

Chester Hill High School

Strength in Unity, Excellence in Education



2019

ASSESSMENT POLICY

&

YEAR 9

ASSESSMENT SCHEDULE

HANDBOOK

An assessment guide for parents/guardians and students in Year 9

This handbook and assessment tasks are also available on the Chester Hill High School website's Assessment Hub <https://chesterhil-h.schools.nsw.gov.au/>

Chester Hill High School

Strength in Unity, Excellence in Education



STUDENT and PARENT/GUARDIAN AGREEMENT

I have read the **Chester Hill High School Student Assessment Policy Handbook**, and understand that:

- All assessment, including informal tasks such as classwork and homework, will be used in assessing my progress and determining the grades for each course.
- I must have **regular attendance** in order to meet the course requirements in each of my subjects.
- **I must meet all assessment deadlines** as set out in the subject schedules.
- **I must sign to acknowledge receipt** of an assessment task every time I receive a notification.
- **I must keep a copy of all tasks I submit.**
- I must ensure that **I receive a receipt** from the teacher when I submit a task.
- All work submitted by me is entirely **My Own Work**.
- I will **follow the referencing guidelines** as set out on the school's website or in the School Diary.
- If I miss an assessment task due to illness, I will provide the teacher or Head Teacher with a **doctor's certificate on the 1st day** of my return to school.
- I will incur a **10% penalty each day** that an assessment task is late, including each day of the weekend.
- If I do not complete an assessment task by the due date, **that I must attend an after-school detention to complete the task**, unless the task is completed prior to the detention.
- **All tasks must be completed** to meet course outcomes, even when a task is worth zero marks.
- If I submit assessment tasks electronically, **I must receive a reply email** from my teacher to confirm the task has been received.



.....
I understand that failure to meet my obligations as a student of Chester Hill High School may compromise my progression into the following year.

I understand and accept the conditions and guidelines set out in this handbook.

Student name: _____ Year: _____

Student signature: _____ Date: _____

I acknowledge that I have received and read the 2019 Assessment Policy Handbook and have discussed it with my child. I understand and accept the conditions and guidelines set out in this handbook.

I will support my child in meeting his/her obligations as a student of Chester Hill High School and I understand that failure to do so may affect his/her progression into the following year.

Parent name: _____

Parent signature: _____ Date: _____

Please return this slip to the Deputy Principal or place it in the box for the relevant year group.

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FACULTY HEAD TEACHERS

<u>SUBJECT</u>	<u>FACULTY HEAD TEACHER</u>
COMPUTING	Ms T SMITH (Rlg)
DRAMA	Mr P HTOO (Rlg)
EAL/D (English as an Additional Language or Dialect)	Ms I SHARMA (Rlg)
ENGLISH	Ms E LEONG (Rlg)
HISTORY	Dr E CHRISTIAN/ MR L BROWN (Rlg)
HOME ECONOMICS	Mr M McCLEAN
INDUSTRIAL ARTS	MR M McCLEAN
LEARNING SUPPORT	Ms I SHARMA (Rlg)
LOTE (LANGUAGES OTHER THAN ENGLISH)	Ms I SHARMA (Rlg) FRENCH / ITALIAN: Ms C MATEUS
MATHEMATICS	Ms P POON (Rlg)
MUSIC	Mr P HTOO (Rlg)
PDHPE	MR L JONES
SCIENCE	Ms T SMITH (Rlg)
SOCIAL SCIENCE	MS N BENTON
VISUAL ARTS	Mr P HTOO (Rlg)

SCHOOL CONTACT INFORMATION

Chester Hill High School

Address: Miller Road
Chester Hill, NSW 2162

Telephone numbers: 9644 1099
9644 5740

Fax: 9743 7174

Email: chesterhil-h.school@det.nsw.edu.au

Website: <https://chesterhil-h.schools.nsw.gov.au/>

PRINCIPAL: Ms C Mateus (Acting)

DEPUTY PRINCIPALS: Ms J Cremin (Yrs 7, 9)
Ms N Benton (Yrs 10, 11)
Mr P Rosewall (Yrs 8, 12)

YEAR ADVISERS AND ASSISTANT YEAR ADVISERS:

	YEAR ADVISER (<i>Staffroom location</i>)	ASSISTANT YEAR ADVISER
Yr 7	Ms K Richards (<i>F Block- Up</i>)	Ms K Knight (<i>A Block- Down</i>)
Yr 8	Ms T Khunger (<i>E Block- Down</i>)	Ms E Brennan (<i>F Block- Down</i>)
Yr 9	Ms S Ing (<i>E Block-Up</i>)	Ms K Miller (<i>Library</i>)
Yr 10	Ms Rankins (<i>E Block- Up</i>)	Ms K Stewart & Ms M Matanovic (<i>F Block-Up</i>)
Yr 11	Ms C Lowe (<i>F Block- Up</i>)	Ms R Taleb, Mr M Swindells (<i>F Block – Up & Down</i>)
Yr 12	Mr D Criniti (<i>D Block-Up</i>)	Ms J Schnee (<i>F Block- Up</i>)

*Staff members may be contacted at school via the school reception on 02 9644 1099.
We advise parents to contact or make an appointment to speak with the relevant Year Adviser or Deputy Principal if they have any concerns.*

WHAT IS THE PURPOSE OF THIS HANDBOOK?

This document has been developed to make clear the procedures, expectations and rules about assessment at Chester Hill High School. It also outlines what a student will study in each subject throughout the year and how a student will be assessed.

The first section contains the School's Assessment Policy; the remaining pages provide the assessment schedules for each subject.

Assessment tasks are used to determine the grades that a student will achieve in the Progress Report and the Final Report. Other assessment measures will also be used to assist teachers in determining the grade that best describes a student's achievement in that subject.

The last page of this handbook is a **tear-off Assessment Calendar**. This page gives the student an overview of all assessments and due dates throughout the year.

At times, due to a variety of circumstances, dates may differ from those printed on the calendar. If the task dates do change, the teachers will notify the student in writing when they issue the assessment task notification. Any changes will often be within a week or two of the original date printed on the calendar.

It is a student's responsibility to be alert to the notification of tasks and be aware when there are assessment tasks coming up. Students must satisfactorily complete all assessment tasks prior to being able to progress to the following year.

SATISFACTORY COMPLETION OF 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 NESA.
- 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.

FACTORS WHICH MAY PREVENT SATISFACTORY COMPLETION OF A COURSE

- excessive rate of absence or lateness to school or classes.
- poor achievement in class tests and assessments due to lack of application and effort.
- poor classroom behaviour that inhibits learning.
- failure to complete classwork and homework.
- failure to submit assessment tasks.
- proven cases of plagiarism, copying or cheating.

SYLLABUSES AND OUTCOMES

WHAT IS A SYLLABUS?

A syllabus is a document developed by The NSW Education Standards Authority (NESA), which lists all the knowledge and skills that a student must achieve in each subject. NESA has developed new K–10 syllabuses for English, Mathematics, Science, History, Geography, PDHPE and Languages incorporating the Australian Curriculum. The direct internet link to the syllabus documents is: <http://syllabus.nesa.nsw.edu.au/>

Each subject's syllabus has a number of Learning Outcomes that must be achieved in order for a student to complete the course requirements as set by NESA.

What is a LEARNING OUTCOME?

Learning Outcomes are the skills or knowledge a student should know as a result of being taught a unit of work. The purpose of assessment is to measure how much a student has learned at a given point in time towards those outcomes. Teachers devise assessment programs which measure a student's learning towards the outcomes at different times throughout the year.

In this handbook, each Head Teacher has published an **Assessment Schedule** for each subject indicating:

- the topics a student will be studying each semester.
- the assessment tasks which will take place throughout the year.
- when each task will take place.

HOMEWORK

Homework plays an integral part in the overall **Assessment For Learning** as it assists in achieving learning outcomes. It is also reported in the Progress and Final Reports.

At Chester Hill High School, there is an expectation that students will:

- be given suitable homework tasks.
- complete these tasks **ON TIME**, to the best of their ability.
- be provided with appropriate feedback.

Some examples of homework include:

- Practical tasks / Making models
- Creative responses
- Extension and consolidation exercises
- Worksheets
- Reading and responding activities
- Surveys/ Questionnaires
- Writing essays
- Research tasks
- ICT tasks

WHAT IS ASSESSMENT?

Assessment means all the things that teachers use to measure a student's success as a learner. There are two types of assessment:

ASSESSMENT FOR LEARNING (Informal assessment) is designed to enhance teaching and improve student learning. It gives students opportunities to improve and develop their knowledge, understanding and skills. Teachers assess student achievement informally as they complete their work using a whole range of strategies including self-assessment and peer-assessment.

ASSESSMENT OF LEARNING (Formal Assessment) assists teachers to assess student achievement against outcomes and standards. This usually occurs at the conclusion of a unit of work, a term, a semester, a school year or a stage. The information gained from all assessment is used in reporting student achievement against each of the syllabus outcomes and to determine grades for reports.

EXAMPLES OF ASSESSMENT THAT MAY BE USED	
Assessment tasks/ Unit tests	Observation of student learning
Projects	Classroom activities and participation
Presentations	Homework assignments
Research assignments	Mini tests/ quizzes
Portfolios	Group and Pair work
Rich tasks	Peer assessment
Practical performances and compositions	Experiments/performances
Half-Yearly and Yearly Examinations	Bookwork

THE ASSESSMENT HUB

Chester Hill High School has developed an online assessment hub linked to the school website. The Assessment Hub provides students and their families with access to assessment tasks as well as an electronic version of this booklet.

Students can access the school website at: <https://chesterhil-h.schools.nsw.gov.au/>

Then click on **ASSESSMENT HUB** in the top menu bar on the home page to access the hub.

ASSESSMENT TASK NOTIFICATIONS

Assessment Task Notifications are issued to students **AT LEAST 2 SCHOOL WEEKS** prior to the due date of the task. (Except for formal examinations)

The notification outlines:

- the syllabus outcomes the task is assessing.
- the big ideas being explored.
- instructions on how to complete the task.
- the success criteria and guidelines.

Assessment Task Notifications are printed in the following colour scheme:

YEAR 7-YELLOW, YEAR 8-LIGHT BLUE, YEAR 9-LIGHT GREEN, YEAR 10-PINK

STUDENTS MUST SIGN TO ACKNOWLEDGE RECEIPT OF THE ASSESSMENT TASK NOTIFICATION

DATES AND TIMING OF ASSESSMENT TASKS

Assessments will not always occur on the dates printed on the assessment schedule. **If an assessment date is changed, the teacher will notify all students in writing via the notification.** Sometimes more than one task will be due on a given day. This cannot always be avoided, and will not be grounds for appeal as long as two weeks' notice is given for each task. Start tasks early to ensure completion by the due date.

MARKING OF TASKS

Tasks are marked according to the success criteria which is provided to students on the assessment task notification.

ASSESSMENT TASK PROGRESS CHECKS

Assessment Task Progress Checks' dates will be provided to students on the Task Notification page. These are dates to check on a student's progress in completing the task. Students must record the progress check dates in the student diary and show the progress to their teacher on this date.

APPLYING FOR AN EXTENSION

If something serious or unexpected happens while the student is working on an assessment task, which prevents the student from completing the task by the due date, the student should go to the Head Teacher and ask for an Extension Form (*See Appendix 1*) as soon as possible.

The student must complete the form outlining the reasons for the extension, get the form signed by their parents/guardians and then hand it in to the Head Teacher.

Computer issues and technical problems are **NOT** valid grounds for an extension. Students are expected to follow responsible practices when using technologies, including ensuring that equipment is reliable and that extra copies of the assessments are saved on USB.

Extensions will only be considered **at least THREE (3) days** prior to the due date. A student cannot ask for an extension on the day a task is due.

ABSENCE FROM AN ASSESSMENT TASK OR EXAMINATION DUE TO ILLNESS OR MISADVENTURE

If a student is **very ill** and will be absent on the day of an assessment task or examination, **their parents/guardians must telephone the school (02 9644 1099)** to notify staff of the circumstances.

A misadventure is an unavoidable personal circumstance that makes it impossible for a student to attend an assessment. Such circumstances do not include family holidays or social engagements.

Evidence requirements:

Illness - A Doctor's Certificate must be provided covering the date(s) in question and clearly stating the nature of the illness. This certificate must be presented to the Head Teacher on the **FIRST day the student returns to school.**

Misadventure - A Misadventure Form (*See Appendix 2*) must be completed by the student's parent/guardian indicating, in sufficient detail, the reason why the student was not able to attend or complete the task. This form must be submitted to the Head Teacher on the **FIRST day the student returns to school.**

On the FIRST day the student returns to school, they MUST see the relevant Head Teacher(s), who will decide whether the student will do an alternate task or be given an estimated mark. (In cases where an estimate is awarded, the Head Teacher, in consultation with the classroom teacher, will exercise their professional judgement, using all available evidence of achievement, to provide the student with the most accurate estimate possible.)

FALLING ILL DURING AN ASSESSMENT

If a student present for an assessment task or examination falls ill during the assessment, or a student is under the effects of other misadventure, the student may make an appeal for misadventure.

The student must notify the teacher and the Head Teacher or the Deputy Principal **immediately** before or after the task. The student must obtain a Doctor's Certificate, covering the day of the assessment and submit it to the Head Teacher, along with a Misadventure Form (*Appendix 2*), on the **FIRST day the student returns to school.**

If the appeal is accepted, the following procedure will be followed:

- the student's paper will be marked along with all the others.
- The Head Teacher will examine the marks awarded compared to the student's other assessment marks and other evidence of the student's level of achievement.
- If the mark achieved is the same or better than previous results, no action will be taken.
- If the new mark is significantly below previous results an estimated mark will be given.

LATE ATTENDANCE TO AN ASSESSMENT TASK OR EXAMINATION

If a student arrives late for an assessment task due to circumstances beyond the student's control, the student must report to their classroom teacher or the Head Teacher, who will determine an appropriate course of action.

SUBMISSION OF ASSESSMENT TASKS

Tasks completed at home must be submitted directly to the teacher. **Every assessment task submitted must have an official Chester Hill High School Cover Sheet** (See Appendix 3) or the **Assessment Task Notification** attached.

In the event of the teacher being unavailable, assessment tasks must be submitted to the Faculty Staffroom, or failing that, to the Deputy Principal. Students **ensure that they receive the receipt slip every time they submit an assessment task.**

A student is required to keep a copy of the submitted task. A digital back-up or a photocopy is acceptable. The copy must be produced on request, and it will provide the student with security against loss or damage to the submitted copy.

Loss of a task, either electronic or physical, will not be accepted as a valid reason for late submission.

ELECTRONIC SUBMISSION OF ASSESSMENT TASKS

Only submit assessment tasks by email or by other digital media if instructed by the teacher on the Assessment Task Notification.

When electronic submission is required or permitted, the task may be submitted on CD, DVD, USB or by email. **An electronic assessment task is ONLY considered submitted if:**

1. The assessment task is readily identifiable.
2. It is readable and free of virus infected files or media.
3. It is written in applications to which school staff have ready access, and in a format which can be read by most school computers.
4. When submitted by email, the student must receive a reply from the teacher indicating receipt of the task. Teachers will acknowledge receipt as soon as possible. If a student does not receive a receipt, then the teacher did not receive the student's work.

LATE SUBMISSION OR FAILURE TO MAKE A SERIOUS ATTEMPT AT AN ASSESSMENT TASK FOR YEARS 7, 8, 9

Assessment tasks not handed in by the due date (without extension or acceptable explanation), will have marks deducted as follows:

- **10%** of the total mark (what the task is marked out of) for each day the task is late.

A 'day' means **any day** of the week, including Saturdays and Sundays. An assessment task due on Friday but handed in on the following Monday would be **three (3) days** late, attracting a **30%** penalty.

The student's assessment will be marked first and then the marks the student has lost will be deducted. For example, if a student scores **14 out of 20** in an assessment but handed it in two days late, the student loses 20%, so 4 marks will be deducted and the student will only receive **10 out of 20**.

If a student fails to complete or submit an assessment task by the due date, or fails to make a serious attempt, the Classroom Teacher will inform the student's parents/guardians, by phone, of the penalty involved.

The Head Teacher will determine the penalty for late submission. Students will be issued with an **After-School Detention** letter if the task is still not submitted **ONE Week** after the due date. Students will be expected to attend the detention to complete the task. If the task is completed before the After-School Detention, then student does not need to complete the detention.

If the task is not completed at the After-School Detention, or the student fails to attend two After-School Detentions, the Head Teacher will contact the parent and an interview with the Deputy Principal will be organised.

All tasks must be completed in order for a student to meet course outcomes in that course; even the task is worth zero marks.

Failure to make a serious attempt at an assessment task will incur the same penalties as above.

NOTE: FAILURE TO COMPLETE OR MAKE A SERIOUS ATTEMPT IN ASSESSMENT TASKS MAY RESULT IN NON-PROGRESSION

ALLEGED MALPRACTICE IN ASSESSMENT TASKS OR EXAMINATIONS

Malpractice, or cheating, is "dishonest behaviour by a student that gives them an unfair advantage over others".

MALPRACTICE includes:

- Plagiarism (copying someone else's work and claiming that it is the student's work).
- Collusion (allowing someone to copy the student's work).
- Using materials from books, journals, CDs or the internet without acknowledging the source. (Follow the referencing guidelines on the School's Website and the School Diary, page 26.)
- Submitting work that has a large contribution from another person that is not acknowledged.
- Communicating with other students during an assessment or examination.
- Using forbidden aids (this includes bringing notes, or any electronic device into an assessment or examination, whether or not they are used).

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher and Deputy Principal. The matter will be investigated and a **Zero** will be awarded for the section that has been plagiarised or for the whole task or examination, depending on individual circumstances.

School Strategies to avoid Malpractice:

- Teachers instruct students on good and ethical practices of research.
- Teachers provide students examples on how to effectively reference books and websites.
- Signage in appropriate areas, including the Library, explaining aspects of good practice.
- Referencing guidelines available on the School's Website and the School Diary, page 26.

APPEALS RELATING TO ASSESSMENTS

Appeals relating to assessments should be directed to the Head Teacher. Should the matter not be satisfactorily resolved, a student may make further application through the Deputy Principal.

DISABILITY PROVISIONS

A student may be granted disability provisions if the student has:

- visual or auditory difficulties
- learning difficulties
- fine motor skills difficulties
- illnesses such as diabetes
- ongoing injuries that will impact on the student's ability to complete assessment tasks
- psychological difficulties
- a PLASP (Personalised Learning and Support Plan)

Student's parents/guardians must provide documentation and inform the school of a student's disability.

Successful applicants will be granted provisions as determined by NESAs and the school. These may include large print examinations, provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances).

In circumstances where a student has a temporary condition, such as an injury, which may affect school assessments or examinations, but is not relevant for consideration by NESAs, the student may apply to the Head Teacher Learning Support or the Deputy Principal for appropriate disability provisions. Medical or other appropriate evidence will be required.

Administration of Disability Provisions within the School

To ensure that we support the student as best we can, the following procedures should be followed:

1. The student notifies the Learning Support teacher as soon as they receive an assessment notification. It will be the responsibility of the teacher to liaise with the Head Teacher and Learning Support Team to provide the student with adequate support and provisions.
2. If a computer is needed to provide disability provisions, the school will provide the computer with the appropriate material/software and the student will be closely supervised. A student may not use functions such as spelling or grammar checking, or other functions which may give the student an advantage over candidates sitting a pen and paper examination. A student may not format another student's work beyond simple paragraphing. A computer calculator is not an approved calculator for NESAs Examinations. Simple drawing programs are permitted where a student is required to draw diagrams etc. for an assessment task.

REPORTING TO PARENTS

FORMAL SCHOOL REPORTS

The school formally reports on student progress twice each year: a **Progress Report** (issued at the end of Term 2) and a **Final Report** (issued at the end of the year).

Progress and Final Reports will provide information concerning a student's progress in each course. For Years 7-10, Grades (A to E) will reflect student achievement in each subject. The following additional information will be provided for each course:

- An overview of the content covered in the course and how this content was assessed throughout the year.
- The student's progress in each of the syllabus outcomes assessed.
- A learning profile reflecting the student's commitment and attitude towards learning.
- Extra-curricular involvement (Extra-curricular activities are the things the student do other than normal school work e.g. Debating, SRC etc.).
- Attendance data.

CONSISTENCY OF MARKING

Head Teachers have the responsibility to ensure that appropriate marking procedures are followed to ensure consistency of marking across different classes within the same course. While these procedures vary from faculty to faculty, depending on the nature of the student's work being assessed and other factors, the common purpose is to ensure that there is consistency of marking.

The Head Teacher, in collaboration with the Classroom Teacher, will exercise appropriate professional judgment in finalising grades to ensure that they are an accurate reflection of a student's achievement against learning outcomes and course performance descriptors.

GRADES: YEARS 7 – 10

For **Progress and Final Reports**, Head Teachers and Classroom Teachers issue a grade to reflect a student's academic achievement in each course.

Meaning of Grades

Teachers use Course Performance Descriptors in each course to determine the grade range that best describes a student's achievement.

The Grades allocated are as follows:

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



ASSESSMENT TASK EXTENSION REQUEST

This form is to be completed and signed by a **PARENT/GUARDIAN**.

An Extension can only be granted if a student has a **satisfactory reason** to request an extension for an **ASSESSMENT TASK**. Application must be made to the Head Teacher **at least three (3) days prior to the task deadline**. The Head Teacher will decide if the reason stated is satisfactory.

NAME OF STUDENT: _____ CLASS TEACHER: _____

SUBJECT: _____ DATE TASK DUE: _____

TASK NAME: _____

REASON FOR EXTENSION REQUEST: (Must be completed by parent/guardian)

SIGNATURE OF PARENT/GUARDIAN: _____ DATE: _____

Documents Attached:

Medical Certificate/ Other Certificate: YES / NO

Other document: _____

.....

New Date for Task Submission: _____

HEAD TEACHER SIGNATURE: _____ DATE: _____



ASSESSMENT TASK ILLNESS/MISADVENTURE FORM

Submit this form to the **HEAD TEACHER** on the **FIRST DAY OF A STUDENT'S RETURN TO SCHOOL**

Name of Student: _____ Date: _____

TASK: _____ Course: _____

DUE DATE: _____

Reason for missing the task:

Doctor's Certificate attached: YES / NO

(Doctor's Certificate MUST be attached to this form if the student's reason is **ILLNESS**)

If the student was sick DURING an assessment, did the student notify the teacher immediately? **YES / NO**

MISADVENTURE

Is there a witness or a parent/guardian's statement to support the student's application? **YES / NO**

Parent/Guardian Signature: _____ Student Signature: _____

Date: _____

Head Teacher decision (*indicate if this application needs to go to Deputy Principal*): **YES / NO**

Head Teacher Signature: _____ Date: _____

(In case of appeal)

APPEAL DECISION:

Deputy Principal (*in charge of year*): _____ Date: _____



Assessment Task Proforma

Course:		Year:	
Topic:			
Assessment Name:			
DATE DUE:		Total Mark/Weighting	
STUDENT NAME:			
Progress Check FEEDBACK	<i>(Individualised based on task – tick a box or lines for feedback)</i>		
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	<i>Etc.</i>	
Progress Check Date:		Marks	

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: Date:



Assessment Task Student Receipt

(This receipt should be kept as proof of assessment submission)

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:

BIG HISTORY

Overview of Year 9 course content

Topics:

- What is Big History (BH)
- Big Bang
- Stars & Elements
- Earth
- Life
- Collective Learning
- Expansion Interconnection
- Agriculture

Assessment Schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Accumulated Quizzes Modules 1-4 <ul style="list-style-type: none">- What is BH- Big Bang- Stars & Elements- Earth	Term 1
Group Research Task and Multimedia Presentation; Student investigation into a selected threshold	Term 2, Week 1
Accumulated Quizzes Modules 5-9 <ul style="list-style-type: none">- Life- Collective Learning- Agriculture- Expansion Interconnection	Term 3
Independent Research and Extended Writing Task; Pair Multimedia Task	Term 3, Week 9

COMMERCE

Overview of Year 9 course content

Topics:

- Consumer Choice
- Personal Finance
- Promoting and Selling
- Running a Business
- Global Links
- Tourism

Assessment Schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, group assignments on a chosen topic, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Research Task – Consumer Choice	Term 1, Week 8
Major Group Project – Promoting and Selling, Running a Business (Staged Task)	Term 2, Week 9 to Term 3, Week 10
Topic Test – Running a Business	Term 4, Week 2
Course work	Ongoing

DRAMA

Overview of Year 9 course content

Topics:

- Improvisation and Playbuilding
- Comedy and Melodrama
- Horror Film Trailers – small screen drama
- Duologue

Participation in workshop experiences is ongoing throughout the course.

Assessment Schedule

Assessment includes participation in workshop experiences and documentation of work and skills in students' logbook.

All tasks listed below are used to measure student achievement against a variety of learning outcomes. Tasks combine Elements of Drama, including making, performing and appreciating

Course work consists of any class activities, students' application of techniques learnt, and their logbook, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Playbuilding/Script writing	Term 1, Week 10
Melodrama Performance	Term 2, Week 7
Horror Film Trailers	Term 3, Week 9
Duologue/Puppetry	Term 4, Week 5
Course work	Ongoing

ENGLISH

The study of English is designed to provide students with the skills to use, understand, appreciate, reflect on and enjoy the English language in a variety of increasingly sophisticated texts and to shape meaning in ways that are imaginative, interpretive, critical and powerful.

Overview of Year 9 course content

Students will undertake the essential content and work towards course outcomes through close reading, listening to or viewing:

- Fiction
- Poetry
- Film
- Nonfiction
- Drama

Students will complete 5 topics throughout the year. The **topics** to be studied, **in order**, are:

- Twisting my words
- Topic area – Power
- Novel Study
- Detailed study of text – Film
- To Thine Own Self Be True – Shakespearean Tragedy

Assessment Schedule

Students will complete 4 common assessment tasks throughout the year in addition to their classwork.

Students will complete one of these tasks at the conclusion of each topic.

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
1. Exposition Essay	Term 1, Week 10
2. Portfolio	Term 2, Week 9
3. Visual Representation	Term 3, Week 6
4. Film Trailer and Written Reflection	Term 4, Week 3
Course work	Ongoing

FOOD TECHNOLOGY

Overview of Year 9 course content

Topics

- Introduction to the Kitchen
- Food for Special Occasions
- Food Selection and Health
- Food Trends

Assessment Schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Assignment Food for Special Occasions Planning a formal dinner for a special event	Term 1, Week 10
Unit Test Food for Special Occasions Unit Examination	Term 2, Week 1
Design Challenge Food for Special Occasions Design, create and prepare a suitable cake for a celebration – Written and practical components	Term 2, Week 3
Design Challenge Food Selection and Health Design and prepare a meal to meet the needs of a specific stage of the lifecycle Written and practical components	Term 3, Week 8/9

GEOGRAPHY

Overview of Year 9 course content

Topics:

- Biomes
- Changing Places

Assessment Schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports

TASK	DUE
In-class written task – booklet and letter Changing Places	Term 1, Week 9
Geographical Skills Examination	Term 2, Week 2
Research Task – Biomes – In-class assessment for learning	Term 3, Week 9
Biomes – Yearly Examination	Term 4, Week 3
Course work	Ongoing

HISTORY

The Making of the Modern World

History is a process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. History provides opportunities for students to explore human actions and achievements in a range of historical contexts and develop their historical skills and understanding.

Overview of Year 9 course content

Students will study the topic: The Making of the Modern World. This will consist of 1 overview study and 2 depth studies.

Overview *The Making of the Modern World: World History from the Industrial Revolution to the End of World War Two*

Depth Study 1 *Making a Better World: Movement of Peoples*

Depth Study 2 *Australia and Asia: Making a Nation*

Depth Study 3 *Australians at War: World Wars I and II*

Assessment Schedule

Students will complete 3 common assessment tasks and a variety of differentiated class tasks. The class tasks are designed to assist students in developing knowledge and understanding of the big ideas, historical concepts, historical skills and literacy skills to prepare them for the common assessment tasks.

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Common Assessment Task: Making a Better World: Movement of Peoples	Term 1, Week 10
Common Assessment Task: Making a Nation: Perspectives	Term 2, Week 10
Course work: Making a Nation	Ongoing Terms 1 and 2
Common Assessment Task: Australians at War	Term 3, Week 10
Course work: Australians at War	Ongoing Terms 3 and 4

HISTORY ELECTIVE

Age of Empires: East Meets West

Students will develop an understanding of the nature of history and the ways in which different perspectives/interpretations of the past are reflected in a variety of historical constructions.

Overview of Year 9 course content

Students will study a thematic unit: Age of Empires – East Meets West. They will explore historical constructions through film and narratives and explore various perspectives in the history of the Mediterranean, Middle Eastern and Asian worlds.

Term 1	Term 2	Term 3	Term 4
Greece and the East: The Trojan Wars to the Persian Wars	Greece and the East: Was Alexander the Great?	Rome and the East: Egypt, Parthia and Judea	Muhammad and the Rise of Islam

Assessment Schedule

Students will complete 3 common assessment tasks and a variety of differentiated class tasks. The class tasks are designed to assist students in developing knowledge and understanding of the big ideas, historical concepts, historical skills and literacy skills to prepare them for the common assessment tasks.

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Common Assessment Task: Film Study <i>300</i>	Term 1, Week 9
Common Assessment Task: Essay – Was Alexander the Great?	Term 2, Week 10
Course work: Greece and the East Alexander the Great	Ongoing Terms 1 & 2
Common Assessment Task: Rome and the East: Egypt, Parthia and Judea	Term 4, Week 1
Course work: Rome and the East Muhammad and the Rise of Islam	Ongoing Terms 3 & 4

INDUSTRIAL TECHNOLOGY – Timber – Mixed Materials

The course, involves designing, producing and evaluating quality design solutions in a range of workshops using specific materials.

Projects will be varied to allow developing complexities to match the skills and experiences of the students. These projects are linked to theoretical knowledge and become more complex throughout the course.

Students develop a range of practical hand skills and experience in using simple workshop powered machinery. Students are provided with instructions on safe use of equipment and associated theoretical knowledge is developed.

Assessment Schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Assignment Properties of materials	Term 2, Week 3
Half-Yearly Examination	Term 2, Week 6
Practical projects Individual class project Project will be assessed on progress and on completion	Term 2, Week 3 Term 4, Week 6
Assignment Industry Focus – specific to material	Term 4, Week 3
Yearly Examination	Term 4, Week 2/3
Course work Safety worksheets Teacher assessment of Safety in the workshop	Ongoing Checked in Week 8 each Term

INFORMATION AND SOFTWARE TECHNOLOGY- IST

Overview of Year 9 course content

The course develops the students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

Topics

- Database design
- Authoring and Multimedia
- Artificial Intelligence

Assessment schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Creating a database	Term 1, Week 8
Authoring and multimedia	Term 2, Week 10
Artificial intelligence project	Term 3, Week 4
Course work	Ongoing

iSTEM (Integrated Science, Technology, Engineering, Mathematics)

Overview of Year 9 course content

The iSTEM course captures the practical nature of science and engineering to create engaging and meaningful experiences for students. The course utilises a practical integrated approach with engineering and technology being used to drive engagement in science and mathematics, through the development of technical skills and mechanical engineering knowledge. Students will engage in four of the core modules and three of the elective modules.

Topics:

Core Modules

- STEM Fundamentals 1
- STEM Fundamentals 2
- Mechatronics 1
- Mechatronics 2
- STEM PBL Minor
- STEM PBL Major

Elective Modules

- Aerodynamics
- Motion
- CAD/CAM1
- CAD/CAM2
- Surveying
- Design for Space
- Statistics in Action
- Biotechnology

Assessment schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Inquiry- based learning task	Term 1, Week 7
Design task	Term 2, Week 1
STEM project-based learning	Term 4, Week 1
Course work	Ongoing

JAPANESE

Overview of Year 9 course content

Topics:

- Hiragana script – revision
- Self-Introduction
- Grammar including, verbs, articles, time vocabulary
- Locations
- Culture – Film Study - Hinokio
- Daily Routine
- Classroom directions/orders
- Revision for Yearly Examination
- Katakana and Houses
- Culture – Film Study – The girl who leapt through time

Assessment Schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Assignment - Self-introduction interview	Term 1, Week 9
Assignment - Neighbourhood Presentation	Term 2, Week 6
Comprehension Test (Aural and Writing)	Term 2, Week 7
Assignment Writing skills	Term 3, Week 9
Comprehension Tests (Aural and Reading)	Term 3, Week 10
Yearly Examination (Oral, Aural, Reading and Writing)	Term 4, Weeks 1 and 2

LAW and ORDER

Overview of Year 9 course content

Students study a variety of legal topics that will develop their understanding and ability to:

- Explain legal information using a variety of forms
- Examine the role of law in society
- Research and assess legal information using a variety of sources
- Use media to examine legal issues
- Work independently and collaboratively to meet individual and collective goals within specified timelines
- Use ICT competencies to research and present information relevant to legal issues

Topics

- The Nuts and Bolts of the Law
- Young People and the Law
- Crime
- Cold Case

Assessment schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Changing the Law	Term 1, Week 9
Young People and the Law Brochure	Term 2, Week 8
Famous Crime/ Criminal Presentation	Term 3, Week 8
Topic Tests	Ongoing
Course work	Ongoing

MATHEMATICS

Overview of Year 9 course content

The Stage 5 Mathematics course is split into three different pathways:

5.1 (least difficult), 5.2 and 5.3 (most difficult). All students will study the same topics, however, the level of difficulty of each course will depend on the pathway each student is following.

Topics - 5.1, 5.2 and 5.3

- Data
- Indices
- Algebra
- Probability
- Numbers of Any Magnitude
- Area, Surface Area and Volume
- Financial Mathematics
- (Surds - *Stage 5.3 only*)
- Right-Angled Triangles
- Properties of Geometrical Figures

Assessment Schedule

Students are graded for each topic. *Each topic is equally weighted.* Students will complete a variety of class assessments to determine these grades. Students will also complete two common examinations. Students have the opportunity to demonstrate the depth of understanding they have developed and retained. Students will be allowed to bring one double-sided, handwritten A4 page reference sheet into these examinations.

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, design tasks, mathematical investigations, homework tasks, bookwork, quizzes, Mathletics and completion of classwork.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Data Analysis Task	Term 1, Week 8
Half-Yearly Examination	Term 2, Week 1
Yearly Examination	Term 4, Week 4
Course work	Ongoing

Stage 5 Mathematics Assessment Grades

The *Year 9 Mathematics Grading Sheet* (see over page) provides sample descriptions of the types of knowledge and skills students need to demonstrate to achieve a particular grade. A sample from the topic *Probability* is shown below. Students will be provided with the full document.

E2	D3	D4	C5	C6	B7	B8	A9	A10
Uses the language of chance to describe an event.	Uses data from Venn diagrams and two-way tables to calculate simple probabilities.	Calculates relative frequencies to estimate probabilities of simple and compound events.	Calculates probabilities for multi-step chance experiments.	Calculates probabilities and interprets the results for multi-step chance experiments.	Evaluates conditional statements in chance situations.	Solves a variety of complex, multi-step probability problems and interprets the results.	Analyses the language of complex scenarios to find the most efficient method of solving a probability problem.	Analyses the language of a complex probability scenario to use and compare a variety of methods of solving the problem.

MUSIC

Overview of Year 9 course content

Topics:

- Australian Music
- Music for small Ensembles
- The Development of the Blues
- Popular Music

Assessment Schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Composition Portfolio	Term 1, Week 9
Solo Performance and Written Evaluation	Term 2 , Weeks 6-7
Blues Music Research Task	Term 3, Week 8
Yearly Examination	Term 4, Week 3
Course work	Ongoing

PASS (PHYSICAL ACTIVITY AND SPORTS STUDIES)

Overview of Year 9 course content

Topics:

- Foundations of Physical Activity
- Fundamentals of Movement Skills
- Nutrition
- Lifestyle, Leisure and Recreation

Assessment Schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes, completion of classwork, readiness to participate in practical lessons, team work and safety.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

	TASK	DUE
Theory	Research Assignment – Body Systems	Term 1, Week 7
	Class Quiz – body systems	Term 1, Week 10
Practical	Practical Assessment: Volleyball, Basketball or Handball	Ongoing Terms 1 & 2
Theory	Nutrition Assignment	Term 3, Week 7
	Yearly examination	Term 4, Week 1 or 2
Practical	Practical Assessment: Touch football, Soccer and Cricket	Ongoing, Terms 3 and 4
	Course work	Ongoing

PDHPE (PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION)

Overview of Year 9 course content

Topics:

- A State of Mind
- Game Strategies
- Building Identity and Relationships
- Feel the Force
- Second Opinion
- Enhancing Performance
- Commit to be Fit

Assessment Schedule – Semesters 1 and 2

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes, completion of classwork, readiness to participate in practical lessons, team work and safety.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

	TASK	DUE
Theory	1. A State of Mind PowerPoint	Term 1, Week 10
	2. Topic Test	Term 2, Week 2 or 3
Practical	Game Strategies	Ongoing, Terms 1 and 2
	Feel the Force	
Theory	3. Second Opinion (Persuasive Task)	Term 3, Week 5
	4. Yearly Examination	Term 4, Week 2
Practical	Enhancing Performance	Ongoing, Terms 3 and 4
	Commit to Be Fit	
	Course work	Ongoing

SCIENCE

Overview of Year 9 course content

The Science syllabus focuses on developing students' Working Scientifically skills in the knowledge and understanding strands of Chemical World, Physical World, Living World and Earth and Space. Through applying the processes of Working Scientifically, students use scientific inquiry to develop their understanding of science ideas and concepts, as well as the importance of scientific evidence.

Topics:

- Survivor
- Communications Technology
- The Periodic Table
- Big History

Assessment schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes in areas of Knowledge and Understanding, Thinking Scientifically, Communicating Scientifically, and Investigating Scientifically.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Research task	Term 1, Week 9
Half-Yearly Examination	Term 2, Week 1
Independent Scientific Investigation	Term 3, Week 9
Yearly Examination	Term 4, Week 3

VISUAL ARTS

Overview of Year 9 course content

Topics:

- The Australian Landscape Explored (Canvas Painting)
- Mythology in Art (Clay sculpture)

Assessment Schedule

Students are required to complete their practical work in their Visual Art Process Diary where applicable. They will also be given a theory booklet each semester to complete in class and at home when necessary.

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Group Presentation	Term 2, Week 1
Part A: Preliminary Designs Part B: Canvas painting	Term 2, Week 10
Vocabulary Test	Term 3, Week 6
Part A: Preliminary Designs Part B: Clay sculpture (pre-decoration)	Term 4, Week 5

HIGH ACHIEVERS' CLASS - YEAR 9

The High Achievers' Class (HAC) engages students in authentic learning and project-based activities. Students engage with real world issues, synthesise and apply content in all KLAs.

There is a focus on 21st Century learning skills with collaboration, communication and cooperation being integral to the successful attainment of outcomes. Students will access expertise within and beyond the classroom.

The Melbourne Declaration on Educational Goals for Young Australians informs programming and assessment practices for the High Achievers' Class. HAC students will undertake authentic assessment tasks which will address some of these outcomes as well as relevant curricular outcomes from the KLAs.

Focus Outcomes

To develop students who are:

- successful learners who develop their capacity to learn and play an active role in their own learning
- successful learners who have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas
- successful learners who are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines
- successful learners who are able to plan activities independently, collaborate, work in teams and communicate ideas
- successful learners who are able to make sense of their world and think about how things have become the way they are
- confident and creative individuals who have self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing
- confident and creative individuals who are enterprising, show initiative and use their creative abilities
- confident and creative individuals who develop personal values and attributes such as honesty, resilience, empathy and respect for others
- confident and creative individuals who relate well to others and form and maintain healthy relationship
- confident and creative individuals who embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions
- active and responsible citizens who act with moral and ethical integrity
- active and responsible citizens who appreciate Australia's social, cultural, linguistic and religious diversity, and have an understanding of Australia's system of government, history and culture
- active and responsible citizens who are committed to national values of democracy, equity and justice, and participate in Australia's civic life
- active and responsible citizens who work for the common good, in particular sustaining and improving natural and social environments

CALENDAR OF YEAR 9 FORMAL ASSESSMENTS 2019

	Week 1B	Week 2A	Week 3B	Week 4A	Week 5B	Week 6A	Week 7B	Week 8A	Week 9B	Week 10A	Week 11B
Term 1 30 Jan TO 12 Apr							iSTEM PASS	Ind Tech- Timber IST Maths	Geography Japanese Law&Order Music Science Hist.Elective	Drama English Food Tech. History PASS PDHPE	
	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B	
Term 2 30 Apr TO 05 Jul	Big Hist. Food Tech iSTEM Maths Science Visual Arts	Geography PDHPE	Food Tech Ind Tech- Timber PDHPE NAPLAN			Ind Tech- Timber Japanese Music	Drama Japanese Music	Law&Order Ind Tech- Timber	Commerce English	History HistElective IST Visual Arts	
Term 3 23 Jul TO 27 Sep				IST	PDHPE	English Visual Arts	PASS	Food Tech. Ind Tech- Timber Law&Order Maths Music	Big Hist. Drama Food Tech. Geography Japanese Science	Commerce History Japanese	
Term 4 14 Oct TO 18 Dec	HistElective iSTEM Japanese PASS	Commerce Japanese Maths PASS PDHPE Ind. Tech - Timber	English Geography Ind. Tech – Timber Music Science	Ind Tech - Timber Maths	Drama Visual Arts	Ind Tech - Timber		Ind Tech - Timber			

KEY: Shortened subject names: Information Software Technology = **IST** Industrial Technology – Timber = **Ind Tech Timber** Food Technology - **Food Tech.**

- These dates may change depending on the progress of the teaching programs. Students will receive written notification at least 2 weeks prior to any formal assessment.
- Informal assessment, such as bookwork, homework and classwork, are not included on this calendar. See specific subject pages for this information.