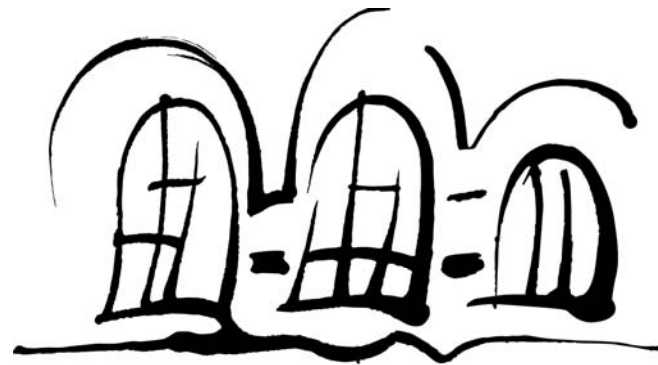


***YEAR 9 ASSESSMENT  
POLICY AND ASSESSMENT  
SCHEDULES***



Dulwich High School  
of Visual Arts & Design

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## A. SCHOOL CERTIFICATE OVERVIEW

### What Do I Need to be Eligible for a School Certificate?

To be eligible for a School Certificate, students must have:

- Attended a government school or accredited non-government school within NSW, or a school outside NSW recognised by the Board of Studies, NSW;
- Satisfactorily completed Board-approved courses of study;

*The satisfactory completion of a course requires principals to have sufficient evidence that the student has:*

- *followed the course developed or endorsed by the Board;*
  - *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;*  
*and;*
  - *achieved some or all of the course outcomes.*
- Undertaken the requisite School Certificate Tests and also satisfactorily completed the school - based assessment program; and
  - Completed Year 10 (including satisfying attendance expectations after the School Certificate examinations)

### What Will I Receive at the end of the School Certificate Course?

The School Certificate Portfolio of Results comprises:

1. *The School Certificate Testamur*

2. *Record of Achievement* (Showing all courses undertaken and Final (Board of Studies) School Certificate Grade results in each subject successfully studied for the School Certificate, Mandatory Curriculum Requirements and Test Results for all external examinations)

NOTE: Sample copies of all of the documents *italicized* above are included in the *Appendix* of this *School Certificate Assessment Policy*.

## What is Included in My Record of Achievement?

The School Certificate Record of Achievement includes:

- **Course Results.** The courses studied in Stage 5, the indicative duration of each course (100 hours or 200 hours), the *final Board of Studies grade* (A-E) and descriptor awarded by the school. Where course requirements have not been met, the descriptor indicates ‘Not Completed’.
- **Test Results.** Test results for the five external School Certificate examinations in: English-literacy, Mathematics, Science, Australian Geography, Civics and Citizenship/ Australian History, Civics and Citizenship and Computing Skills. Except in the case of the Computing Skills test, the band achieved is also reported. Band 1 is the lowest band and Band 6 is the highest band.
- **Mandatory Curriculum Requirements.** The mandatory studies in Creative Arts, Technology, Languages and Personal Development, Health and Physical Education. Mandatory studies are reported as ‘Completed’ or where course requirements have not been met as ‘Not Completed’.
- **Eligibility Statement.** A statement as to whether the student is eligible for the School Certificate.

## How are the External Examinations Graded?

Results achieved by a student in the School Certificate Examinations fall into 6 Bands. The Record of Achievement indicates the results for each School Certificate Test in the following manner:

The mark awarded (out of a possible 100);

The band achieved (from 1 to 6). Band 1 is the lowest band and Band 6 is the highest.

A vertical scale is divided into six bands where:

- Band 1 corresponds to the marks 0 to 49
- Band 2 corresponds to the marks 50 to 59
- Band 3 corresponds to the marks 60 to 69
- Band 4 corresponds to the marks 70 to 79
- Band 5 corresponds to the marks 80 to 89
- Band 6 corresponds to the marks 90 to 100

Each band is accompanied by a paragraph that describes the knowledge and skills *typically* demonstrated by students whose results fall within that band. The details of these are available on the Board of Studies website.

A mark of 50 corresponds to the *minimum standard expected*.

A student who is awarded a mark below 50 is regarded as having received a result in the test and as having met the requirement that the test be undertaken.

## **How are my Final Board of Studies Grades Achieved at DHSVAD?**

- Students are set assessment tasks across the course which incorporate the knowledge, skills, objectives and outcomes of the specific syllabus.
- Teachers accumulate assessment information (cumulative assessment) from their assessment tasks.
- An overview of the formal School Certificate Assessment Tasks that each student completes are included in this policy with schedules, weightings and topics listed.
- Student performance on set tasks is marked, monitored, tracked and recorded.

- Teachers then use individual Course Performance Descriptors (CPD's) to make professional judgments on student performance across the course. They equate student performance across the course against the most relevant CPD for each student.
- A division of students according to the CPD's is then determined. This provides a division of grades in so doing. Grades are then allocated according to this professional judgment.
- Head Teachers oversee this process in their Faculties and are responsible for the final Board of Studies grades.

## **What are Course Performance Descriptors (CPD) ?**

A set of Course Performance Descriptors is an assessment and reporting tool to assist teachers across the State in making sound and consistent judgments about overall student achievement at the end of a course.

Course Performance Descriptors are a series of positive statements which summarise observable and measurable features of student achievement and assist teachers to award Final (Board of Studies) Grades to students based on descriptions of typical achievement from elementary to excellent.

Course Performance Descriptors describe the main features of a typical students' performance at the end of Stage 5 studies. The Areas of Assessment (at the top of the page on each set of performance descriptors) consist of the knowledge and skills objectives from the syllabus. In the School Certificate context, attitudes and values are not assessed for grading purposes.

The five vertical columns in the descriptors describe different levels of student performance.

Mathematics has nine vertical columns. In using these descriptors, schools 'match' each of their students to the descriptor column which best fits the student's overall achievement in the course.

The corresponding grade for that descriptor is then awarded to the student.

The Board of Studies' Course Performance Descriptors for Stage 5 describe levels of achievement that relate to the set of outcomes for this stage in each course. Schools must apply the same set of Course Performance Descriptors to both 100 hour and 200 hour courses.

Course Performance Descriptors are not stage outcomes for a course of study. Rather, they are a descriptive tool to assist teachers to form the best overall impression of a student's achievement for grading purposes.

*Final School Certificate (Board of Studies) Grades will relate to the best overall description of a student's achievement.*

Copies of all Course Performance Descriptors are available on the Board of Studies' website [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au).

An example of generic Course Performance Descriptors is found below. This pattern is modified and supplemented to develop Course Performance descriptors for each course.

<b>A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an elementary knowledge and understanding in fe The students has little knowledge of areas of the content and has achieved very limited competence in some of t

## **B. ASSESSMENT PROCEDURES**

### **How Will I Know about Assessment Tasks?**

Students will be given at least two weeks written notice of the Assessment Tasks and the outcomes to be assessed by the Task.

It is the student's responsibility to be alert to the notification of tasks. In case of absence from school, students will need to check with their teachers on the first day of their return regarding the issuing of tasks.

The final assessment will include only marks from designated Assessment Tasks as set out in the accompanying schedule.

### **Do I Have to Complete All Assessment Tasks?**

1. The Board of Studies expects students to attempt all Assessment Tasks
2. Students must make a genuine attempt at Assessment Tasks which contribute to in excess of 50% of the available marks. If this requirement is not met, the course will not be deemed satisfactorily completed.

### **What Will Happen if a Task is not Completed or Submitted Late?**

When a Task has not been completed or is submitted late, the following procedures will be implemented in all courses in all subjects:

*Where there is no valid reason for non-completion of an Assessment Task/Examination, a zero will be recorded for that task and an N Award Warning Letter will be issued.*

*Where there is no valid reason for late submission of an Assessment Task, students will receive zero. It is expected that the task will still be completed.*

The Principal and relevant Head Teacher will require the following in order to decide whether the student's reason is valid:

- **PRIOR NOTIFICATION** of absence from the task. Other than exceptional cases (e.g. accident on the way to school) the school/ class teacher must be contacted **BEFORE** the task takes place, in person, by phone, letter or email.

OR

- AWRITTEN STATEMENT from the student's parent/carer explaining the absence and A DOCTOR'S CERTIFICATE where illness is involved.

OR

- A STATUTORY DECLARATION from the parent/guardian in the case of misadventure. These forms can be purchased from a Newsagency and must be signed by a Justice of the Peace. (JP)

***NOTE: A Parental statement and a Doctor's Certificate/ Statutory Declaration must be received at school on the first day back after the missed task.***

This documentation will be handed to the Head Teacher of the course involved.

All cases will be considered on their merits.

Provided the Principal and Head Teacher considers that a student has a valid reason for non-completion of an Assessment Task, then the following may be considered:

- an extension of time; or
- the awarding of a mark based on completion of the original task or a substitute task; or
- where neither is feasible, the Principal may authorise the use of an estimate for that task

Any appeals against such a decision are to be made to the Principal who will form the Appeals Panel to consider the matter. The Panel comprises the Principal, the Deputy Principal and a Head Teacher ( one not involved in the original decision)

## **What about Malpractice?**

Malpractice is dishonest behaviour by a student which provides an unfair advantage over others.

### **a. Examinations**

A zero mark will be recorded for malpractice in those examinations which are Assessment Tasks.

Malpractice is defined as failure to comply with examination requirements:

- failure to follow a supervisor's instructions
- communicating with other students during the examination
- disturbing the work of other students or the examination itself
- cheating by reference to other's work or to prepared work brought into the examination

No books, papers, notes, MP3 players, mobile phones or equipment other than that permitted by the Supervisor may be taken into the examination room. Approved electronic translators for specifically identified students will be allowed.

## **b. Assessment Tasks**

Examples of malpractice in Assessment Tasks are:

- Copying, buying, stealing or borrowing someone else's work in part or whole and presenting it as your own.
- Using materials from books, journals, CD's or the internet without acknowledging the source
- Submitting work that contains a large contribution from another person, such as a parent, a coach or subject expert, that is not acknowledged
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs or journals.

## **What do I have to do to Satisfactorily Complete a Course?**

The satisfactory completion of a course requires the Principal to have sufficient evidence that a student has:

- followed the course developed or endorsed by the Board of Studies
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes

Indicators of possible failure to apply yourself with 'diligence and sustained effort' or possible failure to fulfil course requirements to the school's satisfaction include:

- An excessive number of absences or lateness to school, particularly if these are unexplained.
- An excessive rate of absences from or lateness to classes in one or more courses.

- A recurring pattern of lateness or absences.
- Poor achievement in class tests, assignments etc *caused by lack of application*.
- Poor classroom behaviour (this inhibits your own, and others' learning).
- Failure to submit assessment items.
- Failure to complete class-work and homework.
- Proven case of copying, plagiarism or cheating.

If at any stage during the course it appears that a student will not achieve a sufficient number of course outcomes, an 'N Award' warning letter will be sent. The purpose of these letters is

- (i) to give students a warning in time for them to correct the problem, and/or
- (ii) to clarify their current status regarding an unsatisfactory designation.

If students receive two or more N Award Warning Letters and do not address the issues concerned, they may not be regarded as having satisfactorily satisfied the course. The Principal will then give an N ( Non Completion) Determination for that course. This course will then not be included on the School Certificate Record of Achievement.

## **Can I Redeem a Particular N Award?**

If the missed assessment task is completed by the due date recorded on the N Award Warning Letter, a student will receive zero marks for the task but the N Award will be withdrawn. N Award Warning Letters caused by poor attendance or lack of diligence and sustained effort cannot, however, be redeemed.

## **How Will My Progress be Monitored?**

The Principal and appropriate Student Adviser will review the warning documentation and attendance for Years 9 and 10 every 5 weeks.

Typically, three N-Award letters are the minimum to result in a Review coupled with attendance rates and behaviour notifications.

Student interviews are conducted and students are supported, explanation of issues is provided, advice is given and students are alerted to the consequences. Support, counselling and guidance is offered in an ongoing manner by Student Advisers.

Students are informed their progress and application will be reviewed again in 5 weeks.

If no improvement is discernible after this time, the first Post Compulsory Expulsion For Unsatisfactory Participation in Learning letter is sent to parents alerting them of the concerns already raised with their son/ daughter's progress. Improvement is sought within the next 5 week period.

If further N Award Warning letters are received and/or student attendance/attitude is still an issue, the second Post Compulsory Expulsion For Unsatisfactory Participation in Learning letter is sent and a parent interview within 7 days is required.

If there is no improvement within the next 5 weeks, the final first Post Compulsory Expulsion For Unsatisfactory Participation in Learning will be sent and the student will be expelled from this school.

## **What will Happen if I Do Not Complete All Assessment Tasks?**

In Term 3 each year, the Principal will request information from Head Teachers concerning any School Certificate (Year 10) student(s) who are subject to an 'N' determination in any course or subject for that year.

**Students are reminded that if there are TWO letters of warning sent in any subject, a student may not receive their School Certificate if they do not address the demands of the letter.**

**Every Stage 5 letter matters, be they from Year 9 or 10. Do the work and the letter is resolved.**

The student is then interviewed by the Principal, provided with appropriate appeal forms and the appeal procedure is outlined to the student. All deadlines and school and student responsibilities are articulated clearly.

If a student fails to meet the deadlines so described they will receive an N Award in that course. If the course is a mandatory one ( English, Mathematics, Science History, Geogaphy) it could mean the **loss of the School Certificate**. This will jeopardise your chances of being accepted into the senior school.

## **What About Trial School Certificate Examinations?**

The school will hold 'external' i.e. hall-based, examinations for English, Maths, Science, History and Geography in both Years 9 and 10 at the conclusion of each Semester. The rationale for these types of exams is to provide 'test experience' in readiness for the external School Certificate. Such exams are to form part of the Semester assessment schedule.

These exams will replicate the Board's format for the School Certificate examinations and should be as close as possible to the appearance, standards and quality of the Board's School Certificate papers.

The school will also hold practice on-line Computer Skills examinations which will be timetabled in Computer Rooms in the same manner as the School Certificate Computing Skills examinations. These examinations will be drawn from the on-line bank of computer skills items by the school's Computer Co-ordinator and will be self-marking.

If examinations are thought necessary in **Elective subjects**, they will be held in classrooms during timetabled lessons in stated examination weeks on the calendar.

## **What if I Come from Another School in Years 9 or 10?**

Upon enrolment and subject placement, the new student's past school reports will indicate student progress to date. The past school may be phoned to verify information or obtain further documentation.

A student's pattern of study is also established at this point and 'matched' with their new subjects as best as possible.

Assessment task marks from the previous school will be used in assessing a School Certificate grade.

# **Assessment Schedules**

## COMMERCE

Outcomes assessed	Sequence	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
<b>Core Part 1.1 – Consumer Choice</b> Outcomes 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	Term 1 Wk 8	<b>Report on your Regional Shopping Centre</b>					15%
<b>Core Part 1.2 – Personal Finance</b> Outcomes 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	Term 2 Wk 3		Develop your own monthly Budget				15%
<b>Option 2 – Promoting and Selling (integrate with Option 11 – Running a Business)</b> Outcomes 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.9	Term 2 Wk 7			<b>Half Yearly Exam</b>			30%
<b>Option 11 – Running a Business</b> Outcomes 5.3, 5.5, 5.6, 5.7, 5.8, 5.9	Term 3 Wk 2				Practical Small Business Project		20%
<b>Option 4 – Global Links</b> Outcomes 5.2, 5.4, 5.5, 5.7, 5.8, 5.9	<b>Term 4 Wk 5</b>					Case Study International Business	20%

## STAGE 5 COMMERCE OUTCOMES

A student:

5.1	applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
5.2	analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
5.3	examines the role of law in society
5.4	analyses key factors affecting commercial and legal decisions
5.5	evaluates options for solving commercial and legal problems and issues
5.6	monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
5.7	researches and assesses commercial and legal information using a variety of sources
5.8	explains commercial and legal information using a variety of forms
5.9	works independently and collaboratively to meet individual and collective goals within specified timelines

**Course: DESIGN & TECHNOLOGY**

**Elective 1<sup>st</sup> 100hrs of 200**

**Course Description:**

Design and Technology provides broad experience in a range of contexts and builds on the know-how and know-why developed in Science and Technology K–6 and the foundation Technology (Mandatory) course. The design and development of quality projects gives students the opportunity to identify problems and opportunities, research and investigate existing solutions, analyze data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects. The diversity of approaches to design projects provides the scope to develop high order thinking, future thinking and understanding of conceptual principles. The design process caters for a variety of student needs, abilities and interests. The flexible and creative consideration of parameters encourages students to take intellectual risks and experiment with resources when developing projects. Folio work will be developed to document the student's design process for each unit of work.

**Focus Areas of Design covered:**

1. Packaging
2. Jewellery
3. Industrial

**Course Outcomes**

A student:

- 5.1.1 analyses and applies a range of design concepts and processes
- 5.1.2 applies and justifies an appropriate process of design when developing design ideas and solutions
- evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
- 5.3.1 analyses the work and responsibilities of designers and the factors affecting their work
- evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design
- 5.4.1 develops and evaluates innovative, enterprising and creative design ideas and solutions
- 5.5.1 uses appropriate techniques when communicating design ideas and solutions to a range of audiences
- 5.6.1 selects and applies management strategies when developing design solutions
- 5.6.2 applies risk management practices and works safely in developing quality design solutions
- selects and uses a range of technologies competently in the development and management of quality design solutions

**Particular Course Requirements:**

Students will, at all times follow safe practices using personal protective equipment when deemed necessary. Students will not use tools or machine tools without permission. When permission is given it will follow strict safety instruction. It is also mandatory that students wear leather shoes and aprons in the practical environments.

There is a fee attached to this course of \$60.

<b>Assessment</b>			
<b>Components</b>			<b>Weighting</b>
<b>Semester 1</b>			
Assignment – Role of the Designer	3.1, 5.1, 6.3	T 1 Wk 6	20%
Practical Project & Design Folio - Product & Packaging	1.1, 1.2, 4.1, 5.1, 6.2, 6.3	T 1 Wk 9	40%
Practical Project & Design Folio - Jewellery	1.1, 1.2, 4.1, 5.1, 6.2, 6.3	T 2 Wk 6	40%
			<b>Total 100%</b>
<b>Semester 2</b>			
Practical Project & Design Folio - Lighting	1.1, 1.2, 4.1, 5.1, 6.1, 6.2, 6.3	T 3 Wk 10	80%
Yearly Exam	1.1, 1.2, 2.1, 3.1, 3.2, 4.1	T 4 Wk 2	20%
			<b>Total 100%</b>
Note: Letters will be sent home to parents/guardians following insufficient effort in the above listed assessments.			

## DESIGN AND TECHNOLOGY OUTCOMES

1.1	analyses and applies a range of design concepts and processes
1.2	applies and justifies an appropriate process of design when developing design ideas and solutions
2.1	evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
3.1	analyses the work and responsibilities of designers and the factors affecting their work
3.2	evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design
4.1	develops and evaluates innovative, enterprising and creative design ideas and solutions
5.1	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
6.1	selects and applies management strategies when developing design solutions
6.2	applies risk management practices and works safely in developing quality design solutions
6.3	selects and uses a range of technologies competently in the development and management of quality design solutions

# ENGLISH

Component/Unit						
	Term 1	Term 2	Term 2	Term 3	Term 3	Term 4
Genre Study	Wide Reading Narrative Week 7 Tues 10/3					
Drama Study		Week 5 Tues 26/5 Director's Log	Week 5 Tues 26/5 Performance			
Gender				<b>Week 1</b> Tues 28/8 Speech <b>Week 2</b> Tues 4/9 Essay		
Transformation					<b>Week 5</b> Tues 25/8 Speech <b>Week 9</b> Tues 22/9 Narrative	
Modern Aust. Poetry						Week 4 Tues 10/11 Portfolio, Exposition and Listening Tasks
Half Yearly Exams		Week 8				
Yearly Exams						Week 2

## STAGE 5 ENGLISH OUTCOMES

A student:
1 responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure
2 uses and critically assesses a range of processes for responding and composing
3 selects, uses, describes and explains how different technologies affect and shape meaning
4 selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning
5 transfers understanding of language concepts into new and different contexts
6 experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts
7 thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts
8 investigates the relationships between and among texts
9 demonstrates understanding of the ways texts reflect personal and public worlds
10 questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
11 uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness.

<b>Course: Yr 9 FOOD TECHNOLOGY</b>		<b>Elective 1<sup>st</sup> 100hrs</b> of 200hrs course
<b>Course Description:</b> Food Technology students gain an understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns and the importance of hygiene and safety in the production of food. Students develop practical skills using appropriate ingredients, methods and equipment.		
<b>Main Topics Covered:</b>		
Focal Issue 1 – Food in Australia Focal Issue 2 – Food Selection and Health Focal Issue 3 – Food for Special Occasions.		
<b>Yr9 Course Outcomes</b>		
The student: 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product 5.2.3 applies appropriate methods of food processing, preparation and storage 5.3.2 justifies food choices by analysing the factors that influence eating habits 5.4.1 collects, evaluates and applies information from a variety of sources 5.4.2 communicates ideas and information using a range of media and appropriate terminology 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes 5.5.2 plans, prepare and evaluates food solutions for specific purposes 5.6.1 examines the relationship between food, technology and society.		
<b>Particular Course Requirements:</b> There is a fee attached to this course		
<b>Yr 9 Assessment</b>		
<b>Components</b>		<b>Weighting</b>
<b>Semester 1</b>		
Task 1 – Cultural Identity Outcomes: 5.3.2, 5.4.2, 5.5.1 5.5.2, 5.6.1	Term 1 Week 10	60%
Task 2 – Food Selection and Health Outcomes: 5.3.2, 5.4.2, 5.5.1, 5.5.2, 5.6.1	Term 2 Week 6	40%
		<b>Total 100%</b>
<b>Semester 2</b>		
Task 3 – Food for Special Occasions Outcomes: 5.3.2, 5.6.1	Term 3 Week 9	60%
Task 4 – Yearly examination . Outcomes: 5.3.2, 5.4.2, 5.5.2, 5.6.1	Term 4 Week 2	40%
		<b>Total 100%</b>

## FOOD TECHNOLOGY OUTCOMES

3.2	justifies food choices by analysing the factors that influence eating habits
4.1	collects, evaluates and applies information from a variety of sources
4.2	communicates ideas and information using a range of media and appropriate terminology
5.1	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
5.2	plans, prepares, presents and evaluates food solutions for specific purposes
6.1	examines the relationship between food, technology and society

## GEOGRAPHY

Learn Abouts & Outcomes assessed	Sequence	Task 1	Task 2	Task 3	Value
<b>Topic 1: Investigating Australia's Physical Environment.</b> Outcomes: 5.1 identifies, gathers and evaluates geographical information 5.2 analyses, organises and synthesises geographical information 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information 5.4 selects and applies appropriate geographical tools 5.5 demonstrates a sense of place about Australian environments 5.6 explains the geographical processes that form and transform Australian environments 5.10 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.	Term 3 Wk 6	<b>The Australian Environment &amp; Communities Report</b>  <b>T1 W6</b>			30%
<b>Topic 2. Changing Australian Communities:</b> Outcomes 5.1 identifies, gathers and evaluates geographical information 5.2 analyses, organises and synthesises geographical information 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information 5.4 selects and applies appropriate geographical tools 5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales 5.8 accounts for differences within and between Australian communities 5.9 explains Australia's links with other countries and its role in the global community 5.10 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.	Term 3 Wk 10          T4 Wk 2		<b>The Natural Hazards Report</b>	<b>Year 9 Geography Examination</b>	70%
<b>Total</b>		<b>30%</b>	<b>30 %</b>	<b>40%</b>	<b>100%</b>

### GEOGRAPHY OUTCOMES

- 5.1 identifies, gathers and evaluates geographical information
- 5.2 analyses, organises and synthesises geographical information
- 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
- 5.4 selects and applies appropriate geographical tools
- 5.5 demonstrates a sense of place about Australian environments
- 5.6 explains the geographical processes that form and transform Australian environments
- 5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales
- 5.10 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.

## HISTORY

Topic & Outcomes assessed	Sequence	Task 1	Task 2	Task 3	Task 4	Value
<b>Topic 1: Australia to 1914</b> 5.1, 5.3, 5.5, 5.8, 5.9	Sem 1: T.1. Wk.5	<b>White Australia Policy:</b> Discussion Text				<b>25%</b>
<b>Topic 2: Australia and WW1</b> 5.2, 5.4, 5.5, 5.6, 5.7, 5.10	Sem 1: T1 Wk9 PT Night T1W11		<b>Conscription:</b> Exposition: for/against (Incl Site Study)			<b>25%</b>
<b>Topic 3: Australia between the wars</b> 5.1, 5.5, 5.6, 5.7, 5.8	Sem 1: T.2. Wk4				<b>EXAM EXTENDED RESPONSE</b> <b>1930s Personality</b> Bradman. Assess: The Greatest Australian? <b>AND</b> <b>1930s Event</b> Dismissal of Jack Lang: Assess its validity	<b>25%</b>
<b>Total</b>						<b>100%</b>

### HISTORY OUTCOMES

- M5.1 Explains social, political and cultural developments and events and evaluates their impact on Australian life.
- M5.2 Assess the impact of international events and relationships on Australia's history.
- M5.3 Explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia
- M5.4 Sequences major historical events to show an understanding of continuity, change and causation
- M5.5 Identifies, comprehends and evaluates historical sources
- M5.6 Uses sources appropriately in an historical inquiry
- M5.7 Explains different contexts, perspectives and interpretations of the past.
- M5.8 Locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry.
- M5.9 Uses historical terms and concepts in appropriate contexts.
- M5.10 Selects & uses appropriate oral, written & other forms, incl ICT, to communicate effectively for different audiences.

## JAPANESE

Topic & Outcomes assessed	Dates	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Value
Personal Diary 5.UL.4, 5.MLC.2	Term 1, Week 7	Written Assignment: Self Introduction							5%
Personal Diary 5.UL.4, 5.MLC.	Term 1, Week 10		Written Assignment: My Family						5%
Personal Diary 5.UL.4, 5.MLC.	Term 2, Week 5			Written Assignment: My home or school routine					5%
Reading, Speaking, Listening, Writing All Outcomes listed	Term 2, Week 8				Half Yearly Examination				Reading 25% Listening 20% Writing 10% Speaking 15%
Personal Diary 5.UL.4, 5.MLC.2	Term 3, Week 5					Written Assignment: My Weekend			5%
Traditional Japanese Culture 5.MLC.2 5.MBC.2	Throughout Year Term 3, Week 10						Research Project		10%
Reading, Speaking, Listening, Writing All Outcomes listed	Term 4, Week 2							Yearly Examination	Reading 25% Listening 20% Writing 10% Speaking 15%
<b>Total</b>									<b>100%</b>

### JAPANESE LANGUAGE OUTCOMES

5.UL.1: A student selects, summarises and analyses information and ideas in spoken texts and responds appropriately.

5.UL.2: A student selects, summarises and analyses information and ideas in written texts and responds appropriately.

5.UL.3: A student uses Japanese by incorporating diverse structures and features to express own ideas.

5.UL.4: A student experiments with linguistic patterns and structures in Japanese to convey information and to express own ideas.

5. MLC.1: A student demonstrates understanding of the nature of language as systems by describing and comparing linguistic features across languages.

5.MLC.2: A student use linguistic resources to support the study and productions of texts in Japanese.

5.MBC.1: A student explores the interdependence of language and culture in a range of texts and contexts.

5.MBC.2: A student identifies and explains aspects of the culture of Japanese-speaking communities in texts.

## MATHEMATICS 5.1

Topic & Outcomes assessed	Date	Task 1	Task 2	Task 3	Task 4	Value
<b>Basic Number Skills</b> NS 5.1.1, NS 4.1, NS4.2, NS 4.3	Week 8, Term 1	Class Test				<b>15%</b>
<b>Basic Number Skills, Formulae, Probability, Solving Equations</b> NS5.1.1, PAS5.1.1, MS5.1.1, NS 5.1.3.			Half Yearly Examination			<b>30%</b>
<b>Consumer Arithmetic</b> NS5.1.2	Week 5, Term 3			Class Test		<b>15%</b>
<b>All Year's Work</b> MS4.1, MS4.2, MS5.1.2, DS5.1.1					Yearly Examination	<b>40%</b>
<b>Total</b>						<b>100%</b>

### MATHEMATICS 5.1 OUTCOMES

- PAS5.1.1 Applies the index laws to simplify algebraic expressions
- NS4.1 Recognises the properties of special groups of whole numbers and applies a range of strategies to aid computation
- NS4.2 Compares, orders and calculates with integers
- NS4.3 Operates with fractions, decimals, percentages, ratios and rates
- NS5.1.1 Applies index laws to simplify and evaluate arithmetic expressions and uses scientific notation to write large and small numbers
- NS5.1.2 Solves consumer arithmetic problems involving earning and spending money
- NS5.1.3 Determines relative frequencies and theoretical probabilities
- NS5.2.1 Rounds decimals to a specified number of significant figures, expresses recurring decimals in fraction form and converts rates from one set of units to another
- MS4.1 Uses formulae and Pythagoras' theorem in calculating perimeter and area of circles and figures composed of rectangles and triangles
- MS4.2 Calculates surface area of rectangular and triangular prisms and volume of right prisms and cylinders
- NS5.3.1 Performs operations with surds and indices
- MS5.1.1 Uses formulae to calculate the area of quadrilaterals and finds areas and perimeters of simple composite figures
- DS5.1.1 Groups data to aid analysis and constructs frequency and cumulative frequency tables and graphs

## MATHEMATICS 5.2

Topic & Outcomes assessed	Date	Task 1	Task 2	Task 3	Task 4	Value
<b>Indices and Scientific Notation</b> NS 5.2.1	Week 8, Term 1	Class Test				<b>15%</b>
<b>Data Representation &amp; Analysis, Rational Numbers, Perimeter &amp; Area</b> NS 5.2.1, DS 5.1.1, MS 5.2.1			Half Yearly Examination			<b>30%</b>
<b>Polygons</b> PAS 5.2.1, SGS 5.2.1	Week 5, Term 3			Class Test		<b>15%</b>
<b>All Year's Work</b> NS 5.2.1, NS 5.2.2, PAS 5.2.1, PAS 5.2.2, DS 5.1.1, MS 5.2.1, MS 5.2.2					Yearly Examination	<b>40%</b>
<b>Total</b>						<b>100%</b>

### MATHEMATICS 5.2 OUTCOMES

- PAS 5.1.2 Simplifies, expands and factorises algebraic expressions involving fractions and negative and fractional indices
- NS 5.2.1 Rounds decimals to a specified number of significant figures, expresses recurring decimals in fraction form and converts rates from one set of units to another
- NS 5.2.2 Solves consumer arithmetic problems involving compound interest, depreciation and successive discounts
- NS5.3.1 Performs operations with surds and indices
- MS5.1.1 Uses formulae to calculate the area of quadrilaterals and finds areas and perimeters of simple composite figures
- MS 5.2.1 Finds areas and perimeters of composite figures
- DS5.1.1 Groups data to aid analysis and constructs frequency and cumulative frequency tables and graphs
- SGS5.2.1 Develops and applies results related to the angle sum of interior and exterior angles for any convex polygon

## MATHEMATICS 5.3

Topic & Outcomes assessed	Date	Task 1	Task 2	Task 3	Task 4	Task 5	Value
<b>Algebra</b> PAS 5.1.1, 5.2.1	Week 8, Term 1	Class Test					<b>15%</b>
<b>Rational Numbers, Indices, Algebra, Measurement, Data</b> NS 5.1.1, MS 5.1.1, MS 5.2.1, PAS 5.1.1	Week 9, Term 2		Half Yearly Examination				<b>30%</b>
<b>Co-ordinate Geometry</b> PAS 5.1.2	Week 5, Term 3			<b>Class Test</b>			<b>15%</b>
<b>All Year's Work</b> SGS 5.2.1, NS 5.2.1, PAS 5.3.1	Week 3 Term 4				Yearly Examination		<b>40%</b>
<b>Total</b>							<b>100%</b>

### MATHEMATICS 5.3 OUTCOMES

PAS5.1.1 Applies the index laws to simplify algebraic expressions

PAS5.1.2 Determines the midpoint, length and gradient of an interval joining two points on the number plane and graphs linear and simple non-linear relationships from equations

PAS5.3.1 Uses algebraic techniques to simplify expressions, expand binomial products and factorise quadratic

NS5.1.1 Applies index laws to simplify and evaluate arithmetic expressions and uses scientific notation to write large and small numbers

NS5.2.1 Rounds decimals to a specified number of significant figures, expresses recurring decimals in fraction form and converts rates from one set of units to another

MS5.1.1 Uses formulae to calculate the area of quadrilaterals and finds areas and perimeters of simple composite figures

MS5.2.1 Finds areas and perimeters of composite figures

SGS5.2.1 Develops and applies results related to the angle sum of interior and exterior angles for any convex

# MUSIC

Dates	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Weightings
Term 1, Week 7	Composition/improvisation: relating to topic							10%
Term 1, Week 10		Performance group/solo performance from topic						15%
Term 2, Week 7			Listening: half yearly based on concepts and aural					15%
Term 3, Week 4				Musicology/Listening: half yearly				15%
Term 3, Weeks 7					Performance: group/solo performance from topic repertoire			15%
Term 3, weeks 7						Composition based on topic		15%
Term 4, weeks 2							Listening: yearly exam	15%
<b>Outcomes</b>	5.4, 5.5, 5.6	5.1, 5.3	5.7, 5.9	5.7, 5.8	5.1, 5.2, 5.3	5.4, 5.5, 5.6, 5.10	5.7, 5.8, 5.10	<b>100%</b>

## MUSIC OUTCOMES

5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study
5.6	uses different forms of technology in the composition process
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
5.10	demonstrates an understanding of the influence and impact of technology on music
5.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
5.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

# PDHPE

<b>Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Task 6</b>
	Outcomes	Term 1, Week 10	Term 1, Week 8	Term 2, Week 8	Term 2, Weeks 6&7	Term 3, Week 10	Term 3, Week 10
The Right Frame of Mind	5.1, 5.2, 5.3, 5.11	Health Promotion Writing Task					
Catch That	5.4, 5.10, 5.14		Practical Performance				
A Helping Hand	5.1, 5.3, 5.6, 5.8, 5.12			Information Research			
Gymnastics	5.5, 5.14, 5.15				Practical Performance		
Looking After Our Bodies	5.1, 5.6, 5.7, 5.8, 5.11					Letter	

## **PDHPE OUTCOMES**

### **Strand 1: Self and relationships**

#### **Stage 5 outcomes**

- 5.1 analyses how they can support their own and others' sense of self
- 5.2 evaluates their capacity to reflect on and respond positively to challenges
- 5.3 analyses factors that contribute to positive, inclusive and satisfying relationships

### **Strand 2: Movement skill and performance**

- 5.4 adapts, transfers and improvises movement skills and concepts to
- 5.5 composes, performs and appraises movement in a variety of challenging contexts

### **Strand 3: Individual and community health**

- 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people
- 5.7 analyses influences on health decision making and develops strategies to promote health and safe behaviours
- 5.8 critically analyses health information, products and services to promote health

### **Strand 4: Lifelong physical activity**

- 5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity
- 5.10 adopts roles to enhance their own and others' enjoyment of physical activity

## **Skills that enhance learning in PDHPE**

### **Stage 5 outcomes**

#### **Communicating**

- 5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations

#### **Decision-making**

- 5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts

#### **Interacting**

- 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives

#### **Moving**

- 5.14 confidently uses movement to satisfy personal needs and interests

#### **Planning**

- 5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively

#### **Problem-solving**

- 5.16 predicts potential problems and develops, justifies and evaluates solutions

## PHYSICAL ACTIVITY AND SPORTS SCIENCE

Topic & Outcomes assessed	Dates	Task 1	Task 2	Task 3	Task 4	Task 5	Value
<b>Body Systems and Energy for Physical Activity</b> 31.3.2, 4.1, 4.2, 4.4	Term 1, Week 9	Students write a report examining the use of body system in producing movement for a specific sport					20%
<b>Getting fit for Health</b> 1.1, 3.1, 4.1, 4.2	Term 2, Week 5		Students develop a poster that promotes the health benefits of a particular sport				20%
<b>Running with the ball</b> 2.1, 2.2, 4.4	Term 2, Week 8			Students examine the rules, safety aspects, attacking strategies, defensive strategies involved with Oztag			20%
<b>Eating the right foods for performance</b> 3.1, 3.2, 4.1, 4.2, 4.4	Term 3, Week 7				Students analyse the nutritional requirements of elite athletes and devise and eating plan to maximize performance .		20%
<b>Working Outdoors</b> camp 2.2, 4.2, 4.4	Term 4, Week 2					Students develop an outdoor education camp	20%
<b>Total</b>							<b>100%</b>

## PHYSICAL ACTIVITY AND SPORTS SCIENCE OUTCOMES

1.1	discusses factors that limit and enhance the capacity to move and perform
1.2	analyses the benefits of participation and performance in physical activity and sport
2.1	discusses the nature and impact of historical and contemporary issues in physical activity and sport
2.2	analyses physical activity and sport from personal, social and cultural perspectives
3.1	demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
3.2	evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
4.1	works collaboratively with others to enhance participation, enjoyment and performance
4.2	displays management and planning skills to achieve personal and group goals
4.3	performs movement skills with increasing proficiency
4.4	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

## SCIENCE

TYPE OF TASK	DATE	WEIGHTING	OUTCOMES
Half Yearly Exam	Term 2 Week 8	20%	5.7, 5.9
Student Research Project	Term 3 Week 7	20%	5.13 – 5.19
Assignment - Evolution	Term 1 Week 10	20%	5.9, 5.11, 5.18, 5.19
Computer Skills Exam (Databases)	Term 2 Week 10	10%	5.15, 5.16, 5.19
Yearly Examination	Terms 4 Week 2	30%	5.6 - 5.12

## SCIENCE OUTCOMES

5.6	applies models, theories and laws to situations involving energy, force and motion
5.7	relates properties of elements, compounds and mixtures to scientific models, theories and laws
5.8	relates the structure and function of living things to models, theories and laws
5.9	relates the development of the universe and the dynamic structure of Earth to models, theories and laws and the influence of time
5.10	assesses human impacts on the interaction of biotic and abiotic features of the environment
5.11	analyses the impact of human resource use on the biosphere to evaluate methods of conserving, protecting and maintaining Earth's resources
5.12	relates the interactions involved in using some common technologies to their underlying scientific principles
5.13	identifies a problem and independently produces an appropriate investigation plan
5.14	undertakes first-hand investigations independently with safety and competence
5.15	gathers first-hand data accurately
5.16	accesses information from a wide variety of secondary sources
5.17	explains trends, patterns and relationships in data and/or information from a variety of sources
5.18	selects and uses appropriate forms of communication to present information to an audience
5.19	uses critical thinking skills in evaluating information and drawing conclusions

## VISUAL ARTS

THEMES AND OUTCOMES ASSESSED	SEQUENCE	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TASK 7	TASK 8	VALUE
<b>Surrealism</b> 5.1, 5.2, 5.3, 5.4, 5.5	Term 1 Week 5	Making								15%
5.6, 5.7, 5.8, 5.10	Term 1 Week 7		Research Assign.							10%
<b>Visual arts timeline</b> 5.2, 5.7, 5.8, 5.9, 5.10	Term 1 Week 11			Research Assign.						10%
<b>World events</b> 5.1, 5.2, 5.3, 5.4, 5.6,	Term 2 Week 7				Making					15%
5.7, 5.8, 5.9, 5.10	Term 2 Week 9					Research Assign.				10%
<b>Botannica</b> 5.1, 5.3, 5.4, 5.6	Term 3 Week 9						Making			15%
<b>People</b> 5.1, 5.2, 5.3, 5.4 5.5, 5.6	Term 4 Week 4							Making		15%
5.7, 5.8, 5.9, 5.10	Term 4 Week 6								Research assign.	10%
										<b>100%</b>

### VISUAL ARTS OUTCOMES

- 5.1** develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2** makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience
- 5.3** makes artworks informed by an understanding of how the frames affect meaning
- 5.4** investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5** makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6** demonstrates developing technical accomplishment and refinement in making artworks.
- 5.7** applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8** uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9** demonstrates how the frames provide different interpretations of art
- 5.10** demonstrates how art criticism and art history construct meanings.

## VISUAL ARTS EXTENSION PROGRAM

THEMES AND OUTCOMES ASSESSED	SEQUENCE	TASK 1	TASK 2	TASK 3	TASK 4	VALUE
<b>artexpress</b> 5.1, 5.2, 5.3, 5.4, 5.5	Term 1 Week 10	Research Assign.				25%
<b>surrealism</b> 5.1, 5.2, 5.3, 5.4, 5.6	Term 2 Week 9		Mural			20%
<b>Botannica</b> 5.1, 5.3, 5.4, 5.5, 5.6	Term 3 Week 8			Making workbook		25%
<b>People</b> 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Term 4 Week 2				Research Assign.	30%
						<b>100%</b>

### VISUAL ARTS OUTCOMES

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience
- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
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- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings.

# MY ASSESSMENT SCHEDULE

<b>Subject</b>	<b>English</b>					
<b>February</b>						
<b>March</b>						
<b>April</b>						
<b>May</b>						
<b>June</b>						
<b>July</b>						
<b>August</b>						
<b>September</b>						
<b>October</b>						
<b>November</b>						
<b>December</b>						



Dulwich High School  
of Visual Arts & Design

## Request for an Extension of Time for an Assessment Task

To Head Teacher: \_\_\_\_\_

I request an extension of time for the Assessment Task \_\_\_\_\_ (title of task) due on  
\_\_\_\_\_ (date task is due)

The reasons for this extension are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Attached is a:  
Medical Certificate   
Statutory Declaration   
to support this request.

Student's Name \_\_\_\_\_  
Student's Signature \_\_\_\_\_  
Parent/Carer Signature \_\_\_\_\_