

# **KINGSGROVE NORTH HIGH SCHOOL**



## **ASSESSMENT BOOKLET**

**YEAR 9**

**2022**

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## General Information

### 1. INTRODUCTION

The purpose of this booklet is to outline the assessment policy of Kingsgrove North High School for Year 9. This document is developed to help students plan and prepare for assessments. Please read it carefully and ask your teachers if you have any concerns.

The Kingsgrove North High School Assessment Policy is designed to standardise procedures between subject areas and to give students and teachers a clear statement of their rights and responsibilities.

It is the responsibility of the school to communicate the assessment requirements to the students.

It is the responsibility of the students to meet the requirements and to make every effort to resolve problems and/or disputes.

### What is Assessment?

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Stage 4 course those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion of a course
- providing information on student learning and progress in a course in relation to the syllabus outcomes
- report on the achievement by each student at the end of a course

## School Assessment Policy

### 2. INTRODUCTION

#### Rationale

Kingsgrove North High School ensures that all assessment tasks undertaken in years 7, 8 and 9 meet the school and the **New South Wales Educational Standards (NESA)** requirements.

#### Aim:

- Every student will be made fully aware of NESA, School and KLA requirements for all formal assessment tasks
- Consistent practices will be embedded across the school when formally assessing students.

#### Procedures:

- All students will receive an assessment booklet each year that outlines when all tasks are due for all subjects studied
- Students will receive a formal 'Notification of Assessment Task' at least **2 weeks** prior to the submission date
- Students are expected to submit tasks **by 8:50am** on the due date with the Assessment Cover Sheet attached to the front of the task, unless otherwise specified on the task
- Upon submission of a task, a student **must sign a register**, which is to be retained as proof of submission
- All students are expected to submit or sit for all assessment tasks by the due date
- An assessment task not submitted on time will be marked on a sliding scale:
  - **1st day late:** minus 10%
  - **2nd day late:** minus 20%
  - **3rd day late:** minus 30%; then 0 after three days (weekends count as one day)

- Acceptable reasons for the late submission or absence from an assessment task include illness, accident or other unforeseen circumstances. In each case the incident must be supported by appropriate documentation such as a doctor's certificate. *Technological issues, family holidays and other non-emergencies are not justifiable reasons* for not completing an assessment task by the due date. The Head Teacher of the KLA will determine if the reason is acceptable.
- All junior assessment tasks will be marked using both a sliding number score as well as the correlating grade for the outcomes covered in each task (i.e. students will be awarded a mark and a grade).
- If a student requires an extension for an assessment task, the application for an extension must be in writing and submitted to the Head Teacher at least **one week** before the due date of the assessment.
- When a student fails to complete an assessment task due to a valid reason then the student will be given an amended due date for that task. In some instances, an alternate task may be provided.
- Students who are deemed to make a **non-serious attempt** at any assessment task will be awarded **zero**. This includes only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task.
- If a student fails to complete an assessment task then a 'Missed Assessment Task' letter will be sent to the parent/guardian indicating that the syllabus outcomes have not been achieved and the task has been awarded a zero mark.
- Work submitted in an assessment task must be only that of the student. If a student uses the work of another person or directly copies from published texts or an internet site to complete a task they will receive a **zero mark** and the task will need to be re-submitted. If the work used was that of another student from this school, who knowingly supplied the information, then that student may also receive a zero mark.
- For all in-class tests, students may be asked to leave their bags at the front of the room. Mobile phones must be switched off and out of sight. If students are caught talking or communicating with others during an exam then their test paper will be removed and a mark of zero may be issued, along with a letter sent home to the parents.
- If students have concerns regarding the assessment procedures followed for an assessment task then they have the right to appeal the process. An assessment task appeal form will need to be completed and submitted to the Head Teacher of the relevant KLA.
- All assessment tasks should be marked, and written feedback provided to the students within 3 weeks of the submission date.

**Stage 5 Year 9 - English 2022**

		<i>Syllabus Weighting</i>	<b>TASK 1</b> Term 1, Week 10 2022	<b>TASK 2</b> Term 2, Week 10 2022	<b>TASK 3</b> Term 3, Week 8 2022	<b>Task 4</b> Term 4, Week 4 2022	<b>Task 5</b> Term 4, Week 10 2022
<i>Assessment Component</i>	<i>Type of Task</i>		<b>Persuasive Essay</b>	<b>Creative Writing Portfolio</b>	<b>Speech</b>	<b>Exam</b>	<b>Dramatic Reading</b>
	Outcomes		EN5-1A, EN5-8D	EN5-4B, EN5-5C, EN5-9E	EN5-3B, EN5-4B, EN5-7D	EN5-2A, EN5-6C, EN5-8D	EN5-5C, EN5-4B
<b>TOTAL</b>		100%	25%	25%	25%	25%	Class task

**OUTCOMES**

EN5-1A	A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	EN5-5C	A student 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
EN5-2A	A student 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	EN5-6C	A student investigates the relationships between and among texts
EN5-3B	A student 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	EN5-7D	A student understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-4B	A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts	EN5-8D	A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
		EN5-9E	A student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

**Stage 5 Year 9 - Mathematics 2022**

	<i>Syllabus Weighting</i>	<b>TASK 1</b> Term1, Week 8 2022	<b>TASK 2</b> Term 2, Week 5 2022	<b>TASK 3</b> Term 3, Week 7 2022	<b>TASK 4</b> Term 4, Week 4 2022
<i>Type of Task</i>		<b>Assignment Single Variable Data Analysis</b>	<b>Topics Test Geometry &amp; Numbers of Any Magnitude</b>	<b>Open Book Task Algebra &amp; Probability</b>	<b>Yearly Exam</b>
<i>Assessment Component</i>					
Concepts and skills	60%	15%	10%	15%	10%
Working Mathematically	40%	10%	15%	10%	15%
Outcomes		MA5.1-12SP, MA5.2-15SP, MA5.3-18SP	MA5.1-11MG, MA5.2-14MG, MA5.3 - 16MG MA5.1 - 9MG	MA4-8NA, MA5.2-6NA MA5.3-5NA, MA5.1-13SP, MA5.2-17SP	As per Terms 1-3 as well as: - MA5.1-6NA, MA5.2-9NA, MA5.3-8NA, MA5.1-8MG, MA5.2-11MG, MA5.3-13MG
<b>TOTAL</b>	100%	25%	25%	25%	25%

**OUTCOMES**

<p><b>Single Variable Data Analysis</b> MA5.1-12SP Single Variable Data Analysis MA5.2 -15SP Single Variable Data Analysis MA5.3 - 18SP Single Variable Data Analysis</p> <p><b>Properties of Geometrical Figure</b> MA5.1-11MG Similar figures and scale drawing MA5.2-14MG Angle sum polygons and congruent proofs MA5.3-16MG Proves similar triangles and Formal proofs for triangles and quadrilaterals</p> <p><b>Numbers of Any Magnitude</b> MA5.1-9MG Scientific notation and significant figures</p> <p><b>Algebraic Techniques</b> MA4-8NA Operates with Algebraic Expressions MA5.2-6NA Algebraic fractions and expansions MA5.3 -5NA Selects appropriate algebraic techniques</p>	<p><b>Probability</b> MA5.1-13SP Probability MA5.2-17SP Probability</p> <p><b>Linear Relationships</b> MA5.1-6NA Characteristics of linear graphs MA5.2-9NA Interprets linear relationships MA5.3-8NA Linear Relationships</p> <p><b>Area and Surface Area</b> MA5.1-8MG Area of composite shapes and surface area of prisms MA5.2-11MG Surface area of prisms and cylinders MA5.3-13MG Surface area of right pyramids, right cones, spheres and related composite solids</p> <p><b>Volume</b> MA4-14MG Volume of prisms and cylinders and converts units MA5.2-12MG Volume of composite solids using prisms and cylinders MA5.3-14MG Volume of pyramids, cones, spheres and related composite solids</p>	<p><b>Working Mathematically (Communicating, Problem Solving and Reasoning)</b></p> <p>MA5.1-1WM, MA5.2-1WM, MA5.3-1WM, MA5.1-2WM, MA5.2-2WM, MA5.3-2WM, MA5.3-3WM, MA5.2-3WM, MA5.3-3WM</p>
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**Stage 5 year 9 – Personal Development Health & Physical Education (PDHPE) 2022**

		<b>Syllabus Weighting</b>	<b>TASK 1</b> Term 1, Week 7 2022	<b>TASK 2</b> Term 2, Week 5 2022	<b>TASK 3</b> Term 3, Week 7 2022	<b>TASK 4</b> Term 4, Week 4 2022
<b>Assessment Component</b>	<b>Type of Task</b>		<b>Lifelong Physical Activity Assessment Task 1</b>	<b>Practical Assessment</b>	<b>Supporting Yourself Assessment Task 2</b>	<b>Practical Assessment</b>
	Knowledge and understanding of content	50%	20%	5%	20%	5%
	Skills	50%	5%	20%	5%	20%
Outcomes			PD5-2, PD5-7	PD5-5	PD5-10	PD5-4, PD5-11
<b>TOTAL</b>		100%	25%	25%	25%	25%

**OUTCOMES**

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

**Stage 5 Year 9 - Physical Activity and Sport Studies (PASS) 2022**

	<i>Syllabus Weighting</i>	<b>TASK 1</b> Term 1, Week 6 2022	<b>TASK 2</b> Term 2, Week 5 2022	<b>TASK 3</b> Term 3, Week 6 2022	<b>TASK 4</b> Term 4, Week 5 2022
<i>Type of Task</i>		Assessment Task 1	Semester 1 Practical Assessment	Assessment Task 2	Semester 2 Practical Assessment
<i>Assessment Component</i>					
Knowledge and understanding of content	40%	10%	10%	10%	10%
Skills	60%	10%	20%	10%	20%
<b>Outcomes</b>		PASS5-1, PASS5-2, PASS5-10	PASS5-5	PASS5-6, PASS5-8	PASS5-9
<b>TOTAL</b>	100%	20%	30%	20%	30%

**OUTCOMES**

PASS5-1	Discusses factors that limit and enhance the capacity to move and perform	PASS5-6	Evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
PASS5-2	Analyses the benefits of participation and performance in physical activity and sport	PASS5-7	Works collaboratively with others to enhance participation, enjoyment and performance
PASS5-3	Discusses the nature and impact of historical and contemporary issues in physical activity and sport	PASS5-8	Displays management and planning skills to achieve personal and group goals
PASS5-4	Analyses physical activity and sport from personal, social and cultural perspectives	PASS5-9	Performs movement skills with increasing proficiency
PASS5-5	Demonstrates actions and strategies that contribute to enjoyable participation and skilful performance	PASS5-10	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.



**Stage 5 Year 9 - Child Studies 2022**

	<i>Syllabus Weighting</i>	<b>TASK 1</b> Term 1, Week 10 2022	<b>TASK 2</b> Term 3 Week 2 2022	<b>TASK 3</b> Term 3, Week 9 2022	<b>TASK 4</b> Term 4, Week 5 2022
<i>Type of Task</i>		Assessment Task 1 – Preparing for parenthood	Assessment Task 2 – Virtual Baby Assessment	Assessment Task 3 – Toy Design Assignment	Written Exam
<i>Assessment Component</i>					
Knowledge and understanding of content	50%	10%	10%	20%	10%
Skills	50%	10%	20%	10%	10%
Outcomes		C5-2, CS5-11	CS5-8, CS5-10	CS5-12	CS5-3, CS5-5
<b>TOTAL</b>	100%	20%	30%	30%	20%

**OUTCOMES**

CS5-1 Identifies the characteristics of a child at each stage of growth and development	CS5-8 Evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-2 Describes the factors that affect the health and wellbeing of the child	CS5-9 Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-3 Analyses the evolution of childhood experiences and parenting roles over time	CS5-10 Demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-4 Plans and implements engaging activities when education and caring for young children within a safe environment	CS5-11 Analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-5 Evaluates strategies that promote the growth and development of children	CS5-12 Applies evaluation techniques when creating, discussing and assessing information related to child growth and development
CS5-6 Describes a range of parenting practices for optimal growth and development	
CS5-7 Discusses the importance of positive relationships for the growth and development of children	

**Stage 5 Year 9 - Music 2022**

	<i>Syllabus Weighting</i>	<b>TASK 1</b> Term 1, Week 9 2022	<b>TASK 2</b> Term 2, Week 5 2022	<b>TASK 3</b> Term 3, Week 9 2022	<b>TASK 4</b> Term 4, Week 4 2022
<i>Type of Task</i> <i>Assessment Component</i>		<b>Music for Small Ensembles</b>	<b>Classical Music</b>	<b>Jazz Music</b>	<b>Theatre Music</b>
Musicology/Listening	25%		10%		15%
Performance	50%	10%	15%	15%	10%
Composition	25%	10%		15%	
Outcomes		5.2, 5.3, 5.4, 5.6	5.1, 5.2, 5.3, 5.7, 5.9	5.1, 5.2, 5.3, 5.4, 5.5	5.2, 5.3, 5.7, 5.8, 5.11
<b>Total</b>	100%	20%	25%	30%	25%

**OUTCOMES**

<p><b><u>Performing:</u></b></p> <p>5.1 Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts</p> <p>5.2 Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of different types of technology</p> <p>5.3 Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness</p> <p><b><u>Composing:</u></b></p> <p>5.4 Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study</p> <p>5.5 Notates own compositions, applying forms of notation appropriate to the music selected for study</p> <p>5.6 Uses different forms of technology in the composition process</p>	<p><b><u>Listening:</u></b></p> <p>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</p> <p>5.8 Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study</p> <p>5.9 Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study</p> <p>5.10 Demonstrates an understanding of the influence and impact of technology on music</p> <p><b><u>Value and Appreciation:</u></b></p> <p>5.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form</p> <p>5.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences</p>
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**Stage 5 Year 9 - Visual Arts 2022**

	<i>Syllabus Weighting</i>	<b>TASK 1</b> Term 1, Week 10 2022	<b>TASK 2</b> Term 2, Week 7 2022	<b>TASK 3</b> Term 3, Week 6 2022	<b>TASK 4</b> Term 4, Week 5 2022
<i>Type of Task</i>  <i>Assessment Component</i>		<b>Urban Landscape (Theoretical tasks) + VAD</b>	<b>Abstraction (Theoretical tasks) + VAD</b>	<b>Abstraction (Practical Artmaking tasks)</b>	<b>Collaborative Art</b>
Art Making	60%			40%	20%
Art History & Art Criticism	40%	20%	20%		
Outcomes		5.1, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.3, 5.4, 5.6, 5.7	5.1, 5.2, 5.6
<b>TOTAL</b>	100%	20%	20%	40%	20%

**OUTCOMES**

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

**Stage 5 Year 9 - Visual Design 2022**

	<i>Syllabus Weighting</i>	<b>TASK 1</b> Term 1, Week 10 2022	<b>TASK 2</b> Term 2, Week 6 2022	<b>TASK 3</b> Term 3, Week 8 2022	<b>TASK 4</b> Term 4, Week 4 2022
<i>Type of Task</i>  <i>Assessment Component</i>		<b>Assessment Task 1</b>	<b>Assessment Task 2</b>	<b>Assessment Task 3</b>	<b>Assessment Task 4</b>
Art Making	60%	20%	15%		25%
Art History and Art Criticism	40%	10%	5%	20%	5%
Outcomes		5.1, 5.2, 5.5, 5.8, 5.9	5.3, 5.4, 5.5, 5.7	5.7, 5.8, 5.9, 5.10	5.1, 5.4, 5.6, 5.7
<b>TOTAL</b>	100%	30%	20%	20%	30%

**OUTCOMES**

5.1 develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks	5.6 selects appropriate procedures and techniques to make and refine visual design artworks
5.2 makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience	5.7 applies their understanding of aspects of practice to critically and historically interpret visual design artworks
5.3 makes visual design artworks informed by an understanding of how the frames affect meaning	5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks
5.4 investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks	5.9 uses the frames to make different interpretations of visual design artworks
5.5 makes informed choices to develop and extend concepts and different meanings in their visual design artworks	5.10 constructs different critical and historical accounts of visual design artworks

**Stage 5 Year 9 - Industrial Technology Timber 2022**

	<i>Syllabus Weighting</i>	<b>TASK 1</b> Term 1, Week 10 2022	<b>TASK 2</b> Term 2, Week 4 2022	<b>TASK 3</b> Term 4, Week 3 2022	<b>Task 4</b> Term 4, Week 4 2022
<i>Type of Task</i>		<b>Practical Task</b>	<b>Design Folio Task</b>	<b>Practical Task</b>	<b>Yearly Exam</b>
<i>Assessment Component</i>					
Practical	60%	30%		30%	
Written/Research	40%		15%	10%	15%
Outcomes		IND5-3, IND5-5, IND5-6	IND5-1, IND5-2, IND5-3, IND5-9	IND5-3, IND5-4, IND5-6, IND5-7	IND5-1, IND5-8, IND5-9, IND5-10
<b>TOTAL</b>	100%	30%	15%	40%	15%

**OUTCOMES**

IND5-1 Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies	IND5-6 Identifies and participates in collaborative work practices in the learning environment
IND5-2 Applies design principles in the modification, development and production of projects	IND5-7 Applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-3 Identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects	IND5-8 Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-4 Selects, justifies the use of a range of relevant and associated materials for specific applications	IND5-9 Describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-5 Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.	IND5-10 Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

**Stage 5 Year 9 - Industrial Technology Metal 2022 V3**

	<i>Syllabus Weighting</i>	<b>TASK 1</b> Term 1 Week 10, 2022	<b>TASK 2</b> Term 2 Week 4, 2022	<b>TASK 3</b> Term 3 Week 10, 2022	<b>Task 4</b> Term 4 Week 4, 2022
<i>Type of Task</i>		<b>Research Task</b>	<b>Practical Task</b>	<b>Design Folio Task</b>	<b>Practical Task</b>
<b>Assessment Component</b>					
Practical	60%		30%	30%	
Written/Research	40%	15%	5%	5%	15%
Outcomes		, IND5-3, IND5-5, IND5-6	IND5-1, IND5-2, IND5-3, IND5-9	IND5-3, IND5-4, IND5-6, IND5-7	IND5-1, IND5-8, IND5-9, IND5-10
<b>TOTAL</b>	100%	15%	35%	35%	15%

**OUTCOMES**

<p>IND5-1 Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</p> <p>IND5-2 Applies design principles in the modification, development and production of projects</p> <p>IND5-3 Identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p>IND5-4 Selects, justifies the use of a range of relevant and associated materials for specific applications</p> <p>IND5-5 Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.</p>	<p>IND5-6 Identifies and participates in collaborative work practices in the learning environment</p> <p>IND5-7 Applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p>IND5-8 Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</p> <p>IND5-9 Describes, analyses and uses a range of current, new and emerging technologies and their various applications</p> <p>IND5-10 Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p>
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**Stage 5 Year 9 - Industrial Technology Engineering 2022**

	<i>Syllabus Weighting</i>	<b>TASK 1</b> Term 1 Week 10, 2022	<b>TASK 2</b> Term 2 Week 4, 2022	<b>TASK 3</b> Term 4 Week 3, 2022	<b>Task 4</b> Term 4 Week 4, 2022
<i>Type of Task</i>		<b>Practical Task</b>	<b>Design Folio Task</b>	<b>Practical Task</b>	<b>Yearly Exam</b>
<b>Assessment Component</b>					
Practical	60%	30%		30%	
Written/Research	40%		15%	10%	15%
Outcomes		IND5-3, IND5-5, IND5-6	I IND5-1, IND5-2, IND5-3, IND5-9	IND5-3, IND5-4, IND5-6, IND5-7	IND5-8, IND5-9, IND5-10
<b>TOTAL</b>	100%	30%	15%	40%	15%

**OUTCOMES**

<p>IND5-1 Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</p> <p>IND5-2 Applies design principles in the modification, development and production of projects</p> <p>IND5-3 Identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p>IND5-4 Selects, justifies the use of a range of relevant and associated materials for specific applications</p> <p>IND5-5 Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.</p>	<p>IND5-6 Identifies and participates in collaborative work practices in the learning environment</p> <p>IND5-7 Applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p>IND5-8 Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</p> <p>IND5-9 Describes, analyses and uses a range of current, new and emerging technologies and their various applications</p> <p>IND5-10 Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p>
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**Stage 5 Year 9 - Food Technology 2022**

	<i>Syllabus Weighting</i>	<b>TASK 1</b> Term 2 Week 3 2022	<b>TASK 2</b> Term 3 Week 10 2022	<b>TASK 3</b> Term 4 Week 4 2022	<b>TASK 4</b> Semester Two Ongoing
<i>Assessment Component</i> <i>Type of Task</i>		Food Selection and Health (Website)	Food in Australia (Powerpoint/Practical)	Café Culture (Portfolio and practical)	Practical Component (In-class Practical Lessons)
Design Implementation and Evaluation	15%	10%		5%	
Research analysis and communication	20%	10%	5%	5%	
Experimentation and preparation	10%			5%	5%
Practical application	25%		10%	5%	10%
Knowledge and understanding	30%	5%	5%	10%	10%
Outcomes		FT5-6, FT5-8, FT5-9	FT5-5, FT5-7	FT5-11, FT5-12	FT5-1, FT5-2, FT5-5,
<b>TOTAL</b>	100%	25%	20%	30%	25%

**OUTCOMES**

FT5-1 Demonstrates hygienic handling of food to ensure a safe and appealing product	FT5-7 Justifies food choices by analysing the factors that influence eating habits
FT5-2 Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food	FT5-8 Collects, evaluates and applies information from a variety of sources
FT5-3 Describes the physical and chemical properties of a variety of foods	FT5-9 Communicates ideas and information using a range of media and appropriate terminology
FT5-4 Accounts for changes to the properties of food which occur during food processing, preparation and storage	FT5-10 Selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-5 applies appropriate methods of food processing, preparation and storage	FT5-11 Plans, prepares, presents and evaluates food solutions for specific purposes
FT5-6 Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities	FT5-12 Examines the relationship between food, technology and society
	FT5-13 Evaluates the impact of activities related to food on the individual, society and the environment



**Stage 5 Year 9 - Information Software and Technology 2022**

	<i>Syllabus Weighting</i>	<b>TASK 1</b> Term 1, Week 9	<b>TASK 2</b> Term 2, Week 7	<b>TASK 3</b> Term 3, Week 9	<b>TASK 4</b> Term 4, Week 7
<i>Type of task</i>		Website Project	Digital Media task	Database Project	Yearly Exam
<i>Assessment Component</i>					
Knowledge and Understanding		10%	5%	5%	5%
Investigating and Researching		5%	5%	10%	
Communicating		5%	5%		5%
Interpreting			5%	5%	5%
Problem Solving		5%	5%	5%	10%
Total	100	25%	25%	25%	25%
Outcomes		5.2.1,5.2.3,5.4.1	5.1.2,5.2.1,5.3.2	5.1.1,5.2.2,5.3.2	5.2.1,5.2.2,5.4.1

**OUTCOMES**

<p><b>Outcomes</b> Students learn about:</p> <p>5.1.1 selects and justifies the application of appropriate software programs to a range of tasks</p> <p>5.1.2 selects, maintains and appropriately uses hardware for a range of tasks</p> <p>5.2.1 describes and applies problem-solving processes when creating solutions</p> <p>5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems</p> <p>5.2.3 critically analyses decision-making processes in a range of information and software solutions</p> <p>5.3.1 justifies responsible practices and ethical use of information and software technology</p> <p>5.3.2 acquires and manipulates data and information in an ethical manner</p> <p>5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society</p> <p>5.5.1 applies collaborative work practices to complete tasks</p> <p>5.5.2 communicates ideas, processes and solutions to a targeted audience</p> <p>5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology</p>
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**Stage 5 Year 9 – History 2022**

	<i>Syllabus Weighting</i>	<b>TASK 1</b> Semester 1: Term 1, Week 5 , 2022	<b>TASK 2</b> Semester 1: Term 1, Week 10, 2022	<b>Task 3</b> Semester 1: Term 2, Week 4, 2022
		Semester 2: Term 3, Week 5 , 2022	Semester 2: Term 3, Week 10, 2022	Semester 2: Term 4, Week 4, 2022
<i>Type of Task</i>		<u>Source-Based Task</u>	<b>Inquiry Task</b>	<b>Prepared Response</b>
<i>Assessment Component</i>				
Knowledge and understanding of content	25	10	5	10
Reasoning and Communication	25	10	5	10
Historical Inquiry and Research	25	5	20	
Communication of Historical Understanding in Appropriate Forms	25	5	10	10
<b>TOTAL</b>	100%	30	40	30
Outcomes		5.1, 5.4, 5.6, 5.9	5.2, 5.4, 5.7 5.10	5.1, 5.2, 5.4, 5.6, 5.7

**OUTCOMES**

<p>HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p>HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia</p> <p>HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia</p> <p>HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process</p>	<p>HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</p> <p>HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia</p> <p>HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry</p> <p>HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</p>
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**Stage 5 Year 9 - Elective History 2022**

	<i>Syllabus Weighting</i>	<b>TASK 1</b> Term 1, Week 8 2022	<b>TASK 2</b> Term 2, Week 3 2022	<b>TASK 3</b> Term 3, Week 4 2022	<b>Task 4</b> Term 4, Week 3 2022
<i>Type of Task</i>		<b>Source-Based Task</b>	<b>Research/Oral task</b>	<b>Research Assignment</b>	<b>Yearly Exam</b>
<i>Assessment Component</i>		<b>Mysteries and Scandals – Assassination of Caesar and Atlantis</b>	<b>Titanic Museum Display</b>	<b>The “Great” Assignment - Great Battles in History</b>	<b>Native Americans –The Sioux</b>
Knowledge and understanding of content	25%	5%	10%		10%
Reasoning and Communication	20%	15%			5%
Historical Inquiry and Research	25%		5%	20%	
Communication of Historical Understanding in Appropriate Forms	30%	5%	10%	5%	10%
Outcomes		HTE5-2; HTE5-5; HTE5-6; HTE5-7; HTE5-8	HTE5-1; HTE5-2; HTE5-3; HTE5-5; HTE5-9; HTE5-10	HTE5-1; HTE5-2; HTE5-3; HTE5-5; HTE5-9; HTE5-10	HTE5-3; HTE5-5; HTE5-6; HTE5-8
<b>TOTAL</b>	100%	25%	25%	25%	25%

**OUTCOMES**

HTE5-1	Applies an understanding of history, heritage, archaeology and the methods of historical inquiry	HTE5-6	Identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
HTE5-2	Examines the ways in which historical meanings can be constructed through a range of media	HTE5-7	Explains different contexts, perspectives and interpretations about the past
HTE5-3	Sequences major historical events or heritage features, to show an understanding of continuity, change and causation	HTE5-8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE5-4	Explains the importance of key features of past societies or periods, including groups and personalities	HTE5-9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTE5-5	Evaluates the contribution of cultural groups, sites and/or family to our shared heritage	HTE5-10	Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

**Stage 5 Year 9 - Geography 2022**

	<i>Syllabus Weighting</i>	<b>TASK 1</b> Semester 1: Term 1, Week 8 2022	<b>TASK 2</b> Semester 1: Term 2, Week 3 2022	<b>Task 3</b> Semester 1: Term 2, Week 6, 2022
		Semester 2: Term 3, Week 8 2022	Semester 2: Term 4, Week 3 2022	Semester 2: Term 4, Week 6, 2022
<i>Type of Task</i>		<b>Group Assignment</b>	<b>Individual Research Assignment</b>	<b>Yearly Exam</b>
<b>Assessment Component</b>				
Develop knowledge and understanding	40%	10%	15%	15%
Acquire, process and communicate geographical information	40%	10%	15%	15%
Apply geographical tools	20%	5%	5%	10%
Outcomes		GE5.1 GE5.3 GE5.5 GE5.8	GE5.2 GE5.3 GE5.4 GE5.5, GE5.7	GE5.1 GE5.3 GE5.4 GE5.6 GE5.8
<b>TOTAL</b>	<b>100%</b>	25%	35%	40%

**OUTCOMES**

<p>GE5-1 Explains the diverse features and characteristics of a range of places and environments</p> <p>GE5-2 Explains processes and influences that form and transform places and environments</p> <p>GE5-3 analyses the effect of interactions and connections between people, places and environments</p> <p>GE5-4 Accounts for the perspectives of people and organisations on a range of geographical issues</p>	<p>GE5-5 Assesses management of places and environments for their sustainability</p> <p>GE5.6 Analyses differences in human wellbeing and ways to improve human wellbeing</p> <p>GE5-7 Acquires and processes geographical information by selecting and using appropriate relevant geographical tools for inquiry</p> <p>GE5-8 Communicates geographical information to a range of audiences using a variety of strategies</p>
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**Stage 5 Year 9 – Commerce 2022**

	<i>Syllabus Weighting</i>	<b>Task 1</b> Term1, Week 10 2022	<b>Task 2</b> Term 2, Week 4, 2022	<b>Task 3</b> Term 3, Week 6, 2022	<b>Task 4</b> Term4, Week 4, 2022
<i>Type of Task</i>		<b>Individual Research task/essay</b>	<b>Common Test</b>	<b>Group Research Assignment</b>	<b>Yearly Exam</b>
<b>Assessment Component</b>					
Knowledge and Understanding	40%	10%	10%	5%	15%
Decision making and problem solving	30%	5%	5%	10%	10%
Research and communication	30%	10%	5%	10%	5%
Outcomes		5.1, 5.2, 5.5, 5.7	5.1, 5.4, 5.5, 5.8	5.1, 5.3, 5.6, 5.7, 5.9	5.1, 5.2, 5.3, 5.5, 5.8
<b>TOTAL</b>	100%	25%	20%	25%	30%

**OUTCOMES**

<b>COM5-1</b>	Applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts	<b>COM5-6</b>	Develops and implements plans designed to achieve goals.
<b>COM5-2</b>	Analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts	<b>COM5-7</b>	Researches and assesses information using a variety of sources
<b>COM5-3</b>	Examines the role of law in society	<b>COM5-8</b>	Explains information using a variety of forms.
<b>COM5-4</b>	Analyses key factors affecting decisions	<b>COM5-9</b>	Works independently and collaboratively to meet individual and collective goals within specified timelines
<b>COM5-5</b>	Evaluates options for solving problems and issues		

**Stage 5 Year 9 - Chinese 2022**

		<i>Syllabus Weighting</i>	<b>TASK 1</b> Term1, Week 8 2022	<b>TASK 2</b> Term 2, Week 5 2022	<b>TASK 3</b> Term 3, Week 7 2022	<b>Task 4</b> Term 4, Week 5 2022
<i>Assessment Component</i>	<i>Type of Task</i>		<b>Research Assessment task</b>	<b>Half Yearly written exams</b>	<b>Research assessment task</b>	<b>Yearly written exams</b>
Concepts, Skills and Techniques		50%	12.5%	12.5%	12.5%	12.5%
Reasoning and Communication		50%	12.5%	12.5%	12.5%	12.5%
Outcomes			LCH5-1C, LCH5-2C, LCH5 – 3C, LCH5-8U, LCHL5-9U, LCHLS-1C, LCHLS-2C, LCHLS-3C	LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U, LCH5-8U, LCHLS-5U, LCHLS-6U, LCHLS-7U, LCHLS-8U	LCH5-1C, LCH5-2C, LCH5 – 3C, LCH5-8U, LCHL5-9U, LCHLS-1C, LCHLS-2C, LCHLS-3C	LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U, LCH5-8U, LCHLS-5U, LCHLS-6U, LCHLS-7U, LCHLS-8U
<b>TOTAL</b>		100%	25%	25%	25%	A25%

**OUTCOMES**

LCH5-1C	Manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate	LCH5-5U	Demonstrates how Chinese pronunciation and intonation are used to convey meaning
LCH5-2C	Identifies and interprets information in a range of texts	LCH5-6U	Demonstrates understanding of how Chinese writing conventions are used to convey meaning
LCH5-3C	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences	LCH5-7U	Analyses the function of complex Chinese grammatical structures to extend meaning
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	LCH5-8U	Analyses linguistic, structural and cultural features in a range of texts
<b>Related Life Skills outcome:</b> LCHLS-1C, LCHLS-2C, LCHLS-3C, LCHLS-4C		<b>Related Life Skills outcomes:</b> LCHLS-5U, LCHLS-6U, LCHLS-7U, LCHLS-8U	

**Stage 5 Year 9 - Science 2022**

	<i>Syllabus Weighting</i>	<b>TASK 1</b> Term 1, Week 6 2022	<b>TASK 2</b> Term2, Week 4 2022	<b>TASK 3</b> Term 3, Week 7 2022	<b>TASK 4</b> Term 4, Week 5 2022
<i>Type o Task</i>		<b>Practical Skills Task</b>	<b>Student Research Project</b>	<b>Research</b>	<b>Yearly Exam</b>
<b>Assessment Component</b>					
Values and Attitudes Knowledge and Understanding Skills	100%	20%	25%	25%	30%
Outcomes		5WS,6WS,7WS	4WS, 5WS, 6WS, 7WS, 8WS,9WS	7WS, 9WS, 14LW, 15LW	10PW,11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW
<b>TOTAL</b>	100%	20%	25%	25%	30%

**OUTCOMES**

1VA Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them	10PW Applies models, theories and laws to explain situations involving energy, force and motion
2VA Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures	11PW Explains how scientific understanding about energy conservation, transfers and transformation is applied in systems.
3VA Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations	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
4WS Develops questions or hypotheses to be investigated scientifically	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
5WS Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively	14LW Analyses interactions between components and processes within biological systems
6WS Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively	15LW Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
7WS Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions	16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
8WS Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems	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
9WS Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations	

**Stage 5 Year 9 - iSTEM 2022**

	<i>Syllabus Weighting</i>	<b>TASK 1</b> Term 1, Week 9 2022	<b>TASK 2</b> Term 2, Week 9 2022	<b>TASK 3</b> Term 3, Week 9 2022	<b>Task 4</b> Term 4, Week 3 2022
<i>Type of Task</i>		<b>3D CAD/CAM Design</b>	<b>Aerodynamics Project</b>	<b>Minor Learning Project</b>	<b>Research Task</b>
<i>Assessment Component</i>					
Skills	60%	15%	20%	20%	5%
Knowledge & Understanding	40%	5%	15%	15%	5%
Outcomes		5.1.2, 5.4.1, 5.6	5.2.1, 5.3.1, 5.4.1, 5.6.2	5.2.2, 5.5.2, 5.6.1, 5.7.1	5.1.1, 5.3.2, 5.5.1
<b>TOTAL</b>	100%	20%	35%	35%	10%

**OUTCOMES**

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



**Stage 5 Year 9 - Photography and Digital Media 2022**

	<i>Syllabus Weighting</i>	<b>TASK 1</b> Term 1, Week 9 2022	<b>TASK 2</b> Term 2, Week 5 2022	<b>TASK 3</b> Term 3, Week 7 2022	<b>TASK 4</b> Term 4, Week 4 2022
<i>Type of Task</i>  <i>Assessment Component</i>		<b>Portraiture – Man Ray PowerPoint/GoogleSlides</b> (Critical and historical studies)	<b>Genres in Portraiture</b> (Artmaking)	<b>Still Life Photography- The Everyday Object</b> (Artmaking)	<b>Robyn Stacey Research Task</b> (Written/ critical and historical studies)
Art Making	60%		20%	40%	
Art History & Art Criticism	40%	20%			20%
<b>Outcomes</b>		5.7, 5.8, 5.9, 5.10	5.1, 5.3, 5.4, 5.6	5.1, 5.2, 5.4, 5.5, 5.6	5.7, 5.8, 5.9
<b>TOTAL</b>	100%	20%	20%	40%	20%

**OUTCOMES**

5.1 Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works	5.5 Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.2 Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience	5.7 Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.3 Makes photographic and digital works informed by an understanding of how the frames affect meaning	5.8 Uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
5.4 Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works	5.9 Uses the frames to make different interpretations of
5.6 Selects appropriate procedures and techniques to make and refine photographic and digital works	5.10 Constructs different critical and historical accounts of photographic and digital works

**Year 9 ASSESSMENT PLANNER 2022**

	<b>TERM 1</b>
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	History – Source-based Task
<b>Week 6</b>	PASS – Assessment Task 1 Science – Practical Skills Task
<b>Week 7</b>	PDHPE – Lifelong Physical Activity
<b>Week 8</b>	Chinese – Research Assessment Elective History – Mysteries and Scandals Geography – Group Assignment Maths – Assignment Single Variable Data Analysis
<b>Week 9</b>	Music – Music for Small Ensembles Photographic & Digital Media – Portraiture iSTEM – 3D CAD/CAM Design
<b>Week 10</b>	Visual Arts – Urban Landscape Visual Design – Assessment Task 1 Industrial Timber – Practical Task Industrial Engineering – Practical Task History – Inquiry Task Commerce – Research Task/Essay English - Persuasive Essay Child Studies – Assessment Task 1

	<b>TERM 2</b>
<b>Week 1</b>	Industrial Metal – Research Task
<b>Week 2</b>	
<b>Week 3</b>	Elective History – Research/Oral Task Geography – Individual Research Assignment Food Tech – Food Selection and Health Website
<b>Week 4</b>	Industrial Timber – Design Folio Task Industrial Metal – Practical Task Industrial Engineering – Design Folio Task History – Prepared Response Commerce – Common Test Science – Student Research Project
<b>Week 5</b>	Maths – Topic Test PDHPE – Practical Assessment Music – Classical Music Photographic & Digital Media – Genres in Portraiture Chinese – Half Yearly Exam PASS – Practical Assessment
<b>Week 6</b>	Geography – Exam Visual Design – Assessment Task 2
<b>Week 7</b>	Visual Arts – Theoretical Task
<b>Week 8</b>	
<b>Week 9</b>	iSTEM- Aerodynamics Project
<b>Week 10</b>	English – Creative Writing Portfolio

**Year 9 ASSESSMENT PLANNER 2022**

	<b>TERM 3</b>
<b>Week 1</b>	
<b>Week 2</b>	Child Studies – Assessment Task 2
<b>Week 3</b>	
<b>Week 4</b>	Elective History – Research Assignment
<b>Week 5</b>	History – Source-based Task
<b>Week 6</b>	PASS – Assessment Task 2 Visual Arts – Abstraction (Practical Artmaking tasks) Commerce - Group Research Assignment
<b>Week 7</b>	PDHPE – Supporting Yourself Assessment Task 2 Science – Research Photographic & Digital Media – Still Life Photography Chinese – Research Assessment Task
<b>Week 8</b>	English – Speech Geography – Group Assignment Visual Design – Assessment Task 3
<b>Week 9</b>	Child Studies – Assessment Task 3 Music – Jazz Music ISTEM – Minor Learning Project
<b>Week 10</b>	History – Inquiry Task Food Tech – Powerpoint/Practical

**Year 9 ASSESSMENT PLANNER 2022**

	<b>TERM 4</b>
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	Industrial Timber – Practical Task Industrial Metal – Design Folia Task Industrial Engineering – Practical Task Elective History – Exam Geography – Individual Research Assignment iSTEM – Research Task
<b>Week 4</b>	English – Exam Music - Theatre Music Industrial Timber – Yearly Exam Industrial Metal – Practical Task Industrial Engineering – Yearly Exam Commerce – Yearly Exam History – Prepared Response PDHPE – Practical Assessment Visual Design – Assessment Task 4 Food Tech – Portfolio and practical Photographic & Digital Media – Robyn Stacey Pamphlet
<b>Week 5</b>	Science – Yearly Exam Visual Arts – Collaborative Art Chinese – Yearly Exam PASS – Practical Assessment Child Studies – Written Exam
<b>Week 6</b>	Geography - Exam
<b>Week 7</b>	
<b>Week 8</b>	
<b>Week 9</b>	
<b>Week 10</b>	English – Dramatic Reading
<b>Week 11</b>	



