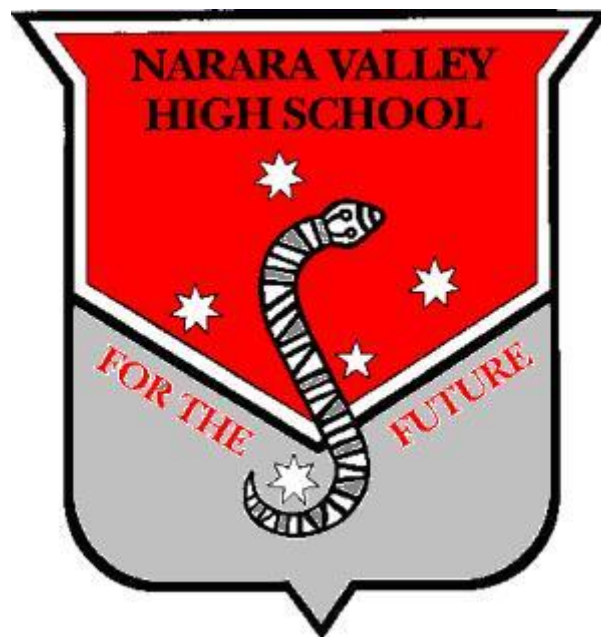


**NARARA VALLEY**

**HIGH SCHOOL**



**YEAR 9**

**ASSESSMENT BOOKLET**

**2023**

## YEAR 9 ASSESSMENT BOOKLET

### MANDATORY SUBJECTS

- English
- Geography
- History
- Mathematics
- PDHPE
- Science
- STEP - Humanities

### ELECTIVES SUBJECTS

- Agriculture
- Big Picture History
- Café Culture
- Child Studies
- Commerce
- Dance
- Drama
- Elective History – Not Available
- Food Technology
- Industrial Technology (Metal, Timber, Multi Media, Engineering)
- Japanese
- Marine and Aquaculture
- Music
- Performance – Not Available
- Physical Activity and Sports Studies (PASS)
- Visual Arts
- Visual Design – Not Available

### STUDENT RESPONSIBILITIES

To complete all assessment tasks to the best of their ability

To ensure that all tasks are submitted on time or that the procedures outlined are followed

To ensure that work submitted is their own work.

To ensure that any questions they have about marks, grades and comments awarded for an individual assessment task are resolved when the task is returned.

To demonstrate through effort and achievement that they have met all the requirements for the course.

To ensure that their attendance meets the requirements.

To ensure that they read and understand all the information noted above.

Any student who has a problem in understanding any information contained in this document should seek clarification from the Year Advisor, Deputy Principal or Principal.

### ASSESSMENT STATEMENT AND SCHEDULE

An Assessment Statement and Schedule is included in this booklet for all subjects studied. Students should retain this document for reference. This document advises students of the nature, relative importance and approximate timing of assessment tasks. In general, students can expect to receive 10 school days notice of the specific date for an Assessment Task in each subject.

Teachers are likely to set a number of tasks throughout the duration of the course that are not part of this statement. Whilst these tasks will not directly influence your Grade, they assist in the consolidation of knowledge and skills and will have an impact on your report and course comment. It is therefore wise to prepare and do your best in all work set.

## LATE SUBMISSION OF WORK

It is the responsibility of the student to be present for, or to hand in assessment tasks at the required time. Students who submit an assessment task late will be penalised. Students will be deducted 20% of the total mark per school day

Lateness	Penalty
1 day late	-20%
2 days late	-40%
3 days late	-60%
More than 4 days late	Zero marks

## APPLICATION FOR EXTENSION

Applications for extension of time due to illness and/or misadventure must be made in writing to the Head Teacher in charge of the course, prior to the task being due (one week earlier is advised). Applications must be made on the official application form (a sample form is attached). Applications will be reviewed by the Head Teacher and the class teacher concerned. The Year Adviser may be contacted if necessary. Students will be notified of the outcome of their application.

## ABSENT FROM AN ASSESSMENT TASK THROUGH ILLNESS OR INJURY

If the student is absent for an assessable task, or fails to hand in a task on time, they **must** give evidence of the reason for their absence or failure to submit the task, **or receive a penalty for lateness**.

Appropriate evidence can include:

- i. A doctor's certificate is required for cases of illness;
- ii. Evidence from a parent may be accepted (in other cases of serious misadventure);
- iii. Representing the school as sanctioned by the Principal. If representing the school, it is the student's responsibility to inform his/her teacher **before** the task with the required paperwork.

All such evidence must be presented on the **first day of return to school** after the task. **This is a student obligation.**

## MALPRACTICE

Where there is evidence of malpractice in assessment tasks students are to be awarded zero for the task. Where there is evidence of collusion on the same assessment task by two or more students, the Head Teacher will determine what, if any, marks are to be awarded to the students. Parents will be informed of the incident in writing.

Malpractice may include:

- The use of material that is not the work of the student;
- Use of straight downloads from the internet;
- Breaching school examination rules;
- Plagiarism;
- Using substantial amounts of work from another source without acknowledging the source.

## **MANDATORY SUBJECTS**

### **YEAR 9 ASSESSMENT ENGLISH**

Students in Year 9 English will experience a wide variety of activities that assess the major components of the English Syllabus: Reading, Writing, Listening, Viewing, Representing and Speaking.

#### **ASSESSMENT SCHEDULE**

<b>TASK</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Due Date</b>	<b>Term: 1</b> <b>Week: 7</b>	<b>Term: 2</b> <b>Week: 4</b>	<b>Term: 3</b> <b>Week: 6-7</b>	<b>Term: 4</b> <b>Week: 4/5</b>
<b>Description</b>	Writing NAPLAN	Poetry Visual Representation and Reflection	Speeches Multi-modal presentation	Novel Essay
<b>Weighting</b>	25%	25%	25%	25%
<b>Outcomes</b>	1,2	6,8,9	4,7	3,5

## YEAR 9 ASSESSMENT HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

HSIE comprises the study of both History and Geography.

### AREAS FOR ASSESSMENT

Students will be assessed over the year on both History and Geography using the assessment tasks as indicated in the table below

### ASSESSMENT SCHEDULE

<b>TASK</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Due Date</b>	<b>Term: 1</b> <b>Week: 8</b>	<b>Term: 2</b> <b>Week: 4</b>	<b>Term: 2</b> <b>Week: 9</b>	<b>Term: 3</b> <b>Week: 7</b>	<b>Term: 4</b> <b>Week: 4/5</b>
<b>Description</b>	Research Task	Source Analysis	Extended Response	Research Task	Yearly Examination
<b>Weighting</b>	25%	10%	20%	25%	20%
<b>Outcomes</b>	GE 5-1, GE 5-2, GE 5-5, GE 5-7, GE 5-8	HT 5-1, HT 5-2, HT 5-6	HT 5-4, HT 5-9, HT 5-10	GE 5-2, GE 5-3, GE 5-5	HT 5-1, HT 5-2, HT 5-4, GE 5-5, GE 5-7

## YEAR 9 ASSESSMENT MATHEMATICS

Students will be assessed over the year using the Assessment Tasks as indicated in the table below.

Students will complete common assessments for Tasks 1 and 3. All the elements of these tasks will be common, there will be some adjustments to make the tasks accessible.

Students will complete stage specific assessments for Tasks 2 and 4. While these tasks may contain common elements between all the stages, each assessment will be unique to the stage.

### ASSESSMENT SCHEDULE

TASK	1	2	3	4
<b>Due Date</b>	<b>Term: 1</b> <b>Week: 5</b>	<b>Term: 2</b> <b>Week: 5</b>	<b>Term: 3</b> <b>Week: 7</b>	<b>Term: 4</b> <b>Week: 4/5</b>
<b>Description</b>	Test (5.1, 5.2, 5.3)	Project (5.1) Test (5.2, 5.3)	Project (5.1, 5.2, 5.3)	Yearly Examination (5.1, 5.2, 5.3)
<b>Weighting</b>	20%	25%	25%	30%
<b>Outcomes</b> <b>Course 5.1</b>	MA5.1-12SP, MA5.1-1MM, MA5.1-2WM, MA5.1-3WM	TBC	MA5.1-8MG, MA5.2-11MG, MA5.2-12MG, MA5.2 – 1 WM, MA5.2-2WM	TBC

## YEAR 9 ASSESSMENT PD/HEALTH/PE

Throughout Year 9, PDHPE students will be assessed on their completion of and performance in the tasks set below.

### AREAS OF THE ASSESSMENT

The following are groupings of the outcomes, knowledge and skill objectives from the Stage 5 PDHPE Syllabus used to assess student achievement.

### ASSESSMENT SCHEDULE

<b>TASK</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Due Date</b>	<b>Term: 1</b> <b>Week: 10</b>	<b>Term: 2</b> <b>Week: 9</b>	<b>Term: 3</b> <b>Week: 9/10</b>	<b>Term: 4</b> <b>Week: 4/5</b>
<b>Description</b>	What Makes Me	Practical Observation	There is no I in team	Yearly Examination
<b>Weighting</b>	25%	25%	25%	25%
<b>Outcomes</b>	PD5.6, PD5.2, PD5.9, PD5.11	PD5.4, PD5.5, PD5.8, PD5.10, PD5.11	PD5.3, PD5.5, PD5.6, PD5.9, PD5.10, PD5.11	PD5.2, PD5.3, PD5.6, PD5.7, PD5.9, PD5.10, PD5.11

## YEAR 9 ASSESSMENT SCIENCE

Students will be assessed over the year using the Assessment Tasks as indicated in the table below.

The areas of assessment are:

- Knowledge and understanding of scientific concepts;
- Working scientifically.

### ASSESSMENT SCHEDULE

<b>TASK</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Due Date</b>	<b>Term: 1</b> <b>Week: 5</b>	<b>Term: 2</b> <b>Week: 5</b>	<b>Term: 3</b> <b>Week: 9</b>	<b>Term: 4</b> <b>Week: 4/5</b>
<b>Description</b>	Research Task	Practical Task	STEM Task	Yearly Examination
<b>Weighting</b>	25%	25%	25%	25%
<b>Outcomes</b>	SC5-14LW, SC5-15LW, SC5 -7WS, SC5 -9WS	SC5 -16CW, SC5 – 6WS, SC5 -7WS, SC5 -9WS	SC5 -10PW, SC5 – 5WS, SC5 -8WS, SC5 -9WS	SC5 -11PW, SC5 – 12ES, SC5 -14LW, SC5 -16CW, SC5 -7WS, SC5 – 8WS, SC5 -9WS



### YEAR 9 ASSESSMENT STEP – Humanities

Students will be studying concepts and skills from the English, History and Geography courses.

Students will be assessed through a variety of submitted rich tasks and in-class skills tasks. The tasks will cover a variety of text types and require the use of the English components of Reading, Writing, Listening, Viewing, Representing and Speaking. They will also cover the Historical topics of Making the Modern World: Progressive Idea and Movements / Australians at War. The tasks will also include the Geography topics Changing Places and Sustainable Biomes.

#### ASSESSMENT SCHEDULE

TASK	1	2	3	4	5	6	7
<b>Due Date</b>	<b>Term: 1</b> <b>Week: 9</b>	<b>Term: 2</b> <b>Week: 1</b>	<b>Term: 2</b> <b>Week: 9</b>	<b>Term: 3</b> <b>Week: 2</b>	<b>Term: 3</b> <b>Week: 10</b>	<b>Term: 4</b> <b>Week: 2</b>	<b>Term: 4</b> <b>Week: 4/5</b>
<b>Description</b>	Persuasive Writing	Skills – In class task	Formal Writing Task	Text Production	Skills – In class task	Writing Task	Yearly Examination
<b>Weighting</b>	25%	5%	10%	20%	5%	25%	10%
<b>Outcomes</b>	5-1, 5-2, 5-3, 5-5, 5-7, 5-9, 5-10	5-2, 5-8, 5-9, 5-10	5-1, 5-2, 5-3	5-1, 5-5, 5-9, 5-10, 5-11	5-2, 5-8, 5-9, 5-10	5-1, 5-2 5-3, 5-5 5-7, 5-10	All outcomes

## ELECTIVE SUBJECTS

### YEAR 9 ASSESSMENT AGRICULTURE

Students will be assessed over the year using the Assessment Tasks as indicated in the table below.

The areas of assessment are:

- Knowledge and understanding of scientific concepts;
- Working practically.

#### ASSESSMENT SCHEDULE

<b>TASK</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Due Date</b>	<b>Term: 1</b> <b>Week: 6</b>	<b>Term: 2</b> <b>Week: 4</b>	<b>Term: 3</b> <b>Week: 7</b>	<b>Term: 4</b> <b>Week: 3</b>
<b>Description</b>	Enterprises in Agriculture Research and Investigative Task	Practical Application	Chicken Production Research and Investigative Task	Practical Application and related theory examination
<b>Weighting</b>	25%	25%	25%	25%
<b>Outcomes</b>	AG 5.1, AG 5.14	AG 5.10, AG 5.13	AG 5.8, AG 5.9	AG 5.6

## YEAR 9 ASSESSMENT BIG PICTURE HISTORY

The Big History course aims to develop skills and gives student the ability to:

- Discuss an established model or theory of the Universe.
- Identify major scientific concepts that have shaped the Universe.
- Create, challenge and evaluate hypotheses with the use of evidence.
- Critically analyse various forms of evidence.
- Assess the nature of increasing complexity, change and scale within the Universe.

### ASSESSMENT SCHEDULE

TASK	1	2	3	4
<b>Due Date</b>	<b>Term: 1</b> <b>Week: 9</b>	<b>Term: 2</b> <b>Week: 9</b>	<b>Term: 3</b> <b>Week: 9</b>	<b>Term: 4</b> <b>Week: 4/5</b>
<b>Description</b>	Claim Testers Presentation	Formation of the Universe Research Task and Choice of Text	Exoplanets Choice of Text	Yearly Examination
<b>Weighting</b>	25%	25%	25%	25%
<b>Outcomes</b>	2,6,8	2,3,4,6,7,8	2,3,4,6,7	2,3,4,6,7,8

## YEAR 9 ASSESSMENT CAFÉ CULTURE

### AREAS FOR ASSESSMENT

Students will be assessed over the year using the Assessment Tasks as indicated in the table below.

### ASSESSMENT SCHEDULE

<b>TASK</b>	<b>1</b>	<b>2</b>
<b>Due Date</b>	<b>Term: 2</b> <b>Week: 4</b>	<b>Term: 3</b> <b>Week: 8</b>
<b>Description</b>	Café Basics – Marketing Portfolio	Baking Basics – Creative Catering Portfolio
<b>Weighting</b>	50%	50%
<b>Outcomes</b>	DT 5-1  DT 5-4  DT 5-5  DT 5-6  DT 5-8	DT 5-2  DT 5-3  DT 5-7  DT 5-9  DT 5-10

## YEAR 9 ASSESSMENT CHILD STUDIES

Child studies provide students with the opportunities to:

- Develop knowledge and understanding of the responsibilities and requirements of parents and carers.
- Evaluate and improve their parenting skills.
- Develop student's confidence in caring for infants and young children.
- Appreciate the role parents play in the well being of individuals and families within a changing society.

### AREA FOR ASSESSMENT

Students will receive feedback on their performance in each task.

### ASSESSMENT SCHEDULE

<b>TASK</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Due Date</b>	<b>Term: 1</b> <b>Week: 9</b>	<b>Term: 2</b> <b>Week: 9</b>	<b>Term: 3</b> <b>Week: 9</b>
<b>Description</b>	Research Assessment	Party Plan Task	Personal Interest Project
<b>Weighting</b>	30%	30%	40%
<b>Outcomes</b>	C5.2, C5.5, C5.6	C5.4, C5.11, C5.12	C5.11, C5.12

## YEAR 9 ASSESSMENT COMMERCE

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way.

### ASSESSMENT SCHEDULE

<b>TASK</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Due Date</b>	<b>Term: 1</b> <b>Week: 9</b>	<b>Term: 2</b> <b>Week: 9</b>	<b>Term: 3</b> <b>Week: 9</b>	<b>Term: 4</b> <b>Week: 4/5</b>
<b>Description</b>	Consumer Report and Poster	Research Task	Practical Task	Yearly Examination
<b>Weighting</b>	25%	25%	25%	25%
<b>Outcomes</b>	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9

## YEAR 9 ASSESSMENT DANCE

Throughout Year 9, Dance students will be assessed on their completion of and performance in the tasks set out below.

### AREAS OF ASSESSMENT

The following are groupings of the knowledge, understanding and skills objectives from the Syllabus used to assess student achievement:

### ASSESSMENT SCHEDULE

<b>TASK</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Due Date</b>	<b>Term: 1</b> <b>Week: 9</b>	<b>Term: 2</b> <b>Week: 4</b>	<b>Term: 3</b> <b>Week: 10</b>	<b>Term: 4</b> <b>Week: 4/5</b>
<b>Description</b>	Practical and Safe Dance Matrix Task	Composition Workshop Task	Appreciation in-class examination	Practical Group Task and Poster/Program Design Task
<b>Weighting</b>	30%	20%	20%	30%
<b>Outcomes</b>	5.1.1, 5.1.3	5.2.1, 5.2.2	5.3.1, 5.3.2, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.3.3

## YEAR 9 ASSESSMENT DRAMA

Throughout Year 9 Drama students will be assessed on their completion and performance of tasks in the following areas:

Making, performing and appreciating the creation of drama and theatre.

The assessment tasks will be designed to reflect the following skills.

- Improvisation and acting skills;
- Playbuilding and scriptwork;
- Dramatic Forms;
- Performance styles;
- Dramatic techniques and theatrical conventions;
- Reflection of own and other's performances;
- Critical analysis of theatre, playwrights and their audiences.

Students will value and appreciate the collaborative and diverse nature of drama and theatre and the contribution this makes to enriching the sustaining cultures and societies.

Students will be performing to live audiences from within the school and be given feedback on their performance in each task. This may take the form of written comments, a mark, a grade, oral comments, or a combination of these.

### ASSESSMENT SCHEDULE

TASK	1	2	3	4
<b>Due Date</b>	<b>Term: 1</b> <b>Week: 10</b>	<b>Term: 2</b> <b>Week: 10</b>	<b>Term: 3</b> <b>Week: 10</b>	<b>Term: 4</b> <b>Week: 4 / 5</b>
<b>Description</b>	Playbuilt Performance	Scripted Duologues	Performance Essay	Yearly Examination
<b>Weighting</b>	20%	30%	30%	20%
<b>Outcomes</b>	5.1.2, 5.1.4, 5.2.1, 5.2.3, 5.3.1	5.1.1, 5.1.3, 5.2.3, 5.3.1	5.1.3, 5.2.2, 5.3.1	5.3.1, 5.3.2, 5.3.3



## YEAR 9 ASSESSMENT FOOD TECHNOLOGY

Students will be assessed over the year using the Assessment Tasks as indicated in the table below.

The areas of assessment are:

- Knowledge and understanding of scientific concepts;
- Working practically.

### ASSESSMENT SCHEDULE

TASK	1	2	3	4
<b>Due Date</b>	<b>Term: 1</b> <b>Week: 9</b>	<b>Term: 2</b> <b>Week: 2</b>	<b>Term: 3</b> <b>Week: 10</b>	<b>Term: 4</b> <b>Week: 2</b>
<b>Description</b>	Practical	Theory	Theory	Practical
<b>Weighting</b>	25%	25%	25%	25%
<b>Outcomes</b>	FT 5.5	FT 5.6, FT 5.8, FT 5.12	FT 5.3, FT 5.4, FT 5.6, FT 5.7	FT 5.1, FT 5.11

## YEAR 9 ASSESSMENT INDUSTRIAL TECHNOLOGY

Metal / Timber / Multi Media/ Engineering

Students will be assessed over the year using the Assessment Tasks as indicated in the table below.

The areas of assessment are:

- Knowledge and understanding of scientific concepts;
- Working practically.

### ASSESSMENT SCHEDULE – TIMBER, ENGINEERING, METAL and MULTIMEDIA

<b>TASK</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Due Date</b>	<b>Term: 1</b> <b>Week: 10</b>	<b>Term: 2</b> <b>Week: 3</b>	<b>Term: 4</b> <b>Week: 2</b>	<b>Term: 4</b> <b>Week: 3</b>
<b>Description</b>	Minor Assignment	Practical Project	Major Assignment	Major Project
<b>Weighting</b>	15%	35%	15%	35%
<b>Outcomes</b>	TBC	TBC	TBC	TBC

## YEAR 9 ASSESSMENT JAPANESE

Through learning Japanese, students develop communicative skills in the language, an understanding of how languages work as a system and intercultural understanding capability.

Each assessment task will assess one or more of the outcomes in the following strands:

### Communicating strand

**Interacting** – exchanging information, ideas and opinions, and socialising, planning and negotiating

**Accessing and responding** – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts

**Composing** – creating spoken, written, bilingual, digital and/or multimodal texts

### Understanding strand

**Systems of language** – understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place

**The role of language and culture** – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

### ASSESSMENT SCHEDULE

TASK	1	2	3	4
Due Date	Term: 1 Week: 9	Term: 2 Week: 3	Term: 3 Week: 9	Term: 4 Week: 3
Description	Listening Task	Speaking Task	Reading Task	Writing Task
Weighting	25%	25%	25%	25%
Outcomes	L J A4-2C	L J A4-4C, L J A4- 5U, L J A4-7U	L J A4-6U	L J A4-6U

**YEAR 9 (ACCELERATED PRELIMINARY COURSE)  
MARINE STUDIES ASSESSMENT SCHEDULE**

Students bring a range of life experiences as background to their study. The content endorsed course structure enables the selection of modules that recognise and build upon students' knowledge, understanding and skills through further and more in-depth study of this area.

This course will support students in developing a commitment to and capacity for lifelong learning in this area. This may lead to further post-school study at University or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.

**ASSESSMENT SCHEDULE**

<b>TASK</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Due Date</b>	<b>Term: 1</b> <b>Week: 9</b>	<b>Term: 2</b> <b>Week: 4</b>	<b>Term: 3</b> <b>Week: 7</b>	<b>Term: 4</b> <b>Week: 4/5</b>
<b>Description</b>	Research Task	Depth Study	Model Task	Yearly Examination
<b>Weighting</b>	25%	25%	25%	25%
<b>Outcomes</b>	TBC	TBC	TBC	TBC

## YEAR 9 ASSESSMENT MUSIC

**Year 9 Music students will develop knowledge, understanding and skills in the concepts of music through:**

**Performing** – as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.

**Composing** – as a means of self-expression, musical creation and problem solving.

**Listening** – as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

**Value and attitudes** – Students will value and appreciate:

- The aesthetic value of music and the enjoyment of engaging in performing, composing and listening.

**The Concepts of Music** – The following musical concepts will be studied in the course: Duration, Pitch, Dynamics and Expressive Techniques, Tone Colour, Texture, Structure.

### ASSESSMENT SCHEDULE

TASK	1	2	3	4
<b>Due Date</b>	<b>Term: 1</b> <b>Week: 10</b>	<b>Term: 2</b> <b>Week: 6</b>	<b>Term: 3</b> <b>Week: 9</b>	<b>Term: 4</b> <b>Week: 3</b>
<b>Description</b>	Aural Score Analysis Task	Composition Task	Individual Practical Performance	Pop Music Composition
<b>Weighting</b>	25%	25%	25%	25%
<b>Outcomes</b>	5.3, 5.4, 5.9	5.3, 5.4, 5.9	5.1, 5.2, 5.3	5.6, 5.7

## YEAR 9 ASSESSMENT PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

### AREAS FOR ASSESSMENT

The aim of the Physical Activity and Sports Studies (PASS) is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Assessment for learning in PASS is designed to enhance learning and improve sporting skills. The assessments involved give students' the opportunity to produce work that leads to development of their knowledge, understanding and skills.

### ASSESSMENT SCHEDULE

TASK	1	2	3	4
<b>Due Date</b>	<b>Term: 1</b> <b>Week: 9</b>	<b>Term: 2</b> <b>Week: 5</b>	<b>Term: 2</b> <b>Week: 9</b>	<b>Term: 3</b> <b>Week: 10</b>
<b>Description</b>	Body Systems Task	Practical Observation	Australian Sporting Identity	Physical Fitness Task
<b>Weighting</b>	25%	25%	25%	25%
<b>Outcomes</b>	5.1, 5.2	5.5, 5.6, 5.7, 5.8, 5.9	5.3, 5.4	5.1, 5.2, 5.6, 5.9, 5.10

## YEAR 9 ASSESSMENT VISUAL ARTS

The Visual Arts framework provides a set of broad learning outcomes that summarise the knowledge, understanding, skills values and attitudes essential for all students to succeed in and beyond their schooling.

### AREAS OF ASSESSMENT

Students will develop knowledge, understanding and skills:

- To make artworks informed by their understanding of practice, the conceptual framework and the frames;
- To critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.

Students will value and appreciate:

- Their engagement in the practice of the Visual Arts and understanding how the Visual Arts, as a field of practice and understanding, is subject to different interpretations.

### ASSESSMENT SCHEDULE

TASK	1	2	3
<b>Due Date</b>	<b>Term: 2</b> <b>Week: 4</b>	<b>Term: 3</b> <b>Week: 9</b>	<b>Term: 4</b> <b>Week: 4</b>
<b>Description</b>	Exploring portraiture through drypoint printmaking	In class examination Theme – Artists and their work	3D Practical Task
<b>Weighting</b>	30%	40%	30%
<b>Outcomes</b>	5.1, 5.2, 5.3	5.7, 5.8, 5.9, 5.10	5.4, 5.5, 5.6

**NARARA VALLEY HIGH SCHOOL**

**REQUEST FOR EXTENSION OF TIME FOR SUBMISSION OF ASSESSMENT TASK**

STUDENT'S NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

TEACHER: \_\_\_\_\_

TITLE OF ASSESSMENT TASK: \_\_\_\_\_

REASON FOR EXTENSION OF TIME:

(Documentary, evidence from Doctor/Parent should be provided.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In applying for this extension of time, I assure the Principal that I am not seeking to gain an unfair advantage over other students in the course.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent / Guardian's Signature

I have noted the above request and **HAVE/HAVE NOT** granted an extension of time.

\* Extension of time granted \_\_\_\_\_ days.

\* The task must be submitted on or before \_\_\_\_\_

\_\_\_\_\_  
Head Teacher's Signature

\_\_\_\_\_  
Date