

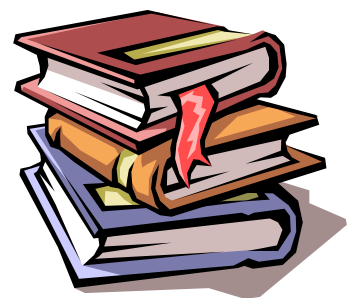


# Girraween High School



2009

Year 9



# Assessment Policy Booklet

## SCHOOL ASSESSMENT PROCEDURES

### 1. THE PURPOSE OF ASSESSMENT

The assessment procedures are intended to provide an indication of a student's attainment over a wide range of syllabus outcomes. Assessment covers the whole course in each subject, including knowledge, understanding, skills and processes and addresses all these projected outcomes.

The Years 7–10 syllabuses advocate *assessment for learning*. Assessment *for learning* gives students opportunities to produce work that leads to development of their knowledge, understanding and skills. Teachers decide how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

The feedback that students receive from completing assessment activities will help teachers and students decide where they are up to and whether they are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, skills and understanding.

Some of the tasks that students will be given in a subject will not be assessment tasks. Students are required to complete all set tasks not only those for assessment.

Gathered evidence is used for *assessment of learning* which takes place at key points in the learning cycle, such as at the end Semester 1 and Semester 2, when students receive reports identifying the levels of skill, knowledge and understanding they have achieved.

### 2. ASSESSMENT SCHEDULE BOOKLET AND TIME-FRAME

This Assessment Booklet provides you with an assessment schedule for each of your subjects (see pages 5 – 20). Each assessment schedule lists for each task: type of task, ***approximate date*** (Term and Week), anticipated Areas of Learning to be assessed and weightings. At the conclusion of the subject assessment schedules in this Assessment Booklet is a Summary of Assessment Tasks (see pages 21, 22) – this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

***Note that the dates listed in the assessment schedules and in the Summary of Assessment Tasks are APPROXIMATE.***

***Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.***

Note that the teacher notification has precedence over any information listed in the assessment schedules and Summary of Assessment Tasks contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, date of the task, Areas of Learning to be assessed, and weightings) may change from the date of issue of the booklet, so the notification given by the teacher will be used to list the correct details for each assessment task.

### 3. ATTENDANCE

Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed.

Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/caregiver to explain any absence. Unsatisfactory attendance may mean that a student does not satisfactorily complete a course and then they may not be eligible to receive a School Certificate.

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. Students who are absent on any day are responsible for ascertaining if any assessment task has been set for any course missed during their absence. No automatic extension is granted to students who are absent on the day the notice of a task is given.

#### 4. SUBMISSION OF TASKS

For assessment tasks which are completed outside the classroom, all tasks are to be submitted by the designated day and time (as per the teacher notification).

All tasks submitted after the designated time will be deemed to be LATE unless there are exceptional circumstances.

Failure to submit a task by the designated time will result in:

- a note being sent home (a copy of this note will be placed in the student's central file and given to the Year Adviser and Deputy Principals)
- a mark deduction of 10% of the maximum mark per weekday (including holidays and up to 90%).

All faculties must maintain a record of tasks submitted. Tasks must be submitted in accordance with the instructions from the faculty.

#### 5. EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION

An extension of time for completion of tasks may only be granted by the appropriate Head Teacher. Students must apply to the Head Teacher responsible well before the due date of the task. Extensions will only be granted in cases of severe illness or other exceptional circumstances.

If your extension is not granted, you must submit the incomplete task on the due date.

Unless prior application for an extension has been approved by the appropriate Head Teacher, the late submission of a task will result in a deduction of marks for that task (see Section 4 above).

#### 6. PRIOR KNOWLEDGE OF ABSENCE

Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the relevant Head Teacher.

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must **NOTIFY THE HEAD TEACHER AND THEIR CLASS TEACHER**, and submit the work before the due date.

#### 7. ABSENCE DUE TO ILLNESS/MISADVENTURE

It is the student's responsibility to perform/submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time. Unless prior application for an extension has been approved by the appropriate Head Teacher, the late submission of a task will result in a deduction of marks for that task (see Section 4 above). If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the appropriate Head Teacher).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the school **IMMEDIATELY** if circumstances will prevent them from doing so.

## 8. TECHNOLOGY AND ASSESSMENT TASKS

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in **extreme circumstances**.

To minimise problems in relation to technology, students should adhere to the following protocols:

- when working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
- when working at school, save the latest version of your work to your personal files on the school server (see Mr Chung for assistance if you are experiencing difficulties with the school server or you have forgotten your confidential username and password)
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
  - check the compatibility of your home software with the school's technology
  - save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers / printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. Inform your class teacher of this. (Note: printing at school should only be a last resort and must be completed before the due hand in time.)

## 9. ORAL TASKS

Students must be ready to present Oral Assessment Tasks on the specified due date. Students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally). In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students **MUST** attend class at the time indicated for their oral presentation.

## 10. ZERO MARKS

A ZERO mark will be awarded when a student:

- does not attempt a task (non-attempt)
- does not make a serious attempt at a task (non-serious attempt)
- is found to be involved in malpractice (see Section 11 below).

In such cases:

- parents/guardians will be informed in writing
- a copy of this parental notification will be placed in the student's central file and given to the Year Adviser and Deputy Principals.

## 11. MALPRACTICE IN ASSESSMENT TASKS

Any student found involved in malpractice in completing an assessment task will be awarded a mark of **ZERO** for that task.

Malpractice includes, but is not limited to:

- cheating
- attempting to cheat
- assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting the assessment task in any way
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not submitted by the due date.

The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Head Teacher of the course involved, and notified immediately to the Principal.

The Principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

If malpractice is proven, a mark of **ZERO** will be awarded (see Section 10 above).

## 12. DISPUTES REGARDING ASSESSMENT TASKS

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted.

**Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned.**

## 13. ASSESSMENT CONCERNS

Where circumstances arise in the administration of assessment for the Junior Years not covered by the procedures described in this document, they should be referred to, and discussed with, the Principal for resolution.

Note: **The Principal is the final arbiter in all assessment matters.**

If the Principal is absent, students should see the Deputy Principal responsible for their Year, or the other Deputy Principal if this is not possible.

<b>YEAR 9 ASSESSMENT: 2009</b>	<b>SUBJECT: ENGLISH</b>
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<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: <i>Shakespeare Day</i> Performance	Term 1, Week 9A	3, 4, 5
2: <i>Shakespeare</i> Essay	Term 1, Week 10B	1, 2, 3
3: Multiple Choice Test	Term 2, Week 1B	1
4: Short Answer Test	Term 2, Week 11B	1, 2, 3, 5
5: Oral Task	Term 3, Weeks 8B/9A	1, 2, 4, 5
6: Yearly Exam	Term 4, Week 1A	1, 2, 3, 4, 5

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: <i>Shakespeare Day</i> Performance	10	Semester 1 Mark	35
2: <i>Shakespeare</i> Essay	15	4: Short Answer Test	15
3: Multiple Choice Test	10	5: Oral Task	20
		6: Yearly Examination	30
<b>TOTAL</b>	<b>35</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 can speak, listen, read, write, view and represent
- 2 uses language effectively and appropriately
- 3 imaginative, interpretive and critical thinking
- 4 communicates with understanding about themselves and the world
- 5 reflects on learning through English.

<b>YEAR 9 ASSESSMENT: 2009</b>	<b>SUBJECT: MATHEMATICS</b>
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<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Mentals 1	Term 1, Week 6B	Number
2: Common Test 1	Term 1, Week 6B	1, 4
3: Mentals 2	Term 2, Week 4A	Number
4: Common Test 2	Term 2, Week 4A	2, 4, 5
5: Mentals 3	Term 3, Week 3A	Number
6: Common Test 3	Term 3, Week 3A	1, 2
7: Mentals 4	Term 4, Week 1A	Number
8: Common Test 4	Term 4, Week 1A	1, 2, 3, 4, 5

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT (%)</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Mentals 1	5	Semester 1 Mark	20
2: Common Test 1	45	5: Mentals 3	4
3: Mentals 2	5	6: Common Test 3	36
4: Common Test 2	45	7: Mentals 4	4
		8: Common Test 4	36
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 Number: surds, probability, basic skills and number, indices
- 2 Patterns and Algebra: equations and inequalities, co-ordinate geometry, factorising algebraic expressions, simultaneous equations
- 3 Data: statistics
- 4 Measurement: trigonometry, area, surface area and volume
- 5 Space and Geometry: deductive geometry.

**YEAR 9 ASSESSMENT: 2009****SUBJECT: SCIENCE**

<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1. Assignment 1	Term 1, Week 4B	3, 4, 5
2. Practical Test 1	Term 1, Week 6B	1, 2
3. Semester 1 Test	Term 2, Week 2A	1, 2, 3, 4
4. Book Work – Semester 1	Term 1 – Term 2	1
5. Science Competition	Term 2, Week 7B	1
6. Assignment 2	Term 3, Week 3A	3, 4, 5
7. Major Scientific Investigation	Term 3, Week 9A	1, 2
8. Book Work – Semester 2	Term 3 – Term 4	1
9. Yearly Examination	Term 4, Week 1A	2, 3, 4, 5

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2</b>	
<b>TASK</b>	<b>WEIGHT (%)</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1. Assignment 1	25	5. Science Competition	10
2. Practical Test 1	25	6. Assignment 2	25
3. Book Work– Semester 1	5	7. Major Scientific Investigation	15
4. Semester 1 Test	45	8. Book Work– Semester 2	5
		9. Yearly Examination	45
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

**Semester 2 Report = 40% Semester 1 Mark + 60% Semester 2 Mark**

## Areas of Learning

- 1 application of scientific thinking and problem solving to communicate valid scientific conclusions
- 2 independently plans and conducts scientific investigations
- 3 knowledge, understanding and applications of scientific concepts
- 4 significance of Science to society, the environment and areas of research
- 5 the nature and application of scientific concepts in research and development.

<b>YEAR 9 ASSESSMENT: 2009</b>	<b>SUBJECT: GEOGRAPHY (MANDATORY)</b>
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TASK	APPROXIMATE DATE		AREAS OF LEARNING
	SEMESTER 1	SEMESTER 2	
1: Assignment – Travel Itinerary	Term 1, Week 8B	Term 3, Week 4B	1, 2
2: Skills	Term 1, Week 11A	Term 3, Week 7A	1, 2
3: Assignment – Natural Disasters	Term 2, Week 3B	Term 3, Week 10B	1, 2
4: Semester Test	Term 2, Week 5B	Term 4, Week 1A	1, 2

<b>SEMESTER REPORT</b>	
TASK	WEIGHT (%)
1: Assignment – Travel Itinerary	20
2: Skills	25
3: Assignment – Natural Disasters	20
4: Semester Test	35
<b>TOTAL</b>	<b>100</b>

### Areas of Learning

- 1 Geographical Skills
- 2 Knowledge of Geography.

<b>YEAR 9 ASSESSMENT: 2009</b>	<b>SUBJECT: HISTORY (MANDATORY)</b>
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TASK	APPROXIMATE DATE		AREAS OF LEARNING
	SEMESTER 1	SEMESTER 2	
1. Research Assignment	Term 1, Week 7A	Term 3, Week 4B	2, 3, 4
2. Oral Presentation	Term 2, Week 4A	Term 3, Week 8B	3, 4, 5
3. Examination	Term 2, Week 5B	Term 4, Week 1A	1, 2, 6

<b>SEMESTER REPORT</b>	
TASK	WEIGHT (%)
1. Research Assignment	25
2. Oral Presentation	25
3. Examination	50
<b>TOTAL</b>	<b>100</b>

### Areas of Learning

- 1 uses historical terms and concepts appropriately.
- 2 explains changing rights and freedoms of Aboriginal people
- 3 locates, select and organise relevant historical information from a number of sources, including ICT
- 4 selects and uses appropriate oral and other forms, including ICT, to communicate effectively about the past
- 5 explains the changing rights and freedoms of women in Australia since 1945
- 6 assesses the impact of changes on Australia's history.

**YEAR 9 ASSESSMENT: 2009****SUBJECT: PERSONAL DEVELOPMENT,  
HEALTH, PHYSICAL EDUCATION (PDHPE)**

<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Bush Dance	Term 1, Week 7A/8B	1, 2, 3
2: Health Assignment	Term 2, Week 1B/2A	4
3: Practical Assessment (Semester 1)	Ongoing	1, 2, 3
4: Practical Assessment (Semester 2)	Ongoing	1, 2, 3
5: Health booklets	Term 4, Week 1A/2B	4

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT (%)</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Bush Dance	50	Semester 1 Mark	30
2: Health Assignment	30	4: Practical Assessment (Semester 2)	50
3: Practical Assessment (Semester 1)	20	5: Health booklets	20
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

### **Areas of Learning**

- 1 adapts and transfers movement skills and strategies to improve performance
- 2 moves competently and contributes to the skilled performance of others
- 3 improves performance through the application of practice and effort
- 4 analyses attitudes, behaviours and consequences related to health issues affecting young people.

<b>YEAR 9 ASSESSMENT: 2009</b>	<b>SUBJECT: COMMERCE</b>
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<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Assignment – Consumer Choice	Term 1, Week 10B	1, 2
2: Half Yearly – Consumer Choice, Promotion and Selling	Term 2, Week 3B	1, 2
3: Commercial Skills	Term 3, Week 9A	1, 2
4: Yearly Examination	Term 4, Week 1A	1, 2

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Assignment – Consumer Choice	15	Semester 1 Mark	40
2: Half Yearly – Consumer Choice, Promotion and Selling	25	3: Commercial Skills	25
		4: Yearly Examination	35
<b>TOTAL</b>	<b>40</b>	<b>TOTAL</b>	<b>100</b>

### Areas of Learning

- 1 Skills in Commerce
- 2 Knowledge of Commerce.

<b>YEAR 9 ASSESSMENT: 2009</b>	<b>SUBJECT: DRAMA</b>
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<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Drama Logbook 1	Term 1, Week 6B	5
2: <i>Shakespeare</i> Performance	Term 1, Week 11A	1, 2, 3
3: Drama Logbook 2	Term 2, Week 2A	5
4: Playbuilding Task	Term 2, Week 8A	1, 2, 3, 4
5: Drama Logbook 3	Term 2, Week 10A	5
6: Mime Assessment	Term 3, Week 8B	3
7: Drama Logbook 4	Term 3, Week 9A	5
8: Yearly Examination (Theory)	Term 4, Week 1A	5

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Drama Logbook 1	5	Semester 1 Mark	30
2: <i>Shakespeare</i> Performance	20	4. Playbuilding Task	20
3: Drama Logbook 2	5	5. Drama Logbook 3	5
		6. Mime Assessment	20
		7. Drama Logbook 4	5
		8. Yearly Examination (Theory)	20
<b>TOTAL</b>	<b>30</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 creates and performs using scripted material
- 2 shows initiative and collaborates with fellow students to create dramatic work
- 3 uses performance techniques to create and enhance a variety of characters
- 4 improvises and playbuilds through group-devised processes
- 5 reflects on own development and learning in a written form.

<b>YEAR 9 ASSESSMENT: 2009</b>	<b>SUBJECT: FOOD TECHNOLOGY</b>
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<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Assignment	Term 1, Week 10B	1, 4
2: Test	Term 2, Week 4A	2, 4
3: Assignment	Term 3, Week 5A	2, 3, 5
4: Assignment	Term 4, Week 2B	2, 3
5: Yearly Examination	Term 4, Week 1A	1, 3, 5

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Assignment	20	Semester 1 Mark	35
2: Test	15	3: Assignment	15
		4: Assignment	20
		5: Yearly Examination	30
<b>TOTAL</b>	<b>35</b>	<b>TOTAL</b>	<b>100</b>

### **Areas of Learning**

- 1 demonstrates hygienic handling of food to ensure a safe and appealing product
- 2 collects, evaluates and applies information from a variety of sources
- 3 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 4 plans, prepares, presents and evaluates food solutions for specific purposes
- 5 examines the relationship between food, technology and society.

<b>YEAR 9 ASSESSMENT: 2009</b>	<b>SUBJECT: HISTORY (ELECTIVE)</b>
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<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Historical Investigation	A feature of this course is that assessment is negotiated – details of each assessment task (including type of task, date of task and Areas of Learning to be assessed) will be negotiated between the teacher and students at appropriate times throughout the course.	
2: Oral presentation		
3: Group task(s) / Research		
4: Yearly Examination	Term 4, Week 1A	TBA

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT (%)</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Historical Investigation	30	Semester 1 Mark	20
2: Oral presentation	40	4: Group task / Research	30
3: Group task / Research	30	5: Yearly Examination	50
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 examines the ways in which historical meanings can be constructed through a range of media
- 2 explains the importance of key features of past societies or periods, including groups and personalities
- 3 identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry
- 4 explains different contexts, perspectives and interpretations of the past
- 5 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
- 6 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past.

<b>YEAR 9 ASSESSMENT: 2009</b>	<b>SUBJECT: INDUSTRIAL TECHNOLOGY</b>
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<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Assignment	Term 1, Week 10B	1, 3, 4
2: Test	Term 2, Week 5B	4, 5, 6
3: Research Project	Term 3, Week 10B	2, 5
4: Yearly Examination	Term 4, Week 1A	4, 5, 6

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Assignment	20	Semester 1 Mark	40
2: Test	20	3: Research Project	30
		4: Yearly Examination	30
<b>TOTAL</b>	<b>40</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 justifies the use of a range of relevant and associated materials
- 2 selects and uses appropriate materials for specific applications
- 3 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- 4 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
- 5 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- 6 describes, analyses and uses a range of current, new and emerging technologies and their various applications.

<b>YEAR 9 ASSESSMENT: 2009</b>	<b>SUBJECT: INFORMATION AND SOFTWARE TECHNOLOGY (IST)</b>
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<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Assignment	Term 2, Week 2A	1, 2, 4
2: Class Test	Term 2, Week 4A	1, 4
3: Assignment	Term 3, Week 2B	1, 3, 4, 6
4: Group Project	Term 4, Week 3A	1, 2, 3, 8
5: Yearly Examination	Term 4, Week 1A	1, 5, 6, 7

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Assignment	20	Semester 1 Mark	30
2: Class Test	10	3: Assignment	20
		4: Group Project	20
		5: Yearly Examination	30
<b>TOTAL</b>	<b>30</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 describes and applies problem-solving processes when creating solutions
- 2 designs, produces and evaluates appropriate solutions to a range of challenging problems
- 3 acquires and manipulates data and information in an ethical manner
- 4 communicates ideas, processes and solutions to a targeted audience
- 5 critically analyses decision-making processes in a range of information and software solutions
- 6 justifies responsible practices and ethical use of information and software technology
- 7 analyses the effects of past, current and emerging information and software technologies on the individual and society
- 8 applies collaborative work practices to complete tasks.

YEAR 9 ASSESSMENT: 2009		SUBJECT: LANGUAGES (JAPANESE)
TASK	APPROXIMATE DATE	AREAS OF LEARNING
1: Integrated tasks at the end of each unit of work. Anticipated Semester 1 units: Term 1: Units 1 – 3 Term 2: Units 4 – 6	Set at appropriate times at the end of each unit of work	1, 2, 3, 4, 5, 6
2: Task involving internet consultation	Set at appropriate time	1, 2, 3, 4, 5, 6
3: Integrated tasks at the end of each unit of work. Anticipated Semester 2 units: Term 3: Units 7 – 9 Term 4: Units 10 – 12	Set at appropriate times at the end of each unit of work	1, 2, 3, 4, 5, 6
4: Yearly Examination	Term 4, Week 1A	1, 2, 3, 4, 5, 6

Integrated tasks can include a combination of the following:

- vocabulary quizzes
- reading comprehension
- listening comprehension
- writing skills
- speaking skills.

SEMESTER 1 REPORT		SEMESTER 2 REPORT	
TASK	WEIGHT (%)	TASK	WEIGHT (%)
1: Integrated tasks at the end of each unit of work	80	Semester 1 Mark	35
2: Internet Task	20	3: Integrated tasks at the end of each unit of work	25
		4: Yearly Examination	40
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 Listening: selects, summarises and analyses information and ideas in spoken texts and responds appropriately
- 2 Reading: selects, summarises and analyses information and ideas in written texts and responds appropriately
- 3 Speaking: uses Japanese by incorporating diverse structures and features to express own ideas
- 4 Writing: experiments with linguistic patterns and structures in Japanese to convey information and to express own ideas
- 5 Making Linguistic Connections: demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages and uses linguistic resources to support the study and production of texts in Japanese
- 6 Moving Between Cultures: explores the interdependence of language and culture in a range of texts and contexts and identifies and explains aspects of the culture of Japanese-speaking communities in texts.

YEAR 9 ASSESSMENT: 2009		SUBJECT: MUSIC	
TASK	APPROXIMATE DATE	AREAS OF LEARNING	
<b>Semester 1</b>			
1: Participation	Ongoing	1, 5	
2: Performance	Ongoing	1, 5	
3: Composition	Early Term 2	2, 3	
4: Musicology (Aural Test)	At the completion of the unit of work	4	
5: Musicology (Research)	To be negotiated with class members	4	
<b>Semester 2</b>			
6: Participation	Ongoing	1, 5	
7: Performance	Ongoing	1, 5	
8: Composition	Early Term 4	2, 3	
9: Musicology (Yearly Examination)	Term 4, Week 1A	4	
10: Performance (Yearly Examination)	Term 4, Week 1A	1	

SEMESTER 1 REPORT		SEMESTER 2 REPORT	
TASK	WEIGHT (%)	TASK	WEIGHT (%)
1: Participation	10	6: Participation	10
2: Performance	25	7: Performance	30
3: Composition	25	8: Composition	20
4: Musicology (Aural Test)	15	9: Musicology (Yearly Examination)	25
5: Musicology (Research)	25	10: Performance (Yearly Examination)	15
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

**Semester 2 Report = 20% Semester 1 Mark + 80% Semester 2 Mark**

### Areas of Learning

- 1 performs individually and in groups a range of repertoire representative of the topic being studied
- 2 can improvise, arrange and compose in a given style
- 3 can notate compositions using both conventional and electronic means
- 4 demonstrates an understanding of musical concepts through analysis, discussion and research
- 5 demonstrates a commitment to excellence in performance through involvement in extra-curricular musical activities.

**YEAR 9 ASSESSMENT: 2009****SUBJECT: PHYSICAL ACTIVITY AND  
SPORTS STUDIES (PASS)**

<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Unit Assignment 1	Term 1, Week 9A	1, 2
2: Practical Assessment (Semester 1)	Ongoing	3, 4
3: Half Yearly Test	Term 2, Week 4A	1, 2
4: Unit Assignment 2	Term 3, Week 5A	1, 2, 5
5. Practical Assessment (Semester 2)	Ongoing	3, 4
6. Yearly Examination	Term 3, Week 9A	1, 2, 5

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT (%)</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Unit Assignment 1	20	Semester 1 Mark	20
2: Practical Assessment (Semester 1)	50	4: Unit Assignment 2	15
3: Half Yearly Test	30	5: Practical Assessment (Semester 2)	40
		6: Yearly Examination	25
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 analyses the benefits of participation and performance in physical activity and sport
- 2 discusses factors that limit and enhance the capacity to move and perform
- 3 performs movement skills with increasing proficiency
- 4 works collaboratively with others to enhance participation, enjoyment and performance
- 5 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport.

<b>YEAR 9 ASSESSMENT: 2009</b>		<b>SUBJECT: VISUAL ARTS</b>
<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Research Assignment	Term 1, Week 6B	2, 4, 6
2: Theory	Term 1, Week 9A	6, 7, 8
3: Practical	Term 1, Week 10B	1, 5
4: Half Yearly Examination	Term 2, Week 4A	3, 6, 7
5: Theory	Term 2, Week 6A	6, 7, 8
6: Practical	Term 2, Week 8A	6, 7
7: Theory	Term 3, Week 9A	6, 7, 8
8: Yearly Examination	Term 4, Week 1A	3, 6, 7
9: Practical	Term 4, Week 2B	1, 5

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT (%)</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Research Assignment	10	Semester 1 mark	30
2: Theory	15	7: Theory	15
3: Practical	25	8: Yearly Examination	20
4: Half Yearly Examination	10	9: Practical	35
5: Theory	15		
6: Practical	25		
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 2 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 3 demonstrates how the frames provide different interpretations of art
- 4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 6 demonstrates developing technical accomplishment and refinement in making artworks
- 7 demonstrates how art criticism and art history construct meanings
- 8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art.



## SUMMARY OF YEAR 9 ASSESSMENT TASKS

**Note that the dates listed in this summary are APPROXIMATE.**

**Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.**

### Term 1 2009

WEEK	
1A	
2B	
3A	
4B	Science#1.
5A	
6B	Drama#1, Mathematics#1, Mathematics#2, Science#2, Visual Arts#1.
7A	History(Mandatory–Semester1)#1, PDHPE#1.
8B	Geography(Mandatory–Semester1)#1, PDHPE#1.
9A	English#1, PASS#1, Visual Arts#2.
10B	Commerce#1, English#2, Food Technology#1, Industrial Technology#1, Visual Arts#3.
11A	Drama#2, Geography(Mandatory–Semester1)#2.

### Term 2 2009

WEEK	
1B	English#3, PDHPE#2.
2A	Drama#3, IST#1, PDHPE#2, Science#3.
3B	Commerce#2, Geography(Mandatory–Semester1)#3.
4A	Food Technology#2, History(Mandatory–Semester1)#2, IST#2, Mathematics#3, Mathematics#4, PASS#3, Visual Arts#4.
5B	Geography(Mandatory–Semester1)#4, History(Mandatory–Semester1)#3, Industrial Technology#2.
6A	Visual Arts#5.
7B	Science#5.
8A	Drama#4, Visual Arts#6.
9B	
10A <i>Start Semester 2</i>	Drama#5.
11B	English#4.



## SUMMARY OF YEAR 9 ASSESSMENT TASKS

*Note that the dates listed in this summary are APPROXIMATE.*

*Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.*

### Term 3 2009

WEEK	
1A	
2B	IST#3.
3A	Mathematics#5, Mathematics#6, Science#6.
4B	Geography(Mandatory–Semester2)#1, History(Mandatory–Semester2)#1.
5A	Food Technology#3, PASS#4.
6B	
7A	Geography(Mandatory–Semester2)#2.
8B	Drama#6, English#5, History(Mandatory–Semester2)#2.
9A	Commerce#3, Drama#7, English#5, Science#8, Visual Arts#7.
10B	Geography(Mandatory–Semester2)#3, Industrial Technology#3.

### Term 4 2009

WEEK	
1A <b>Year 9 Yearly</b>	Commerce#4, Drama#8, English#6, Food Technology#5, Geography(Mandatory–Semester2)#4, History(Elective)#4, History(Mandatory–Semester2)#3, Industrial Technology#4, IST#5, Japanese#4, Mathematics#7, Mathematics#8, Music#9, Music#10, PASS#6, PDHPE#5, Science#9, Visual Arts#8.
2B	Food Technology#4, PDHPE#5, Visual Arts#9.
3A	IST#4.
4B	
5A	
6B	
7A	
8B	
9A	School Presentation Day: Monday 14/12/09

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