

# MENAI HIGH SCHOOL



CARE AND COMMITMENT

## Junior Assessment

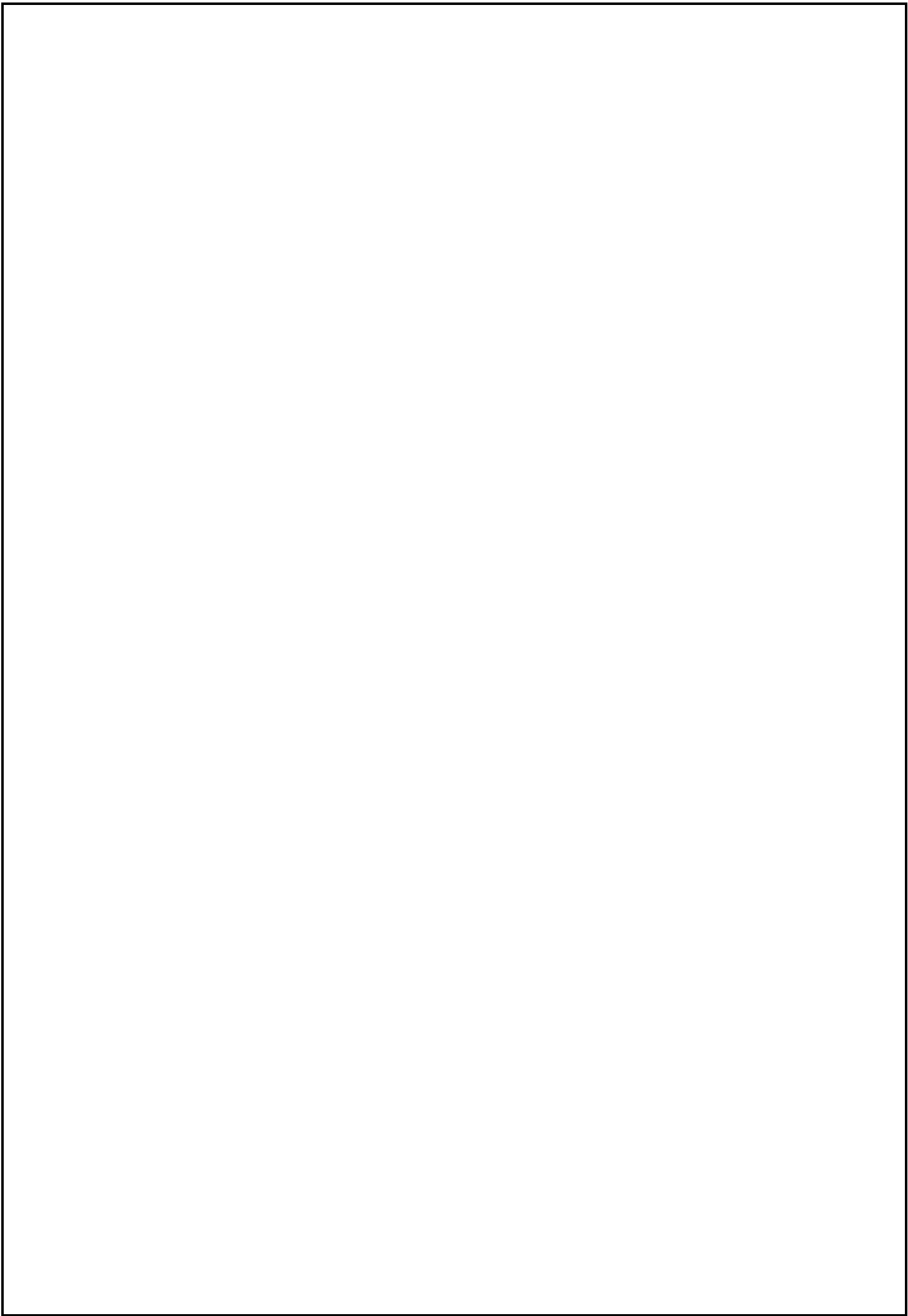
# Policy and Procedures

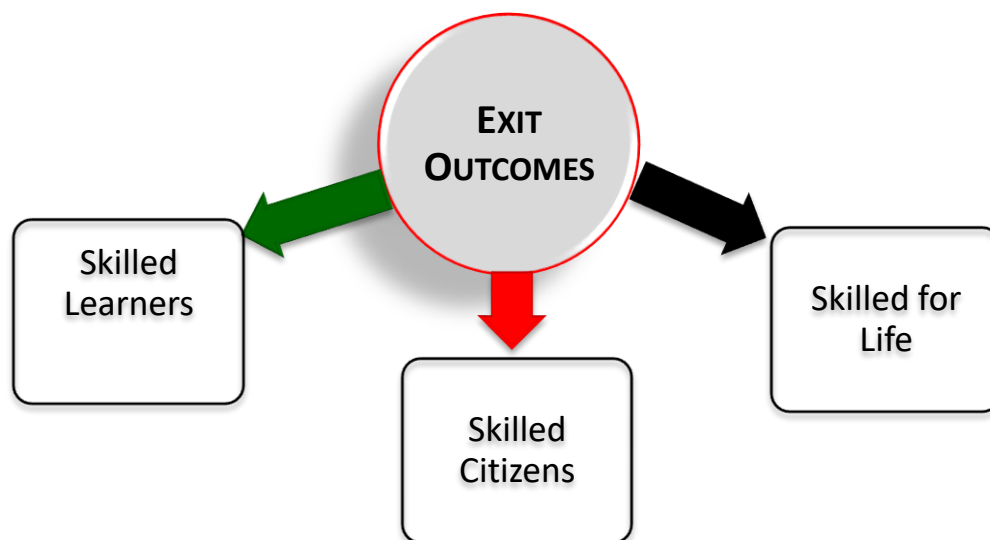
## Year 7, 8 and 9 – 2024

Principal ..... Mr J Stanley  
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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 J Stanley, **Principal (Relieving)**

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## 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, 8 and 9) 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 Languages.
- \* Attend school over Years 7 to 10 for at least 85% of all available days.
- \* Satisfy the Principal that they have applied themselves 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.

## 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.

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### **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.

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.

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### **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 NESA N 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 NESA 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.

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## **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**, **Performing Arts**, LOTE, Music, and TAS. The achievement will be awarded and reported as part of the Year 10 Record of Achievement.

## **Important Dates 2023**

### **Term 1**

Year 7 Interim reports

### **Term 2**

Year 8 & 10 academic reports Published via Sentral

Parent Teacher Interviews Year 8 & 10 - 2nd July (4-7 pm)

### **Term3**

Year 7 & 9 academic reports Published via Sentral

Parent Teacher Interviews Year 7 & 9 - 6th August (4-7pm)

Junior final examinations will term 4. The exams maybe conducted in the hall or classrooms. Students will be provided with assessment task notifications for all junior exams. Students will be provided with a timetable for all junior exams.

### **Term 4**

**All junior reports will be published on Thursday 19th December, 2024 Term 4 on to the Sentral portal.**

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# **ASSESSMENT TIMELINE**

**This 2024 schedule may change during 2024.**

## ASSESSMENT TIMELINE

### English

#### Year 7

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Heroes & Villains	Reading Comprehension
Task 2	Term 2	Close Study of a Novel	Imaginative Writing & Process Journal
Task 3	Term 3	Picture Books	Viewing/Reading & Short Answer
Task 4	Term 4	Textual Appropriations	Yearly Examination a) Reading Comprehension b) Imaginative Appropriations

#### Year 8

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Telling Stories	Reading Comprehension
Task 2	Term 2	Independent Reading	Reading Journal
Task 3	Term 3	Telling Stories	Imaginative Writing
Task 4	Term 3	Ethical Footprints	Multimodal Task
Task 5	Term 4	Film Study	Yearly Journal

#### Year 9

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Inferential Skills	Reading Comprehension
Task 2	Term 2	Independent Reading	Reading Journal
Task 3	Term 3	Close Study of Text	Analytical Composition
Task 4	Term 3	Evoking Distinctive Voices	Imaginative Writing & Viva Roce
Task 5	Term 4	Film Study	Yearly Examination

## Mathematics

### Year 7

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Whole Number Indices and Fractions	Common Task
Task 2	Term 2	Whole number integers Fractions & Decimal	Common Task
Task 3	Term 3	Algebra and Geometry	Common Task
Task 4	Term 4	Algebra, Geometry and measurement	Common Course Task

### Year 8

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Statistics and Number	Common task
Task 2	Term 2	Statistics, Number, and Ratios	Common Task
Task 3	Term 3	Algebra and Equations	Common Task
Task 4	Term 4	Algebra, Equations, and measurement	Common Task

### Year 9

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Financial Maths Indices and Algebra	Course Tasks (short papers from two of the three pathways)
Task 2	Term 2	Financial Maths Indices and Algebra	Course Tasks (papers from two of three pathways)
Task 3	Term 3	Linear Functions, Quadratic Functions and Measurement	Course Tasks (short papers from two of the three pathways)
Task 4	Term 4	Linear Functions, Quadratic Functions and Measurement	Yearly Examination (papers from two of three pathways)

## Science

### Year 7

Task	Semester/ term	Topic	Type of task
Task 1	Term 1 Week 8	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 7	Working scientifically	Skills task
Task 4	Term 4 Week 4	What's the matter? Use the force; Earth, Sun, Moon; Cells	Yearly exam

### Year 8

Task	Semester/ term	Topic	Type of task
Task 1	Term 1 Week 8	Working scientifically	Skills task
Task 2	Term 2 Week 4	Hard Rock, Medical Science	Half yearly exam
Task 3	Term 3 Week 6	Working scientifically	Skills task
Task 4	Term 4 Week 4	Elements and Compounds, Be Energetic, Chemical Change	Yearly exam

### Year 9

Task	Semester/ term	Topic	Type of task
Task 1	Term 1 Week 7	Working scientifically	Skills task
Task 2	Term 2 Week 4	Inside the atom and the Periodic Table; Body Systems and Responses	Half Yearly examination
Task 3	Term 3 Week 8	Working scientifically	Skills task
Task 4	Term 4 Week 4	Body Systems and Responses, Energy	Yearly Examination

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		on the Move, Plate Tectonics	
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## History

### Year 7

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Site Study	Ancient site poster/ persuasive writing
Task 2	Term 2	Ancient Society	Research task
Task 3	Term 3	Japan Shogun	Research task
Task 4	Term 4	Medieval World	In class task

### Year 9

Task	Semester/ term	Topic	Type of task
Task 1	Term 2	Movement of people	Research task
Task 2	Term 3	Changing Rights & Freedoms	Written 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	Water	Research/Take home task
Task 3	Term 3	Interconnections	Research/Take home task
Task 4	Term 4	Landscapes	Skills test – in class

### Year 9

Task	Semester/ term	Topic	Type of task
Task 1	Term 2	Sustainable Biomes	Investigation / report
Task 2	Term 3	Changing Places	Research task

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<b>Task 3</b>	<b>Term 4</b>	All topics/ skills	Exam
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## Personal Development Health and Physical Education (PDHPE)

### Year 7

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

### Year 8

<b>Task</b>	<b>Semester/ term</b>	<b>Topic</b>	<b>Type of task</b>
<b>Task 1</b>	<b>Term 1</b>	Positive Choices	Quiz
<b>Task 2</b>	<b>Term 2</b>	Performance	Analysis
<b>Task 3</b>	<b>Term 3</b>	Invasion Games	Practical
<b>Task 4</b>	<b>Term 4</b>	Managing Safety and Risk	Research
<b>Task 5</b>	<b>All Year</b>	Movement Skills and Strategies.	Practical

### Year 9

<b>Task</b>	<b>Semester/ term</b>	<b>Topic</b>	<b>Type of task</b>
<b>Task 1</b>	<b>Term 1</b>	A Healthy Life	Survey/Analysis
<b>Task 2</b>	<b>Term 2</b>	Movement Skills and Strategies.	Practical
<b>Task 3</b>	<b>Term 3</b>	Value Diversity	Research
<b>Task 4</b>	<b>Term 4</b>	Modified Games	Presentation

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## Visual Arts

### Year 7

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Surrealism	Written
Task 2	Term 2	Drawing/Illustration	Practical
Task 3	Term 3	Portraiture	Written
Task 4	Term 4	Printmaking/Sculpture	Practical

### Year 8

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Urban Landscapes	Written
Task 2	Term 2	Painting/Drawing	Practical
Task 3	Term 3	Sculpture	Written
Task 4	Term 4	Printmaking/Sculpture	Practical

## Creative and Performing Arts

### Year 8 – Performing Arts

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Theatre sports	A. Practical- Improvisation Games B. Theory-Cloze Passage
Task 2	Term 2	Puppetry	A. Design and Construction B. Performance
Task 3	Term 3	Scripted Performance	A. Performance B. Literacy Task-Spelling Test

## Science: Agriculture

### Year 8

Task	Semester/ term	Topic	Type of task
Task 1	Term 2	Agricultural Practices	Half Yearly Exam

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	<b>Week 6</b>		
<b>Task 2</b>	<b>Term 4</b> <b>Week 3</b>	Agricultural Practices	Yearly Exam

## Languages Other Than English

### Year 7

<b>Task</b>	<b>Semester/ term</b>	<b>Topic</b>	<b>Type of task</b>
<b>Task 1</b>	<b>Term 1</b>	Hiragana assignment	Assignment
<b>Task 2</b>	<b>Term 2</b>	Self-Introduction	Speaking Assessment Task
<b>Task 3</b>	<b>Term 2</b>	Greetings, Introducing Yourself, Hiragana	Writing Task
<b>Task 4</b>	<b>Term 3</b>	Phone conversation - Travelling in Japan	Listening Task
<b>Task 5</b>	<b>Term 4</b>	Traveling in Japan and food	Yearly Examination

## Music

### Year 7

<b>Task</b>	<b>Semester/ term</b>	<b>Topic</b>	<b>Type of task</b>
<b>Task 1</b>	<b>Semester 1</b>	Rhythm Foundations	Performance 1
<b>Task 2</b>	<b>Semester 1</b>	Rhythm Foundations	Rhythm Composition
<b>Task 3</b>	<b>Semester 1</b>	Concepts of Music	Half Yearly Examination
<b>Task 4</b>	<b>Semester 2</b>	Pitch Foundations	Performance 2
<b>Task 5</b>	<b>Semester 2</b>	Pitch Foundations	Pentatonic Composition
<b>Task 6</b>	<b>Semester 2</b>	Concepts of Music	Yearly Examination

### Year 8

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

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## Technology and Applied Sciences

### Year 7

Task	Semester/ term	Topic	Type of task
<b>Task 1</b>	<b>Term 1 Week 8</b>	Mixed Material or Engineering Systems or Food and Agriculture	Practical + Folio
<b>Task 2</b>	<b>Term 2 Week 7</b>	Mixed Material or Engineering Systems or Food and Agriculture	Practical + Folio
<b>Task 3</b>	<b>Term 3 Week 8</b>	Mixed Material or Engineering Systems or Food and Agriculture	Practical + Folio
<b>Task 4</b>	<b>Term 4 Week 7</b>	Mixed Material or Engineering Systems or Food and Agriculture	Practical + Folio

### Year 8

Task	Semester/ term	Topic	Type of task
<b>Task 1</b>	<b>Term 1 Week 8</b>	Mixed Material or Engineering Systems or Food and Agriculture	Practical + Folio
<b>Task 2</b>	<b>Term 2 Week 7</b>	Mixed Material or Engineering Systems or Food and Agriculture	Practical + Folio
<b>Task 3</b>	<b>Term 3 Week 8</b>	Mixed Material or Engineering Systems or Food and Agriculture	Practical + Folio
<b>Task 4</b>	<b>Term 4 Week 7</b>	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	Safe Dance	Exam/Performance
Task 2	Term 2	Composition	Performance/Composition/Interview
Task 3	Term 3	Ballet	Performance/Composition/Interview
Task 4	Term 4	Contemporary Dance	Performance and written exam

#### 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 9	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 5	All Topics	Yearly Examination

## ELECTIVE COURSES IN YEAR 9 (continued)

### Photography Video Digital Media

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Dark Room Photography	Exam
Task 2	Term 2	Dark Room Photography	Practical and Process Diary
Task 3	Term 3	Dark Room and Studio Photography	Practical, Process Diary
Task 4	Term 4	All Topics	Exam/Written Task

### Visual Arts

Task	Semester/ term	Topic	Type of task
Task 1	Term 2	Painting	Practical
Task 2	Term 3	Printmaking	Written and Process Diary
Task 3	Term 4	Drawing and Printmaking	Practical
Task 4	Term 4	All Topics	Exam

### Visual Design

Task	Semester/ term	Topic	Type of task
Task 1	Term 2	Object Design	Practical
Task 2	Term 3	Object Design	Written and Process Diary
Task 3	Term 4	Packaging Design	Practical
Task 4	Term 4	All Topics	Exam

## ELECTIVE COURSES IN YEAR 9 (continued)

### HSIE:

#### Commerce

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Consumer and Financial Decision	Magazine Creation
Task 2	Term 2	Travel	Plan a trip
Task 3	Term 3	Law, Society and Political involvement	Research task
Task 4	Term 4	Towards Independence	Examination

#### Studies of Ancient and Modern Worlds

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Myths and Legends	Tabloid Web page
Task 2	Term 2	Witches	Evidence File
Task 3	Term 3	Crime/ Mysteries	Newspaper
Task 4	Term 4	Aztecs	Model and Description

### LOTE:

#### Japanese

Task	Semester/ term	Topic	Type of task
Task 1	Semester 1 Term 2	Greetings, Self-Introduction, Numbers Hiragana	Speaking, Listening, Reading, and Writing Assessment Task
Task 2	Semester 2 Term 3	Personal World, Travelling Japan	Listening Assessment Task
Task 3	Semester 2 Term 4	Travelling in Japan Hiragana	Yearly Examination

## ELECTIVE COURSES IN YEAR 9 (continued)

### PDHPE:

#### Physical Activity and Sports Studies

Task	Semester/ term	Topic	Type of task
Task 1	Term 1	Australia at 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	Coaching	Coaching Task/Movement Skills
Task 5	Term 4	Issues in Sport	Research/Response

### Science:

#### Agriculture

Task	Semester/ term	Topic	Type of task
Task 1	Term 1 Week 9	Animal Production 1 – Poultry	Research and practical
Task 2	Term 2 Week 8	Agricultural Practices	Research and practical
Task 3	Term 3 Week 8	Dairy Cattle	Research and practical
Task 4	Term 4 Week 5	Plant Production – Fruits and Vegetables	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 (continued)

### Technology and Applied Sciences:

#### Information, Software and Technology

Task	Semester/ term	Topic	Type of task
Task 1	Term 2 Week 1	Digital Media	
Task 2	Term 2 Week 5	Industry Report	
Task 3	Term 3 Week 7	Robotics and Automated Systems	
Task 4	Term 4 Week 4	Internet and Website Development	

#### Engineering Studies

Task	Semester/ term	Topic	Type of task
Task 1	Term 1 Week 7	Engineering Professions	
Task 2	Term 2 Week 5	Engineering Structures	
Task 3	Term 4 Week 2	Engineering Mechanisms	
Task 4	Term 4 Week 3	TBA	

#### Food Technology

Task	Semester/ term	Topic	Type of task
Task 1	Term 1 Week 8	Food in Australia	
Task 2	Term 3 Week 2	Food Selection and Health	
Task 3	Term 4 Week 2	Food for Special Occasions	
Task 4	Term 4 Week 4	Yearly Examination	



## ELECTIVE COURSES IN YEAR 9 (continued)

### Industrial Technology - Timber

Task	Semester/ term	Topic	Type of task
Task 1	Term 2 Week 2	Wooden Chopping Board + Folio	
Task 2	Term 2 Week 5	Assignment	
Task 3	Term 3 Week 3	Jewellery Box + Folio	
Task 4	Term 4 Week 4	Yearly Examination	

### Textiles Technology

Task	Semester/ term	Topic	Type of task
Task 1	Term 1 Week 7	Research Task & Presentation-Australian Fashion Designers	
Task 2	Term 2 Week 1	Non-Apparel-Leather Card Holder	
Task 3	Term 3 Week 1	Furnishings-Reading Chair	
Task 4	Term 4 Week 5	Loungewear Robe	

## ELECTIVE COURSES IN YEAR 9

### Work Education/Construction

Task	Semester/ term	Topic	Type of task
Task 1	Term 1 Week 10	White Card Course and Written Assessment Cluster A	
Task 2	Term 2 Week 8	Research Task	
Task 3	Term 3 Week 8	Practical and Written Task Cluster B	
Task 4	Term 4 Week 8	Written Task	

Additional payment required for White Card Course

School Vision- Skilled Learners, Skilled Citizens and Skilled for Life .

Version control

Last saved/edited 27/2/23 LF/SM

Staff information/curriculum/assessment/junior assessment policy/2023

Assessment Booklet