



**DAPTO**  
High School

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***Assessment  
Information***

***Year 9***  
***Stage 5***  
**2019**

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*This booklet outlines course syllabus components and an overview of the assessment schedule for each Stage 5 course.*

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# DAPTO HIGH SCHOOL

## Assessment Policy and Procedures Year 9

Dapto High School is committed to enhancing and encouraging students' learning outcomes. The School Assessment Policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and to encourage students to meet their assessment deadlines.

Assessment at Dapto High School encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

Assessment tasks are designed to measure performance against course outcomes through a range of assessment tasks and in a wider range of objectives than may be tested in an examination. Assessment tasks may include:

- Tests which may take a written, practical and oral form
- Class essays, research tasks, assignments, portfolios, log books
- Practical tasks and major works
- Fieldwork and Projects

### RESPONSIBILITIES OF THE SCHOOL

The school will provide students with the following information:

- **An Assessment Calendar via the Parent Portal** – this outlines when the assessment tasks are scheduled and the task description attached to each assessment task.  
The assessment calendar overview should be used as a guide only. **Dates of tasks are subject to change** at the head teacher's discretion or due to unforeseen circumstances. Class Teachers will inform students of the new arrangements in writing in advance.
- **Written Assessment Notification** - this notification outlines a more detailed explanation of the specific nature of each assessment task. This notification will be issued with **ample time in advance**.

The school will communicate to parents/carers any concerns relating to a student's performance and/or overall achievement. A letter of concern will be posted home to parents/carers outlining the areas of unsatisfactory completion of course requirements.

### RESPONSIBILITIES OF THE STUDENT

It is the student's responsibility to:

- demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.
- attend classes regularly and ensure their attendance does not fall below 85%.
- familiarise themselves with the school's 'Assessment Booklet' including all procedures and course information contained in the handbook.
- contact the teacher and/or head teacher to obtain the task notification if they are absent on the day an assessment task notification is issued.
- complete all assigned work including each assessment task to achieve course outcomes and demonstrate through effort and achievement, that they have met the requirements of the course.
- be present for, and hand in all assessment tasks at the required time as specified in the booklet and the assessment calendar.
- ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back.
- meet all assessment deadlines or they will be penalised in accordance with this policy
- maintain the integrity and confidentiality of all assessment tasks.

## COMPLETING ASSESSMENT TASKS

It is the responsibility of the student to be present for, or to hand in, assessment tasks at the required time. Students must be in attendance for the **WHOLE DAY** when assessment tasks are scheduled or when set tasks are to be handed in.

If, due to illness or misadventure, a student is unable to attend school on the due date for any assessment task, they must follow the procedure outlined below.

## ILLNESS/MISADVENTURE PROCEDURES FOR ASSESSMENT TASKS

Circumstances may arise that prevent the student from completing an assessment task. These may include personal illness, family tragedy or bereavement, transport problems, etc. Computer/printer failure **is not** grounds for misadventure.

These circumstances may prevent the student from attending on the day of a task, reduce your performance on the day of a task or prevent you from completing a hand-in task on time.

In these cases, students must follow the Illness or Misadventure procedure outlined below. **Failure to follow these procedures may result in a mark of zero being awarded.**

### Procedures to Follow:

#### 1. In Class Tasks (Written & Practical)

**On the day:** If you are unable to attend on the day of a task you should:

- contact the school **on the morning the task is scheduled** and inform them of your absence.

**Immediately on your return to school:**

- The student must come prepared to complete the missed task, if required.
- The student must bring a letter from home explaining the reason for the absence or, where possible, provide a medical certificate.
- The student must report to the head teacher of the faculty and submit the letter. The head teacher will negotiate the rescheduling of the task or if required an alternate solution.

#### 2. Hand-In Tasks

**On the day:** If you are unable to attend on the day a hand-in task is due you should:

- contact the school **on the morning the task is due to be submitted** and inform them of your absence.
- make every attempt to have the task delivered to the front office or, where appropriate, submitted via email to [dapto-h.school@det.nsw.edu.au](mailto:dapto-h.school@det.nsw.edu.au)

**Immediately on your return to school:**

- If the task was not submitted on the due date, the student must report to the relevant faculty head teacher on the **first day of the student's return to school and submit the task.**
- The student must bring a letter from home explaining the reason for the absence or, where possible, provide a medical certificate.
- The student must submit the letter to the head teacher along with the task, or if necessary, negotiate a new submission date.

## IMPORTANT INFORMATION TO NOTE REGARDING ASSESSMENT TASKS

### **Late submission of a hand-in task or non-completion of an oral presentation/performance**

- A faculty will deduct 20% of the total assessment task mark for each school day a hand-in task is late, or a presentation or performance is not completed, unless the head teacher has granted an extension of time, in response to a prior written appeal outlining exceptional circumstances.
- After five school days, if the task is still not submitted the student will receive a mark of zero for the task.

### **Technology**

- Technology problems, such as computer or printer breakdown, are not generally deemed as valid reasons for late submission of an assessment task.
- It is the student's responsibility to use sensible work practices including making and retaining draft prints and saving files both to hard drive and to a USB drive.
- Tasks should be submitted as a hard copy (not USB or similar) to teachers and not emailed unless this is a stated requirement of the task.

### **Extra-Curricular, Co-Curricular Events and Excursions**

- If a scheduled assessment task clashes with an extra or co-curricular activity, e.g. representing the school in an activity, sporting or other events, it is the students' responsibility to make alternate arrangements at least a week prior to the due date with the faculty head teacher.
- Assessment tasks take precedence over excursions and it cannot be assumed that an assessment task can be rescheduled. This requires negotiation between the student, class teacher and the head teacher.

### **Approval for Extension or alternate task arrangement**

- Students needing to apply for an extension for an assessment task need to bring a note from their parent/carer at least one week prior to the due date, outlining a valid reason, if they know in advance they will not be able to meet a deadline. This will be taken into consideration by the class teacher in consultation with the faculty head teacher.
- Approval for an alternate assessment arrangement to cover extended absence (scheduled surgery, family commitments) will be negotiated with the head teacher, prior to the assessment task. It is the student's responsibility to arrange for this approval and to submit hand-in tasks early if they know that they will be absent on the due date.

### **Malpractice**

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- breaching published school examination rules
- being in possession of unauthorised notes or electronic devices during a test or examination
- plagiarism - using words, ideas, designs or workmanship of others without acknowledgement
- copying from another student or submitting another person's work as their own
- paying someone to write or prepare an assessment task
- work presented which contains frivolous and/or objectionable material
- assisting another students to engage in malpractice
- behaving in a way likely to disrupt the work or concentration of other students
- disseminating any information related to the content of the exam to any of their peers.

Any student who bullies, harasses or coerces another student to divulge information relating to an assessment task will be referred to the Deputy Principal.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the head teacher. Malpractice in an examination or task will result in a zero mark being awarded for the task, a letter sent to parents/carers and a record of the malpractice noted on the student file.

# Dapto High School

## Assessment Schedule Year 9 - 2019

### Scheduled Assessment

For all Stage 5 Courses, each faculty has determined an assessment schedule in accordance with syllabus outcomes and content outlined in the Stage 5 syllabus. The syllabus for each course can be found on the NSW Education Standards Authority (NESA) website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>

Students will be expected to complete assessment tasks during normal class time, as outlined on the term-by-term assessment calendar. In some circumstances some tasks may be rescheduled or substituted and in such cases class teachers will inform students of the new arrangements in writing in advance. Assessment tasks will be of the same type and have the same weighting for all classes studying that course.

### Assessment Schedule Overview

The calendar provides an overview of the tasks required for each course and type of task.

## Agriculture : Year 9

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Pasture production : potato and corn		Animals : dairy cattle and sheep production	
<u>Description of task</u>	Collection of species; topic test; pot trial; chemical labelling; pests and disease research; soil testing; identifying machinery; hazard identification and risk assessment of tractor and machinery		Identify characteristics of animal breeds particular to climate or market; understanding local region; job opportunities in dairy industry; milk production; micro organisms; pests and diseases; pasture; technology; lamb production from paddock to plate	
<u>Outcomes</u>	5.1.1, 5.1.2, 5.3.1, 5.3.2, 5.3.3, 5.4.1, 5.5.1, 5.6.1, 5.6.2		5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.2, 5.3.4, 5.4.2, 5.4.3, 5.5.2, 5.6.1, 5.6.2	
<u>Date</u>	<b>Tasks assessed at varying intervals during the semester</b>		<b>Tasks assessed at varying intervals during the semester</b>	

## Child Studies : Year 9

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Preparing for parenthood	From conception to birth	Newborn care	Food and nutrition
<u>Description of task</u>	Baby mobile and analysis	Pregnancy diaries	Newborn care plan	Digital cookbook
<u>Outcomes</u>	3.3, 4.3, 1.2	1.1, 1.2, 2.2	1.2, 3.2	1.2, 2.2, 3.2, 4.2, 4.3
<u>Date</u>	<b>Week 10, Term 1</b>	<b>Week 9, Term 2</b>	<b>Week 10, Term 3</b>	<b>Week 8, Term 4</b>



## Commerce : Year 9

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	<b>Consumer Choice</b>	<b>Personal Finance</b>	<b>Running a Business</b> Week 1-8 <b>Promoting and Selling</b> Week 9-10	<b>Promoting and Selling</b> Week 1 -5 <b>Travel</b> Week 6-10
<u>Description of task</u>	<b>Consumer Choice Survival Plan Report</b>	<b>Personal Loan and Credit Cards Comparison Research Task</b>	<b>Running a Business Topic Test</b>	<b>Market Day Stall</b>
<u>Outcomes</u>	<b>5.1, 5.4, 5.5, 5.7, 5.9</b>	<b>5.1, 5.7, 5.8, 5.9,</b>	<b>5.5, 5.7, 5.8</b>	<b>5.1, 5.4, 5.7, 5.9</b>
<u>Date</u>	<b>Week 10</b>	<b>Week 4</b>	<b>Week 8</b>	<b>Week 4</b>

## Dance : Year 9

<b><u>Term</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	Exploring Shapes (Theory) <u>Healthy Practices</u> (Prac)	The Development of Dance through the Ages (Theory) <u>Dance skills and Technique(Prac)</u>	Indigenous Dance (Theory) <u>Transitions and Sequences</u> (Prac)	Communicating through Choreography (Theory) <u>Performance Quality (Prac)</u>
<b><u>Description of task</u></b>	<p><u>Submission Task – Journal Questions</u> <i>In groups of 2-4, students will create original movement (a short composition piece) to convey their group's stimulus intent. Students individually complete journal questions describe their composition.</i></p> <p><u>Practical Participation and Performance – In Class</u> <i>Students perform their composition to be assessed on their technique, safe dance practice and performance skills.</i></p>	<p><u>Submission Task – Research Task – Multi Media presentation</u> <i>A take-home task requiring students to research and analyse a pioneer of modern dance and present their findings in 1 of the following forms: speech, PowerPoint, Prezi, AdobeSpark.</i></p> <p><u>Practical Participation and Performance – In Class - ongoing</u> <i>Informal assessment of application to skill development, teamwork and skill performance in the practical lessons throughout this unit.</i></p>	<p><u>In-Class Task – Ongoing Journal questions</u> <i>Students are given reflection questions at the end of every practical lesson. They record their responses in their dance journal. Informal assessment of their responses.</i></p> <p><u>Practical Participation and Performance – In Class : ongoing</u> <i>Informal assessment of application to skill development, teamwork and skill performance in the practical lessons throughout this unit</i></p>	<p><u>In class task – Yearly Exam – Formal Examination</u> <i>Final Exam covering all topics/units (Prac and Theory) from 2019 – Exploring Shapes, Healthy Practices, Development of Dance throughout the Ages, Indigenous Dance and Communicating through Choreography.</i></p> <p><u>Practical Participation and Performance – In Class - Ongoing</u> <i>Informal assessment of application to skill development, teamwork and skill performance in the practical lessons throughout this unit.</i></p>
<b><u>Outcomes</u></b>	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2 & 5.3.1	5.1.1, 5.1.3, 5.3.2 & 5.3.3	5.3.1, 5.3.2 & 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.1, 5.3.2 & 5.3.3
<b><u>Date</u></b>	Week 8-10 in class and Submission Week 10 Practical – Wk 10	Submission – Week 9 Practical - Ongoing	Theory- Ongoing Practical - Ongoing	Wk 2 – Formal Examination Practical - Ongoing

## English : Year 9

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Genre Code and convention	Literary Value Context	Point of view Perspective Argument	Narrative Representation
<u>Description of task</u>	Narrative-Submission <i>Write an original narrative 500-750 words that reflects the specific genre studied in class. Select one of the images as the setting for your narrative.</i>	Portfolio <i>Why do some texts remain popular through time?</i>  <i>Teacher determined</i>	Essay – in class task <i>How does the composer communicate his/her perspective to the audience?</i>	Portfolio What can texts teach us about the world?  ( Cultural perspective)
<u>Outcomes</u>	EN5-1A EN5 -3B EN5 -4B EN5 -5C	EN5-2A EN5 -5C EN5- 7D EN5- 8D	EN5- 5C EN5-8D	EN5 -6C EN5 -7D EN5- 9E
<u>Date</u>	<b>Task Notification Week 7 Due Date Week 9</b>	<b>Portfolio</b>  <i>Throughout the term</i>	<b>Task Notification Week 6 Due date Week 8</b>	<b>Portfolio</b>  <i>Throughout the term</i>

## Food Technology : Year 9

<b><u>Term</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	Food Selections and Health	Food in Australia	Food for Special Needs	Food for Special Occasions
<b><u>Description of task</u></b>	In class exam	Research and practical tasks	Research and practical tasks	Research and practical task
<b><u>Outcomes</u></b>	<b>Core:</b> 5.1.1, 5.2.1, 5.3.1 <b>Focus:</b> 5.3.2, 5.5.1, 5.5.2, 5.6.1	<b>Core:</b> 5.4.1, 5.4.2, 5.6.2 <b>Focus:</b> 5.3.2, 5.5.1, 5.5.2, 5.6.1	<b>Core:</b> 5.2.2, 5.2.3, 5.4.1 <b>Focus:</b> 5.3.2, 5.5.1, 5.5.2, 5.6.1	<b>Core:</b> 5.6.2, 5.4.1, 5.1.2 <b>Focus:</b> 5.3.2, 5.5.1, 5.5.2, 5.6.1
<b><u>Date</u></b>	<b>Week 10</b>	<b>Week 9</b>	<b>Week 9</b>	<b>Week 8</b>

## Graphics Technology : Year 9

<b><u>Term</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	Isometric drawing	Logos and pictograms	Household appliances and packaging	Cabinet and furniture drawing
<b><u>Description of task</u></b>	Isometric drawing techniques and principles	Purpose of logos and pictograms. Design four of their own	Identify features of household appliances and develop orthogonal drawings and appropriate packaging	Engineering drawings with specifications for detailed construction
<b><u>Outcomes</u></b>	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.6.1, 5.6.2	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.2, 5.6.1	5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.2, 5.6.1
<b><u>Date</u></b>	<b>Week 1 to week 10</b>	<b>Week 1 to Week 8</b>	<b>Term 2, Week 9 to week 8</b>	<b>Term 3, week 8 to Term 4, week 9</b>

## HSIE : Year 9

<b><u>Term</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	Sustainable Biomes	Changing Places	Movement of People (Migration)	Australians at War WWI and WWII
<b><u>Description of task</u></b>	Food Product Investigation (Research and Report)	Skills Test	Transatlantic Slave Trade letter	World War 1 Battles research task
<b><u>Outcomes</u></b>	GE5-3, GE5-5, GE5-8	GE5-2, GE5-3, GE5-7	HT5-3, HT5-5, HT5-8, HT5-9	HT5-4, HT5-9, HT5-10
<b><u>Date</u></b>	<b>Week 7</b>	<b>Week 4</b>	<b>Week 8</b>	<b>Week 2</b>

## Industrial Technology : Building and Construction : Year 9

<u>Term</u>	Term 1	Term 2	Term 3	Term 4
<u>Topic</u>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Bench Hook</li> <li>• Folding Camp Stool</li> </ul>	<ul style="list-style-type: none"> <li>• Folding Camp Stool (Cont)</li> </ul>	<ul style="list-style-type: none"> <li>• House Design &amp; Construction</li> <li>• Make a Model House</li> </ul>	<ul style="list-style-type: none"> <li>• Model House (Cont)</li> </ul>
<u>Description of task</u>	<ul style="list-style-type: none"> <li>• Complete Safety Book</li> <li>• Make a Bench Hook</li> <li>• Made a Folding Camp Stool</li> </ul>	<ul style="list-style-type: none"> <li>• Made a Folding Camp Stool</li> <li>• Basic hand tool use</li> <li>• Various housed joints</li> </ul>	<ul style="list-style-type: none"> <li>• Research various methods of house construction.</li> <li>• Build a model house</li> </ul>	<ul style="list-style-type: none"> <li>• Build a model house</li> </ul>
<u>Outcomes</u>	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.4.1, 5.4.2, 5.5.1, 5.6.1	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.7.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.7.1, 5.7.2
<u>Date</u>	<ul style="list-style-type: none"> <li>• Safety W1&amp;2</li> <li>• Bench Hook T1 W2-4</li> <li>• Folding Camp Stool T1W5 to T2W10</li> </ul>	<ul style="list-style-type: none"> <li>• Folding Camp Stool W5 to T2 W10</li> </ul>	<ul style="list-style-type: none"> <li>• House Design &amp; Construction W5</li> <li>• Make a Model House W5 to W10</li> </ul>	<ul style="list-style-type: none"> <li>• Make a Model House W10</li> </ul>

## Industrial Technology : Metal : Year 9

<b><u>Term</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	Garden Trowel	Tack Hammer	Weed Puller	Work Clamp
<b><u>Description of task</u></b>	Construct a Garden Trowel using techniques including filing, drilling, bending, cutting, riveting, marking out.	Construct a Tack Hammer using techniques including filing, drilling, cutting, marking out, turning.	Construct a Weed Puller using techniques including filing, drilling, bending, riveting, marking out.	Construct a Work Clamp using techniques including filing, drilling, bending, riveting, marking out, turning.
<b><u>Outcomes</u></b>	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1
<b><u>Date</u></b>	<b>5/4/2019</b>	<b>2/7/2019</b>	<b>23/9/2019</b>	<b>11/12/2019</b>



## Industrial Technology : Timber : Year 9

<b><u>Term 1</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	Manufactured boards and tool caddy	Desk clock	Folding camp stool	Trinket box
<b><u>Description of task</u></b>	<ul style="list-style-type: none"> <li>- Research task on manufactured boards</li> <li>- Toolbox</li> </ul>	<ul style="list-style-type: none"> <li>- Design and construct a desk clock</li> <li>- Mitre joints</li> </ul>	<ul style="list-style-type: none"> <li>- Construct a folding camp stool</li> <li>- Housing joints</li> </ul>	<ul style="list-style-type: none"> <li>- Design and construct a small trinket box</li> <li>- Combination of joints</li> </ul>
<b><u>Outcomes</u></b>	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.4.1, 5.4.2, 5.5.1, 5.6.1	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.7.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.7.1, 5.7.2
<b><u>Date</u></b>	<b>Term 1, Week 1 to Term, 2, Week 3</b>	<b>Term 2, Week 4 to Term 3, Week 6</b>	<b>Term 3, Week 7 to Term 4, Week 7</b>	<b>Term 4, Week 8 to Term 1, Week 5 (into Year 10)</b>

## Mathematics : Year 9 5.1

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Earning Money	Investigating Data	Coordinate Geometry	Surface Area and Volume
<u>Description of task</u>	Investigation task	In class test	In class test	In class test
<u>Outcomes</u>	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-4NA	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-12SP	MA5.1-1WM MA5.1-3WM MA5.1-6NA	MA5.1-1WM MA5.1-2WM MA5.1-8MG
<u>Date</u>	<b>Week 10/11</b>	<b>Week 8</b>	<b>Week 10</b>	<b>Week 4</b>

## Maths : Year 9 5.2

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Earning Money	Investigating Data	Coordinate Geometry and Graphs	Surface Area and Volume
<u>Description of task</u>	In class test	Investigation task	In class test	In class test
<u>Outcomes</u>	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-4NA	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-12SP	MA5.1-1WM MA5.1-3WM MA5.1-6NA	MA5.1-1WM MA5.1-2WM MA5.1-8MG
<u>Date</u>	<b>Week 11</b>	<b>Week 7</b>	<b>Week 10</b>	<b>Week 4</b>

## Mathematics 9 5.2 / 5.3

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Products & Factors	Coordinate Geometry & Graphs	Surface Area & Volume	Trigonometry
<u>Description of task</u>	In class test	Investigation task	In class test	In class test
<u>Outcomes</u>	MA5.3-6NA MA5.3-1WM MA5.3-2WM MA5.3-3WM	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-10MG	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-8MG MA5.3-14MG	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-9NA
<u>Date</u>	<b>Week 10</b>	<b>Week 10</b>	<b>Week 4</b>	<b>Week 4</b>

## Mathematics 9 5 .3

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Products & Factors	Coordinate Geometry & Graphs	Surface Area & Volume	Trigonometry
<u>Description of task</u>	In class test	In class test	Investigation task	In class test
<u>Outcomes</u>	MA5.3-6NA MA5.3-1WM MA5.3-2WM MA5.3-3WM	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-10MG	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-8MG MA5.3-14MG	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-9NA
<u>Date</u>	<b>Week 10</b>	<b>Week 10</b>	<b>Week 4</b>	<b>Week 4</b>

## Music : Year 9

<b><u>Term</u></b>	<b><u>Term 1/ Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	<b><u>Australian Music - Rock</u></b>	<b><u>Music for Radio, Film, Television</u></b>	<b><u>Popular Music – The Beatles</u></b>
<b><u>Description of task</u></b>	Assessment Task 1 – Listening & Performance Students will identify, describe and analyse the use of the concepts of music in a piece of Australian music as well as present a performance of class repertoire on either keyboard or guitar.	Assessment Task 2 – Composition, Graphic Notation and Process Journal In small groups, students compose music using a combination of instruments and pre-recorded sounds suitable for a film scene of their choice.	Assessment Task 3 – Performance & Listening Students will present a performance of the class repertoire PLUS identify, describe and analyse the use of the concepts in piece of Popular music.
<b><u>Outcomes</u></b>	5.4, 5.7, 5.8, 5.9,	5.4, 5.5, 5.6, 5.8	5.1, 5.3, 5.9, 5.10,
<b><u>Date</u></b>	<b>Week 4 – in class</b>	<b>Week 7 – in class</b>	<b>Week 3– in class</b>

## PASS : Year 9

<b><u>Yr 9 PASS 2019</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	<b>Event Management</b> <i>(Theory &amp; Prac)</i>	<b>Body Systems &amp; Energy for Physical Activity</b> <i>(Theory &amp; Prac)</i>	<b>Nutrition</b> <i>(Theory)</i> <b>Fundamental Movement Skills</b> <i>(Prac)</i>	<b>Promoting Active Lifestyles</b> <i>(Theory &amp; Prac)</i>
<b><u>Description of task</u></b>	<b><u>Submission Task – Research Task – Multi Media presentation</u></b> <i>Research and plan a nominated sporting event with the provided question guide and present the information to the class in a multi- media presentation.</i> <b><u>Practical Participation and Performance – In Class - Ongoing</u></b> <i>Informal assessment of application to skill development, teamwork and skill performance in the practical lessons throughout this unit</i>	<b><u>In-Class Task – Body Systems assessment</u></b> <i>Students will complete an in-class assessment on the body systems</i> <b><u>Practical Participation and Performance – In Class - Ongoing</u></b> <i>Informal assessment of application to skill development, teamwork and skill performance in the practical lessons throughout this unit.</i>	<b><u>In-Class Task – Fundamental Movement Skill Presentation</u></b> <i>Students (in pairs) Research and design a demonstration sequence of allocated fundamental movement skill, with key teaching points to execute correctly. Present in a multi-media presentation.</i> <b><u>Practical Participation and Performance – In Class - Ongoing</u></b> <i>Informal assessment of application to skill development, teamwork and skill performance in the practical lessons throughout this unit</i>	<b><u>In class task – Yearly Exam – Formal Examination</u></b> <i>Final Exam covering all topics/units(Prac and Theory) from 2019</i> <b><u>Practical Participation and Performance – In Class - Ongoing</u></b> <i>Informal assessment of application to skill development, teamwork and skill performance in the practical lessons throughout this unit</i>
<b><u>Outcomes</u></b>	3.1, 3.2, 4.1, 4.2, 4.3, 4.4  3.1, 4.1 & 4.3	1.1, 1.2, 4.1, 4.2, 4.3, 4.4  3.1, 4.1 & 4.3	1.1, 1.2, 4.1, 4.2, 4.3, 4.4  3.1, 4.1 & 4.2	1.1, 1.2, 2.1, 2.1, 3.1, 3.2 & 4.4  3.1, 4.1 & 4.3
<b><u>Date</u></b>	<b>Week 6 in class</b> <b>Practical - Ongoing</b>	<b>Week 3</b> <b>Practical - Ongoing</b>	<b>Weeks 4</b> <b>Practical - Ongoing</b>	<b>Week 6 – Formal Examination</b> <b>Practical - Ongoing</b>

## PD/H/PE (Health ) : Year 10

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	R-Cubed	Sexual Health	Fit 4 Life	Mental Health
<u>Description of task</u>	<p><u>In-class Summative Task – Written Report: Relationship Guidelines</u>  <i>Students utilise knowledge learnt in class to write a relationships guideline analysing a range of strategies that enhance inclusive, equal and respectful relationships. Students are provided a structured scaffold as a guideline to thoroughly prepare for task.</i></p>	<p><u>In-class Formative Assessment Task – Sexual Health ICT Presentation</u>  <i>In pairs, students research and create an ICT presentation on a sexual health issue and present to class.</i></p>	<p><u>In-class Fitness Testing Task – Fitness Testing evaluation</u>  <i>Student participate in, measure and evaluate a range of health and skill related fitness components, comparing individual performances against Australian norms and completing SWOT analysis.</i></p>	<p><u>In-class Formative Assessment Task – Mental Health Multimedia Presentation</u>  <i>Students develop health literacy skills and apply a strengths based approach to create a group multimedia presentation on a mental health issue affect young people. Multimedia presentations are then presented in class.</i></p>
<u>Outcomes</u>	PD 5-3 and PD 5-10	PD5-2, 5-7, 5-9, 5-10	PD5-1, 5-8, 5-10	PD5-1. 5-2, 5-6, 5-7, 5-8, 5-9
<u>Date</u>	<b>Week 9/10 – In students health class</b>	<b>Weeks 9 -10 – Presentations in students health class</b>	<b>Week 9/10 – Submission in Health Class</b>	<b>Weeks 8 – 10 Projects presented in students health class</b>



**PD/H/PE ( PE ) : Year 10**

<b><u>Term</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	Fundamental Sports Weeks 1-6 Net Court Games Weeks 7-11	Athletics Weeks 1-5 Gymnastics Weeks 6-10	Fitness Weeks 1-10	Team Games Striking/Fielding/Target Weeks 1-10
<b><u>Description of task</u></b>	Funda Sports – In Class - Ongoing <i>Informal assessment of application to skill development, teamwork and skill performance in the FUNDAMENTAL MOVEMENT SKILLS studied in this unit.</i> Net Court Games – In Class - Ongoing <i>Informal assessment of application to skill development, teamwork and skill performance in the NET COURT GAME studied in this unit.</i>	Athletics – In Class - Ongoing <i>Informal assessment of application to various athletic disciplines throughout the unit.</i> Gymnastics – In Class - Ongoing <i>Teacher assessment of application to skill development, teamwork and skill performance in the creation of 3 group routines on different apparatus (filmed on Ipad) during this unit.</i>	Fitness – In Class - Ongoing <i>Summative Task assessment of application to various Fitness Tests and a written evaluation of personal fitness.</i>	Team Games – In Class - Ongoing <i>Informal assessment of application to skill development, teamwork and skill performance in the THREE Different GAMES studied in this unit.</i>
<b><u>Outcomes</u></b>	PD 5-4, & PD 5-11	PD 5-4 & PD 5-10	PD 5-8	PD 5-4, PD 5-5 & PD 5-11
<b><u>Date</u></b>	<b>Ongoing throughout the term</b>	<b>Ongoing throughout the term</b>	<b>Ongoing throughout the term</b>	<b>Ongoing throughout the term</b>

## Science : Year 9

<b><u>Term</u></b>	<b><u>Term 1</u></b>		<b><u>Term 2</u></b>		<b><u>Term 3</u></b>		<b><u>Term 4</u></b>	
<b><u>Topic</u></b>	Biology – <i>Multicellular organisms</i>	Physics – <i>Waves and Particles</i>	Earth & Environmental Science – <i>Spheres and Cycles</i>	Chemistry - <i>Radioactivity</i>	Chemistry - <i>Atoms</i>	Investigating Science – <i>Scientific processes</i>	Physics – <i>Electricity and Energy</i>	Investigating Science - <i>Forensics</i>
<b><u>Description of task</u></b>	Multicellular organisms Practical Test	Semester Test 1	Spheres and Cycles Communication Task		Atoms communication Task	Scientific processes Practical Task Semester Test 2		
<b><u>Outcomes</u></b>	SC5-14LW (LW1)	SC5-10PW (PW1)	SC5-13ES (ES3, LW2)	SC5-17CW (CW1)	SC5-16CW (CW2)	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	SC5-11PW (PW3, PW4)	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS
<b><u>Date</u></b>	<b>Week 1-5</b>	<b>Week 6-11</b>	<b>Week 1-5</b>		<b>Week 1-5</b>	<b>Week 6-10</b>		

## Visual Arts : Year 9

<u>Term</u>	<u>Term 1</u>	<u>Term 2/ Term 3</u>	<u>Term 4</u>
<u>Topic</u>	<u>"Surrealist Surroundings"</u>	<u>" Storybook Bust"</u>	<u>"Experimental Drawing"</u>
<u>Description of task</u>	B/W pen drawing of DHS with appropriated surrealist qualities +VAPD + Surrealist Research Task	3D ceramic bust sculpture of favourite character from storybook integrating symbols +VAPD + Mueck Essay	Experimental mark making on non-traditional surfaces + VAPD
<u>Outcomes</u>	5.1,5.2,5.4,5.6	5.1,5.3,5.4,5.5,5.7,5.8,5.9	5.1,5.3,5.4,5.6,5.7,5.9,5.10
<u>Date</u>	<u>Term 1</u>	<u>Term 3</u>	<u>Term 4</u>





**Year 9, 2019**

## **Assessment Booklet**

**I have received the Year 9 Assessment Booklet and understand my responsibilities as a student in regards to assessment procedures at Dapto High School.**

Student's Name: (Please print) ..... Roll:.....

Student's Signature: .....

Date: .....

**I have sighted the Year 9 Assessment Booklet including the Assessment Calendar overview.**

Parent/Carer's Signature: .....

Date: .....

**Please sign and return this page to Mr Moore  
(Year 9 Deputy Principal)**