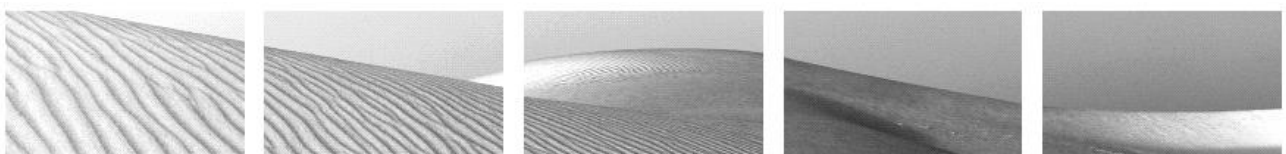


# CRONULLA HIGH SCHOOL

**YEAR 9**

**2018**

## **ASSESSMENT BOOKLET**



Raising expectations ■ Communicating with parents ■ Recognising achievement

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## PRINCIPAL'S INTRODUCTION

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Your child is entering a new phase of compulsory schooling. In 2011 the School Certificate examinations and credentialing were abolished. Despite this students will continue to undergo a formalised phase of assessment processes as they work towards earning a school exiting credential. Students who leave school prior to achieving their HSC will be eligible for a record of school achievement (ROSA) based upon student's achievements in assessments over stage 5. This ROSA will be issued upon request after successful completion of Year 10 in respect of achievements across Stage 5 ie Years 9 and 10 or at the end of the Preliminary Course (Year 11) depending upon when a student leaves school. Note however that a ROSA is only issued where a student is successful in meeting minimum course requirements in ALL mandatory courses. Students completing the HSC continue to receive the HSC testamur and Record of Achievement at this point.

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 to have studied courses in Languages, Technological and Applied Studies, and Creative Arts in Years 7 and 8 as well as two 200-hour elective 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. A-E grades will be determined by a combination of formal assessment tasks and informal teacher assessment of learning. 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.***

Despite these changes eligibility for these exit credentials remains unchanged. Students must follow the course approved by the NSW Education Standards Authority (NESA) and taught by the school and demonstrate sustained and diligent effort as well as achievement of some or all course outcomes in each subject.

Indicators of possible failure to demonstrate 'diligent and sustained effort' or possible failure to fulfill course requirements to the school's satisfaction include:

- An excessive number of absences or lateness to school, particularly if these are unjustified.  
An attendance rate of 85% is the minimum expected.
- Poor achievement in class tests, assignments etc *caused by lack of application.*
- Failure to submit assessment items and comply with assessment policies.
- Failure to complete classwork and homework.
- Proven cases of copying, plagiarism, malpractice or cheating.

'N' determination letters detail the problem and, where appropriate, indicate how the students can redeem themselves. As a guide, two course warning letters from any single subject that remain unresolved across the stage of learning can result in the student receiving an 'N' determination in that subject as evidence of a lack of sustained and diligent effort. In addition, all students must satisfactorily participate in sport. Before an 'N' determination is issued, parents and students will have received appropriate warning letters from the school and the student will have been interviewed by the Head Teacher, Deputy Principal or Principal.

The self-discipline and self-management developed in Years 9 and 10 form excellent preparation for the Higher School Certificate, ongoing study pathways through TAFE or for entering the work force. We are committed to helping all our students achieve 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** hand in 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 hand in 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 hand in 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 NESAs 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 handouts 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, handouts 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?

**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?

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

You must include a list of resources used in research assignments, essays etc. The bibliography appears at the end of the essay or assignment. List sources in alphabetical order according to the author's last name. Use a bibliography sheet to write down all sources as you research. An example of the sheet is on page 12 of this booklet and is also available on the Cronulla High School Intranet site.

### Example of a Bibliography entry:

Marsden, John. Tomorrow When the War Began, Melbourne: Penguin, 1995.

Book titles can be underlined or italicized. For the purposes of a hand-written exam response, it is important to underline a book title. Titles of poems, media items, short stories, journal articles, and other shorter texts, are usually italicized or placed in inverted commas.

### How do I prevent it? – Use a Bibliography

## How do I acknowledge quotations and ideas in my work?

Quotations must have “quotation marks” around them and a footnote (a number should appear straight after the quotation) which states where the quotation came from.

At times it is necessary to acknowledge an author’s quote in your own essay without a footnote. This situation would occur during exam essays. In this situation you must use quotation marks around the quote or idea and immediately follow with the surname and year of the source and if possible, a page number. eg. ....a “positive school environment” (Jarvis 2004, p1)

When you use someone else’s idea or borrow a form of expression, insert a footnote in the same way as for a quotation. You must acknowledge ideas even if you do not copy the idea word for word.

If you relied heavily on a particular critic for your interpretation of a text you must say so in a footnote, for example [2] (see below).

**Examples of footnoting:** [1] John Marsden, Tomorrow When the War Began, Melbourne: Penguin, 1995, p’5 [2] I am indebted to Fred Nerks for my understanding of this poem. See Nerks, Fred, Poetry for Humans, Sydney: Longmans, 1999.

## 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?

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 handed in by the due date
- Assisting another student to engage in malpractice eg notifying them of details of common tasks

## BIBLIOGRAPHY CHECKLIST

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### Books and references used

<b>Author's Name (surname, initial)</b>	<b>Year of publication</b>	<b>Title of Book</b>	<b>Place published</b>	<b>Publisher</b>

### Internet Resources

*(note: search engines such as Yahoo! And Google are NOT websites)*

<b>Author</b>	<b>Year published</b>	<b>Name of site</b>	<b>Web Address</b>	<b>Creator of site</b>	<b>Date accessed by you</b>

## YEAR 9 ENGLISH 2018

Outcomes	Task	Due	Description	Weight %
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: Romeo and Juliet	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	Term3 Week 5	Novel Study	25
5.1A, 5.3B, 5.4B, 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, Term 2)

- Assessment Tasks may vary depending on student/class ability.
- Weekly Spelling tests (Look, Say, Cover, Write, Check) will be completed by all classes one period each week.
- During the English program, students may view DVD and video texts. These will have an age appropriate rating.

**Important:** Assessment in Stage 5 English includes material covered in Year 9. Therefore, student results for the second semester will be used in determining the final grade at the end of Year 10 and the successful completion of the English course. The second semester tasks will contribute 30% of the final Year 10 mark. Failure to complete a Year 9 task may lead to an N-Determination for English at the conclusion of Year 10.

## YEAR 9 ENGLISH EXTENSION 2018

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Outcomes	Task	Due	Description	Weight%
5.1A, 5.2A, 5.3B, 5.4B, 5.5C, 5.6C	Writing	Term1 Week 9	Writing Task – Representations of Indigenous People in Texts – Persuasive writing Task	25
5.1A, 5.3B, 5.4B	Reading and Writing	Term2 Week 6	Comprehension – Shakespeare: Romeo and Juliet	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	Term3 Week 5	Novel Study	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 multiple components of a digital magazine	25
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>

### NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN) – (May, Term 2)

- Assessment Tasks will vary depending on student/class ability.
- Weekly Spelling tests (Look, Say, cover, Write, Check) will be completed by all classes one period each week.
- During the English program, students may view DVD and video texts. These will have an age appropriate rating.

**Important:** Assessment in Stage 5 English includes material covered in Year 9. Therefore, student results for the second semester will be used in determining the final grade at the end of Year 10 and the successful completion of the English course. The second semester tasks will contribute 30% of the final Year 10 mark. Failure to complete a Year 9 task may lead to an N-Determination for English at the conclusion of Year 10.

## YEAR 9 MATHEMATICS STAGES 5.1 & 5.2 2018

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	Assessment Week Term 2 Week 6	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 9	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 Week 3	Yearly Exam	35
			<b>Total</b>	<b>100</b>

## YEAR 9 MATHEMATICS EXTENSION STAGE 5.3 2018

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	Assessment Week Term 2 Week 6	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,</b> <b>MA5.3-16MG, MA5.1-4NA,</b> <b>MA5.2-4NA</b>	3	Term 3 Week 9	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>



## YEAR 9 SCIENCE 2018

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

## YEAR 9 SCIENCE EXTENSION 2018

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 3	Written Exam	15
Extension Activities				Grade A - E
<b>Half Yearly Assessment</b>				<b>35</b>
<b>( Half Yearly expressed as a percentage for reporting purposes)</b>				
WS5.1, 5.2, 5.3 WS6, WS8 CW1 CW3	3	Term 3 Week 5	Practical Test	20
WS4 WS9 ESI	4	Term 4 Week 2	Research Task	20
WS4, 7.1, 7.2 WS8, WS9 CW1, CW3 ES I	5	Term 4 Week 3	Yearly Exam	25
Extension Activities				Grade A - E
<b>Yearly Assessment Totals</b>				<b>100</b>

## YEAR 9 GEOGRAPHY 2018

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Outcomes	Task	Due	Description	Weight %
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>

## YEAR 9 GEOGRAPHY EXTENSION 2018

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.

## YEAR 9 HISTORY 2018

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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>

## YEAR 9 HISTORY EXTENSION 2018

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Outcomes	Task	Due	Description	Weight%
5.1,5.2,5.4,5.5,5.6,	1	Term I 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 I	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 I 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.

## YEAR 9 PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2018

Outcomes	Task	Due	Description	Weight%
5.6, 5.7	Research Task	Term 1 Set Week 4  Due Week 8	Students explore consequences and strategies to minimise harm (Drug and Alcohol)	25
5.4, 5.5, 5.14, 5.11	Games Skills Analysis	Term 2 Set Week 1  Term 2 Due Week 5	Biomechanical analysis, skill practice and practical demonstration	25
<b>Half Yearly Assessment</b>			<b>Sub-Total</b>	<b>50</b>
<b>(Half Yearly Assessment/ expressed as percentage for reporting purposes)</b>				
5.4, 5.5, 5.9, 5.10, 5.11, 5.14	Skills Assessment	Term 2 Set Week 2  Due Week 8	Striking Skills (Cricket)	25
5.6, 5.7, 5.12, 5.16	Yearly Examination	Term 4 Week 3	Yearly Exam	25
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>

## YEAR 9 CHILD STUDIES 2018

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Outcomes	Task	Due	Description	Weight
2.2, 3.1, 3.2, 3.3, 4.2, 4.3	Preparing for Parenthood	Term 1 Set Week 5  Due Week 9	Interview and Research Task	25
1.1, 1.2, 2.2, 3.2, 4.2	Conception to Birth	Term 2 Set Week 2  Term 2 Due Week 6	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 2  Term 3 Due Week 6	Research Task (Toys)	25
1.1, 2.2, 3.1, 3.2, 3.3, 4.2	Yearly Exam	Term 4 Week 3	Yearly Exam	25
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>



## YEAR 9 COMMERCE 2018

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Outcomes	Task	Due	Description	Weight%
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/ 30 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>

## YEAR 9 DANCE 2018

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Outcomes	Task	Due	Description	Weight%
5.1.1, 5.2.1, 5.3.3	1	Term 1 Weeks 10 & 11	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 9 & 10	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>50</b>
				<b>100</b>

## YEAR 9 DRAMA 2018

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Outcomes	Task	Due	Description	Weight %
5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.3.1, 5.3.3	1A	Term 1 Week 9	Elements of Drama/Scene	20
	1B	Term 1 Week 9	Reflection/Log Book	5
5.1.1, 5.1.2 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.3	2A	Term 2 Week 6	Play Building	20
	2B	Term 2 Week 6	Reflection/Log Book	5
<b>Total Half Yearly Assessment To be converted to a percentage mark for reporting purposes</b>				<b>50</b>
5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3	3A	Term 3 Week 9	Physical Theatre Scene	20
	3B	Term 3 Week 9	Reflection/Log Book	5
5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3	4A	Term 4 Week 3	Yearly Exam. Scripted Scene and Written Exam	20
	4B	Term 4 Week 3	Reflection/Log Book	5
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>

## YEAR 9 FOOD TECHNOLOGY 2018

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Assessment components are divided into two main groups;  
Practical work (P) and Theory work (T).

Task		When	Weight %
1	Research and Practical Task Unit 1: Food for Special Occasions 4.1.1, 4.5.2 Part A Part B	Term 1 Week 9	30 (P - 15%, T - 15%)
2	Topic Test Unit 1: Food for Special Occasions 4.1.2, 4.2.1, 4.3.1	Term 2 Week 6	10 (T - 10%)
<b>Half Yearly Assessment</b>		<b>Sub Total</b>	<b>40</b>
<b>Half Yearly Assessment /40 expressed as a percentage /100 for reporting</b>			
3	Research Assignment and Practical Unit 2: Food Selection and Health 5.3.1, 5.4.1, 5.4.2, 5.6.2	Term 2 Week 8	20 (P - 10%, T - 10%)
4	Research Assignment Unit 3: Food Service and Catering 5.3.2, 5.5.1, 5.5.2, 5.6.1	Term 3 Week 8	30 (P - 20%, T - 10%)
5	Topic Test Unit Two: Food Selection and Health 4.1.2, 4.2.1, 4.3.1, 4.3.2	Term 4 Week 3	10 (T - 10%)
<b>Yearly Assessment</b>		<b>Total</b>	<b>100</b>

## YEAR 9 INDUSTRIAL TECHNOLOGY – ENGINEERING 2018

- 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%
5.2.1, 5.3.1, 5.6.1, 5.7.2	1	Term 1 Week 9	Structures Report	10
5.1.2, 5.2.2, 5.4.2	2	Term 2 Week 5	Project 1	30
5.1.1, 5.5.1, 5.6.1	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>				
5.2.1, 5.3.1, 5.6.1, 5.7.2	5	Term 3 Week 9	Mechanisms Report	10
5.1.2, 5.2.2, 5.4.2	6	Term 4 Week 3	Project 2	20
5.1.1, 5.5.1, 5.6.1, 5.7.1	7	Term 4 Week 3	Project 3	20
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>

## YEAR 9 INDUSTRIAL TECHNOLOGY – TIMBER 2018

- 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>

## YEAR 9 INFORMATION & SOFTWARE TECHNOLOGY 2018

Outcomes	Task	Due	Description	Weight%
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 3	Yearly Examination	10%
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100%</b>

## YEAR 9 JAPANESE 2018

Outcomes	Task	Due	Description	Weight%
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/ 50 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>



## YEAR 9 MARINE AND AQUACULTURE STUDIES 2018

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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	10
5.5.1, 5.5.2, 5.6.1, 5.7.2	2	Term 2 Week 6	Practical Task	30
<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	10
5.4.1, 5.3.2	4	Term 4 Assessment Week 3	Practical Task	30
5.6.2, 5.4.2, 5.4.1	5	Term 4 Week 3	Yearly Examination	20
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>

## YEAR 9 MUSIC 2018

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

Outcomes	Task	Due	Description	C1	C2	C3	C4	Weight
5.4, 5.5, 5.6	1	Term 1 Week 8	Composition Assessment representing Topic 1		10			10
5.7, 5.10	2	Term 1 Week 10	Musicology Assessment - Individual ICT multimedia task representing Topic 1				15	15
5.1, 5.2, 5.3	4	Term 2 Week 6	Performance Assessment representing Topics 1 and 2	10				10
5.7, 5.8, 5.9	3	Term 2 Week 6	Aural Assessment			10		10
5.3, 5.10	Ongoing		Class Tasks	5				5
<b>Half Yearly Assessment</b>								<b>50%</b>
<b>(Half Yearly Assessment /50 expressed as percentage for reporting purposes)</b>								
5.4, 5.5, 5.6	5	Term 3 Week 6	Composition Assessment representing Topic 3		10			10
5.1, 5.2, 5.3	6	Term 3 Week 9	Performance Assessment representing Topics 3 and 4	10				10
5.7, 5.8, 5.9	7	Term 4 Week 3	Aural/Musicology Assessment representing Topics 3 and 4			10	10	20
5.4, 5.6, 5.8, 5.10	Ongoing		Class Tasks		5	5		10
<b>Yearly Assessment Totals</b>				<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100%</b>

## YEAR 9 PHYSICAL ACTIVITY AND SPORTS STUDIES 2018

Outcomes	Task	Due	Description	Weight %
1.1, 1.2, 4.1, 4.2, 4.3, 4.4	Fundamentals of Movement	Term 1 Set Week 2  Term 1 Due Week 9	Students learn a new skill and report on factors affecting their level of skill acquisition	25
1.1, 1.2, 4.4	Body System Topic Test	Term 2 Week 6	Complete an on-line Moodle 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>				
3.1, 3.2, 4.1, 4.4	Coaching Task	Term 3 Week 9 & 10  Due Week 3-8 Term 3	Students organise, implement and participate in group coaching sessions. Students reflect and analyse on the experience.	25
2.1, 2.2, 4.4	Lifestyle, Leisure and Recreation Task	Set Term 3 Week 9  Due Term 4 Due Week 3	Student's research and report on local facilities which promote a healthy lifestyle.	25
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>

## YEAR 9 TEXTILE TECHNOLOGY 2018

Assessment components are divided into two main groups;  
Practical work (P) and Theory work (T).

Outcomes	Task	Due	Description	Weight%
5.1.1,5.1.2,5.2.15.2.2, 5.2.3,5.4.15.5.1,5.5.2, 5.5.35.6.1	1	Last Week Term 1	There's A Bear In There Non Apparel Folio/documentation	20 P -15% T - 5%
5.1.1,5.1.2,5.2.15.2.2, 5.2.3,5.4.15.5.2,5.5.3, 5.6.1	2	Term 2 Week 5	Lazy Days Apparel / Textiles Art Folio/documentation	20 P -15% T - 5%
<b>Half Yearly Assessment Sub-Total 40 %</b> <b>(Half Yearly Assessment/ expressed as percentage for reporting purposes)</b>				
5.1.1,5.1.2,5.2.15.2.3, 5.3.2,5.4.15.5.1,5.5.3, 5.5.55.6.1	3	Term 3 Week 3	Natural Cushion Furnishings Folio/documentation	20 P -15%, T - 5%
5.1.1,5.1.2,5.2.25.3.2, 5.4.15.5.1,5.5.2,5.5.3, 5.5.55.6.1	4	Term 4 Week 2	Here Comes the Sun Apparel Folio/documentation	20 P -15% T - 5%
5.1.1,5.1.2,5.2.1,5.2.2, 5.2.3	5	Term 4 Week 3	Yearly Exam	20 T-20%
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100%</b>

## YEAR 9 VISUAL ARTS 2018

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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 (a)	25
5.7, 5.9, 5.10	2	Term 2 Week 1	Visual Verbal Art Criticism and History Assignment (b)	20
<b>Half Yearly Assessment</b>			<b>Sub-Total</b>	<b>45</b>
<b>(Half Yearly Assessment/ expressed as percentage for reporting purposes)</b>				
5.7, 5.8, 5.9, 5.10	3	Term 4 Week 1	Body of Work 2D and 3D or 4D (a)	35
5.1, 5.2, 5.3, 5.4, 5.5, 5.6	4	Term 4 Week 3	Yearly Exam (b)	20
<b>Yearly Assessment</b>			<b>Totals</b>	<b>100</b>