lifestyle.	25
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>

## VISUAL ARTS 2019

The Visual Arts Course is divided into two components:

- a) Art making (60%)
- b) Art Criticism and Art History (40%)

Outcomes	Task	Due	Description	Weight %
5.1, 5.2, 5.3,5.4, 5.5, 5.6	1	Term 1 Week 9	Visual Arts Process Diary and Body of Work	20
5.7, 5.9, 5.10	2	Term 2 Week 1	Critical and Historical Task	20
<b>Half Yearly Assessment</b>			<b>Sub-Total</b>	<b>40</b>
<b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>				
5.1, 5.2, 5.3,5.4, 5.5, 5.6	3	Term 4 Week 1	Visual Arts Process Diary and Body of Work	40
5.7, 5.9, 5.10	4	Exam Period	Yearly Exam	20
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>