



DAPTO
High School

***Assessment
Information***

Year 9
Stage 5

2024

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

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.

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 - 2024

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. Please note that your final grade will not be solely based on assessment tasks but also on the work done and presented in class.

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>	Tasks assessed at varying intervals during the semester		Tasks assessed at varying intervals during the semester	

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>	Task: Investigating appropriate nursery items Practical application: Nursery diorama	Task: Pregnancy diary Practical application: gifts suitable for a baby shower.	Task: Electronic baby program Practical application: Sock doll	Task: Digital cookbook Practical application: homemade baby foods
<u>Outcomes</u>	CS5-5, CS5-9, CS5-11	CS5-1, CS5-2, CS5-7	CS5-6, CS5-8, CS5-10	CS5-5, CS5-11, CS5-12
<u>Date</u>	Week 9	Week 8	Week 8	Week 6

Commerce : Year 9

<u>Term</u>	<u>Term 1</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Consumer and Financial Decisions	Running a Business Week 1-7 Promoting and Selling Week 9-10	Promoting and Selling Week 1 -5 Travel Week 6-10
<u>Description of task</u>	Topic test	Market Day Stall, Report and Reflection	Yearly Exam
<u>Outcomes</u>	COM5-1, COM5-2, COM5-4, COM5-5	COM5-1, COM5-4, COM5-7, COM5-9	COM5-1, COM5-2 COM5-4 COM5-5
<u>Date</u>	Week 9	Week 10	Week 4

Computing Technology

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Enterprise Information Systems: <ul style="list-style-type: none"> - Analysing Data 	Enterprise Information Systems & Software Development: <ul style="list-style-type: none"> - Designing for user experience - Developing apps and web software 	Enterprise Information Systems & Software Development: <ul style="list-style-type: none"> - Designing for user experience - Developing apps and web software 	Yearly Examination
<u>Description of task</u>	Infographic design	Part: A Research & planning a website	Part: B Producing and evaluating a website	In class examination
<u>Outcomes</u>	CT5-EVL-01 CT5-DAT-01 CT5-THI-01 CT5-DAT-02	CT5-DPM-01 CT5-THI-01 CT5-DES-01	CT5-COL-01 CT5-COM-01 CT5-DES-01	CT5-SAF-01 CT5-DAT-01 CT5-THI-01
<u>Date</u>	Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	Term 4, Week 6

Design & Technology: Year 9 (not offered in 2024)

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Information Communication Technologies: Multimedia Work Health and Safety	Material Technologies	Engineered Systems	Material Technologies
<u>Description of task</u>	Information Communication Technologies: Multimedia practical project and design folio Work Health and Safety introduction and quiz	Material Technologies: practical project and design folio	Engineered systems: practical project and design folio	Material Technologies: practical project and design folio
<u>Outcomes</u>	DT5-2, DT5-4	DT5-2, DT5-7	DT5-3, DT5-10	DT5-6, DT5-9
<u>Date</u>	Work Health and Safety quiz: Term 1, Week 1-2 Practical project and design folio: Term 1, Week 10	Practical project and design folio: Term 2, Week 10	Practical project and design folio: Term 3, Week 10	Practical project and design folio: Term 4, Week 5

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 of narratives	Literary Value Context	Point of view Perspective Argument	Narrative Representation
<u>Description of task</u>	Narrative- Write a narrative in the genre you have studied this term. Reflection- up to 300 words.	Portfolio <i>Why do some texts remain popular through time?</i> <i>Teacher determined</i>	Essay – in class task <i>How does the text you have studied in class give us new perspectives about important issues?</i>	Portfolio <i>In what ways do narratives teach us about cultural representations?</i> <i>Teacher determined.</i>
<u>Outcomes</u>	EN5-1A EN5 -3B EN5 -5C	EN5-2A EN5 -5C EN5- 7D EN5- 8D	EN5-3B EN5- 5C EN5-8D	EN5 -6C EN5 -7D EN5- 9E
<u>Date</u>	Week 9	Portfolio <i>Throughout the term</i>	Week 8	Portfolio <i>Throughout the term</i>

Food Technology

Teacher: Blazevska, Frost, Pfeffer

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Food Selection and Health	Food in Australia	Food for Specific Needs	Food for Special Occasions
<u>Description of task</u>	Google Form: In class topic examination (multiple choice and short answer questions)	Multicultural Food Presentation and practical in class task	Funtiki Tour Research Task and sweet or savoury muffin practical	Party Planning Presentation and cake decorating practical
<u>Outcomes</u>	FT5-3, FT5-6, FT5-7, FT5-13	FT5-2, FT5-6, FT5-8, FT5-9	FT5-4, FT5-6, FT5-7, FT5-11, FT5-12	FT5-1, FT5-5, FT5-11, FT5-12
<u>Date</u>	Term 1, Week 9 (Frost - Tuesday, 26th March)	Term 2, Week 8	Term 3, Week 8	Term 4, Week 8

HSIE Stage 5, Year 9

Task number	Task 1	Task 2	Task 3	
Type of task	Industrial Revolution Essay	WWI Artefact and Empathetic Letters	Final Examination	
Due Date	TERM 1 WEEK 9	TERM 2, WEEK 8	TERM 3, WEEK 8	
Outcomes assessed	Outcomes assessed HT5-5, HT5-6, HT5-9	Outcomes assessed HT5-8, HT5-10	Outcomes assessed HT5-2, HT5-3, HT5-5, HT5-7	
Course Components				Weighting %
Knowledge and understanding of content	20	10	10	40
Historical skills in the analysis and evaluation of sources and interpretations	10		10	20
Historical Inquiry and Research	5	10	5	20
Communication of Historical understanding in appropriate forms	5	10	5	20
TOTAL %	40	30	30	100

Industrial Technology: Building & Construction

Teacher: Kirk

<u>Topic</u>	Work Health and Safety Core 1: Practical and research project: 1	Core 1 Practical and Research project: 2	Core 1 Final course exam Practical and research project: 3	Core 1 Practical and research project: 4
<u>Description of task</u>	Work Health and Safety booklet and/or online. Students to research, design and create practical project and corresponding design folio.	Students to research, design and create practical project and corresponding design folio.	Students to research, design and create practical project and corresponding design folio.	Students to research, design and create practical project and corresponding design folio.
<u>Outcomes</u>	IND5-1, IND5-3, IND5-4	IND5-1, IND5-3, IND5-4, IND5-7, IND5-9	IND5-1, IND5-3, IND5-7, IND5-8	IND5-3, IND5-4, IND5-5, IND5-6, IND5-7,
<u>Date</u>	Safety review Term 1, ongoing Practical Project and research: Term 1, week 10	Practical project and research: Term 2, week 7-8	Exam: Term 3, week 9-10 Practical project and research folio: Term 3, week 7-8	Practical project and research folio: Term 4, week 3
<u>Topic</u>	Work Health and Safety Core 1: Practical and research project: 1	Core 1 Practical and Research project: 2	Core 1 Final course exam Practical and research project: 3	Core 1 Practical and research project: 4

Industrial Technology: Metal

Teacher: Robert Capilli

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Sheet Metal Dust Pan	Centre Square	Hack Saw	Work Clamp
<u>Description of task</u>	Theory and practical: Students to research, design and create a sheet metal dust pan and design folio. Work Health and Safety introduction and quiz	Theory and practical: Students to research, design and create a centre square and design folio.	Theory and practical: Students to research, design and create a tack hammer and design folio.	Theory and practical: Students to research, design and create a work clamp and design folio.
<u>Outcomes</u>	IND5-1, IND5-4, IND5-6, IND5-7	IND5-2, IND5-3, IND5-9, IND5-10	IND5-3, IND5-4, IND5-5, IND5-7	IND5-2, IND5-5, IND5-8, IND5-9
<u>Date</u>	Work Health and Safety quiz: Term 1, Week 1-2 Dust Pan project and folio: Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	Term 4, Week 9

Industrial Technology: Timber Year 9

Teacher: David Mace

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Timber 1 Core: Work Health and Safety Project 1	Timber 1: Core Project 1 continued Project 2	Timber 1: Core Project 2 continued Project 3	Timber 1: Core Project 3 Yearly Exam
<u>Description of task</u>	<ul style="list-style-type: none"> • Work Health and Safety booklet and/or Online. • Students to design, produce and evaluate a Foot Stool, demonstrating a combination of joints 	<ul style="list-style-type: none"> • Students to design, produce and evaluate a Folding Camp Stool, demonstrating housing joints 	<ul style="list-style-type: none"> • Students to design, produce and evaluate a Folding Camp Stool, demonstrating housing joints • Students to design, produce and evaluate a Desk clock, demonstrating mitre joints 	<ul style="list-style-type: none"> • Students to design, produce and evaluate a Desk clock, demonstrating mitre joints
<u>Outcomes</u>	IND5-1, IND5-2, IND5-4, IND5-5	IND5-3, IND5-6, IND5-7, IND5-9	IND5-5, IND5-7, IND5-8	IND5-3, IND5-4, IND5-9, IND5-10
<u>Date</u>	Term 1, Week 1 to Term, 2, Week 3 to Term 2 week 3	Term 2, Week 4 to Term 3, Week 6	Term 3, Week 7 to Term 4, Week 7	Term 4, Week 8 to Week 10.

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>	Week 10/11	Week 8	Week 10	Week 4

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>	Week 11	Week 7	Week 10	Week 4

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>	Week 10	Week 10	Week 4	Week 4

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>	Week 10	Week 10	Week 4	Week 4

Music : Year 9

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	<u>Australian Music -</u>	<u>Art Music - CONT</u>	<u>Music for Radio, Film, Television</u>	<u>Theatre Music - Musicals</u>
<u>Description of task</u>	<i>Continuous skill development through aural and theory tasks.</i>	<u>Assessment Task 1 -</u> <i>Students will listen to two pieces of Australian Music. They will describe the use of the concepts of music, using appropriate language</i>	<u>Assessment Task 2 – Composition, Graphic Notation and Process Journal</u> <i>Using MuseScore, students will compose a Leitmotif. Student’s must also complete a composition journal and character profile.</i>	<u>Assessment Task 3 – Performance</u> <i>Students to perform a piece of their choice (solo or ensemble)</i>
<u>Outcomes</u>		5.4,5.7,5.8,5.9	5.4, 5.5, 5.6, 5.8	5.1, 5.3, 5.9, 5.10,
<u>Date</u>		Term 2, Week 3– in class	Term 3, Week 8 – in class	Term 4, Week 5 – in class

PASS : Year 9

<u>Yr 9 PASS 2021</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	<u>Event Management</u> <i>(Theory & Prac)</i>	<u>Fundamental Movement Skills</u> <i>(Theory & Prac)</i>	<u>Issues in Sport</u> <i>(Theory & Prac)</i>	<u>Sport Safety</u> <i>(Theory & Prac)</i>
<u>Description of task</u>	<u>Research Task and Practical Presentation</u> <i>Research and plan a nominated sporting event with the provided question guide and present the information to the class in Practical presentation.</i> <u>Practical Participation and Performance – In Class - Ongoing</u> <i>Formative assessment of application to skill development, teamwork and skill performance in the practical lessons throughout the unit</i>	<u>In-Class Task – Fundamental Movement Skill Presentation</u> <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 written report to teacher and a practical presentation.</i> <u>Practical Participation and Performance – In Class - Ongoing</u> <i>Formative assessment of application to skill development, teamwork and skill performance in the practical lessons throughout the unit</i>	<u>Research Task – ICT presentation</u> <i>Students research a current issue in sport (drugs, violence, obesity, media, politics, gender, equity, sponsorship etc) and creates a media presentation incorporating the impact in physical activity and sport; including ethical and legal implications to participants, spectators and the community.</i> <u>Practical Participation and Performance – In Class - Ongoing</u> <i>Formative assessment of application to skill development, teamwork and skill performance in the practical lessons throughout the unit</i>	<u>In class task – Yearly Exam – Formal Examination</u> <i>Students sit a yearly examination (1hr) covering all topics/units (Prac and Theory) from 2021. Exam will consist of multiple choice, short answer and long response.</i> <u>Practical Participation and Performance – In Class - Ongoing</u> <i>First Aid and sporting injury management practical assessment</i>
<u>Outcomes</u>	5.5, 5.7, 5.8, 5.10	5.1, 5.5, 5.7, 5.9, 5.10	5.3, 5.4, 5.10	5.1, 5.7, 5.8, 5.9, 5.10
<u>Date</u>	Week 6 -10 Presentations in class - Theory Submission at presentation Practical - Ongoing	Week 4 Written report Practical - Ongoing	Weeks 6 - 8 ICT presentations Practical - Ongoing	Wk 4 – Formal Examination Wk 3 – First Aid / Injury Management (practical application) Practical - Ongoing

PD/H/PE (Health) : Year 9

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Fit 4 Life	R-Cubed	Sexual Health	Mental Health
<u>Description of task</u>	<u>In-class Fitness Shark Tank Task –</u> <i>Students in groups create a fitness or health product and pitch their idea to the class to “sell” the concept of the product.</i>	<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>	<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>	<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>
<u>Outcomes</u>	PD5-1, 5-8, 5-10	PD 5-3 and PD 5 - 10	PD5-2, 5-7, 5-9, 5-10	PD5-1. 5-2, 5-6, 5-7, 5-8, 5-9
<u>Date</u>	Week 9/10 – Presentations In students health class	Weeks 9 -10 – in students health class	Week 9/10 – Presentations in Health Class	Weeks 8 – 10 Projects presented in students health class

PD/H/PE (PE) : Year 9

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	<u>Fitness</u> Weeks 1-10	<u>Athletics</u> Weeks 1-5 <u>Gymnastics</u> Weeks 6-10	<u>Funda Sports</u> Weeks 1-6 <u>Net Court Games</u> Weeks 7-11	<u>Team Games</u> <u>Striking/Fielding/Target</u> Weeks1-10
<u>Description of task</u>	Fitness – In Class - Ongoing <i>Summative Task assessment of application to various Fitness Tests and a written evaluation of personal fitness.</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>	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>	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>
<u>Outcomes</u>	PD 5-8	PD 5-4 & PD 5-10	PD 5- 4, & PD 5-11	PD 5-4, PD 5-5 & PD 5-11
<u>Date</u>	Ongoing throughout the term	Ongoing throughout the term	Ongoing throughout the term	Ongoing throughout the term

Science : Year 9

<u>Term</u>	<u>Term 1</u>		<u>Term 2</u>		<u>Term 3</u>		<u>Term 4</u>	
<u>Topic</u>	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>
<u>Description of task</u>	Multicellular organisms Practical Test	Semester Test 1	Spheres and Cycles Communication Task		Atoms communication Task	Scientific processes Practical Task Semester Test 2		
<u>Outcomes</u>	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
<u>Date</u>	Term 1 Week 1-5	Term 1 Week 6-11	Term 2 Week 1-5		Term 3 Week 1-5	Term 3 Week 6-10		

Visual Design : Year 9

<u>Term</u>	<u>Term 2</u>	<u>Term 2</u>
<u>Topic</u>	<u>“Street Art”</u>	<u>“Animation”</u>
<u>Description of task</u>	Skateboard & VDPD	Animation and VDPD
<u>Outcomes</u>	5.4, 5.5, 5.6, 5.8	5.1, 5.4, 5.7
<u>Date</u>	<u>Week 3 Term 2</u>	<u>Week 9, Term 3</u>

Visual Arts : Year 9 (Not offered in 2024)

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	<u>“Our Surroundings”</u>	<u>“ Our Surrounds”</u>	<u>“Art Movement”</u>	<u>“Art Movement”</u>
<u>Description of task</u>	Extended response (persuasive text)	Collection of artworks and VAPD	Research task	Clay vessel and VAPD
<u>Outcomes</u>	5.9	5.3, 5.4, 5.6	5.9, 5.10	5.1, 5.2, 5.5
<u>Date</u>	<u>Week 10, Term 1</u>	<u>Week 8, Term 2</u>	<u>Week 4, Term 3</u>	<u>Week 7, Term 4</u>

