

Mosman High School



Year 9 Assessment Guidelines 2021

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ASSESSMENT GUIDELINES

GENERAL POLICY

1. Assessment Period

The assessment period begins at the start of term one and finishes at the end of **Term 4 - 2021**.

2. Reporting to students and parents

As each assessment task is completed students will receive full and detailed information regarding their performance in the task. **School reports will be issued in Term 2 and Term 4.**

SCHOOL ASSESSMENT

The school's assessment is intended to provide an indication of a student's attainment which is based on:

1. a wider range of syllabus objectives than is measured by examinations;
2. measures and observations obtained throughout the course.

The assessments are intended to measure students' progress relative to syllabus outcomes.

Students will be given a clear statement in writing at least two weeks prior to an assessment task.

RULES AND PROCEDURES

1. No marks will be given for assessment tasks that are not received by the due date and time.
2. Anyone identified as cheating will have their task cancelled and will be awarded zero.
3. Students found to be attempting to cheat will have their parents contacted by the Head Teacher of the subject.
4. Assessments prepared at home will be due to the subject teacher during the subject period timetabled for that day.
5. Assessments submitted in periods after the scheduled subject period will be awarded zero.
6. **Illness/Misadventure** - If a student is ill, or owing to reasons of genuine misadventure, is unable to attend on the day of an in class assessment task, parents are asked to notify the school by telephone by 9am of that day.
7. If a student fails to complete an assessment task by the due date through illness then he/she must produce a medical certificate so as not to incur a penalty and to have an extension of time granted. In all other situations it will be up to the discretion of the Principal and/or the relevant Head Teacher to determine whether an extension of time will be granted.
8. The student must hand in the assessment task or sit the examination on the day of return to school even if the student does not have that subject scheduled on that day.

CONDUCT DURING ASSESSMENT TASKS

Assessment tasks completed during class hours, involve the normal rules applicable to formal external examinations. Refer "Conduct during the Examination". If tasks which constitute more than half the value of the total assessments are not completed (without valid authorisation) the subject may be regarded as not having been studied satisfactorily. If this occurs, the subject will not be listed on the Record of School Achievement (ROSA). Early warning in writing will be given to students and parents if such a situation appears to be developing.

The successful completion of Year 9 is conditional upon satisfactory attendance, application with diligence and sustained effort and completion of course requirements.

COMPLETION OF COURSE REQUIREMENTS

It is expected that students who take part in any of the NSW Education Standards Authority (NESA) courses will reach some or all of the outcomes of those courses.

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

1. followed the course developed or endorsed by NESA; and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
3. achieved some or all of the course outcomes.

Students who have not complied with the above requirements may be regarded as not having satisfactorily completed the course.

Students may be deemed not to have satisfactorily completed a course if there is sufficient evidence of omission of experiences which are in class. **This includes all tasks, not only those scheduled in the policy.** In cases of non-satisfactory completion, an "N" award will be submitted on the appropriate form. Students who have received a minimum of two warnings in a subject may be given an N determination for that subject.

As a result of absence, the course completion criteria may not be met. Student absence is regarded seriously by the school.

If it appears that a student is at risk of not meeting requirements in a course, a warning will be given. The school must:

1. advise the student, in writing, in time for the problem to be corrected;
2. hand the warning to the student or email to the parent's address as recorded by the school;
3. request from the parent a written acknowledgement of the warning;
4. retain a copy of the warning notice;
5. advise the parent or care giver.

YEARLY EXAMINATIONS

SPECIAL EXAMINATION PROVISIONS FOR STUDENTS WITH DISABILITIES

1. If a student has a disability, which would, in a normal examination situation, prevent him/her from:
 - a) reading and interpreting the examination questions; and/or
 - b) communicating knowledge or understanding to an examiner as effectively as a student without a disability, the school may approve special examination provisions.
2. Emergency provisions can be arranged if a student has an accident just before the exam.
3. The application for Special Provisions should contain recent evidence of a student's disability and, in some cases, examples of his/her work. The parent/caregiver may need to organise required eligibility testing early in the year. This can be done through the School Counsellor.
4. Special provisions are not available:
 - a) as compensation for difficulties in undertaking a course, or preparing for the exam;
 - b) for lack of familiarity with the English language.
5. Certain special provisions may not be available for:
 - a) oral/aural language examinations;
 - b) music and drama practical examinations;
 - c) courses requiring the use of manipulative skills, eg visual arts.

EXAMINATION DATES AND TIMES

If a student misses examinations simply because he/she misread the timetable, a student will not receive an examination mark in that course. A student **cannot** make an illness/misadventure appeal on these grounds.

If a student is more than one hour late, he/she will not normally be admitted to the examination room.

EQUIPMENT FOR THE EXAMINATION

1. Before the examination the student will need to clarify:
 - a) equipment the student is expected to provide for the examination
 - b) items which will be provided by the examiner

*****It is the responsibility of the student to make sure this information is obtained*****

2. Examination supervisors will inspect any equipment brought into the examination room.
3. Equipment should bear only the original inscribed information. A student must supply materials that are in working order (this includes calculators). A student cannot appeal on the grounds that examination equipment did not work correctly.
4. A student may only use calculators which are models approved by NESAs. Well before the examination, a student should verify with his/her teachers that the calculator is approved.
5. A student is not permitted to borrow equipment during examinations

CONDUCT DURING THE EXAMINATION

1. A student must follow the day-to-day rules of the school when sitting for examinations. Failure to observe these rules may result in a non-award (N award).
2. A student must follow the supervisor's instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.
3. A student must not:
 - a) eat in the examination room;
 - b) speak to any person other than the supervisor during an examination;
 - c) behave in any way likely to disturb the work of any other students or upset the conduct of the examination;
 - d) attend an examination while under the influence of alcohol/drugs.
4. If a student does not follow these rules, or if he/she cheats in the examinations, they will be reported to the Principal and may be removed from the examination room.
5. If a student does not make a serious attempt at an examination, he/she will not receive a mark in that course and may not be eligible for the award of the Record of School Achievement. Teachers will bring to the Principal's attention examination answers that contain frivolous or objectionable material. Answers not written in English, except where required or permitted by the question paper, may be classified as non-serious.
6. A student cannot bring any of the following items into the examination room:
 - a) mobile phones;
 - b) programmable watches, for example smart watches;
 - c) any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries;
 - d) paper or any printed or written material (including an exam timetable);
 - e) dictionaries (except in language exams, if allowed);
 - f) correction fluid or correction tape

H.O.T (Higher Order Thinking) – MOSHMINDS / MOSSMINDS

H.O.T. STEM:

In this subject, students will engage in project-based learning activities aimed at developing problem solving skills, collaboration and critical thinking. Students will use science, math and engineering concepts to solve real world problems. These projects will provide students with the necessary skills to learn through complex problems and create authentic solutions. Students will use digital platforms to facilitate and document the process of learning and use self- reflection to gauge their progress.

H.O.T. HUMANITIES:

In this subject, students will engage in project-based learning activities aimed at developing problem solving skills, collaboration and critical thinking. Students will explore methods of inquiry derived from the appreciation of being human; including themes related to histories, psychology, sociology and culture. Students will apply analytical skills to solve real world problems. These projects will provide students with the necessary skills to learn through complex problems and create authentic solutions. Students will use digital platforms to facilitate and document the process of learning and use self- reflection to gauge their progress.

MANDATORY

ENGLISH

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
Term 1-Week 10	25%	Multimodal	1A, 4B, 5C	Shakespeare
Term 2-Week 5	25%	Imaginative	2A, 6C, 8D	Poetry
Term 3 -Week 5	25%	Discursive	5C, 7C, 8D	Fiction
Term 4 -Week 3	25%	Persuasive	1A, 3B, 5C	Modern Drama

Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to:

1. communicate through speaking, listening, reading, writing, viewing and representing;
2. use language to shape meaning according to purpose, audience and context;
3. think in ways that are imaginative, creative, interpretive and critical;
4. express themselves and their relationships with others and their world;
5. learn and reflect on their learning through their study of English.

Students will value and appreciate:

1. the importance of the English language as a key to learning;
2. the power of language to explore and express views of themselves, others and the world;
3. the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing;
4. the role of language in developing positive interaction and cooperation with others;
5. the diversity and aesthetics of language through literary and other texts;
6. the independence gained from thinking imaginatively, interpretively and critically;
7. the power of language to express the personal, social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences.

ENGLISH – OBJECTIVES AND OUTCOMES

These outcomes are derived from the Stage 5 English objectives and syllabus requirements. The outcomes are set for each stage of learning and are used for programming and for assessing student achievement. They specify the intended result of student learning.

Objectives

Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to:

Communicate through speaking, listening, reading, writing, viewing and representing

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

Use language to shape meaning according to purpose, audience and context

EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

Think in ways that are imaginative, creative, interpretive and critical

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

EN5-6C investigates the relationships between and among texts

Express themselves and their relationships with others and their world

EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds

EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

Learn and reflect on their learning through their study of English

EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

GEOGRAPHY

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
Term 1 – Week 8	30%	Literacy task	GE5-1, GE5-2, GE5-3, GE5-8	Urban Places
Term 2 - Week 4	35%	Half yearly exam	GE5-2, GE5-4, GE5-7	Sustainable Biomes
Term 3 – Week 9	35%	Research/oral	GE5-2, GE5-5, GE5.8,	Environmental management
Term 4 – Week 6	Formative assessment	Multi media	GE5-4, GE5-6, GE5-7	Human Wellbeing
Total	100%			

GEOGRAPHY – OBJECTIVES AND OUTCOMES

A student:

GE5-1 explains the diverse features and characteristics of a range of places and environments

GE5-2 explains processes and influences that form and transform places and environments

GE5-3 analyses the effect of interactions and connections between people, places and environments

GE5-4 accounts for perspectives of people and organisations on a range of geographical issues

GE5-5 assesses management strategies for places and environments for their sustainability

GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

MATHEMATICS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
Term 2 – Week 4	40%	Half yearly exam	MA5.1 – 9MG, MA5.1 – 13SP MA5.2 – 6NA, MA5.3 – 5NA	<ul style="list-style-type: none">• Numbers of any magnitude• Probability• Algebraic techniques
Term 3 – Week 3	30%	Written task	MA5.1 – 4NA, MA5.1 – 12SP, MA5.2 – 8NA, MA5.2 – 15SP, MA5.3 – 7NA	<ul style="list-style-type: none">• Data collection and representation• Financial maths• Equations
Term 4 – Week 3	30%	Written task	MA5.1 – 5NA, MA5.1 – 6NA, MA5.1 – 8MG, MA5.2 – 7NA, MA5.2 – 8NA, MA5.2 – 9NA, MA5.2 – 11MG, MA5.3 – 7NA	<ul style="list-style-type: none">• Equations• Area and surface area• Linear relationships• Indices
Total	100%			

MATHEMATICS – OBJECTIVES AND OUTCOMES

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to monitor student achievement, guide teaching and learning opportunities, and to provide ongoing feedback to students to improve learning.

In addition to the formal assessments outlined below, maths students will be provided with opportunities to demonstrate their learning through a variety of assessment activities, including assignments, as part of an ongoing process. Teachers will use a range of assessment strategies, both formal and informal, to plan for and to gather evidence of student learning. Examples include diagnostic tests, topic tests, mini quizzes, assignments etc.

The Stage 5 outcomes in the mathematics course are divided into the following strands

- Working Mathematically
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in mathematics. Consequently, three specific endpoints and pathways (5.1, 5.2 and 5.3) have been identified for Stage 5 in mathematics. For example, students who follow the 5.3 pathway complete all the 5.1 and 5.2 outcomes in addition to the 5.3 outcomes.

Teachers will arrive at judgements for reports on the basis of evidence of student achievement on a number of assessment activities and with reference to the course performance descriptors. In some instances it may be necessary to also consider student achievement in assessments other than the ones outlined below.

For more detailed information on the Stage 5 content and outcomes refer to the NESA of Studies website:

<https://syllabus.nesa.nsw.edu.au/mathematics/mathematics-k10/outcomes/>

PDHPE

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed
Term 1 – Week 9	30%	Lifelong Physical Activity task	PD5-6, PD5-8, PD5.11
Term 2 – Week 4	20%	Half yearly Examination	PD5-3, PD5-9, PD5-10
Term 2 – Week 9	20%	Movement Composition	PD5.11
Term 3- Week 5	10%	Indigenous Games	PD5-10
Term 3 – Week 10	20%	Research task	PD5-7, PD5-2
Total	100%		

PDHPE – OBJECTIVES AND OUTCOMES

A student:

- PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2 researches and appraises the effectiveness of health information and support services available in the community
- PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD4-5 transfers and adapts solutions to complex movement challenges
- PD5-5 appraises and justifies choices of actions when solving complex movement challenges
- PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9 assesses and applies self-management skills to effectively manage complex situations
- PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationship in variety of groups of contexts
- PD5-11 refines and applies movement skills and concepts to compose and perform innovate movement sequences

SCIENCE

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
Term 1 – Week 9	20%	Extended response questions in class	SC5-12ES, SC5-13ES, SC5-7WS, SC5-8WS, SC5-9WS	Defending the theory of continental drift and the theory of plate tectonics
Term 2 – Week 4	30%	Half yearly exam	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Global patterns and atomic theory
Term 3 – Week 2/3	20%	First hand investigation and Experimental report. Discussion written under exam conditions	SC5-17CW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Testing antacids Investigation designed and performed in class
Term 4 - Week 2	30%	Yearly exam	SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Respond maintain defend
Total	100%			

Note: Class tasks may be used to calculate estimates and rankings if necessary.

SCIENCE – OBJECTIVES AND OUTCOMES

A student:

SC5-4WS develops questions or hypotheses to be investigated scientifically;

SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively;

SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively;

SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions;

SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems;

SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations;

SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion;

SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems;

SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community;

SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues;

SC5-14LW analyses interactions between components and processes within biological systems;

SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society;

SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available;

SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

ELECTIVES

BEYOND VISIBLE

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed
1. Term 1,2	25%	Science Research task	1,2,4
2. Term 1,2	25%	Maths Gauss enrichment maths (ongoing)	1,2,4
3. Term 3,4	25%	Science Investigation Implementations of science (ongoing)	1,2,3
4. Term 3,4	25%	Maths Practical task	1,2,4
Total	100%		

Please note: Assessment tasks will not be awarded marks. Instead students will receive a grade of A-E. It is expected that students in this class maintain an A/B average in all tasks.

BEYOND VISIBLE – OBJECTIVES AND OUTCOMES

In Beyond Visible students will develop knowledge and understanding in science and mathematics.

In addition to the tasks below, students will be assessed on their participation in and contribution to group discussion. This should include fields of personal interest. The dates given could vary depending on student interest, availability of resources etc. Assessment in all tasks will also be ongoing.

Students are able to:

1. use critical thinking skills in evaluating information and drawing conclusions;
2. use creativity and imagination in the analysis of problems and the development of possible solutions ;
3. plan, implement and evaluate the effectiveness of a variety of tasks independently and as a team member;
4. use deductive reasoning in presenting arguments and formal proofs.

CREATING AND PERFORMING ARTS

DRAMA

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 - Week 10	25%	Performance	5.1.1; 5.1.3; 5.1.4; 5.2.1; 5.2.2; 5.2.3; 5.3.1; 5.3.2	Script writing
2.Term 2 -Week 6	25%	Play building	5.1.1; 5.1.2; 5.1.3; 5.1.4; 5.2.1; 5.2.2; 5.3.1	Physical Theatre
3.Term 3 - Week 4	25%	Script analysis	5.1.1,5.2.2,5.3.1	Melodrama
4.Term 4 - Week 3	25%	Performance	5.1.1; 5.1.3; 5.1.4; 5.2.1; 5.2.2; 5.2.3; 5.3.1; 5.3.2	Elements of production: Realism
Total	100%			

DRAMA – OBJECTIVES AND OUTCOMES

A student:

- 5.1.1 identifies and explores the elements of drama to develop belief and clarity in role, situation and action;
- 5.1.5 improvises and play builds through group-devised processes;
- 5.1.6 devises and enacts Drama using scripted and unscripted material;
- 5.1.7 uses performance skills to communicate dramatic meaning;
- 5.2.3 experiments with performance spaces and production elements appropriate to purpose and audience;
- 5.2.4 explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning;
- 5.3.2 identifies and describes elements of drama, dramatic forms, performance styles techniques and conventions in drama.

FILM - 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed
Term 1 – Week 9/10	25%	Essay Film language	3.3, 4.1
		Practical Shorts, framing, montage and dramatic purpose	1.1, 1.2, 2.2
Term 2 – Week 6	25%	Digital diary Journal of process of creating practical video task/s	3.3, 4.1, 5.3, 4.3
		Practical Character in the landscape	1.1, 1.2, 1.3, 5.1, 5.2, 5.3
	25%	Mise en scene Essay	3.3, 4.1, 4.2, 4.3, 5.3
Term 4 – Week 3	25%	Practical Mise en scene and genre Long take and montage	1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 5.1, 5.2, 5.3
Total	100%		

FILM 100 HOURS – OBJECTIVES AND OUTCOMES

The film/video/digital course at Mosman High School offers students new ways to communicate their experiences and perceptions of the world through electronic technologies. Film, video and other digital technologies are an important means of understanding, constructing, appreciating, evaluating and communicating stories, ideas and values.

A student:

- 5.1.1 identifies, uses and manipulates camera shots, framing and composition to create a visual impact and dramatic purpose for mise-en-scene and film narrative in the pre-production (screenplay storyboards) and filming process;
- 5.1.2 identifies and uses computer generated editing techniques to construct montage and manipulate time, space, mood and rhythm for dramatic effect and narrative;
- 5.1.3 identifies, uses and manipulates sound and music as an expressive and dramatic element in combination with film images;
- 5.2.1 identifies and uses the elements of mise-en-scene such as: lighting, composition, space in the frame, character placement, set/location/décor/costume design for dramatic intent and aesthetic effect;
- 5.2.2 develops ideas and clarity of purpose in dramatic intent, action and narrative for screenplay;
- 5.3.2 recognises and applies the codes and conventions of genre as a means of creating film type and audience's expectations of a film;
- 5.3.3 recognises and distinguishes the relationship between the ideology of directors and the social, cultural and historical context that shape film;
- 5.4.1 uses film 'meta language' in oral and written critical analyses of film making processes;
- 5.4.2 applies theoretical studies of film to film making practice, and appreciates and evaluates own films and films of others;
- 5.5.1 collaborates effectively in all aspects of the film process (preproduction, filming, postproduction) and recognises the value of the contribution of each individual to the artistic effectiveness of the whole;
- 5.5.2 appreciates the high level of energy, responsibility, commitment and organisational skills to produce a film/video;
- 5.5.3 appreciates and values film/video as a significant cultural expression of issues and concerns in Australia and other societies.

MUSIC

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
Term 1 -Week 9-10	25%	Performance and Aural assessment.	5.1, 5.2, 5.3, 5.4,5.8, 5.9,	Art Music of the 20 th and 21 st Century (Australian Music Focus)
Term 2 – Week 4	35%	Half yearly exam - Musicology	5.1, 5.2, 5.4, 5.6, 5.9, 5.10	Film TV Radio and Multi Media
Term 3 –Week 7	15%	Performance from a range of film music either in solo or ensemble.	5.1, 5.2, 5.3, 5.4, 5.8, 5.9	Music of a Culture Indian Classical Music
Term 4 – Week 2	25%	Ensemble Performance/arrangement of a pop song.	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Pop Music
Total	100%			

SPECIAL MUSIC 100 HOURS – OBJECTIVES AND OUTCOMES

A student:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of musical concepts;
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretations of musical notation and the application of technology;
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging, and composing in styles or genres of music selected for study;
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study;
- 5.6 uses different forms of technology in the composition process;
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social cultural and historical contexts;
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation of the music selected for study;
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in music selected for study;
- 5.10 demonstrates an understanding of the influence and impact of technology in music.

Assessments 2021

Task Number Date	Weighting	Task Description	Outcomes Assessed	Component
1. Term 1 - Week 10	15%	Collaborative Roller Coaster Design and Individual Engineering Journal	5.1.1, 5.3.1, 5.4.1, 5.4.2, 5.6.2	Problem solving & design Knowledge & understanding of STEM principles and processes
2. Term 2 - Week 4	20%	Research paper and/or examination	5.2.2, 5.5.1, 5.5.2, 5.7.1, 5.8.1	Research Problem solving & design Knowledge & understanding of STEM principles and processes
3. Term 3 – Week 5	35%	Sustainable architecture CAD design and presentation of finished product	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.6.1, 5.6.2	Research Problem solving & design Knowledge & understanding of STEM principles and processes
4. Term 4 - Week 2	30%	Project X – Simple machines, mechatronics and coding product and Engineering Journal	5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.6.1, 5.6.2	Research Problem solving & design Knowledge & understanding of STEM principles and processes
Total	100%			

NOTE: If Industry partnerships or STEM competition opportunities arise the assessment schedule may change

iSTEM – OBJECTIVES AND OUTCOMES

A student:

- 5.1.1 develops ideas and explores solutions to STEM based problems
- 5.1.2 demonstrates initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities
- 5.2.1 describes how scientific and mechanical concepts relate to technological and engineering practice
- 5.2.2 applies cognitive processes to address real world STEM based problems in a variety of contexts
- 5.3.1 applies a knowledge and understanding of STEM principles and processes
- 5.3.2 identifies and uses a range of technologies in the development of solutions to STEM based problems
- 5.4.1 plans and manages projects using an iterative and collaborative design process
- 5.4.2 develops skills in using mathematical, scientific and graphical methods whilst working as a team
- 5.5.1 applies a range of communication techniques in the presentation of research and design solutions
- 5.5.2 critically evaluates innovative, enterprising and creative solutions
- 5.6.1 selects and uses appropriate problem solving and decision making techniques in a range of STEM contexts
- 5.6.2 will work individually or in teams to solve problems in STEM contexts
- 5.7.1 demonstrates an appreciation of the value of STEM in the world in which they live
- 5.8.1 understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

HSIE (HUMAN SOCIETY IN ITS ENVIRONMENT)

COMMERCE – 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 9	35%	Research & hand in task	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	Consumer & Financial Decisions
2. Term 2 – Week 9	30%	Media file task	5.1, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9	Employment & Work Futures
3. Term 3– Week 10	35%	Investment portfolio	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8	Investing
4. Term 4 - Week 7	NA	Group multimedia presentation on promoting and selling	5.1, 5.3, 5.6, 5.7, 5.8, 5.9	Promoting & Selling
Total	100%			

COMMERCE - 100 HOURS – OBJECTIVES AND OUTCOMES

A student:

- 5.1 applies consumer, financial, economic, business, legal, political 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, economic, business, legal, political and employment contexts
- 5.3 examines the role of law in society
- 5.4 analyses key factors affecting decision
- 5.5 evaluates options for solving problems and issues
- 5.6 develops and implements, plans designed to achieve goals
- 5.7 researches and assesses information using a variety of sources
- 5.8 explains information using a variety of forms
- 5.9 works independently and collaboratively to meet individual and collective goals within specified timeframes

HISTORY – Elective – 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
Term 1 – Week 7	35%	Source based test -	E5.1, E5.3, E5.4, E5.6, E5.10	Germany
Term 2 – Week 4	35%	Half yearly examination	E5.2 E5.4, E5.6, E5.8	Historical skills
Term 3 – Week 8	30%	Major research project	E5.1, E5.3, E5.6, E5.7, E5.8, E5.9, E5.10	USA Civil War
Term 4 – Week 8	N/A	Group multimedia presentation or film	E5.2, E5.3, E5.7, E5.8, E5.9, E5.10	Student choice
Total	100%			

HISTORY – Elective – 100 HOURS – OBJECTIVES AND OUTCOMES

A student:

E5.1 applies an understanding of history, hearing, 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 hesitate 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

E5.5 evaluates the contribution of cultural groups, sites and/ or family to our shared heritage

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

E5.8 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

LANGUAGES

CHINESE – 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 8	20%	Dialogue/interview and/or Written paper	LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U, LCH5-8U, LCH5-9U	Communicating Understanding
2.Term 2 – Week 4	25%	Class task incorporating at least one or more skills	LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C, LCH5-6U, LCH5-7U, LCH5-8U, LCH5-9U,	Communicating Understanding
3.Term 3 – Week 7	35%	Half yearly exam based on language content taught	LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U, LCH5-8U, LCH5-9U	Communicating Understanding
4.Term 4 – Week 2	20%	Class task based on understanding and interpreting information in a range of texts	LCH5-2C, LCH5-3C, LCH5-6C, LCH5-7U, LCH5-8U, LCH5-9U	Communicating Understanding
Total	100%			

CHINESE 100 HOURS – OUTCOMES

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community. Students learn how to establish and maintain communication in familiar situations and how to apply a range of linguistic structures to express their own ideas in writing and develop the knowledge and understanding of the features of Chinese speaking cultures.

A student:

LCH5-1C manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LCH5-2C identifies and interprets information in a range of texts

LCH5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LCH5-4C experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences

LCH5-5U demonstrates how Chinese pronunciation and intonation are used to convey meaning

LCH5-6U demonstrates understanding of how Chinese writing conventions are used to convey meaning

LCH5-7U analyses the function of complex Chinese grammatical structures to extend meaning

LCH5-8U analyses linguistic, structural and cultural features in a range of texts

LCH5-9U explains and reflects on the interrelationship between language, culture and identity

CHINESE - ENRICHMENT

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 8	20%	Dialogue/interview and/or Written paper	LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U, LCH5-8U, LCH5-9U	Communicating Understanding
2.Term 2 – Week 4	25%	Half yearly exam based on language content taught	LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C, LCH5-6U, LCH5-7U, LCH5-8U, LCH5-9U,	Communicating Understanding
3.Term 3 – Week 7	35%	Class task incorporating at least one or more skills	LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U, LCH5-8U, LCH5-9U	Communicating Understanding
4.Term 4 – Week 2	20%	Class task based on understanding and interpreting information in a range of texts	LCH5-2C, LCH5-3C, LCH5-6C, LCH5-7U, LCH5-8U, LCH5-9U	Communicating Understanding
Total	100%			

CHINESE ENRICHMENT OUTCOMES

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community. Students learn how to establish and maintain communication in familiar situations and how to apply a range of linguistic structures to express their own ideas in writing and develop the knowledge and understanding of the features of Chinese speaking cultures.

A student:

LCH5-1C manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LCH5-2C identifies and interprets information in a range of texts

LCH5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LCH5-4C experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences

LCH5-5U demonstrates how Chinese pronunciation and intonation are used to convey meaning

LCH5-6U demonstrates understanding of how Chinese writing conventions are used to convey meaning

LCH5-7U analyses the function of complex Chinese grammatical structures to extend meaning

LCH5-8U analyses linguistic, structural and cultural features in a range of texts

LCH5-9U explains and reflects on the interrelationship between language, culture and identity

FRENCH – 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 8	20%	Dialogue/interview and/or written paper	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-6U, LFR5-7U, LFR5-8U	Communicating Understanding
2.Term 2 – Week 4	25%	Half yearly exam based on language content taught	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-6U, LFR5-7U, LFR5-8U	Communicating Understanding
3.Term 3 – Week 7	35%	Class task incorporating at least one or more skills	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-6U, LFR5-7U, LFR5-8U	Communicating Understanding
4.Term 4 – Week 2	20%	Class task based on understanding and interpreting information in a range of texts	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-6U, LFR5-7U, LFR5-8U	Communicating Understanding
Total	100%			

FRENCH-100 HOURS – OBJECTIVE & OUTCOMES

Students will explore the nature of languages as systems by making comparisons between French and English, leading to an appreciation of the correct application of linguistic structures and vocabulary. Students will develop knowledge of the culture of French-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

A student:

Communicating Component

LFR5-1C manipulate French in sustained interactions to exchange information, ideas and opinions and make plans and negotiate

LFR5-2C identifies and interprets information in a range of texts

LFR5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LFR5-4C experiments with linguistic patterns and structures to compose texts in French, using a range of formats for specific contexts, purposes and audiences

Understanding Component

LFR5-5U demonstrates how French pronunciation and intonation are used to convey meaning

LFR5-6U analyses the function of complex French grammatical structures to extend meaning

LFR5-7U analyses linguistic, structural and cultural features in a range of texts

LFR5-8U explains and reflects on the inter-relationship between language, culture and identity

JAPANESE – 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 8	20%	Dialogue/interview and/or written paper	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	Communicating Understanding
2.Term 2 – Week 4	25%	Half yearly exam based on language content taught	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	Communicating Understanding
3.Term 3 – Week 7	35%	Class task incorporating at least one or more skills	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	Communicating Understanding
4.Term 4 – Week 2	20%	Class task based on understanding and interpreting information in a range of texts	LJA5-1C, LJA5-4C, LJA5-5U	Communicating Understanding
Total	100%			

JAPANESE 100 HOURS – OUTCOMES

The Year 9 Japanese course has been designed as a continuation of the Year 8 course. Topics covered in previous years will be considered assumed knowledge.

A student:

LJA5-1C manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LJA5-2C identifies and interprets information in a range of texts

LJA5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LJA5-4C experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences

LJA5-5U demonstrates how Japanese pronunciation and intonation are used to convey meaning

LJA5-6U demonstrates understanding of how Japanese writing conventions are used to convey meaning

LJA5-7U analyses the function of complex Japanese grammatical structures to extend meaning

LJA5-8U analyses linguistic, structural and cultural features in a range of texts

LJA5-9U explains and reflects on the interrelationship between language, culture and identity

SPANISH – 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 8	20%	Dialogue/interview and/or written paper	LSP5-1C, LSP5-2C, LSP5-3C, LSP5-4C, LSP5-5U, LSP5-6U, LSP5-7U, LSP5-8U	Communicating Understanding
2.Term 2 – Week 4	25%	Half yearly exam based on language content taught	LSP5-1C, LSP5-2C, LSP5-3C, LSP5-4C, LSP5-5U, LSP5-6U, LSP5-7U, LSP5-8U	Communicating Understanding
3.Term 3 – Week 7	35%	Class task incorporating at least one or more skills	LSP5-1C, LSP5-2C, LSP5-3C, LSP5-4C, LSP5-5U, LSP5-6U, LSP5-7U, LSP5-8U	Communicating Understanding
4.Term 4 – Week 2	20%	Class task based on understanding and interpreting information in a range of texts	LSP5-1C, LSP5-2C, LSP5-3C, LSP5-4C, LSP5-5U, LSP5-6U, LSP5-7U, LSP5-8U	Communicating Understanding
Total	100%			

SPANISH-100 HOURS – OBJECTIVE & OUTCOMES

Students will explore the nature of languages as systems by making comparisons between Spanish and English, leading to an appreciation of the correct application of linguistic structures and vocabulary. Students will develop knowledge of the culture of Spanish-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

A student:

Communicating Component

LSP5-1C manipulate Spanish in sustained interactions to exchange information, ideas and opinions and make plans and negotiate

LSP5-2C identifies and interprets information in a range of texts

LSP5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LSP5-4C experiments with linguistic patterns and structures to compose texts in Spanish, using a range of formats for specific contexts, purposes and audiences

Understanding Component

LSP5-5U demonstrates how Spanish pronunciation and intonation are used to convey meaning

LSP5-6U analyses the function of complex Spanish grammatical structures to extend meaning

LSP5-7U analyses linguistic, structural and cultural features in a range of texts

LSP5-8U explains and reflects on the inter-relationship between language, culture and identity

PASS (PHYSICAL AND SPORTS STUDIES)

PHYSICAL AND SPORTS STUDIES – 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed
Term 1 – Week 6	20%	CrossFit fundamentals	5.9
Term 2 - Week 4	30%	Half yearly Exam	5.1, 5.2, 5.10
Term 3 - Week 6	10%	Australian Sport Research task	5.3, 5.4, 5.6
Term 3 - Week 10	20%	Tag Gridiron	5.7
5.Term 4 – Week 3	20%	Coaching assessment	5.5, 5.8
Total	100%		

PHYSICAL AND SPORTS STUDIES 100 HOURS – OBJECTIVES AND OUTCOMES

A student:

PASS5-1 discusses factors that limit and enhance the capacity to move and perform

PASS5-2 analyses the benefits of participation and performance in physical activity and sport

PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport

PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives

PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance

PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport

PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance

PASS5-8 displays management and planning skills to achieve personal and group goals

PASS5-9 performs movement skills with increasing proficiency

PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

TAS (TECHNOLOGY AND APPLIED STUDIES)

FOOD TECHNOLOGY - 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 2 - Week 2	30%	Research Submission	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-9, 5-10, 5-13	Teenagers & Food Choices
2.Term 2 - Week 7	40%	Practical & Portfolio	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-9, 5-10, 5-13	"On the Cutting Edge" dessert design, develop, produce and market a food product innovation.
3.Term 3 - Week 8	30%	Practical & Oral/Folio Presentation	5-8, 5-9, 5-10, 5-11, 5-12	"Service with a Smile" Host & evaluate a catering event. Recipe modification assessment task
Total	100%			

FOOD TECHNOLOGY 100 HOURS – OBJECTIVES AND OUTCOMES

A student:

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

INFORMATION SOFTWARE & TECHNOLOGY – 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 - Week 9	25%	Website Project & Folio	5.1.2, 5.2.2, 5.2.3, 5.3.1, 5.5.2	Website Design
2.Term 2 - Week 9	25%	Coding Project & Folio	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.2	Coding
3.Term 3 - Week 7	20%	Graphics & Animation Project	5.2.1, 5.2.2, 5.2.3, 5.5.2	Animation
4.Term 4 - Week 3	30%	2D Game	5.2.1, 5.2.2, 5.3.1, 5.4.1, 5.5.1, 5.5.2	Game Design
Total	100%			

INFORMATION SOFTWARE & TECHNOLOGY - OBJECTIVES AND OUTCOMES

A student:

- 5.1.1 selects and justifies the application of appropriate software programs to a range of tasks;
- 5.1.2 selects, maintains and appropriately uses hardware for a range of tasks;
- 5.2.1 describes and applies problem-solving processes when creating solutions;
- 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems;
- 5.2.3 critically analyses decision making processes in a range of information and software solutions;
- 5.3.1 justifies responsible practices and ethical use of information and software technology;
- 5.3.2 acquires and manipulates data and information in an ethical manner;
- 5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society.
- 5.5.1 applies collaborative work practices to complete tasks;
- 5.5.2 communicates ideas, processes and solutions to a targeted audience;
- 5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology

TEXTILES TECHNOLOGY – 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 10	30%	Practical project & portfolio	5-1, 5-2,5-4, 5-8, 5-9, 5-10, 5-11, 5-12	In the Bag Project
2.Term 2 – Week 7	20%	Visual representation	5-3, 5-5, 5-6, 5-7	Research Costume design
3.Term 3 – Week 8	30%	Practical project & portfolio	5-1, 5-2, 5-4, 5-8, 5-9, 5-10, 5-11, 5-12	The World is a Stage
4.Term 4 – Week 4	20%	Research project	5-3, 5-5, 5-6, 5-7	Designer Case Study
Total	100%			

TEXTILES TECHNOLOGY 100 HOURS – OBJECTIVES AND OUTCOMES

A student:

- 5-1 - explains the properties and performance of a range of textile items
- 5-2 - justifies the selection of textile materials for specific end uses
- 5-3 - explains the creative process of design used in the work of textile designers
- 5-4 - generates and develops textile design ideas
- 5-5 - investigates and applies methods of colouration and decoration for a range of textile items
- 5-6 - analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
- 5-7 - evaluates the impact of textiles production and use on the individual consumer and society
- 5-8 - selects and uses appropriate technology to creatively document, communicate and present design and project work
- 5-9 - critically selects and creatively manipulates a range of textile materials to produce quality textile items
- 5-10 - selects appropriate techniques and uses equipment safely in the production of quality textile projects
- 5-11 - demonstrates competence in the production of textile projects to completion
- 5-12 - evaluates textile items to determine quality in their design and construction

IT – ENGINEERING -100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 10	25%	Project & Folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8	Structures - Bridge Building Design, Simulation, building & Testing
2.Term 2 – Week 7	25%	Project & Folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-6	Transport - Co2 Racer
3.Term 3 – Week 8	25%	Project & Folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-9, 5-10	Control System - Hydraulic Crane
4.Term 4 – Week 4	25%	Project & Presentation	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-9, 5-10	Mechanisms - Pinball or Rube Goldberg
Total	100%			

IT – ENGINEERING 100 HOURS – OBJECTIVES AND OUTCOMES

A student:

- 5-1 - identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- 5-2 - applies design principles in the modification, development and production of projects
- 5-3 - identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- 5-4 - selects, justifies and uses a range of relevant and associated materials for specific applications
- 5-5 - selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- 5-6 - identifies and participates in collaborative work practices in the learning environment
- 5-7 - applies and transfers skills, processes and materials to a variety of contexts and projects
- 5-8 - evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- 5-9 - describes, analyses and uses a range of current, new and emerging technologies and their various applications
- 5-10 - describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

IT - MULTIMEDIA – 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 10	20%	Project & report	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8	Illustrator
2.Term 2 – Week 6	15%	Project & report	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8	Animation
3.Term 3 – Week 4	30%	Project & report	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8	Website
4.Term 4 – Week 3	35%	Project & report	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10	Video
Total	100%			

IT - MULTIMEDIA - OBJECTIVES AND OUTCOMES

A student:

- 5-1 - identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- 5-2 - applies design principles in the modification, development and production of projects
- 5-3 - identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- 5-4 - selects, justifies and uses a range of relevant and associated materials for specific applications
- 5-5 - selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- 5-6 - identifies and participates in collaborative work practices in the learning environment
- 5-7 - applies and transfers skills, processes and materials to a variety of contexts and projects
- 5-8 - evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- 5-9 - describes, analyses and uses a range of current, new and emerging technologies and their various applications
- 5-10 - describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

IT – TIMBER 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 2 - Week 2	30%	Practical Projects & related folios	5-1, 5-2, 5-3, 5-4, 5-8	Term 1 Practical Projects finger Joint Box, Mallet, Bowl
2.Term 2 - Week 7	15%	Graphical Communication & Practical Test	5-5, 5-6, 5-7	Drawings & Practical Test
3.Term 3 - Week 8	15%	Research & Presentation	5-5, 5-6, 5-7, 5-9, 5-10	Timber Assignment
4.Term 4 - Week 3	40%	Practical Projects & related folios	5-1, 5-2, 5-3, 5-4, 5-8	Semester 2 Projects Carving, Passive speaker, End Grain Board
Total	100%			

IT -TIMBER 100 HOURS – OBJECTIVES AND OUTCOMES

A student:

- 5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- 5-2 applies design principles in the modification, development and production of projects
- 5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- 5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
- 5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- 5-6 identifies and participates in collaborative work practices in the learning environment
- 5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
- 5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- 5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- 5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

DESIGN & TECHNOLOGY ACCELERATED – 200 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 - Week 10	25%	Infantastic-Project & Folio	5.3, 5.4, 5.5, 5.6	Activity of Designers
2. Term 2 - Week 4	25%	Half yearly exam	5.1, 5.3, 5.4, 5.5	Holistic Approach
3. Term 3 - Week 8	25%	Wearable/ Woven Wonders – Project & Folio	5.2, 5.6, 5.7, 5.8, 5.9, 5.10	Design Processes
4. Term 4 - Week 4	25%	Designing for the other 90% - Product & Presentation	5.1, 5.3, 5.4, 5.6	Holistic Approach
Total	100%			

DESIGN & TECHNOLOGY ACCELERATED – 200 HOURS OBJECTIVES AND OUTCOMES

A student:

- 5-1 analyses and applies a range of design concepts and processes
- 5-2 applies and justifies an appropriate process of design when developing design ideas and solutions
- 5-3 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
- 5-4 analyses the work and responsibilities of designers and the factors affecting their work
- 5-5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design
- 5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions
- 5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences
- 5-8 selects and applies management strategies when developing design solutions
- 5-9 applies risk management practices and works safely in developing quality design solutions
- 5-10 selects and uses a range of technologies competently in the development and management of quality design solutions

ART – 100 HOURS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
Term 1 – Week 10	10%	Written task	5.7, 5.8., 5.9, 5.10	Art criticism/Art history
	20%	Body of work VAPD	5.1,5.2,5.3,5.4,5.6	Artmaking
Term 2 – Week 4	20%	Half yearly exam	5.7, 5.8, 5.10	Art criticism/Art history
Term 2 – Week 10	20%	Body of work VAPD	5.1, 5.2, 5.4, 5.5, 5.6	Art making
Term 3 – Week 10	10%	Written task	5.7,5.8,5.10	Art criticism/Art history
	20%	Body of work VAPD	5.1,5.2,5.4,5.5,5.6	Artmaking
Total	100%			

* Total made up of: 60% Art making, 40% Art criticism/Art history

ART – 100 HOURS - OBJECTIVES AND OUTCOMES

A student:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks;
- 5.2 makes artworks informed by their understanding of the function of and relationships between artist-artwork-world audience;
- 5.3 makes artworks informed by an understanding of how the frames affect meaning;
- 5.4 investigates the world as a source of ideas, concepts, and subject matter in the visual arts;
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks;
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks;
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art;
- 5.8 uses their understanding of the function of and relationships between the artist-artwork-world-audience in critical and historical interpretations of art;
- 5.9 demonstrates how the frames provide different interpretations of art;
- 5.10 demonstrates how art criticism and art history construct meanings.

H.O.T (Higher Order Thinking) - MOSSMINDS

Assessments 2021

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1–Week 10	30%	Group task, engineering journal presentation	CC1, CC2, CC3,CC4	Problem solving & conceptual learning Knowledge & understanding of higher order thinking and problem solving
2. Term 2–Week 10	30%	Collaborative product, exhibition showcase and peer evaluation &	CC1, CC2, CC3,CC4	Research Problem solving & design Knowledge & understanding of H.O.T. principles and processes
3. Term 3–Week 9	40%	Group task, presentation, persuasive text	CC1, CC2, CC3,CC4	Research Problem solving & design Knowledge & conceptual understanding of H.O.T principles and processes.
Term 4–Week 8	NA	Product design in presentation & gallery walk	CC1, CC2, CC3,CC4	Research Problem solving & design Knowledge & conceptual understanding of H.O.T principles and processes.
Total	100%			

H.O.T – MOSSMINDS - OBJECTIVES AND OUTCOMES

OBJECTIVES:

- Students develop critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems
- Students develop increasingly sophisticated understanding of the processes for encountering problems, unfamiliar information and new ideas
- Students respond to the challenges of the twenty-first century in creative, innovative, enterprising and adaptable ways with confidence and skills

OUTCOMES:

A student:

CC1: poses questions, identify and clarify information and ideas, organise and process information.

CC2: imagines possibilities and connect ideas through considering alternatives, seeking solutions and putting ideas into action.

CC3: engages in metacognition, reflects on actions and processes, and transfers knowledge into new contexts to create alternatives and open up new possibilities.

CC4: identifies consider and assess the logic and reasoning behind choices. Students apply logic and reasoning to their choices, differentiate components of decisions made and actions taken and assess ideas to design a course of action, and evaluate procedures and outcomes based off criteria.

H.O.T (Higher Order Thinking) - MOSHMINDS

Assessments 2021

Task Number Date	Weighting	Task Description	Outcomes Assessed	Component
1. Term 1-Week 10	30%	Individual project & self reflection	CC1,CC2, CC3,CC4	Problem solving & Conceptual learning Knowledge & understanding of higher order thinking and problem solving
2. Term 2-Week 10	30%	Group task presentation and persuasive text	CC1,CC2, CC3,CC4	Research Problem solving & design Knowledge & understanding of H.O.T. principles and processes
3. Term 3-Week 9	40%	Group task and presentation Reflection Journal Individual research project & exhibition	CC1,CC2, CC3,CC4	Research Problem solving & design Knowledge & understanding of H.O.T. principles and processes
4. Term 4-Week 8	NA	Tournament of the MOSHMINDS – Group task & performance	CC1,CC2, CC3,CC4	Research Problem solving & design Knowledge and conceptual understanding of H.O.T principles and processes.
Total	100%			

H.O.T – MOSHMINDS - OBJECTIVES AND OUTCOMES

OBJECTIVES:

- Students develop critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems
- Students develop increasingly sophisticated understanding of the processes for encountering problems, unfamiliar information and new ideas
- Students respond to the challenges of the twenty-first century in creative, innovative, enterprising and adaptable ways with confidence and skills

OUTCOMES:

A student:

CC1: poses questions, identify and clarify information and ideas, organise and process information.

CC2: imagines possibilities and connect ideas through considering alternatives, seeking solutions and putting ideas into action.

CC3: engages in metacognition, reflects on actions and processes, and transfers knowledge into new contexts to create alternatives and open up new possibilities.

CC4: identifies consider and assess the logic and reasoning behind choices. Students apply logic and reasoning to their choices, differentiate components of decisions made and actions taken and assess ideas to design a course of action, and evaluate procedures and outcomes based off criteria

YEAR 9 ASSESSMENT TIMETABLE 2021

Term 1

Week	Subject	Task Type	Weighting
Term 1,2	Beyond Visible - Science	Research task	25%
Term 1,2	Beyond Visible - Maths	Ongoing	25%
1	PASS (Wks 1-10)	Crossfit Fundamentals	10%
2			
3			
4			
5			
6	PASS	CrossFit fundamentals	20%
7	History Elective	Source based test	35%
8	Chinese – 100hrs	Dialogue/Interview/written paper	20%
	Chinese – Enrichment	Dialogue/Interview/written paper	20%
	Dance – 100hrs	Performance task	30%
	French – 100hrs	Dialogue/Interview/written paper	20%
	Geography	Literacy task	30%
	Japanese	Dialogue/Interview/written paper	20%
	Spanish – 100hrs	Dialogue/Interview/written paper	20%
9	Commerce – 100hrs	Research task	35%
	Film – 100hrs (Wk 9/10)	Essay & Practical	25%
	Information Software & Technology – 100hrs	Project & folio	25%
	Music (Wk 9/10)	Performance/Aural	25%
	PDHPE	Activity task	30%
	Science	Extended response	20%
10	Art	Writing task	10%
		Body of Work/VAPD	20%
	Design & Technology – Accelerated 200hrs	Project/folio	25%
	Drama	Performance	25%
	English	Multimodal	25%
	H.O.T. - MOSHMINDS	Individual project	30%
	H.O.T. – MOSSMINDS	Group task/presentation	30%
	iStem	Collaborative/Individual projects	15%
	IT – Engineering -100hrs	Project & folio	25%
	IT – Multimedia -100hrs	Project & report	20%
	Textiles Technology-100hrs	Practical project/portfolio	30%

Term 2

Week	Subject	Task Type	Weighting
1			
2	Food Technology-100hrs IT-Timber – 100hrs	Research Submission Practical projects	30% 30%
3			
4	Art Chinese – 100 hrs Chinese – Enrichment Design & Technology Accelerated-200hrs French -100hrs Geography History Elective iStem Japanese – 100hrs Mathematics Music PASS PDHPE Science Spanish – 100hrs	Half yearly exam Class task Half yearly exam Half yearly exam Half yearly exam Half yearly exam Half yearly exam Half yearly exam Research and/or exam Half yearly exam Half yearly exam Half yearly exam Half yearly exam Half yearly exam Half yearly exam Half yearly exam Half yearly exam	20% 25% 25% 25% 25% 35% 35% 20% 25% 40% 35% 30% 30% 30% 25%
5	English	Imaginative - Poetry	25%
6	Drama Film – 100hrs IT-Multimedia – 100hrs	Play building Diary/Practical Mise en scene/Essay Project & report	25% 25% 25% 15%
7	Food Technology – 100hrs IT-Engineering – 100hrs IT-Timber – 100hrs Textiles Technology-100hrs	Practical & Portfolio Project & folio Practical test Visual Representation	40% 25% 15% 20%
8	Dance – 100 hrs Mathematics Science (week 8 +9)	Composition/Log book Written test Experimental Report	30% 30% 20%
9	Commerce – 100hrs Design & Technology – Accelerated 200hrs Information Software & Technology – 100hrs PDHPE	Media file task Submission Project & Folio Movement composition	30% 25% 25% 20%
10	Art H.O.T. - MOSHMINDS H.O.T. – MOSSMINDS	Body of Work/VAPD Group task/presentation Exhibition showcase	20% 30% 30%

Term 3

Week	Subject	Task Type	Weighting
Term 3,4	Beyond Visible - Science	Investigation - Ongoing	25%
Term 3,4	Beyond Visible - Maths	Practical task	25%
1			
2	Science – Week 2/3	First hand Investigations	20%
3	Mathematics	Written task	30%
4	Drama IT – Multimedia -100hrs	Script Analysis Project & report	25% 30%
5	English iStem PDHPE	Discursive CAD Design/Presentation Indigenous Games	25% 35% 10%
6	PASS	Research task	10%
7	Chinese – 100 hrs Chinese – Enrichment French – 100hrs Information Software & Technology - 100hrs Japanese – 100hrs Music Spanish – 100hrs	Half yearly exam Class task Class task Graphics & Animation Class task Performance Class task	35% 35% 35% 20% 35% 15% 35%
8	Art Design & Technology – Accelerated 200hrs Food Technology - 100hrs History - Elective IT-Engineering – 100hrs IT-Timber – 100hrs Textiles Technology-100hrs	Written task Project & folio Practical & Oral Major research Project & folio Research/Presentation Practical & Portfolio	10% 25% 30% 30% 25% 15% 30%
9	Dance – 100hrs Geography H.O.T. - MOSHMINDS H.O.T. – MOSSMINDS	Research/performance Research task Individual research project Group task	40% 35% 40% 40%
10	Art Commerce - 100hrs PASS PDHPE	Written task Body of Work/VAPD Portfolio Tag Gridiron Research task	10% 20% 35% 20% 20%

Term 4

Week	Subject	Task Type	Weighting
1			
2	Chinese – 100hrs Chinese – Enrichment French – 100hrs H.O.T.-MOSHMINDS iStem Japanese – 100hrs Music Science Spanish – 100hrs	Class task Class task Class task Research Project X Class task Ensemble Performance Yearly exam Class task	20% 20% 20% 20% 30% 20% 20% 30% 20%
3	Drama English Film – 100hrs Information Software & Technology – 100hrs IT-Multimedia – 100hrs IT-Timber – 100hrs Mathematics PDHPE PASS	Performance Persuasive Practical 2D Game Project & report Practical project Written task Practical Coaching assessment	25% 25% 25% 30% 35% 40% 30% 10% 20%
4	Design & Technology- Accelerated 200hrs IT-Engineering-100hrs Textiles Technology-100hrs	Presentation Project & Presentation Research Project	25% 25% 20%
5			
6	Geography	Multi media	Formative assessment
7	Commerce	Group presentation	NA
8	History Elective H.O.T.- MOSHMINDS H.O.T.-MOSSMINDS	Multimedia presentation Tournament of the MOSHMINDS Product design	NA NA NA
9			
10			
11			