



**Year 9**  
**Subject**  
**Assessment**  
**Booklet 2019**

# Muirfield High School

## Junior Assessment Policy and Procedures

The Assessment Policy should be read in conjunction with the NSW Department of Education *Curriculum Policy Standards (2016)* which outlines specific requirements and policy standards and relevant syllabus material.

### Aims and Purpose of Assessment

Assessment is the process of identifying, gathering and interpreting information about student's learning in relation to the objectives and outcomes of a course. The central purpose of assessment is to provide information on student achievement and progress and set direction for ongoing teaching and learning.

The assessment program incorporates the principles of *assessment for learning*, *assessment of learning* and *assessment as learning*.

- *Assessment for learning* involves teachers using evidence about students' achievement to inform future teaching.
- *Assessment of learning* is an assessment of what the student has learnt and usually occurs at key points in a unit, term or semester and may be used to rank or grade students.
- *Assessment as learning* occurs when students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. Assessment as learning encourages students to take responsibility for their own learning.

### Principles of Effective and Informative Assessment and Reporting

- The assessment strategies used by the teacher need to be directly linked to syllabus outcomes. These describe the standards against which the student is assessed and reported.
- Assessment should draw on a wide range of evidence and appropriate to kind of learning or outcomes being assessed. Teachers use a variety of assessment strategies that give students multiple opportunities in varying contexts to demonstrate what they know, understand and can do in relation to syllabus outcomes.
- Assessment strategies need to be valid and fair.
- Assessment should be manageable, efficient and convenient. Assessment can be incorporated into usual classroom activities. For example, teachers can assess achievement informally as student's complete work using a range of strategies including student self-assessment and peer assessment.
- Assessment values teacher judgement through cooperative programming and discussion of student work samples and achievements within and between schools. In awarding grades for achievement of outcomes or for overall course performance, teacher may use an on-balance judgement that does not focus on a single piece of work. Teachers may weigh up assessment information collected from both formal activities and informal observations that have built up over time and in different situations. Formal and informal evidence that is collected routinely and recorded systematically is part of teachers' ongoing classroom assessment practice.

## **Communication to Students and Parents**

Each course assessment program will comprise a scope and sequence chart that will indicate the following:

1. each of the outcomes to be reported on in semester report
2. how each outcome is to be assessed
3. how the overall semester/year grade and rank order will be assessed

This information is to be issued to students at the beginning of the year by faculties.

Given the wide variety of assessment strategies, provision of written notification for individual tasks will depend on the nature of the task. Similarly, while provision of explicit criteria supports student achievement, provision of explicit marking criteria is dependent on the nature of individual tasks. These will be decided at faculty level.

## **Absence, Illness and Misadventure, Lateness**

The teacher in consultation with the Head Teacher and following the guidelines below will make decisions about these matters.

All students are expected to make a serious attempt at all assessment tasks.

If students are absent when an in-class task is due, on the FIRST day of return to school, students MUST see the relevant Head Teacher(s), who will decide on one of the options: student to complete the task; student to complete an alternate task; or student awarded an estimated mark. This decision will take into consideration nature of the task; prior application and attendance of the student; and length of absence. In cases where an estimate is awarded, the Head Teacher, in consultation with the classroom teacher, will exercise their professional judgement, using all available evidence of achievement.

A note from the parent/caregiver is required to explain the student's absence from an assessment task. This is required on the student's first day back at school. A penalty of 10% of the full marks possible per day will be consistently applied for the submission of late hand-in formal assessment tasks without a reasonable excuse. A weekend will be treated as one day. After 5 days, the student will receive zero.

Students who are absent through truancy for a test, or absent on the day an assignment is due through truancy will receive a zero for that task.

Students who are absent on the due date of an assessment task for school representation or other school business need to negotiate an alternate due date prior to their absence.

Should students be absent due to extended leave, for example family holidays, students need to consult with the Head Teacher prior to absence. The Head Teacher, in consultation with the class teacher, will decide on one of the following options: submission prior to departure; submission via electronic means; completion an alternate task; awarding an estimate or awarding zero for a task. This decision will take into consideration nature of the task; prior application and attendance of the student; and length of absence.

If something serious or unexpected happens when students are working on an assignment that prevents them from completing the task by the due date, they should go to the Head Teacher and ask for an extension as soon as possible. In the event of the confirmation of illness or misadventure the teacher and the student are to negotiate an alternative completion date.

Computer issues and technical problems are **NOT** valid grounds for an extension. You are expected to follow responsible practices when using technologies, including ensuring that your equipment is reliable and that you have extra copies saved on USB. Students are recommended to keep a copy of their assignment work in hard copy form, on a storage device, on a hard drive and email a copy of the task to their school account. This will ensure technological problems such as computer malfunction; power surge; loss of work; no printer ink; will not result in a loss of some or all of the marks.

### **Disability Provisions**

*From Muirfield High School Learning Support Procedures:*

- Adjustments are provided by class room teachers to support the individual needs of the student within lessons and units of work. Teachers should consider the concept of “universal design”, i.e. ways in which a whole task can be improved so that all students can understand what is required and all students have the opportunity and ability to demonstrate their level of achievement, rather than individual different tasks for each student.
- Adjustments to assessments are modified by teachers when required to enable students to demonstrate required outcomes.
- Teachers provide opportunities for students to use their strengths, preferred learning styles and interests within the curriculum areas.

Students who require accommodations to enable them to demonstrate outcomes may be granted disability provisions in tests. Provisions may include coloured paper, large-print papers, use of a reader and/or writer, extra time or rest breaks. Students in all years who require the provision of a Reader and/or Writer are identified following teacher or parent referral. Students in Years 7, 8 and 9 are assisted by SLSOs. Students in Years 10, 11 and 12 assisted by selected students in the year below. In order to accommodate more students, consideration is being given to use carefully selected Year 8 students to assist students in Year 9. Test provisions are coordinated by the LaST.

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

At the end of Year 10 students who have met the eligibility requirements for the Record of School Achievement (RoSA) will receive a grade for their courses. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the course performance descriptors and other material produced by NESA to support the consistent awarding of grades. As this grade is for the external credential, students need to be fully aware of and follow the procedures regarding due dates, absence, illness and misadventure. Should students wish to appeal a decision of Head Teacher, students should speak with their Deputy Principal within two days of receiving the decision from the Head Teacher.

### **Eligibility for a RoSA**

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards’ curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.  
(<https://www.legislation.nsw.gov.au/#/view/act/1990/8/part8/div2/sec94>)

## School attendance

NESA do not set minimum attendance for the satisfactory completion of a course. However, a principal may determine that, due to absence, course completion criteria may not be met.

To receive a RoSA, students must attend school until the final day of Year 10.

They must also complete the following mandatory Years 7-10 curriculum requirements.

- **English:** By the end of Year 10, 400 hours need to be completed.
- **Mathematics:** By the end of Year 10, 400 hours need to be completed.
- **Science:** By the end of Year 10, 400 hours need to be completed.
- **Human Society and its Environment:** By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
- **Languages Other than English:** 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
- **Technological and Applied Studies:** Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.
- **Creative Arts:** Two hundred hours to be completed, consisting of 100-hour mandatory courses in each of Visual Arts and Music.
- **Personal Development, Health and Physical Education:** Mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

## 'N' determinations

If students do not complete a course's requirements they will receive an 'N' determination.

Students are warned, via a letter, if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

## Malpractice

Student malpractice in assessment tasks and examinations is a serious offence. Students who commit malpractice will be awarded zero for the task, and risk an 'N' determination for their course.

Malpractice consists of the following, but not limited to:

Unauthorised access to task or marking criteria	Unauthorised access to examination	Unauthorised use of electronic device	Possession or use of unauthorised notes
Plagiarism & aiding plagiarism	Frivolous attempt	Collusion	Unacknowledged assistance
Offensive content	Making a false claim	Possession or use of unauthorised notes	Distributing or sharing the content of examinations and in-class tasks during exclusion periods

Plagiarism is considered malpractice.

Plagiarism is the use of the work of others without acknowledgement. Some guidelines to consider are:

- Copying someone else's entire work and submitting it as your own is plagiarism.
- Copying passages of someone else's work and submitting it as your own is plagiarism.
- Copying someone else's work and substituting some words or sentences is plagiarism.
- The copying of paragraphs or sentences from someone else's work is permitted, as long as it is appropriately acknowledged by footnoting or quotation marks.
- The copying of someone else's ideas, including paraphrasing, is allowed, as long as it is acknowledged.

## General performance descriptors

The general performance descriptors describe performance at each of five grade levels.

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

## Stage 5 grading

Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). The grade awarded is reported on the student's Record of School Achievement.

Teachers use these Stage 5 course performance descriptors to determine Stage 5 grades. The descriptors have been developed from the NESAs general performance descriptors, and provide a more complete description of typical performance in this course at each grade level.

## Applying the course performance descriptors

Teachers use their professional judgement in applying the course performance descriptors. It is not intended that the course performance descriptors represent a checklist, or provide a comprehensive description of student performance at each grade level. The descriptor that provides the best overall description of the student's achievement will determine the grade awarded.

Teachers interpret the course performance descriptors in terms of standards that can be achieved by students within the bounds of the course.

The samples of student work that are provided on the Assessment Resource Centre website clarify the standards described in the course performance descriptors. They illustrate the quality of work typically produced by students who receive each grade.

## Assessment Schedule Planner

<b>Term 1</b>		
<b>Week</b>	<b>TASKS TO COMPLETE</b>	<b>DATE DUE</b>
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

<b>Term 2</b>		
<b>Week</b>	<b>TASKS TO COMPLETE</b>	<b>DATE DUE</b>
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

## Assessment Schedule Planner

<b>Term 3</b>		
<b>Week</b>	<b>TASKS TO COMPLETE</b>	<b>DATE DUE</b>
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

<b>Term 4</b>		
<b>Week</b>	<b>TASKS TO COMPLETE</b>	<b>DATE DUE</b>
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

# 2019 Year 9 Assessment Schedules

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## Mandatory Stage 5 Courses

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## Elective Stage 5 Courses

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## 2019 Year 9 English

The Year 9 English Course provides students with opportunities to continue developing skills in reading, writing, speaking and listening by responding critically and imaginatively to a wide range of texts from a variety of cultures and media. Students compose a wide range of texts to shape meaning for a variety of purposes, audiences and contexts, using varying technologies to respond imaginatively and critically. This course aims to enable students to use, understand, appreciate, reflect and enjoy the English language in a variety of contexts.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Area of Study – Challenging Authority Reading and writing task – essay	1, 2	40	T1 Wk7
2 Sem 1	Area of Study – Challenging Authority Creative writing task	2	40	T2 Wk1
3 Sem 1	Advertising Listening task	3	20	T2 Wk5

4 Sem 2	Poetry Study Reading task	1	25	T2 Wk10
5 Sem 2	Drama Presenting and speaking task	3	25	T3 Wk4
6 Sem 2	Yearly Examination Reading and writing task	1, 2, 4	50	T4 Wk5

### Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. students read increasingly complex texts for understanding, interpretation, critical analysis and pleasure.</li> <li>2. students write increasingly sophisticated and sustained texts to communicate accurately, imaginatively, creatively, interpretively and critically.</li> <li>3. students speak and listen in formal and informal situations with a broadening understanding of audience, purpose and context.</li> </ol>	<ol style="list-style-type: none"> <li>1. students read increasingly complex texts for understanding, interpretation, critical analysis and pleasure.</li> <li>2. students write increasingly sophisticated and sustained texts to communicate accurately, imaginatively, creatively, interpretively and critically.</li> <li>3. students speak and listen in formal and informal situations with a broadening understanding of audience, purpose and context.</li> <li>4. students engage with print, visual and digital texts with critical awareness of the features and structures of those texts.</li> </ol>

## 2019 Year 9 Geography

The aim of Geography in Years K–10 is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

The topics that are studied this semester are:

Sustainable Biomes

Changing Places

### **Topic 1: Sustainable Biomes (25 hours)**

Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.

### **Topic 2: Changing Places (25 hours)**

Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 2	In Class Skills and Knowledge Examination	5.1, 5.2, 5.7	30	T3 Wk7
2 Sem 2	Research Task	5.1, 5.3, 5.5, 5.8	30	T4 Wk1
3 Sem 2	Final Examination	5.2, 5.3, 5.7, 5.8	40	T4 Wk6

### Report Outcomes

GE 5.1	explains the diverse features and characteristics of a range of places and environments
GE 5.2	explains processes and influences that form and transform places and environments
GE 5.3	analyses the effect if interactions and connections between people, places and environments
GE 5.4	accounts for perspectives of people and organisations on a range of geographical issues
GE 5.5	assesses management strategies for places and environments for their sustainability
GE 5.6	analyses differences in human wellbeing and ways to improve human wellbeing
GE 5.7	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE 5.8	communicates geographical information to a range of audiences using a variety of strategies

## 2019 Year 9 History

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945). The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

In Year 9 the students will cover 2 Depth Studies.

Depth Study 2 - Australia and Asia: Making a Nation

Depth Study 3 - Core Study: Australians at War (World Wars I and II)

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Knowledge and Comprehension Test Overview and Depth Study 2 – Making a Nation	5.1, 5.4, 5.7	20	T1 Wk5
2 Sem 1	Examination Depth Study 2 – Making a Nation	5.1, 5.2, 5.4, 5.9	40	T1 Wk10
3 Sem 1	Research Essay Core Study: Australians at War (World Wars I and II)	5.5, 5.7, 5.9	40	T2 Wk5

### Report Outcomes

HT 5.1	explains and assesses the historical forces and factors that shaped the modern world and Australia
HT 5.2	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT 5.4	explains and analyses the causes and effects of events and developments in the modern world and Australia
HT 5.5	identifies and evaluates the usefulness of sources in the historical inquiry process
HT 5.7	explains different contexts, perspectives and interpretations of the modern world and Australia
HT 5.9	applies a range of relevant historical terms and concepts when communicating an understanding of the past

## 2019 Year 9 5.2 Mathematics

Students in the Year 9 5.2 Mathematics course will learn to select appropriate notations and conventions to communicate mathematical ideas and solutions whilst interpreting mathematical or real-life situations, systematically applying appropriate strategies to solve problems. They will construct arguments to prove and justify results.

Task No.	Task Description	Report Outcome	Semester Weighting	Date
1 Sem 1	In Class written test (5.1, 5.2) Surface Area and Volume Algebra Indices	1, 2, 3	50	T1 Wk8
2 Sem 1	In Class written test (5.1, 5.2) Indices Working with Numbers Earning Money In-class 5.1 Test	2, 4, 5	50	T2 Wk6

3 Sem 2	Investigation Task and 5.1 Test Equations Pythagoras' Theorem, Trigonometry	6, 7	50	T3 Wk7
4 Sem 2	In Class written test (5.1, 5.2) Geometry, Congruent and Similar Figures Coordinate Geometry and Graphs Investigating Data	8, 9	50	T4 Wk6

### Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. simplifies algebraic expressions including fractions and expands and factorises simple expressions</li> <li>2. applies index laws to operate with algebraic expressions involving integer expressions</li> <li>3. calculates the area and volume of composite shapes and solids including prisms and cylinders</li> <li>4. applies percentages, rates and ratios to solve related problems</li> <li>5. solves financial problems involving earning money and taxation</li> </ol>	<ol style="list-style-type: none"> <li>6. solves linear and simple quadratic equations, using algebraic techniques</li> <li>7. applies trigonometry to solve problems, including problems involving bearings</li> <li>8. identifies and uses angle relationships, including transversals on parallel lines, angle sum of polygons.</li> <li>9. uses minimum conditions to prove congruence for triangles and similarity between figures</li> <li>10. uses the gradient-intercept form to interpret and graph linear relationships</li> <li>11. uses measures of centre to interpret data and represents data. Understands bias and collection methods.</li> </ol>

## 2019 Year 9 5.3 Mathematics

Students in the Year 9 5.3 Mathematics course will learn to select appropriate notations and conventions to communicate mathematical ideas and solutions whilst interpreting mathematical or real-life situations, systematically applying appropriate strategies to solve problems. They will construct arguments to prove and justify results.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	In Class written test (5.2, 5.3) Surface Area and Volume Algebra Indices	1, 2, 3	50	T1 Wk8
2 Sem 1	In Class written test (5.2, 5.3) Indices Working with Numbers Equations Earning Money	2, 4, 5	50	T2 Wk5
3 Sem 2	Investigation Task and 5.3 Test Equations Pythagoras' Theorem, Trigonometry Geometry	6, 7	50	T3 Wk7
4 Sem 2	In Class written test (5.2, 5.3) Congruent and Similar Figures Coordinate Geometry and Graphs Investigating Data	8, 9,10	50	T4 Wk6

### Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. simplifies algebraic expressions including fractions and expands and factorises simple and complex expressions</li> <li>2. applies index laws to operate with algebraic expressions involving integer expressions</li> <li>3. calculates the area and volume of composite shapes and solids including prisms, pyramids and cylinders</li> <li>4. applies percentages, rates and ratios to solve related problems</li> <li>5. solves financial problems involving earning money and taxation</li> </ol>	<ol style="list-style-type: none"> <li>6. solves complex linear, quadratic and simple cubic equations.</li> <li>7. applies trigonometry to solve problems, including problems involving bearings</li> <li>8. identifies and uses angle relationships, including transversals on parallel lines, angle sum of polygons.</li> <li>9. uses formal reasoning to prove congruence and similarity for triangles</li> <li>10. uses the gradient-intercept form to interpret and graph linear relationships</li> </ol>

## 2019 Year 9 Physical Development / Health / Physical Education

Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Commit to be Fit Theory Assessment	1	40	T2 Wk1-2
2 Sem 1	Fitness Circuit Task	2	20	T1-T2 Wk3
3 Sem 1	Effort	3	20	T1-T2
4 Sem 1	Application	3	20	T1-T2

5 Sem 2	Better Safe than Sorry Theory Assessment	1	40	T3, Wks6-7
6 Sem 2	Dance Composition	2	10	T3-T4
7 Sem 2	Sport Knowledge Theory Test	4	10	T4 Wks2-3
8 Sem 2	Effort	3	20	T3-T4
9 Sem 2	Application	3	20	T3-T4

### Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity</li> <li>2. refines and applies movement skills and concepts to compose and perform innovative movement sequences</li> <li>3. adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts</li> </ol>	<ol style="list-style-type: none"> <li>1. assesses and applies self-management skills to effectively manage complex situations</li> <li>2. refines and applies movement skills and concepts to compose and perform innovative movement sequences</li> <li>3. adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts</li> <li>4. demonstrates the knowledge to enhance participation in lifelong physical activity</li> </ol>

## 2019 Year 9 Science

### Semester 1:

Year 9 Science students have studied the topics Systems for Healthy Living and Using Energy and Electricity. Assessment and outcomes reflect student performance in these focus areas in both the theoretical and skills domain.

### Semester 2:

Year 9 Science students have studied the topics Dynamic Earth, Atoms and The Periodic Table and Sustainable Living. Assessment and outcomes reflect student performance in these focus areas in both the theoretical and skills domain.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	In the News – Scientific Research and Articles	2, 3	40	T1 Wk9
2 Sem 1	Half Yearly Examination	1, 4	60	T2 Wk5

3 Sem 2	Skills / Practical Examination	7, 8	50	T3 Wk7
4 Sem 2	Yearly Examination	5, 6	50	T4 Wk6

### Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. demonstrates knowledge and understanding of scientific ideas and concepts</li> <li>2. identifies the implications of science for society, technology and/or the environment.</li> <li>3. communicates verbally to peers the impact that scientific news has on society or the environment.</li> <li>4. follows instructions to complete questions around simple first hand investigations and collection of data.</li> </ol>	<ol style="list-style-type: none"> <li>5. demonstrates knowledge and understanding of scientific ideas and concepts.</li> <li>6. follows instructions to complete questions around simple first hand investigations and collection of data.</li> <li>7. recognises and applies the key features of the scientific method.</li> <li>8. carries out a first hand investigation to solve a problem.</li> </ol>

## 2019 Year 9 Agriculture

### Semester 1

Students will be studying sweet corn production. Students will learn how corn is grown and participate in the production of a sweet corn crop. Students will then learn about Prime Lamb production in Australia. They will discover the importance Sheep have to Australia and participate in the care of Muirfield's flock of Dorper sheep.

### Semester 2

Students discover the sheer delights of the humble potato. They learn about its historical significance and importance to Australia. Students will also grow their own potato crop and learn about chicken egg production. During this topic students will conduct a growth trial to discover how the things we do as farmers can affect production.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Practical Logbook – Nursey Production	2	20	T1 Wk7
2 Sem 1	Model – Prime Lamb	3	40	T1 Wk10
3 Sem 1	Half Yearly Examination	1	40	T2 Wk5

4 Sem 2	Practical Logbook – Potato Production	5	20	T3 Wk6
5 Sem 2	Growth Trial - Chickens	6, 7	30	T3 Wk8
6 Sem 2	Yearly Examination	4	50	T4 Wk5

### Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. demonstrates knowledge and understanding of the principles of the Australian Agriculture Industry.</li> <li>2. participates in the care and management of nursely plants.</li> <li>3. performs routine animal husbandry techniques in accordance with Animal Welfare codes of practice.</li> </ol>	<ol style="list-style-type: none"> <li>4. demonstrates knowledge and understanding of the principles of the Australian Agriculture Industry.</li> <li>5. participates in the care and management of a Potato growing area.</li> <li>6. carries out a first hand investigation to solve an identified problem.</li> <li>7. communicates in a written format the ideas obtained from experimental research.</li> </ol>

## 2019 Year 9 Commerce

The aim of the Commerce Years 7–10 Syllabus is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community. The topics studied in Year 9 are as follows:

**Consumer Choice** (Core) (20 hours - Term 1)

Students learn how to identify, research and evaluate options when making decisions related to solving those problems and issues that confront consumers.

**Political Involvement** (20 hours - Term 2)

Students develop an understanding of how political processes operate at various levels and how they can be involved in these processes to achieve desired outcomes.

**Personal Finance** (20 hours - Term 3)

Students develop knowledge, understanding and skills that assist them to achieve financial independence by developing the ability to make informed judgements and to take effective decisions regarding the use and management of money.

**Running a Business** (20 hours - Term 4)

Students become actively engaged in planning, organising and running a small business and develop strategies to address problems as they arise.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Consumer Choice – Research Task	5.1, 5.2, 5.4, 5.5, 5.7	50	T1 Wk8
2 Sem 1	Political Involvement – In Class Examination	5.1, 5.5, 5.8	50	T2 Wk4

3 Sem 2	Personal Finance – In Class Examination	5.6, 5.7, 5.8, 5.9	40	T3 Wk9
4 Sem 2	Whole Course – Final Examination	5.1, 5.3, 5.5, 5.8	60	T4 Wk7

### Report Outcomes

Semester 1		Semester 2	
5.1	applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts	5.1	applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
5.2	analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts	5.3	examines the role of law in society
5.4	analyses key factors affecting commercial and legal decisions	5.6	monitors and modifies the implementation of plans designed to solve commercial and legal problems
5.5	evaluates options for solving commercial and legal problems and issues	5.7	researches and assesses commercial and legal information using a variety of sources
5.8	explains commercial and legal information using a variety of forms	5.8.	explains commercial and legal information using variety of forms
		5.9	works independently and collaboratively to meet individual and collective goals within specified timelines

## 2019 Year 9 Design and Technology

Design and Technology provides broad experience in a range of contexts. The design and development of quality projects gives students the opportunity to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects. The diversity of approaches to design projects provides the scope to develop high order thinking, future thinking and understanding of conceptual principles. The design process caters for a variety of student needs, abilities and interests. The flexible and creative consideration of parameters encourages students to take intellectual risks and experiment with resources when developing projects.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Product and Folio	1, 2, 3, 5	40	T1 Wk9
2 Sem 1	Product and Folio	2, 4, 5	60	T2 Wk9

3 Sem 2	Product and Folio	6, 7	60	T3 Wk9
4 Sem 2	Yearly Examination	8, 9	40	T4 Wk4

### Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. analyses and applies a range of design concepts and processes</li> <li>2. applies and justifies an appropriate process of design when developing design ideas and solutions</li> <li>3. selects and uses a range of technologies competently in the development and management of quality design solutions</li> <li>4. develops and evaluates innovative, enterprising and creative design ideas and solutions</li> <li>5. applies risk management practices and works safely in developing quality design solutions</li> </ol>	<ol style="list-style-type: none"> <li>6. applies and justifies an appropriate process of design when developing design ideas and solutions</li> <li>7. selects and applies management strategies when developing design solutions</li> <li>8. analyses the work and responsibilities of designers and the factors affecting their work</li> <li>9. evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments</li> </ol>

## 2019 Year 9 Dance

In Year 9 Dance students explore dance within three main areas; performance, composition and appreciation. Students develop body skills, knowledge and understanding of safe dance practice, anatomy, the communication of an idea and performance quality through performance. Composition gives students the opportunity to explore the compositional process through decision-making and problem-solving tasks. Students refine their literacy skills by evaluating and analyzing dance works in dance appreciation.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Personal Practice Program	1	40	T1 Wk8
2 Sem 1	Dance History Presentation	2, 3, 4	50	T2 Wk5

3 Sem 2	MADD Night Performance	1, 2	60	T3 Wk7
4 Sem 2	Group Composition	3, 4	50	T4 Wk5

### Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances</li> <li>2. describes and analyses dance as the communication of ideas within a context</li> <li>3. identifies and analyses the link between their performances and compositions and dance works of art</li> <li>4. applies understandings and experiences drawn from their own work and dance works of art</li> </ol>	<ol style="list-style-type: none"> <li>1. demonstrates enhanced dance technique by manipulating aspects of the elements of dance</li> <li>2. demonstrates an understanding and application of aspects of performance quality and interpretation through performance</li> <li>3. explores the elements of dance as the basis of the communication of ideas</li> <li>4. composes and structures dance movement that communicates an idea</li> </ol>

## 2019 Year 9 Drama

The aim of the Drama course in Year 9 is to provide learning experiences through which students will be engaged and challenged to maximise their dramatic abilities and enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Laban Method Performance and Log book	1, 2	40	T1 Wk9
2 Sem 1	Dramatic Form: Expressionism Workshops and Exam	3	60	T2 Wk4

3 Sem 2	Playbuilding: Group Devised Piece	1, 2	60	T3 Wk2
4 Sem 2	Practical Project: Performance and Design	3	40	T4 Wk2

### Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action</li> <li>2. responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions</li> <li>3. applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning</li> </ol>	<ol style="list-style-type: none"> <li>1. contributes, selects, develops and structures ideas in improvisation and playbuilding</li> <li>2. devises, interprets and enacts drama using scripted and unscripted material or texts</li> <li>3. responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions</li> <li>4. applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning</li> </ol>

## 2019 Year 9 Food Technology

The aim of the Food Technology course in Year 9 is to provide learning experiences through which students will actively engage in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Students will examine the topics of Nutrition and Consumption, Food Selection and Health, Food for Special Occasions and Food in Australia.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Nutrition and Consumption/Food Selection and Health Research and Practical Task	1, 2, 3, 4	90	T2 Wk9
Sem 1	Cumulative Assessment in Food Preparation and Practical Skills	3, 4	10	Ongoing

2 Sem 2	Food for Special Occasions Design and Practical Task	3, 4	35	T3 Wk3
3 Sem 2	Food in Australia Research and Practical Task.	1, 2, 3, 4	35	T4 Wk2
4 Sem 2	Yearly Examination	5	20	T4 Wk5
Sem 2	Cumulative Assessment in Food Preparation and Practical Skills	3, 4	10	Ongoing

### Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. researches, analyses and evaluates the role of food in society</li> <li>2. communicates issues in relation to food and nutrition</li> <li>3. selects appropriate techniques and equipment for a variety of food specific purposes</li> <li>4. plans, prepares, presents and evaluates food solutions for specific purposes</li> </ol>	<ol style="list-style-type: none"> <li>1. researches, analyses and evaluates the role of food in society</li> <li>2. communicates issues in relation to food and nutrition</li> <li>3. selects appropriate techniques and equipment for a variety of food specific purposes</li> <li>4. plans, prepares, presents and evaluates food solutions for specific purposes</li> <li>5. recalls concepts of issues in health</li> </ol>

## 2019 Year 9 History Elective

The aim of the *History Elective Stage 5 Syllabus* is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and to enable them to participate as active, informed and responsible citizens.

The syllabus has been designed to provide students with a knowledge and understanding of the nature of history, the methods of historical inquiry and the different ways in which historical meanings can be constructed through a range of media. The content covered is designed to provide an exposure to a broad range of historical periods, personalities and concepts.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	In Class Test (Source Analysis)	5.1, 5.3, 5.4, 5.7, 5.10	40	T1 Wk9
2 Sem 1	Research Task	5.1, 5.3, 5.4, 5.7, 5.10	60	T2 Wk5

3 Sem 2	Research Essay	5.2, 5.6, 5.7, 5.8, 5.9	50	T3 Wk6
4 Sem 2	Yearly Examination	5.4, 5.7, 5.9	50	T4 Wk6

### Report Outcomes

Semester 1		Semester 2	
E5.1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry	E5.2	examines the ways in which historical meanings can be constructed through a range of media
E5.3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation	E5.4	explains the importance of key features of past societies or periods, including groups and personalities
E5.4	explains the importance of key features of past societies or periods, including groups and personalities	E5.6	identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
E5.7	explains different contexts, perspectives and interpretations about the past	E5.7	explains different contexts, perspectives and interpretations about the past
E5.10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences	E5.8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
		E5.9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
		E5.10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## 2019 Year 9 Information and Software Technology

The study of Information and Software Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experiential and collaborative tasks, students engage in the processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions. Creative, critical and meta-cognitive thinking skills are developed through students' practical involvement in projects.

Students will examine the topics of Digital Media, Programming in Tynker or Python.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Digital Media Folio and Research	1, 2, 3	50	T1 Wks10-11
2 Sem 1	Programming Folio, Research and Knowledge Test	4, 5	50	T2 Wk9
3 Sem 2	Programming Project, Folio and Knowledge Test	1, 2, 3, 4	50	T3 Wk4
4 Sem 2	Yearly Examination	4,5,6	50	T4 Wk5

### Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. selects and justifies the application of appropriate software programs to a range of tasks</li> <li>2. selects, maintains and appropriately uses hardware for a range of tasks</li> <li>3. describes and applies problem-solving processes when creating solutions</li> <li>4. designs, produces and evaluates appropriate solutions to a range of challenging problems</li> <li>5. critically analyses decision making processes in a range of information and software solutions</li> </ol>	<ol style="list-style-type: none"> <li>1. justifies responsible practices and ethical use of information and software technology</li> <li>2. acquires and manipulates data and information in an ethical manner</li> <li>3. analyses the effects of past, current and emerging information and software technologies on the individual and society</li> <li>4. applies collaborative work practices to complete tasks</li> <li>5. communicates ideas, processes and solutions to a targeted audience</li> <li>6. describes and compares key roles and responsibilities of people in the field of information and software technology</li> </ol>

## 2019 Year 9 Japanese

In Year 9 Elective Japanese, students focus on improving communication skills and expanding their vocabulary. They will develop a greater understanding of the linguistic patterns of Japanese.

In Semester 1, students are introduced to the Katakana script. They will explore topics relating to likes & dislikes, days of the week, family, weekend activities and verb tenses.

In Semester 2, students will be learning about the Japanese schooling system, and making comparisons with Australian Schools. They will develop skills to create a school timetable in Japanese. Additional Semester 2 topics include months, dates and birthdays.

The Kanji script will also be and incorporated throughout the year.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	In class Examination Katakana, Verbs and Activities, Family	1, 2	50	T1 Wk9
2 Sem 1	In class Presentation Introducing your family members	3, 4	50	T2 Wk5

3 Sem 2	Schooling in Japan Assessment Part A: Hand in task - School Timetable Part B: In class Examination	5, 6	40	T3 Wk9
4 Sem 2	In class Examination All topics covered in Year 9	7, 8	60	T4 Wk6

### Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. demonstrates understanding of how Japanese writing conventions are used to convey meaning</li> <li>2. analyses the function of complex Japanese grammatical structures to extend meaning</li> <li>3. manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</li> <li>4. demonstrates how Japanese pronunciation and intonation are used to convey meaning</li> </ol>	<ol style="list-style-type: none"> <li>5. explains and reflects on the interrelationship between language, culture and identity</li> <li>6. values and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</li> <li>7. identifies and interprets information in a range of texts</li> <li>8. analyses linguistic, structural and cultural features in a range of texts</li> </ol>

## 2019 Year 9 Music

During the first semester, students explore a broad range of Australian music from traditional Aboriginal music to Australian Pop music. Musicology research and performance are two key areas developed during this time. Students also explore the historical development of small ensemble and musical characteristics of the classical string quartets to, 21<sup>st</sup> century groups. The second semester focuses on the development of Jazz from its pre-styles of the early twentieth century, to its current form today. Students also learn to aurally analyse representative jazz examples from the styles below to identify their basic characteristics and other jazz features. Composition and aural skills are further developed across a broad range of activities. Subsequently, West African and South American music is studied, specifically in relation to the musical characteristics and concepts of music. Students also learn to classify ethnic instruments (membranophones, idiophones, aerophones and chordophones) and discuss how these instruments are combined with western music to create new musical styles.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Musicology Research	3	25	T1 Wk4
2 Sem 1	Performance	1	25	T1 Wk8
3 Sem 1	Half Yearly Examination	4	25	T2 Wk4
4 Sem 1	Composition	2	25	T2 Wk6

5 Sem 2	Performance	1	25	T3 Wk4
6 Sem 2	Musicology Research	3	25	T3 Wk8
7 Sem 2	Yearly Examination	4	50	T4 Wk6

### Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.</li> <li>2. demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.</li> <li>3. demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.</li> <li>4. demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study</li> </ol>	<ol style="list-style-type: none"> <li>1. performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.</li> <li>2. demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.</li> <li>3. demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.</li> <li>4. demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study</li> </ol>

## 2019 Year 9 Physical Activity & Sports Studies

Physical Activity and Sports Studies represents a broad view of physical activity and many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities including recreational, leisure, and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 <b>Sem 1</b>	Body Systems and Energy for Physical Activity In class written assessment	1	50	T1 Wk8
2 <b>Sem 1</b>	Practical Assessment Cumulative effort and practical application of skills in court games Ultimate Frisbee Passing Test (Objective)	2, 3, 4	40  10	T2 Wk1

3 <b>Sem 2</b>	Technology in Sport Technology Presentation	5	20	T2 Wk7
4 <b>Sem 2</b>	Practical Assessment Cumulative practical application in fitness and invasion Games	6	20	T2 Wks4-9
5 <b>Sem 2</b>	Fundamentals of Movement and Skill Development Research survey and analysis	7	20	T3 Wk8
6 <b>Sem 2</b>	Practical Assessment Cumulative practical application and effort in various activities, including Indigenous sports.	8	20	T 3-4
7 <b>Sem 2</b>	Australia's Sporting Identity Research and Oral Presentation – Aboriginal Sporting Identity	9	20	T4 Wk3

### Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. discusses factors that limit and enhance the capacity to move and perform</li> <li>2. demonstrates actions and strategies that contribute to enjoyable participation and skilful performance</li> <li>3. works collaboratively with others to enhance participation, enjoyment and performance.</li> <li>4. performs movement skills with increasing proficiency.</li> </ol>	<ol style="list-style-type: none"> <li>5. evaluates the characteristics of quality performance in physical activity and sport.</li> <li>6. displays management and planning skills to achieve personal and group goals</li> <li>7. analyses and appraises information, opinions and observations to inform physical activity and sport decisions.</li> <li>8. demonstrates actions and strategies that contribute to enjoyable participation and skilful performance</li> <li>9. analyses physical activity and sport from personal, social and cultural perspectives</li> </ol>

## 2019 Year 9 Visual Arts

This course builds on the work covered in the mandatory component of the Visual Arts 7-10 Syllabus by providing an opportunity for students to extend their knowledge, skills and understanding of art making practice. It also provides an opportunity to further explore historical and critical studies as theory case modules.

Your report mark will be comprised of:

- 60% Art making
- 40% Art History and Criticism

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Frames – Making Drawing Portfolio	2	50	T2
2 Sem 1	Conceptual – Assignment Drawing Analysis	3	30	T2
3 Sem 1	Practice/Frames - VAPD	1, 2	20	On Going

4 Sem 2	Conceptual – Christo & Jeanne Claude	3	30	T3
5 Sem 2	Frames – Making Sculpture Portfolio	2	50	T4
6 Sem 2	Practice/Frames - VAPD	1, 2	20	On Going

### Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. practice develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks</li> <li>2. frames resolution demonstrates developing technical accomplishment and refinement in making artworks</li> <li>3. conceptual framework uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art</li> </ol>	<ol style="list-style-type: none"> <li>1. practice develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks</li> <li>2. frames resolution demonstrates developing technical accomplishment and refinement in making artworks</li> <li>3. conceptual framework uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art</li> </ol>