

# MENAI HIGH SCHOOL



CARE AND COMMITMENT

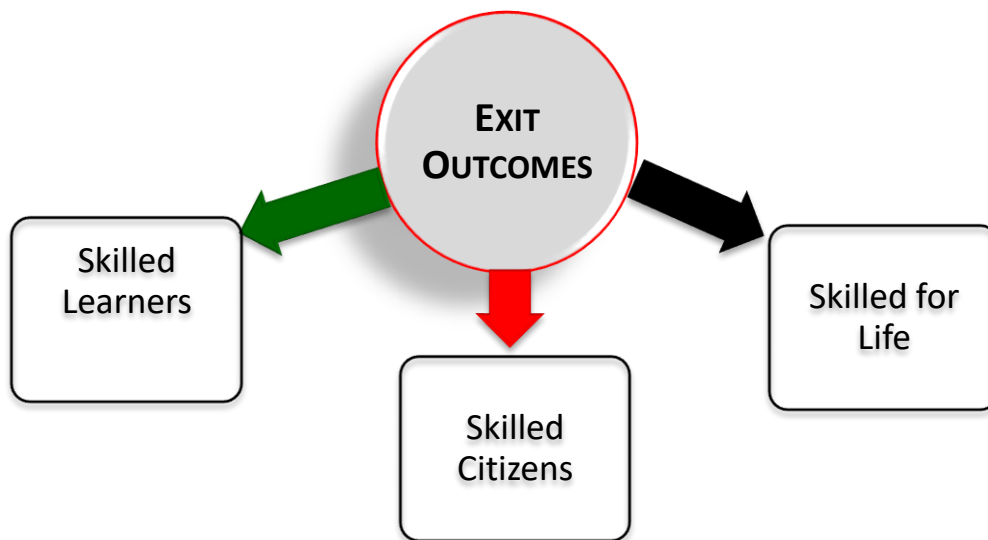
## **Junior Assessment Policy and Procedures**

### **Year 7, 8 and 9 – 2020**

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**Skilled Learners -**

with the capacity to be independent thinkers who are:

- Literate
- Numerate
- Creative
- Technologically Skilled
- Life Long Learners

**Skilled Citizens -**

with a local, national and global perspective exercising the values of :

- Respect
- Empathy
- Tolerance
- Integrity
- Excellence

**Skilled for Life -**

with life skills that enable a proactive approach to living through:

- Communication
- Adaptability
- Organisation
- Problem Solving
- Decision Making
- Resilience
- Teamwork
- Healthy Lifestyle



## INTRODUCTION

At Menai High School teachers will use many types of assessment in the learning process. These will be in two major groups, Summative and Formative. This booklet concentrates on summative assessment and the policy and procedures that support this process. Examples of summative assessment are the junior exams or assignments.

Formative assessment is also a very important part of the teaching and learning cycle. Formative assessment is assessment for learning and is a regular teaching practice used by the teachers in the classroom at Menai High School.

Periodic assessment is an important way for students to demonstrate that they have successfully achieved the outcomes of the course being studied. Assessment tasks also allow teachers to find out where students are having problems with course work, concepts and skills so that they may intervene if necessary to correct student misunderstanding.

All staff at the school will provide support for students in their learning, or to help inform decisions and to overcome problems should they arise. There are some key staff that will have particular responsibilities and interest in the general well-being of students.

These include:

- Classroom Teachers
- Head Teachers of all Faculties
- Year Adviser
- Deputy Principals
- Student Learning Support teachers Aboriginal Education Officer
- Careers Adviser
- School Counsellor

Students should feel confident to seek advice and guidance should questions or issues arise, or simply to clarify issues if uncertain.

Parents are also welcome to contact the school if they have concerns regarding their children's academic progress. For general concerns, please contact the Year Adviser. For concerns regarding a particular subject, please contact the Head Teacher of that subject.

**Mr B Ellevsen Principal**

## WHAT IS ASSESSMENT?

Assessment allows due weight to be given during the course to student achievement. It is a task/performance or test that a student completes to demonstrate what they know, can do or create.

## WHAT IS SCHOOL ASSESSMENT?

A student's achievement at school is recorded and communicated in the following ways:

By school reports at the end of each semester each year.

By letters of concern (year 7 and 8) or warning letters (year 10 onwards) or which advise the parents of students at risk of not satisfying course requirements. Warning letters are sent regularly when appropriate.

The assessment tasks set by the school will be used to provide data to assist teachers to determine which grade best reflects the level of achievement of learning outcomes for each student at the end of each semester. These grades will appear on the student academic reports which are published at the end of semester 1 and 2.

This booklet has been prepared so that every student has a copy of the requirements for Stage 4 and the Record of School Achievement (RoSA). Students are encouraged to read it carefully and seek advice from their teachers if they are uncertain about any detail.

The curriculum at Menai High School is organised in three Stages. The first completed in Year 7 and 8 (Stage 4.) The second completed in Year 9 and 10 (Stage 5) and 11 and 12 (Stage 6). Having completed Stage 5 successfully, and wishing to leave school before completing the HSC, students will be eligible to receive the NSW Record of School Achievement. (RoSA)

**What is the Record of School Achievement?** The RoSA is awarded to students who leave school after completing Stage 5 but before completing the HSC.

To be eligible to receive a NSW Record of School Achievement (Stage 4 and 5) a student must:

- \* Satisfactorily complete courses in English, Mathematics, Science, History, Geography and Personal Development, Health and Physical Education.
- \* Meet requirements in Design & Technology, Art, Music, and LOTE.
- \* Attend school over Years 7 to 10 for at least 85% of all available days.
- \* Satisfy the Principal that he/she has applied himself/herself at school to a degree, which warrants the award of a Record of School Achievement.

## PROCESS OF CREATING THE ASSESSMENT TASK

All assessment tasks are created collaboratively by Head teacher and teachers of each faculty. The draft task will be certified by the school Learning Support Staff and then authorised by the Head Teacher to distribute to students and publish on Sentral.

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### **DO I HAVE TO BE TOLD ANYTHING?**

Students should be advised of the nature of the task, the timing of the task and the sections of the task that are applicable to you or your class. Each task will include marking criteria's and where applicable scaffolds, and making guidelines. All students are to be given reasonable notice of the task before the due date.

Students should be given feedback on their achievement in each task. The feedback may take the form of oral or written comments, a grade or a mark or a combination of some of these. All feedback is designed to guide the student in what they can strengthen and how to strengthen their performance.

### **SEMESTER ASSESSMENT TIMELINES**

At Menai High School, all subject areas have submitted Semester Assessment timelines which are listed later in this booklet. The assessment timeline gives an indication of the semester in which the task is to be held, individual subject teachers will specify the date.

### **WHAT HAPPENS IF I MISS A TASK OR IF I DO NOT HAND WORK IN ON TIME?**

A final date will be set for the submission or completion of the assessment tasks. If a student is unable to submit the assessment task by this date an acceptable excuse will need to be lodged with the class teacher or Head Teacher.

**If you know in advance that you will not be at school**, e.g. representing the school, attending an excursion or urgent family business, then the student needs to contact the class teacher so arrangements can be made to complete the task at a suitable time. If you do not make these arrangements with your teacher, then penalties will apply. **Applying for leave during assessment periods is not encouraged.** The leave must be approved by the Principal and made via the official extended leave form.

**If you are unexpectedly absent on the day of a task**, you also contact your teacher and notified them of the reason for the absence on the day so arrangements can be made to complete the task at a suitable time. Students can be asked to complete the task the first lesson on returning to class. Parents will be notified in writing when a zero mark is given.

If a task is not handed in but the student is present the student can be asked to complete the task at a time arranged by the teacher.

**Should a pattern of non-completion of course work and/or assessment tasks arise, you may be identified as student at risk of not fulfilling the course outcomes in Stage 4 and undergo academic review.**

**Technology issues** will not be an acceptable excuse for not handing in task. Students will need to ensure the work/task is saved in more than one place.

### **WHAT DO I DO IF I NEED AN EXTENSION?**

If an extension of time is required students must ask parent/carer to contact the school and speak to the appropriate wellbeing staff, Head Teacher or Deputy Principal.

If no viable excuse is forthcoming and the policy is not followed, then the following will occur.

Penalties if a task is handed in late, without a valid reason:  
Years 7, 8 and 9 students will lose 20% of their mark per day.

### **ARE ANY SPECIAL CONSIDERATIONS GIVEN?**

Yes, for students on the school Learning Support Register. The considerations are discussed and reviewed annually at the students Learning Support Plan review meetings. These considerations are accessed by the class teacher / Head teacher and assessments are modified accordingly for individual students. Sometimes students on the Learning Support monitoring could also be considered for modifications.

### **WILL OTHER CLASSES BE DOING THE SAME TASKS?**

NESA does allow for separate classes or individuals to follow different programs of work. Teachers must award grades by matching students to the Course Performance Descriptors. To ensure comparability at Menai High School, we have decided the following:

- All classes will do common tasks
- A common marking scheme will be used to mark each task
- Teachers will consult with each other in marking tasks under the supervision of the appropriate Head Teacher.
- Assessment will be modified to meet learning needs of students on Learning Support caseload.

### **WHY ARE STUDENTS GIVEN DIFFERENT ASSESSMENT TASKS?**

Not all students are the same. Sometimes students will be working towards different outcomes or will be working towards the same outcomes in different ways.

Our aim is that every student should be able to demonstrate everything they have learned. Sometimes there are parts of the task which stop students from being able to do this. When it is possible, the teacher will change the task to remove this barrier to enable student success. This is called 'modifying' the task.

### **WHO GETS A MODIFIED TASK?**

This will be different for each subject, task and student. If a teacher can see a task will not allow a student to demonstrate their learning, they will modify the task.

If you feel a task is too difficult for you, you can discuss the option of modification with your teacher.

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All tasks should have access points. There will be selected students who will always be offered a modified task. If they are not offered this modification, your task becomes invalid.

### **HOW DO TEACHERS CHOOSE HOW THEY MODIFY A TASK?**

Tasks are modified to best suit the student and enable them to reach as many outcomes, to the greatest proficiency, as they are able. The changes made to the task will be as small as possible for the students to succeed.

The teacher will consider

- The skills and knowledge needed to complete the task and
- The difficulties the student experiences.

Where possible, the student will aim for the same outcomes as other students but in a different way. When this isn't possible, the task will be changed but will still include the most important outcomes of the original task. Teachers may discuss the modifications with you to help choose those best suited to you.

### **WILL MY MARKS CHANGE IF MY TASK IS MODIFIED?**

Your mark will reflect the amount of outcomes you are demonstrating or criteria you are meeting. If you are still achieving the same outcomes as the original task, your marks will not change. If you are demonstrating fewer outcomes, the achievable mark will be reduced. You will be told if the modification will affect the mark you are able to achieve when you are given the task.

### **DO I HAVE TO ACCEPT A MODIFIED TASK?**

No. If you believe you can demonstrate all you have learned through the original task, you may refuse the modification. Before doing this please carefully consider the difficulties contained in the task and the professional judgement of your teacher.

### **CAN EXAMS BE MODIFIED TOO?**

Yes. Exams will be modified when it is not possible to design an exam which will allow all students a measure of success and still identify those able to achieve at a higher level. However, because one of the main reasons for half yearly and end of year exams is to produce a final mark and to rank students, it is preferable for all students to have the same exam.

### **WHO SHOULD I SPEAK TO IF I DON'T UNDERSTAND A TASK?**

Speak to your teacher. This could be lunch, recess or, if there is time, in class.

The Learning Centre is open at lunch and recess. The Learning Support Teacher can help you understand and plan your tasks.

## **MALPRACTICE IN ASSESSMENT TASKS**

All work presented in Assessment Tasks must be your own work. If you use someone else's work, or cheat in any way, you will be guilty of malpractice.

Any student found guilty of malpractice in an Assessment Task will receive no marks for that task. Parents will be informed of this decision and the reasons for it. The Head Teacher of the subject involved, will decide whether such conduct warrants further action. Students will be asked to resubmit the task.

If the student is in **Year 9** a NESAN warning letter could be completed by the head teacher and sent to parents/carers.

## **WHAT DO I DO IF I DISAGREE WITH MY MARK?**

Disagreements over the accuracy of a teacher's assessment for a task should be resolved when the task is returned. Where no agreement can be reached, the matter should be discussed with the Head Teacher of that faculty area

## **WHAT IF I HAVE A PROBLEM THAT NEEDS FURTHER EXPLANATION THAN IS GIVEN IN THIS BOOKLET?**

In the first instance, students and parents should seek assistance from the appropriate teacher and/or Head Teacher of the subject area concerned. Further advice and assistance may be sought from the Deputy Principal.

## **WHAT ABOUT ELECTIVE COURSES IN YEAR 9 AND 10?**

A student's grade in electives will also be based on the school's assessment of the student's performance against the Course Performance Descriptors in particular courses.

Course Performance Descriptors will be used during the year to assess the performance of students. These Course Performance Descriptors, which are based on the knowledge and skills objectives of courses, will assist schools in awarding grades in these subjects. A grade will be awarded as part of the Year 10 Record of School Achievement (RoSA). The Course Performance Descriptors can also be found on the NESAW website.

## **WHEN WILL I BE ASSESSED?**

The assessment process can only occur in Year 10. Tasks given in Year 9 provide valuable information showing student achievement at that stage but grades for the **RoSA** are to be based on Year 10 work only. All work must still be done by students or the student will be placed on an 'N' or Non Determination warning which could eventually lead to the non-award of a subject. More weighting would generally be given to tasks held later in Year 10.

## **WHAT ABOUT THE GENERAL EXPERIENCE COURSES?**

Grades for outcomes achieved will be awarded for compulsory courses and completion / non completion for General Experience Courses in Year 7 and 8 (stage 4) Agriculture, Art, CAPA, LOTE, Music, and TAS. The achievement will be awarded and reported as part of the Year 10 Record of Achievement.

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## Important Dates 2020

### Term 1

Year 7 Interim reports

### Term 2

Year 8 academic reports Published via Sentral

FYI - Parent teacher night Tuesday week 2 - Year 12 only

Parent teacher night last Tuesday of term 2 - Year 8, 10 and 11

### Term3

Year 7 and 9 Reports Published via Sentral

Parent teacher night Week 2 term 3 - Year 7 and 9

### Term 4

Junior examinations will be held in week 4 for Year 7 and 8. The exams maybe conducted in the hall or classrooms. Students will be provided with a timetable for all junior exams.

Year 9 examinations will be held in week 6. These exams may be conducted in the hall or classroom. Students will be provided with a timetable for all junior exams.

All junior reports will be published week 9 on to the Sentral portal.

## ASSESSMENT TIMELINE

### English

#### Year 7

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Cultural Voices	Short answer responses
Task 2	Term 2	Fantasy Game	a) Portfolio b) Critical response
Task 3	Term 3	Textual Transformers	Multimodal Presentation
Task 4	Term 4	Yearly Exam	Yearly examination a) Writing b) Reading

#### Year 8

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Close study of text	Essay
Task 2	Term 2	Ethical Footprints	Multimodal Ted Talk
Task 3	Term 3	Gothic Fiction Unit	a) Gothic story b) Reflection
Task 4	Term 4	Gothic Fiction Unit	Yearly Examination a) Reading and short answer responses.

#### Year 9

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Close study of text	Essay
Task 2	Term 2	Media Study	Journal / Power of Writing
Task 3	Term 2	Thematic Study	Multimodal Presentation
Task 4	Term 3		Essay
Task 5	Term 3	Thematic Study	Imaginative response
Task 6	Term 4	Thematic Study	Yearly exam a) Reading and short answer responses

## Mathematics

### Year 7

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Number, algebra and measurement	Class tasks
Task 2	Term 2	Number, algebra, measurement and probability	Half Yearly examination
Task 3	Term 3	Algebra and measurement	Class Tasks
Task 4	Term 4	Algebra and measurement	Course Task

### Year 8

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Number, algebra and measurement	Class tasks
Task 2	Term 2	Number, algebra, measurement and probability	Half Yearly examination
Task 3	Term 3	Algebra and measurement	Class Tasks
Task 4	Term 4	Algebra and measurement	Course Task

### Year 9

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Number, algebra and measurement	Course Tasks (short papers from two of the three pathways)
Task 2	Term 2	Number, algebra, measurement and probability	Half Yearly examination
Task 3	Term 3	Algebra and number	Course Tasks (short papers from two of the three pathways)
Task 4	Term 4	Algebra, number and geometry	Yearly Examination

## Science

### Year 7

Task	Semester/ term	Topic	Type of task
Task 1	Term 1 Week 5	Scientists (Working scientifically)	Research task
Task 2	Term 2 Week 4	Working scientifically classifying, What's the matter?	Half yearly exam
Task 3	Term 3 Week 4	Working scientifically	Skills task
Task 4	Term 4 Week 4	Earth, Sun, Moon; Use the force, Cells, Mix it Up	Yearly exam

### Year 8

Task	Semester/ term	Topic	Type of task
Task 1	Term 1 Week 5	Working scientifically classifying, What's the Matter?	Skills task
Task 2	Term 2 Week 4	To infinity and beyond, Medical Science, Mix it Up	Half yearly exam
Task 3	Term 3 Week 6	Working scientifically	Skills task
Task 4	Term 4 Week 4	Be energetic, Useful Resources	Yearly exam

### Year 9

Task	Semester/ term	Topic	Type of task
Task 1	Term 1 Week 6	Working scientifically	Skills task
Task 2	Term 2 Week 4	Inside the Atom, The Periodic Table, Body Systems and Responses	Half yearly exam
Task 3	Term 3 Week 8	Energy on the Move	Extended response task
Task 4	Term 4 Week 4	Body Systems and Responses, Energy on the Move, Plate Tectonics, Natural World	Yearly exam

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## History

### Year 7

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Conservation and Preservation	Ancient site poster/ persuasive writing
Task 2	Term 2	Ancient Society	Research Task
Task 3	Term 3	Khmer Empire	ICT, persuasive text
Task 4	Term 4	Medieval World	Source work in class

### Year 9

Task	Semester/ term	Topic	Type of task
Task 1	Term 2	Movement of people	Research task
Task 2	Term 3	World War I	Source task
Task 3	Term 4	Exam	All topic examination

## Geography

### Year 8

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Place and Liveability	Research project
Task 2	Term 2	Interconnections	Take home task
Task 3	Term 3	Water	ICT and research
Task 4	Term 4	Landscapes	Skills test

### Year 9

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Biomes produce food	Investigation / report
Task 2	Term 3	Asian Urban Task	Research task
Task 3	Term 4	All topics/ skills	Exam

## Personal Development Health and Physical Education (PDHPE)

### Year 7

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Active for life	Research / Reflection
Task 2	Term 2	Being the best version of me	Analysis/ Report
Task 3	Term 4	Do I or Don't I	Persuasive Writing
Task 4	All year	Movement Skills and strategies.	Practical

### Year 8

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Positive Choices	Research
Task 2	Term 2	Movement Skills and Performance	Analysis
Task 3	Term 3	Lets All Get Along	Presentation
Task 4	Term 4	Managing Safety and Risk	Research
Task 5	All year	Movement Skills and Strategies.	Practical

### Year 9

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	A Healthy Life	Survey/Analysis
Task 2	Term 2	Better Safe Than Sorry	Group Presentation
Task 3	Term 3	Value Diversity	Research
Task 4	Term 4	Invasion Games	Analysis of Movement
Task 5	All year	Movement Skills and Strategies.	Practical

## Visual Arts

### Year 7

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Illustration	Writing
Task 2	Term 2	Illustration	Making / skills
Task 3	Term 3	Portraits	Writing Exam
Task 4	Term 4	Portraits	Making / skills

### Year 8

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Urban Landscapes	Writing / responding
Task 2	Term 2	Urban Landscapes	Making painting / skills
Task 3	Term 3	Power of the Image	Writing Exam
Task 4	Term 4	Power of the Image	Making film/ skills

## Creative and Performing Arts

### Year 8

Task	Semester/ term	Topic	Type of task
Task 1	Semester 1 Term 2	Improvisation/Play building	Practical / Theory
Task 2	Semester 2 Term 4	Scripted Performance	Practical /Theory

## Science: Agriculture Year 8

Task	Semester/ term	Topic	Type of task
Task 1	Term 2	Chicken task	Research
Task 2	Term 4	Sheep task	Practical



## Languages other Than English

### Year 7

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Hiragana assignment	Assignment
Task 2	Term 2	Self-Introduction	Speaking Assessment Task
Task 3	Term 2	Greetings, Introducing Yourself, Hiragana	Half Yearly exam
Task 4	Term 3	Phone conversation - Travelling in Japan	Speaking task
Task 5	Term 4	Waking up in Japan	Assignment
Task 6	Term 4	Travelling in Japan and food	Yearly exam

## Music

### Year 7

Task	Semester/ term	Topic	Type of task
Task 1	Semester 1	Foundations of music 1	Performance 1
Task 2	Semester 1	Foundations of music 1	Melodic Improvisation
Task 3	Semester 1	Foundations of music 1	Half Yearly Examination
Task 4	Semester 2	Foundations of music 2	Performance 2
Task 5	Semester 2	Foundations of music 2	Pentatonic Composition
Task 6	Semester 2	Foundations of music 2	Yearly Examination

### Year 8

Task	Semester/ term	Topic	Type of task
Task 1	Semester 1	Foundations of music 3	Performance 1
Task 2	Semester 1	Foundations of music 3	Composition 1
Task 3	Semester 1	Foundations of music 3	Half Yearly Examination
Task 4	Semester 2	Popular music	Performance 2
Task 5	Semester 2	Popular music	Composition 2
Task 6	Semester 2	Popular music	Yearly Examination

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## Technology and Applied Sciences

### Year 7

Task	Semester/ term	Topic	Type of task
Task 1	Term 1, Week 9	Mixed Material or Engineering Systems or Food and Agriculture	Practical + Folio
Task 2	Term 2, Week 9	Mixed Material or Engineering Systems or Food and Agriculture	Practical + Folio
Task 3	Term 3, Week 9	Mixed Material or Engineering Systems or Food and Agriculture	Practical + Folio
Task 4	Term 4, Week 8	Mixed Material or Engineering Systems or Food and Agriculture	Practical + Folio

### Year 8

Task	Semester/ term	Topic	Type of task
Task 1	Term 1, Week 9	Mixed Material or Engineering Systems or Food and Agriculture	Practical + Folio
Task 2	Term 2, Week 9	Mixed Material or Engineering Systems or Food and Agriculture	Practical + Folio
Task 3	Term 3, Week 9	Mixed Material or Engineering Systems or Food and Agriculture	Practical + Folio
Task 4	Term 4, Week 8	Mixed Material or Engineering Systems or Food and Agriculture	Practical + Folio

# ELECTIVE COURSES IN YEAR 9

## CAPA:

### Dance

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Core Performance Safe dance	Performance/ Written
Task 2	Term 2	Composition	Practical
Task 3	Term 3	Ballet	Practical
Task 4	Term 4	Appreciation/ performance	Practical
Task 5	Term 4	Appreciation	Written

### Drama

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	The elements of drama and play building	Practical and written
Task 2	Term 1/2	Informal exam	Practical and written
Task 3	Term 2	Dialogues	Practical and written
Task 4	Term 2	Scripted performance	Practical and written
Task 5	Term 3	Video drama	Practical and written
Task 6	Term 4	Examination	Written

### Music

Task	Semester/ term	Topic	Type of task
Task 1	Term 1 Week 5	Back to basics	Performance
Task 2	Term 1 Week 6	Back to basics	Composition
Task 3	Term 2 Week 6	Back to basics	Half Yearly Examination
Task 4	Term 3 Week 2	Classical Period	Performance
Task 5	Term 3 Week 8	Classical Period	Composition
Task 6	Term 4 Week 7	All Topics	Yearly Examination

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## ELECTIVE COURSES IN YEAR 9

### Photography video digital media

Task	Semester/ term	Topic	Type of task
Task 1	Semester 1	Still Life	Writing / response
Task 2	Semester 1	Still Life	Making and skills
Task 3	Semester 2	Industrial Landscapes	Making
Task 4	Semester 2	Film making	Film
Task 5	Semester 2	All Areas of Content	Exam

### Visual Arts

Task	Semester/ term	Topic	Type of task
Task 1	Semester 1	Landscapes	Response
Task 2	Semester 1	Landscapes	Making
Task 3	Semester 2	Modernism	Response
Task 4	Semester 2	Modernism	Making
Task 5	Semester 2	All Areas of Content	Exam

## ELECTIVE COURSES IN YEAR 9

### HSIE:

#### Commerce

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Financial Decisions	Magazine Creation
Task 2	Term 2	Travel	Plan a trip
Task 3	Term 3	Society and Political involvement	Research task
Task 4	Term 4	Towards Independence	Buying a car

#### Studies of Ancient and Modern worlds

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Myths and Legends	Model and description
Task 2	Term 2	Witches	Written task - research
Task 3	Term 3	Crime/ Mysteries	Video task
Task 4	Term 4	Aztecs	Creative Task

#### Survivor: Practical Geography

Task	Semester/ term	Topic	Type of task
Task 1	Term 2	Topic 1	Research
Task 2	Term 3	Topic 2	Research / digital ICT
Task 3	Term 4	Topic 3	Examination

## ELECTIVE COURSES IN YEAR 9

### LOTE: Japanese

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Writing a Japanese ID card	Writing and speaking
Task 2	Term 2	Self-introduction	Speaking assessment task
Task 3	Term 2	Topics-1-5 Obento Deluxe-text book	Examination
Task 4	Term 3	Food, drinks, pets and adjectives	Listening Task
Task 5	Term 4	Verb endings, hobbies, sports days of the week	Speaking task
Task 6	Term 4	Units 1-9 Obento Deluxe text book	Yearly Exam

### PDHPE: Physical Activity and Sports Studies

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	The Olympics	Presentation / Movement Skills
Task 2	Term 2	Physical Fitness	Research / Presentation
Task 3	Term 2	The Moving Body	Exam
Task 4	Term 3/4	Coaching	Coaching Task

## ELECTIVE COURSES IN YEAR 9

### Science:

### Agriculture

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Chickens	Practical and research
Task 2	Term 2	Cropping	Practical and research
Task 3	Term 3	Cows create careers	Research and presentation
Task 4	Term 4	Vegetable production	Research and practical

### Oceans Alive

Task	Semester/ term	Topic	Type of task
Task 1	Term 1 week 9	Dangerous creatures	Research and report
Task 2	Term 2 Week 5	Topics covered in semester 1	Half yearly exam
Task 3	Term 3 Week 8	Float Construction	Practical construction and report
Task 4	Term 4 Week 5	Topics covered all year	Yearly exam

## ELECTIVE COURSES IN YEAR 9

### Technology and Applied Sciences:

#### Engineering Studies

Task	Semester/ term	Topic	Type of task
Task 1	Term 1, Week 9	Engineering Structures	Practical + Folio
Task 2	Term 2, Week 3	Engineering Professions	Presentation
Task 3	Term 2, Week 10	Engineering Mechanisms	Practical + Folio
Task 4	Term 3, Week 10	Alternative Energy	Practical + Folio

#### Food Technology

Task	Semester/ term	Topic	Type of task
Task 1	Term 1, Week 9	Food Preparation and Processing	Practical + Folio
Task 2	Term 3, Week 2	Food Selection and Health	Practical + Folio
Task 3	Term 3, Week 8	All Topics Covered	Yearly Examination
Task 4	Term 4, Week 3	Food for Special Occasions	Practical + Folio

#### Industrial Technology- Metal

Task	Semester/ term	Topic	Type of task
Task 1	Term 1, Week 10	General Metal 1	Practical + Folio
Task 2	Term 2, Week 3	General Metal 1	Presentation
Task 3	Term 2, Week 10	General Metal 2	Practical + Folio
Task 4	Term 3, Week 10	Jewellery 3	Practical + Folio
Task 5	Term 4, Week 2	All Topics Covered	Yearly Examination



## ELECTIVE COURSES IN YEAR 9

### Industrial Technology- Timber

Task	Semester/ term	Topic	Type of task
Task 1	Term 1, Week 9	General Wood 1	Practical + Folio
Task 2	Term 2, Week 3	General Wood 1	Presentation
Task 3	Term 2, Week 9	General Wood 2	Practical + Folio
Task 4	Term 3, Week 10	General Wood 2	Practical + Folio