



YOUNG HIGH SCHOOL

YEAR 9 ASSESSMENT GUIDE

2021

An information guide for parents and students in Yr 9



YOUNG HIGH SCHOOL

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EVERY STUDENT MATTERS
Opportunity Diversity Inclusivity

YEAR 9 ASSESSMENT SCHEDULE 2020

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1						Agriculture	History Maths PDHPE PASS	English Elective History	Music Science Visual Arts IT-Metal IT-Timber	Geography Food Tech	
Term 2		History	Science PDHPE	Music IT-Metal Agriculture	History PASS	English Elective History IT-Timber	Geography Maths Food Tech	Visual Arts Geography			
Term 3					Elective History Food Tech Visual Arts		Formal Exams	PASS History	Music IT-Metal Agriculture	Geography Visual Arts	
Term 4		History	English Music PDHPE	Science PASS	History Elective History Geography	Maths Visual Arts IT-Metals Food Tech IT-Timber Agriculture	Geography				

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INTRODUCTION

The following material is provided for the information of students at Young High School and their parents/caregivers regarding assessment tasks, school requirements and NSW Education Standards Authority (NESA) requirements for satisfactory course completion. Students and parents should be aware that student achievement in assessment tasks during the year directly contributes to final Record of School Achievement (ROSA) assessment marks submitted the NESA for every student.

1. WHAT ARE ASSESSMENT TASKS?

Assessment tasks are designed to measure your performance in meeting the objectives of each course. The assessment tasks may include tests, written or oral assignments, practical activities, fieldwork, projects, and school examinations. The type of assessment tasks used will vary from course to course, and will be those considered most appropriate for measuring student achievement of the syllabus objectives. At this school, students will be required to complete a number of assessment tasks in each ROSA course. Schools are required to assess each student's actual performance, not their potential performance. Thus, assessment marks cannot be modified to take into account possible effects of illness or absences for other reasons.

2. HOW DOES THE NSW EDUCATION STANDARDS AUTHORITY USE THE ASSESSMENT MARKS?

The school is required to provide an assessment mark to the NSW Education Standards Authority for all courses of study undertaken by students. The school assessment mark is shown on the student's ROSA.

3. ARE THE ASSESSMENTS THE SAME IN ALL SCHOOLS?

No. For each course, the NSW Education Standards Authority has issued guidelines for the assessment process in that course and each school develops an assessment program in accordance with these guidelines

4. HOW WILL I KNOW WHAT TASKS I NEED TO COMPLETE?

The assessment program for each course is outlined in this booklet. This program indicates when the tasks are scheduled, the percentage each task contributes to the overall assessment, and the type of task involved. Precise details about each task will be provided to you, by the class teacher, as the time for each task approaches. If you are absent when these details are given to the class as a whole, then it is your responsibility to obtain this information from the teacher.

5. IS IT POSSIBLE TO GAIN ZERO FOR AN ASSESSMENT TASK?

It is possible for a student to score zero for an assessment task. Some of the situations are listed here: the standard of work submitted is such that no marks are awarded; the task is of an ongoing nature and is not completed and submitted by the scheduled date; you are absent when an assessment task is done and have no legitimate reason for being absent; you are guilty of some form of malpractice in relation to the completion of the task.

6. WHEN AND TO WHOM DO I HAND IN MY ASSESSMENT TASKS?

In cases where the assessment task requires you to hand in material, the material must be handed to the class teacher during class or if no class is scheduled on the day it is to be handed in by 3:20pm to the class teacher or the appropriate Head Teacher and a receipt will be issued. It is not sufficient to ask that the material be placed on the class teacher's desk. It is the student's responsibility to obtain and retain the receipt.

7. WHAT HAPPENS IF I AM ABSENT FROM SCHOOL WHEN AN ASSESSMENT TASK IS SCHEDULED?

If you are absent from school on the day an assessment task is done, or is due to be handed in, the following procedures apply. Notes, indicating reasons for absence, should be signed by your parent or carer.

- a.** If you know in advance that you will be absent from school on the day that an assessment task is to be done, or is due to be handed in, then a note should be brought to the class teacher indicating the reason for the absence. The task must then be submitted before the due date. This should be done as early as possible so that appropriate alternative arrangements can be made for in-class assessment tasks.
- b.** If you are absent from school on the day an assessment task is to be done or is due to be handed in you will be awarded zero. If you have a valid reason for missing this scheduled date then an Assessment Task Special Consideration Form must be completed, indicating the reason for not completing the task at the set time. This should be submitted to the class teacher on the first day you return to school together with a medical certificate or a statutory declaration. (This is in addition to the note brought for roll purposes.)
- c.** Should our records show that you are consistently absent from school on the day on which an assessment task is to be done, or is due to be handed in, or on days preceding the day on which an assessment task is to be done, or is due to be handed in, even where notes for the absences are supplied, you and your parents will be advised in writing that further occurrences without a medical certificate may be treated as deliberate malpractice, and lead to a zero mark.
- d.** If you feel that you have been unfairly treated, there is a process to enable you to appeal against the decision. To do this you must complete the Student Appeal Form and submit along with your reasons for appealing in writing to the Deputy

8. WHAT HAPPENS IF I WANT EXTRA TIME TO COMPLETE AN ASSESSMENT TASK?

Students are generally NOT granted extra time to complete an assessment task. However, if you feel as though you have a valid reason for requesting this extension you need to complete an Special Consideration Form detailing your reasons for the request.

This request is to be made at least two days before the due date. If an extension has been requested and granted, any late submission of assessment tasks after the extension date will receive zero marks. Extensions of time can only be given by the Head Teacher.

9. WHAT HAPPENS IF I DO NOT SUBMIT AN ASSESSMENT TASK ON THE DUE DATE, AND I AM AT SCHOOL THAT DAY?

Where an assessment task is submitted after the due date the task will receive a zero mark. However, it does still require to be submitted so that you can demonstrate you have met all course requirements.

Your teacher will produce and “N” award warning letter the day the task is due and not submitted. The only way this can be lifted is by submitting the task after the due date.

10. WHAT HAPPENS IF I BELIEVE MY WORK HAS NOT BEEN FAIRLY MARKED?

If for any reason you disagree with the marks awarded for a particular assessment task, then you should discuss this with your teacher at the time the mark is made known to you. Should this discussion fail to resolve the matter then you should complete a Student Appeals Form and consult with the Head Teacher concerned. When required, the Principal (or delegate) will become involved and make a determination either individually or via an Assessment Panel convened by the Principal and consisting of the Principal, the Deputy Principal, and a Head Teacher from outside of the faculty involved. The ruling of this panel will be final.

11. CAN TIMES FOR ASSESSMENT TASKS BE CHANGED?

The schedule of assessment tasks included in this booklet attempts to spread the tasks through the available time. Under exceptional circumstances and through consultation with the Principal, a teacher may alter this schedule. Students cannot appeal or request the schedule to be changed.

12. DO ALL TASKS GIVEN IN THE COURSE COUNT TOWARDS THE FINAL ASSESSMENT?

Some tasks which are given may not count towards the actual assessment. However parents may be informed of your failure to complete tasks whether they form part of the assessment program or not. Often these “non-assessable” tasks are used by teachers to allow you to develop the skills required to better complete your assessment tasks.

13. WHAT ARE THE CONSEQUENCES OF BEING GIVEN AN “N” DETERMINATION IN A COURSE?

If you are given an “N” determination in a course then that course will not count towards your ROSA. “N” awards received in mandatory subjects may result in a student being ineligible to continue on to Year 11.

14. WHAT ARE THE NSW EDUCATION STANDARDS AUTHORITY RULES FOR SATISFACTORILY COMPLETING A COURSE?

- For you to be considered to have satisfactorily completed a course there must be sufficient evidence that you have:
- Followed the course developed or endorsed by NESA;
- Applied yourself with diligence and sustained effort to the tasks and experiences provided in the course by the school;

Regular attendance throughout the school year. This is critical to enable you to achieve the course outcomes and do well.

Your performance in class, and in both assessable and “nonassessable” tasks, will be used to determine whether or not you have satisfactorily completed a particular course.

Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion on tasks worth exactly 50% is not sufficient for a student to be declared satisfactory; tasks worth in excess of 50% must be completed.

Whilst NSW Education Standards Authority does not determine minimum attendance requirements, Principals may determine that, as a result of absence, the course completion criteria, as detailed under Section A, have not been met. All such warnings must relate the absences to specific unsatisfactory completion of course requirements.

Where there is a requirement for a mandatory workplace learning component of a course, all conditions including the number of mandatory hours and all documentation required must be submitted.

15. IS IT POSSIBLE TO APPEAL IF I AM CONSIDERED NOT TO HAVE MET THE COURSE REQUIREMENTS?

If you are deemed to have not satisfactorily completed a course then you may appeal against this decision. This appeal has to be made to the Principal and must state the reasons for making the appeal. The Principal will then determine a course of action to consider the appeal.

The outcome may be that:

- There is sufficient evidence that you have satisfied the requirements of the course; or
- There is insufficient evidence that you have satisfied the requirements of the course.

If after the school appeal you are still considered to have not met the course requirements then you may appeal to the NSW Education Standards Authority. In such cases the school sends to the NSW Education Standards Authority your written appeal plus all school documents related to both written and verbal warnings you have received.

16. LIFE SKILLS ASSESSMENT

Students undertaking Life Skills courses are assessed on an ongoing basis. While they do not attempt explicit assessment tasks they are required to meet the Board of Studies requirements for course completion as previously outlined.

YEAR 9 ENGLISH

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Genre Unit – Writing Task	Term 1 Week 8	25%	5.1A, 5-3B, 5-4B, 5-5C
Task 2	Film Unit - Listening/ Viewing Task	Term 2 Week 6	25%	5-2A, 5-8D, 5-5C, 5-1A

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 3	Yearly Examination - Reading/Writing Yearly	Term 3 Week 7	25%	5-1A, 5-3B, 5-5C, 5-8D
Task 4	Non Fiction Unit – Writing/Speaking Task	Term 4 Week 3	25%	5.1-A, 5-2A, 5-3B, 5-8D, 5-5C, 5-6C, 5-7D, 5-9E

COURSE OUTCOMES

Outcome	Description
5.1A	Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
5.2A	Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
5.3B	Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
5.4B	Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
5.5C	Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
5.6C	Investigates the relationships between and among texts
5.7D	Understands and evaluates the diverse ways texts can represent personal and public worlds
5.8D	Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
5.9E	Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

YEAR 9 MATHEMATICS 5.1 COURSE 9MAT3 & 9MAT4

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Class Test on Integers, Fractions, Decimals, Rates and Ratios	Term 1 Week 7	20%	Stage 4, MA5.1-9MG
Task 2	Assignment on Measurement and Probability	Term 2 Week 7	25%	Stage 4, MA5.1-4NA

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 3	Formal Examination	Term 3 Week 7	30%	MA5.1-8MG, MA5.1-10MG
Task 4	Assignment on Financial Maths and Expressions and Equations	Term 4 Week 6	25%	MA5.1-5NA, MA5.1-6NA, MA5.1-9MG, MA5.1-11MG

COURSE OUTCOMES

Outcome	Description
MA5.1-1WM	Uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	Selects and uses appropriate strategies to solve problems
MA5.1-3WM	Provides reasoning to support conclusions that are appropriate to the context
MA5.1-4NA	Solves financial problems involving earning, spending and investing money
MA5.1-5NA	Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	Determines the midpoint, gradient and length of an interval and graphs linear relationships
MA5.1-7NA	Graphs of simple non-linear relationships
MA5.1-8MG	Calculates the areas of composite shapes and the surface areas of rectangular and triangular prisms
MA5.1-9MG	Interprets very small and very large units of measurement, uses scientific notation and rounds to significant figures
MA5.1-10MG	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	Describes and applies the properties of similar figures and scale drawings
MA5.1-12SP	Uses statistical displays to compare sets of data and evaluates statistical claims made in the media
MA5.1-13SP	Calculates relative frequencies to estimate probabilities of simple compound events
MA4-8NA	Generalises number properties to operate with algebraic expressions
MA4-10NA	Uses algebraic techniques to solve simple linear and quadratic equations

YEAR 9 MATHEMATICS 5.2 COURSE 9MAT2

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Class Test on Integers, Fractions, Decimals, Rates and Ratios	Term 1 Week 7	20%	MA5.2-5NA
Task 2	Class Test on Financial Maths, Expressions and Equations	Term 2 Week 7	25%	Stage 4, MA5.2-8NA

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 3	Formal Examination	Term 3 Week 7	30%	MA5.2- 5NA, MA5.2-7NA, MA5.2-9NA, MA5.2-13MG
Task 4	Assignment on Geometry and Measurement	Term 4 Week 6	25%	MA5.2-11MG, MA5.2-14MG

COURSE OUTCOMES

Outcome	Description
MA5.2-1WM	Selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	Interprets mathematical or real life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	Constructs arguments to prove and justify results
MA5.2-4NA	Solves financial problems involving compound interest
MA5.2-5NA	Recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	Simplifies algebraic fractions and expands and factorises quadratic expressions
MA5.2-7NA	Applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations using analytical and graphical techniques
MA5.2-9NA	Uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	Connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	Calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	Applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	Uses quartiles and box plots to compare sets of data and evaluates sources of data
MA5.2-16SP	Investigates relationships between two statistical variables including their relationships over time
MA5.2-17SP	Describes and calculates probabilities in multi-step chance experiments

YEAR 9 MATHEMATICS 5.3 COURSE 9MAT1

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Class Test on Computational and Financial Maths	Term 1 Week 7	20%	Lower Stage 5 outcomes
Task 2	Assignment on Expressions, Equations and Inequalities, Measurement and Trigonometry	Term 2 Week 7	25%	Lower Stage 5, MA5.3-13MG, MA5.3-14MG

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 3	Formal Examination	Term 3 Week 7	30%	MA5.3-6NA, MA5.3-8NA
Task 4	Class Test on Geometry, Probability and Statistics	Term 4 Week 6	25%	Lower Stage 5, MA5.3-16MG

COURSE OUTCOMES

Outcome	Description
MA5.3-1WM	Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM	Generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM	Uses deductive reasoning in presenting arguments and formal proofs
MA5.3-4NA	Draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA	Selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	Performs operations with surds and indices
MA5.3-7NA	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA	Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-9NA	Sketches and interprets a variety of non-linear relationships
MA5.3-10NA	Recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA	Uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA	Uses function notation to describe and sketch functions
MA5.3-13MG	Applies formulas to find the surface area of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG	Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG	Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG	Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG	Applies deductive reasoning to prove circle theorems and to solve related problems
MA5.3-18SP	Uses standard deviation to analyse data
MA5.3-19SP	Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

YEAR 9 SCIENCE

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Laboratory Skills Test- Electricity	Term 1 Week 9	15%	6WS, 8WS, 10PW, 11PW
Task 2	Student Research Project- Making A Forge	Term 2 Week 3	20%	6WS, 7WS, 8WS, 16CW, 17CW

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 3	Formal Examination	Term 3 Week 7	25%	5WS, 9WS, 10PW, 11PW, 12ES, 13ES, 16CW
Task 4	Portfolio	Term 4 Week 4	40%	7WS, 9WS, 10PW, 12ES, 14LW, 16CW

COURSE OUTCOMES

Outcome	Description
4WS	Develops questions or hypotheses to be investigated scientifically
5WS	Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
6WS	Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
7WS	Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
8WS	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
9WS	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
10PW	Applies models, theories and laws to explain situations involving energy, force and motion
11PW	Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
12ES	Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
13ES	Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
14LW	Analyses interactions between components and processes within biological systems
15LW	Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
16CW	Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
17CW	Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

YEAR 9 GEOGRAPHY

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Portfolio – Sustainable Biomes	Term 1 Week 10	30%	GE5.1, GE5.2, GE5.3, GE5.8
Task 2	Portfolio – Changing Places	Term 2 Week 8	30%	GE5.4, GE5.5, GE5.7, GE5.8
Task 3	Exam (In class)	Term 2 Week 7	40%	GE5.4, GE5.5, GE5.6, GE5.7, GE5.8

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Portfolio – Sustainable Biomes	Term 3 Week 10	30%	GE5.1, GE5.2, GE5.3, GE5.8
Task 2	Portfolio – Changing Places	Term 4 Week 7	30%	GE5.4, GE5.5, GE5.7, GE5.8
Task 3	Exam (In class)	Term 4 Week 5	40%	GE5.1, GE5.2, GE5.3, GE5.4, GE5.5, GE5.6, GE5.7, GE5.8

COURSE OUTCOMES

Outcome	Description
GE5.1	Explains the diverse features and characteristics of a range of places and environments
GE5.2	Explains processes and influences that form and transform places and environments
GE5.3	Analyses the effect of interactions and connections between people places and environments
GE5.4	Accounts for perspectives of people and organisations on a range of geographical issues
GE5.5	Assesses management strategies for places and environments for their sustainability
GE5.6	Analyses differences in human wellbeing and ways to improve human wellbeing
GE5.7	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5.8	Communicates geographical information to a range of audiences using a variety of strategies.

YEAR 9 HISTORY

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Research Task	Term 1 Week 7	30%	5-6, 5-8, 5-9, 5-10
Task 2	Portfolio Task	Term 2 Week 2	30%	5-6, 5-9, 5-10
Task 3	Exam	Term 2 Week 5	40%	5-1, 5-2, 5-3, 5-4, 5-5, 5-7

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Research Task	Term 3 Week 8	30%	5-6, 5-8, 5-9, 5-10
Task 2	Portfolio Task	Term 4 Week 2	30%	5-6, 5-9, 5-10
Task 3	Exam	Term 4 Week 5	40%	5-1, 5-2, 5-3, 5-4, 5-5, 5-7

COURSE OUTCOMES

Outcome	Description
5-1	Explains and assesses the historical forces and factors that shaped the modern world and Australia
5-2	Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
5-3	Explains and analyses the motives and actions of past individuals and groups in this historical context that shaped the modern world and Australia
5-4	Explains and analyses the causes and effects of events and developments in the modern world and Australia
5-5	Identifies and evaluates the usefulness of sources in the historical inquiry process
5-6	Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
5-7	Explains different context, perspectives and interpretations of the modern world and Australia
5-8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
5-9	Applies a wide range of relevant historical terms and concepts when communicating an understanding of the past
5-10	Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

YEAR 9 PDHPE

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Case Study	Term 1 Week 7	15%	PD5-1, PD5-3
Task 2	Game Design	Term 2 Week 3	15%	PD5-4, PD5-5, PD5-8
Task 3	Practical Observation	Ongoing	20%	PD5-11, PD5-4

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 4	Formal Examination	Term 3 Week 7	15%	PD5-1, PD5-3, PD5-6, PD5-7, PD5-10
Task 5	Controversial Sports Report	Term 4 Week 3	15%	PD5-3, PD5-6, PD5-10
Task 6	Practical Observation	Ongoing	20%	PD5-11, PD5-4

COURSE OUTCOMES

OUTCOMES	Description
PD5-1	Assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2	Researched and appraises the effectiveness of health information and support services available in the community
PD5-3	Analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4	Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5	Appraises and justifies choices of actions when solving complex movement challenges
PD5-6	Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7	Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD5-8	Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5-9	Assesses and applies self-management skills to effectively manage complex situations
PD5-10	Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11	Refines and applies movement skills and concepts to compose and perform innovative movement sequences

YEAR 9 AGRICULTURE

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Practical Skills Assessment	Ongoing	15%	AG5-10, AG5-13, AG5-14
Task 2	Research Assignment- Prime Lamb Production	Term 1 Week 6	15%	AG5-5, AG5-12
Task 3	Test-Vegetable Production	Term 2 Week 4	20%	AG5-1, AG5-2, AG5-6

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 4	Practical Skills Assessment	Ongoing	20%	AG5-10, AG5-13, AG5-14
Task 5	Test-Poultry Production	Term 3 Week 9	15%	AG5-1, AG5-4, AG5-7
Task 6	Report-Plant/Animal Trial	Term 4 Week 6	15%	AG5-11, AG5-12

COURSE OUTCOMES

Outcome	Description
AG5-1	Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
AG5-2	Explains the interactions within and between agricultural enterprises and systems
AG5-3	Explains the interactions within and between the agricultural sector and Australia's economy, culture and society
AG5-4	Investigates and implements responsible production systems for plant and animal enterprises
AG5-5	Investigates and applies responsible marketing principles and processes
AG5-6	Explains and evaluates the impact of management decisions on plant production enterprises
AG5-7	Explains and evaluates the impact of management decisions on animal production enterprises
AG5-8	Evaluates the impact of past and current agricultural practices on agricultural sustainability
AG5-9	Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
AG5-10	Implements and justifies the application of animal welfare guidelines to agricultural practices
AG5-11	Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
AG5-12	Collects and analyses agricultural data and communicates results using a range of technologies
AG5-13	Applies Workplace Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
AG5-14	Performs plant and animal management practices safely and in cooperation with others

YEAR 9 ELECTIVE HISTORY

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Source Analysis	Term 1 Week 8	25%	HTE5-1, HTE5-6, HTE5-9, HTE5-10
Task 2	Presentation	Term 2 Week 6	25%	HTE5-1, HTE5-2, HTE5-6, HTE5-9, HTE5-10

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 3	Research Task	Term 3 Week 5	25%	HTE5-3, HTE5-4, HTE5-5, HTE5-8, HTE5-10
Task 4	Exam	Term 4 Week 5	25%	HTE5-1, HTE5-3, HTE5-4, HTE5-6, HTE5-7, HTE5-9, HTE5-10

COURSE OUTCOMES

Outcome	Description
HTE5-1	Applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE5-2	Examines the ways in which historical meanings can be constructed through a range of media
HTE5-3	Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTE5-4	Explains the importance of key features of past societies or periods, including groups and personalities
HTE5-5	Evaluates the contribution of cultural groups, sites and/or family to our shared heritage
HTE5-6	Identifies and evaluates the usefulness of historical sources in an historical inquiry process
HTE5-7	Explains different contexts, perspectives and interpretations of the past
HTE5-8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE5-9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTE5-10	Selects and uses appropriate forms to communicate effectively about the past for different audiences

YEAR 9 FOOD TECHNOLOGY

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Food Selection and Health Task	Term 1 Week 10	20%	FT5-6, FT5-7, FT5-9, FT5-13
Task 2	Semester 1 Ongoing Practical Cookery Skills	Term 2 Week 7	30%	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-10, FT5-11

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 3	Food in Australia Task	Term 3 Week 4	20%	FT5-6, FT5-8, FT5-12
Task 4	Semester 2 Ongoing Practical Cookery Skills	Term 4 Week 6	30%	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-10, FT5-11

COURSE OUTCOMES

Outcome	Description
FT5-1	Demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	Describes the physical and chemical properties of a variety of foods
FT5-4	Accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	Applies appropriate methods of food processing, preparation and storage
FT5-6	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	Justifies food choices by analysing the factors that influence eating habits
FT5-8	Collects, evaluates and applies information from a variety of sources
FT5-9	Communicates ideas and information using a range of media and appropriate terminology
FT5-10	Selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	Plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12	Examines the relationship between food, technology and society
FT5-13	Evaluates the impact of activities related to food on the individual, society and the environment

YEAR 9 INDUSTRIAL TECHNOLOGY- TIMBER

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Timber Industry Assignment	Term 1 Week 9	20%	IND5-9,IND5-10
Task 2	Practical Project: Hall Stand or Similar	Term 2 Week 6	30%	IND5-1, IND5-3, IND5-6

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 3	Practical Project: Desktop Box or Similar	Term 4 Week 6	50%	IND5-1, IND5-2, IND5-3, IND5-5, IND5-8

COURSE OUTCOMES

Outcome	Description
IND5-1	Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	Applies design principles in the modification, development and production of projects
IND5-3	Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	Selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	Identifies and participates in collaborative work practices in the learning environment
IND5-7	Applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	Describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

YEAR 9 INDUSTRIAL TECHNOLOGY- METAL

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Practical Project: Number Sign or Similar	Term 1 Week 9	30%	IND5-1, IND5-3, IND5-6
Task 2	Metal Industry Assignment	Term 2 Week 4	20%	IND5-9, IND5-10

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 3	Practical Project: Toolbox or Similar	Term 3 Week 9	30%	IND5-1, IND5-2, IND5-3, IND5-5, IND5-8
Task 4	Practical Project: Hacksaw or Similar	Term 4 Week 6	20%	IND5-3, IND5-4, IND5-7, IND5-7

COURSE OUTCOMES

Outcome	Description
IND5-1	Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	Applies design principles in the modification, development and production of projects
IND5-3	Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	Selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	Identifies and participates in collaborative work practices in the learning environment
IND5-7	Applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	Describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

YEAR 9 MUSIC

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Performance	Term 1 Week 9	20%	5.1
Task 2	Aural Examination	Term 2 Week 4	30%	5.7, 5.11

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 3	Composition	Term 3 Week 9	30%	5.5, 5.10
Task 4	Performance	Term 4 Week 3	20%	5.3

COURSE OUTCOMES

Outcome	Description
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 and 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 art form
5.12	Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

YEAR 9 PHYSICAL ACTIVITY AND SPORT STUDIES

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Fundamentals of Movement Skill Development- Modified Game Task	Term 1 Week 7	15%	5.2,5.5, 5.6, 5.7, 5.9
Task 2	Australian Sporting Identity-Research & Presentation	Term 2 Week 5	15%	5.2,5.4, 5.5, 5.10
Task 3	Practical Observation	Ongoing	20%	5.7, 5.9

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 4	Physical Fitness Examination	Term 3 Week 8	15%	5.1, 5.2, 5.8, 5.10
Task 5	Technologies in Sport Expo	Term 4 Week 4	15%	5.7, 5.8, 5.9, 5.10
Task 6	Practical Observation	Ongoing	20%	5.7, 5.9

COURSE OUTCOMES

Outcome	Description
5.1	Discuss factors that limit and enhance the capacity to move and perform
5.2	Analyses the benefits of participation and performance in physical activity and sport
5.3	Discusses the nature and impact of historical and contemporary issues in physical activity and sport
5.4	Analyses physical activity and sport from personal, social and cultural perspectives
5.5	Demonstrates actions and strategies that contribute to active participation and skilful performance
5.6	Evaluates the characteristics of participation and quality performance in physical and sport
5.7	Works collaboratively with others to enhance participation, enjoyment and performance
5.8	Displays management and planning skills to achieve personal and group goals
5.9	Performs movement skills with increasing proficiency
5.10	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions

YEAR 9 VISUAL ARTS

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Critical and Historical Research Task	Term 1 Week 9	10%	5.9,
Task 2	Visual Arts Art Making and VAPD	Term 2 Week 8	30%	5.1 5.3, 5.4

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 3	Critical and Historical Research Task	Term 3 Week 5	20%	5.8, 5.10
Task 4	Visual Arts Art Making and VAPD	Term 3 Week 10	30%	5.1, 5.5, 5.6
Task 5	Yearly Class Examination	Term 4 Week 6	10%	5.7, 5.8, 5.9, 5.10

COURSE OUTCOMES

Outcome	Description
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.



YOUNG HIGH SCHOOL ASSESSMENT TASK SPECIAL CONSIDERATIONS

Application for special consideration.....

If illness, accident, misadventure or special circumstances prevent a student from completing a set task on or by the due date, the school must be advised immediately the situation is known. For requests which require an extension of time this form must be submitted as soon as the requirement is known but at least two days prior to the due date. For absence on the date of a task this form must be submitted on your first day of return. This form must be completed and returned to the Head Teacher of the subject affected.

STEP ONE:

1. Name: _____ Year: _____ Roll Class: _____

2. Course: _____ Teacher: _____

3. Assessed Task Title and Number:

4. Due Date: _____ / ____ / ____

5. Reason for this application:

Absence

Non-Completion

Under-achievement

Due to:

Illness

Accident / Misadventure

Procedure

Details: Attach supporting documents such as medical certificates.

If the reason is a confidential or personal issue, the signature and endorsement of the Principal, Deputy Principal or Counsellor may be substituted for details in this part.

(Medical Certificate from _____ (Doctor) Attach a copy)

We have referred to the Assessment Guidelines Booklet in preparation of this appeal.

Signature of student

____ / ____ / ____
Date

Signature of Parent / Guardian

STEP TWO:

Subject / Faculty: _____ / _____

1. Class Teacher's Recommendation:

Supported

Not Supported

STEP THREE:

Decision:

- Extension of time without penalty
- Set a substitute task
- Estimate given based on evidence
- Insufficient cause demonstrated - zero marks awarded

New Completion Date: ____ / ____ / ____

NOTE: The task is to be completed for demonstration of course outcomes- DUE:

Head Teacher's Comments:

Signature of student

Signature of Head Teacher

STEP FOUR:

Right of Appeal:

A student has the right of appeal if they feel aggrieved by the decision made in Step 3. To appeal this decision the student must present a written response stating the grounds for appeal.

HAND this form to:

Year 12 Principal:
Year 11, 10, 9, 8 & 7 Deputy Principal:

Review of Appeal Decision:

Supported

Not Supported

Signature of Senior Executive

____ / ____ / ____
File Date



YOUNG HIGH SCHOOL STUDENT APPEAL FORM

Application for an appeal on a grading decision.....

STEP ONE:

1. Name: _____ Year: _____ Roll Class: _____

2. Course: _____ Teacher: _____

3. Assessed Task Title and Number:

Details: Attach supporting documents

We have referred to the Assessment Guidelines Booklet in preparation of this appeal.

____ / ____ / ____

Signature of student

Date

Signature of Parent / Guardian

STEP TWO:

The student must present this written response stating the grounds for appeal to:

Year 12 Principal:

Year 11, 10, 9, 8 & 7 Deputy Principal:

Review of Appeal Decision:

Supported

Not Supported

____ / ____ / ____

Signature of Senior Executive

File Date



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