



EAST HILLS GIRLS TECHNOLOGY HIGH SCHOOL

Year 9 Course Assessment Information and Calendar

2024

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School Assessment Philosophy Statement

Our school

East Hills Girls Technology High School is underpinned by a culture of high expectations where curiosity, creative inquiry, critical thinking and collaboration are at the heart of student success. The East Hills Girls Technology HS student is a future focused learner who is encouraged to extend her talents and push her boundaries. She embraces her responsibility to actively and purposefully contribute to all aspects of her learning, working in partnership with teachers to take hold of opportunities presented in student centred learning environments that are rich in quality feedback and visible goal setting to support continual improvement.

Our purpose

Assessment aims to make learning a process of discovery and improvement, developing curious, creative, critical and collaborative lifelong learners. Authentic assessment strategies are explicit in what students are expected to know and do, and opportunities support the development of a growth mindset that cultivates the resilience and self-efficacy necessary to achieve tasks and meet personal challenges. Quality assessment builds students' capacity to acquire new knowledge and skills and understand new concepts. It utilises contemporaneous technologies, encouraging students to pursue innovative ways of thinking.

Our practice

Our rigorous assessment practices comply with Department of Education and NSW Education Standards Authority policies. A variety of assessment approaches and strategies enable students to best demonstrate their knowledge, skills and understanding. Assessment for, assessment as and assessment of learning enables teachers to gather evidence and make reliable judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally. Assessments are fair and flexible with embedded opportunities for growth. Quality feedback throughout assessment is essential and is provided in a variety of ways to support students' ongoing improvement and success. Assessment is inclusive of and accessible for all students. Teachers and students work together to develop a positive and reciprocal partnership of trust and support.

Our goal

Through quality teaching, learning and assessment practices, our students will make meaningful, real-world connections in daily learning experiences and will develop resilience through perseverance and commitment. We expect students to leave our school as empowered and motivated young women who value learning and who make positive contributions to our society.

Useful School Contacts

The following people are available for you to speak to or be contacted at school on 9773 9160.

Principal	Ms L Andre
Deputy Principals	Mrs K Rytmeister Mrs Z Hammoud
Careers Adviser	Ms L Leigh
Head Teacher Student Support	Ms S Simonsen
Head Teacher Administration	Mr A Olm
Head Teacher English	Mrs S Gray (Rel)
Head Teacher Creative and Performing Arts	Mr F Necic
Head Teacher Information Technology	Mr S Sharma
Head Teacher Mathematics	Ms D Duval
Head Teacher Personal Development, Health & Physical Education	Ms L Bailey (Acting)
Head Teacher Science	Mrs L Clutterbuck (Rel)
Head Teacher HSIE	Mr J Short
Head Teacher Technology and Applied Studies (TAS) / Vocational Education and Training (VET) Coordinator / Languages	Mrs K Saville
Year Coordinator Assistant Year Coordinator	Ms E Towell Mrs L Arentz
Sport Coordinators	Mr M Borg (Wednesday Sport) Mrs M Ibrahim (Representative Sport and Carnival Coordinator)
School phone Email	9773 9160 easthillsg-h.school@det.nsw.edu.au

School Assessment Policy

Assessment at East Hills Girls Technology High School enables students to demonstrate what they know and can do across each Key Learning Area (KLA). Teachers design explicit, valid, reliable and inclusive assessments based on current syllabus requirements for each course. Students and teachers use feedback effectively and reflect on the learning process. These rigorous assessment practices form an ongoing process that provide evidence that accurately represents a students' knowledge, understanding and skills.

Assessment at East Hills Girls Technology High School encourages progressive development of knowledge, understanding and skills, whilst ensuring:

- consistency across subjects and courses
- an understanding that the work completed in the classroom is valued and part of assessment
- coordination of the assessment program to ease the load on students.

Assessment, in line with our school assessment philosophy, is designed to extend key learning concepts which are relevant to each course studied. Assessment tasks measure student performance against course outcomes through a range of types of tasks.

Through feedback and high expectations, we see visible evidence of student growth and improvement in student learning outcomes. We achieve this through positive and reciprocal partnership of trust and support between teachers and students and their families.

The NSW Education Standards Authority (NESA) defines assessment as the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation.

Teachers use the Common Grade Scale, syllabus objectives, outcomes and stage statements to make decisions about student achievement over the course of a semester or year.

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools. Students' performance in each course will be used to determine which grade best reflects the overall level of achievement of each student. The Common Grade Scale describes performance at each of five grade levels.

Common Grade Scale

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

The role of homework

Homework serves a variety of purposes. Homework aims to:

- identify the starting point for class work eg in a flipped learning mode, for pre-learning (for acceleration, remediation or for targeted assistance)
- help students consolidate their learning in class
- open opportunities for students to discuss learning with their parents and families
- generate opportunities for students to be curious, creative, think critically and collaborate with their peers and teachers.

Teachers aim to:

- communicate the purpose, benefits and expectations of homework to students and parents/caregivers
- acknowledge student effort in completing homework and provide timely and relevant feedback on progress and achievement
- ensure resources and materials are accessible to all students
- support students having difficulties with homework.

The role and importance of group work

Group work provides students with the opportunity to develop valuable life skills in collaboration, negotiation, organisation and leadership. Groups that work well together can achieve much more than individuals working on their own. A broader range of skills can be applied to practical and problem-solving activities and sharing and discussing ideas can play a pivotal role in deepening students' understanding of content and concepts. If a task involves students working in a group, task expectations and assessment criteria will be made explicit to students.

Understanding methods of assessment

Assessment is an essential component of the teaching and learning cycle. A variety of assessment methods will be used and may be used individually or together, formally, or informally. Embedded through our teaching and learning programs for each of our courses are a range of types of assessment to support student learning and achievement. For more information on methods of assessment, see *Appendix 1*.

Assessment Procedures

What does the Assessment Schedule look like?

A schedule of assessment tasks in each subject is provided to students at the beginning of each course. Assessment schedules will be released to students each year in early Term 1. Students must ensure that tasks are planned well in advance of the due dates.

Students will be given approximate timeframes for due dates, within two weeks where possible. Due dates are usually included on the task notification or marking criteria.

Courses will each have a maximum of four (4) formal assessment tasks (which can include sets of evidence, classwork or portfolios) across the school year. These tasks will each have a set of explicit criteria they will be assessed against. Formal tasks contribute to positions at the end of the year and awards presented on our school's Presentation Day. Any informal or ongoing assessment will also be indicated in the course assessment schedule. All tasks contribute to the grade students are awarded at the end of a semester or school year for each course.

Responsibilities of the school

The school will provide:

- a Yearly Assessment Calendar outlining both formal and informal or ongoing tasks for each course studied
- appropriate modifications or adjustments to tasks for students with identified learning needs
- a range of opportunities for students to demonstrate their achievement of outcomes in each course
- embedded opportunities for students to seek and act on/apply varied methods of feedback to improve their performance.

Responsibilities of our students

Each student has a responsibility to:

- be familiar with, and fulfil the requirements of the school's Assessment Policy and Procedure requirements as set out in this handbook
- reflect thoughtfully on feedback provided through the learning process; making attempts wherever possible to seek and use feedback, draft and redraft work to maximise improvement
- collect and catch up on any lesson material issued in relation to all class work and assessment tasks when absent
- seek help and support from their teacher throughout the learning process
- submit formal assessment tasks by their due date according to the task requirements
- attend the whole school day on the date the assessment task is due
- apply themselves to the best of their ability to all types of tasks, including class work, homework or formal tasks
- find out if any assessment task notifications have been issued during any missed lessons/absences
- maintain the integrity and confidentiality of all assessment tasks and ensure the task is completed using all their own work.

Procedures for missed final due dates for a task due to absence or illness

Circumstances may arise that prevent the student from completing an assessment task by its due date or reduce their performance on the day of a task such as personal illness, family tragedy or bereavement or transport problems. Technical difficulties such as iPad/computer/printer failure is not grounds for misadventure.

On the day the student returns to school:

- The student should be prepared to complete the task in their first scheduled lesson for the course, if required.
- The student should report to the relevant faculty Head Teacher and submit the task or if necessary, negotiate a new submission date.

In the case of non-submission of a task or incomplete tasks (for tasks due in-class, topic tests or examinations):

- The school will contact parents where there are concerns around student performance, to discuss progress and set alternate times for students to complete tasks eg lunchtime or after school.

In the case of illness or misadventure, students should see their teacher on their first day back at school. Students are responsible for submitting hand-in tasks early if they know they will be absent on the date an assessment task is due.

During periods of extended absence such as illness, scheduled surgery or family commitments, alternate assessment arrangements may be made. Students must seek approval for these arrangements and must speak with the Year Advisor in the first instance. If approved, arrangements will be negotiated with Faculty Head Teachers, Head Teacher Student Support and/or Deputy Principal prior to the assessment task.

Extra-curricular events and excursions

If a scheduled assessment task clashes with an extracurricular activity, eg representing the school in a sporting or other event, it is the student's responsibility to make alternate arrangements at least one week prior to the due date with their class teacher or the Faculty Head Teacher.

Assessment tasks take precedence over excursions and it cannot be assumed that an assessment task can be rescheduled. This requires negotiation between the student, teacher and the Head Teacher.

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- being in possession of unauthorised notes or electronic devices during a test or examination eg mobile phone
- plagiarism - using words, ideas, designs or workmanship of others without acknowledgement
- copying from another student or submitting another person's work as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- assisting another student to engage in malpractice
- disseminating any information related to the content of the exam to any of their peers
- behaving in a way likely to disrupt the work or concentration of other students.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Head Teacher. Malpractice in an assessment task will result in a phone call to parents and a letter being sent home. An alternate opportunity to complete the task may be arranged by the teacher.

Assessment Calendar - Year 9 2024

Term 1 2024	Assessment Tasks due this week
1	
2	
3	
4	
5	
6	History (Mandatory) - Making a Better World: Movement of Peoples Science - Materials
7	
8	Computing Technology- writing task Engineering (Industrial Technology) - Practical Project Food Technology - Food for Special Occasions Geography (Mandatory) - Changing Places Korean - Korean Monopoly Digital Board Game PDHPE - Gymsports (Skill Development and Movement Composition)
9	Commerce - Consumer Choice and Financial Decisions Task Dance - Safe Dance Part A: Performance Drama- individual character performance Graphics Technology - Logo iSTEM - STEM Fundamentals Mathematics Open book exam Music - Pop Music Photographic and Digital Media (PDM) - Photocollages & Photograms Science- Reaction types
10	Philosophy and Ethics- Critical thinking quiz Physical Activity and Sports Studies (PASS) - Body Systems and Energy for Physical Activity Science - Reaction Types
11	Dance - Safe Dance Part B: Body Skills Task English- social justice and documentary Industrial Technology (Multimedia) - Photoshop Demo Information and Software Technology (IST) - Authoring and Multimedia

Term 2 2024	Assessment Tasks due this week
1	Visual Arts - Sentimental Vessels
2	
3	Child Studies - Planning for Parenting
4	History (Mandatory) - Core Study: World War One
5	Drama- short film and performance Geography (Mandatory) - Sustainable Biomes Korean - "I'm a Korean Culture Ambassador!" Mathematics – Half-yearly Assessment
6	Computing Technology- animated infographic Engineering (Industrial Technology) - Engineering Structures Research and Development Food Technology - Food Selection and Health Graphics Technology - Orthogonal Drawing Industrial Technology (Multimedia) - In The Groove iSTEM - Computer- Aided Design (CAD) Physical Activity and Sports Studies (PASS) - Physical Fitness Science - Heat, Light & Sound & Electromagnetic Radiation
7	
8	Photographic and Digital Media (PDM) – Expressive portraits Visual Arts - Fire Review: Form or Function?
9	Commerce - Promoting and Selling Drama- short film and performance Information and Software Technology (IST) – Robotics PDHPE - Pretty Gritty Philosophy and Ethics-Moral Philosophy Theories Task Science – SRP and Electrical Energy
10	Dance - The Shape of Water English – Writing for Drama and Speech

Term 3 2024	Assessment Tasks due this week
1	
2	
3	
4	
5	Child Studies - Caring for the Newborn History (Mandatory) - Making a Better World: Movement of Peoples Photographic and Digital Media (PDM) - Cinematography
6	Geography (Mandatory) - Changing Places Korean - Welcome to Woori Hakgyo! PDHPE - Invasion Games Science - Body Coordination Visual Arts - Cultures in Conjunction
7	Dance - Deconstructing and Reconstructing Dance Part A: Group Task Mathematics- Topic Test
8	Computing Technology- writing task Commerce - Employment and Work Future Task Engineering (Industrial Technology) - Mechanics Project Food Technology - Food in Australia Philosophy and Ethics-Artificial intelligence Exam Physical Activity and Sports Studies (PASS) - Nutrition and Physical Activity
9	Dance - Deconstructing and Reconstructing Dance Part B: Essay Graphics Technology - CAD Industrial Technology (Multimedia) -Premiere Demo Information and Software Technology (IST) - Artificial Intelligence and Automated Systems Music - Music of Other Cultures
10	English- Close Study of Indigenous Prose Photographic and digital media- cinematography iSTEM - Aeronautical Engineering Science - Disease

Term 4 2024	Assessment Tasks due this week
1	
2	
3	Geography (Mandatory) - Sustainable Biomes Science - Prac Test
4	Dance - Dancing in the Street Drama-Engineering (Industrial Technology) - Yearly Examination English - Social Justice and Documentary Food Technology - Food for Specific Needs History (Mandatory) - Core Study: World War One Mathematics- Yearly Assessment Photographic and Digital Media (PDM) - Appropriation and Photoshopping
5	Child Studies - The World is My Playground Computing Technology- web application Drama- ensemble performance Graphics Technology - Toy Vehicle Industrial Technology (Multimedia) - Over The Top PDHPE - Enriching Relationships Science - Ecosystems
6	iSTEM - STEM Project-Based Learning Korean - My Kitchen Rules Korean Philosophy and Ethics- Effective Altruism Campaign
8	Commerce - Travel Task Information and Software Technology (IST) - Software Music - Australian Music Physical Activity and Sports Studies (PASS) - Australia's Sporting Identity Science - Plate Tectonics Visual Arts - PAY ATTENTION! The Power of Sign & Symbol
9	Dance - Dancing in Time
10	

Course Assessment Outlines

Child Studies

Semester 1			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Planning for Parenting	Research, Interview and Peer Presentation and Assessment Task	2.2, 3.1, 3.2, 3.3, 4.2, 4.3	Term 2 Week 3
Semester 2			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Caring for the Newborn	Stimulus, Research and Writing Task	1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 4.1	Term 3 Week 5
The World is My Playground	PBL Design and Shark Tank Presentation Task/Peer Assessment	1.2, 2.1, 2.2, 3.2, 3.3	All presentations completed by Term 4 Week 5

Commerce

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Consumer Choice and Financial Decisions Task	You will explain the issues that affect consumers and investigate the options to protect consumers and solve problems. You will complete a topic test to show your understanding of key concepts.	COM5-1 COM5-2 COM5-3 COM5-8	Term 1 Week 9
Promoting and Selling	You will receive guidance from the teacher during lessons about the Promoting and Selling topic. You will investigate promoting and selling techniques of businesses and how they differentiate their products from competitors in order to attract customers. You will then develop a proposal for their own brand and promotional strategies.	COM5-1 COM5-6 COM5-7 COM5-9	Term 2 Week 9
Semester 2			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Employment and Work Future Task	You will investigate the current and future trends in work and explain the implications of these trends. You will create a media file and answer questions based on your findings. Possible trends could include working from home, flexible employment, use of technology or any other trend in employment.	COM5-1 COM5-2 COM5-3 COM5-5 COM5-7 COM5-9	Term 3 Week 8
Travel Task	You will be guided by your teacher about the Travel topic during lessons. You will apply the concepts and skills learnt in this topic by designing a travel itinerary considering different factors such as target market, transport, accommodation and activities. Students will receive informal peer and teacher feedback during the task and when submitted.	COM5-2 COM5-4 COM5-8 COM5-9	Term 4 Week 8

Computing Technology

Semester 1			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Writing Task	Students will be assessed on their ability to critically analyse information for a given scenario.	CT5-DPM-01 CT5-DAT-02 CT5-COM-01	Term 1 Week 8
Animated Infographic	Students will be assessed on their ability to design and develop an animated infographic based on a given scenario. Students will also be assessed on their ability to apply project management techniques.	CT5-DPM-01 CT5-DAT-01 CT5-COM-01 CT5-DAT-02	Term 2 Week 6
Semester 2			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Writing Task	Students will be assessed on their ability to critically analyse information for a given scenario.	CT5-SAF-01 CT5-EVL-01 CT5-DAT-01	Term 3 Week 8
Web application	Students will be assessed on their ability to design and develop a web application based on a given scenario. Students will also be assessed on their ability to apply project management techniques.	CT5-DPM-01 CT5-COL-01 CT5-COM-01 CT5-OPL-01 CT5-THI-01 CT5-DES-01	Term 4 Week 5

Dance

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Safe Dance	<p>Part A: Performance of a Contemporary Dance Performance of a solo in the style of modern or commercial contemporary dance including a process diary. Students will be assessed on their dance technique and safe dance practices.</p> <p>Part B: Body Skills Task In pairs, students are given a body skill to study the technical considerations for. Students learn about specificity, progressive overload and reversibility. Students are to devise and teach an exercise focusing on building the strength and alignment needed to execute the body skill exercise. Students will teach 4x8.</p>	5.1.1 5.1.2	<p>Part A: Term 1 Week 9</p> <p>Part B: Term 1 Week 11</p>
The Shape of Water	<p>The Shape of Water Group Composition Students form groups and devise their group compositions based on a water stimuli. Students learn about the elements of dance, focusing on space. Students are to generate and organise 1.5minutes of movement. Students learn about stimulus and motif.</p> <p>(Informal task) Dance film “The Shape of Water” Students are to watch the dance film performed by Sydney Dance Company and answer comprehension questions. This appreciation study will enhance students’ understanding of motif and how to organise movement for their group composition task.</p>	5.2.1 5.2.2 5.3.2	Term 2 Week 10
Semester 2			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Deconstructing and Reconstructing Dance	<p>Part A: Group Task Students watch a work choreographed by an artist and learn a section from the work. Students identify the motifs and manipulate them using the 16 ways to experiment with the elements of dance, focusing on how to develop relationships within their duet.. Students will also be assessed on their use of performance quality and motif manipulation.</p> <p>Part B: Essay Students are to deconstruct the chosen work and analyse how components of the dance are used to communicate ideas.</p>	5.1.3 5.2.1 5.2.2 5.3.1 5.3.2 5.3.3	<p>Part A: Term 3 Week 7</p> <p>Part B: Term 3 Week 9</p>
Dancing in the Street	<p>Part A: Performance of a Hip Hop dance Performance of a class dance in the style of hip hop. Students are to complete an interview based on the body skills.</p> <p>Part B: Interview Students are to complete an interview explaining the use of dance technique and performance quality in key body skills from the dance.</p>	5.1.1 5.1.2 5.1.3	Term 4 Week 4
Dancing in Time	<p>(Informal Task) Solo Composition Students are to devise a solo composition, loosely based on the class stimulus ‘time.’ Students are to complete an interview explaining how they generated movement, focusing on motif and the elements of dance.</p>	5.2.1, 5.2.2. 5.2.3	Term 4 Week 9

Drama

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Exploring Dramatic Elements + Playbuilding	Task 1: Individual character performance, Logbook reflections, peer feedback. IP Performance Showcase: Students independently develop and perform a short character monologue Logbook Reflections: Individually, students present a logbook outlining their development in the playbuilding process.	5.1.1, 5.1.2, 5.2.1,5.3.1 ,5.3.3	Term 1 Week 9
Documentary Drama	Task 4: Short Film and performance Film Critique: Students will watch short films and write a critique of the acting, stylistic qualities and film techniques used. Short Film: Students will then apply knowledge and skills learnt, to collaboratively plan, film, edit and produce a short dramatic documentary. Logbook Reflections to be submitted	5.3.1, 5.1.4, 5.2.3	Term 2 Week 5&9
Semester 2			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Scripted Performance From Page to Stage	Task 2: Scripted Performance and Logbook Scripted Performance: Students learn about the process of performance from page to stage. Students will audition, direct and perform published dramatic material using techniques and stylistic features that advance an understanding of their designated plays. Logbook Reflections: Individually, students present a logbook that outlines their research and involvement in the scriptwriting process.	5.1.3, 5.2.2, 5.2.3,5.3.1 , 5.3.3	Term 3 Week 9
Group Devising Theatre	Task 3: Ensemble performance and logbook GP Performance: In small groups, students will devise an original performance based on their understanding of the elements of drama and ensemble techniques. Logbook Reflections: Individually, students present a logbook that outlines their research and involvement in the devising process.	5.1.4, 5.2.3, 5.3.1, 5.3.3	Term 4 Weeks 5

Engineering (Industrial Technology)

Semester 1			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Practical Project	Students design and construct an engineering structure	IND5-1, IND5-2, IND5-3, IND5-6, IND5-7, IND5-8	Term 1 Week 10
Engineering Structures Research and Development	Students will research and write a report on the engineering structure designed in term1	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	Term 2 Week 5
Semester 2			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Mechanics Project	Students will design and construct an engineering structure with mechanical capabilities	IND5-4, IND5-5, IND5-7, IND5-10	Term 3 Week 9
Yearly Examination	Students will undertake a comprehensive examination.	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	Term 4 Week 2

English

Semester 1			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Social Justice and Documentary	<p>You will investigate concepts of social justice from both Australian and international perspectives.</p> <p>You will be assessed by viewing images and text taken from media sources and answering a series of short answer questions about them under test conditions in class.</p>	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01	Term 1 Week 11
Writing for Drama and Speech	<p>You will closely read a series of speeches as well as a drama text, focusing closely on the use of language to engage with readers.</p> <p>You will use your understanding of writing for speech and drama to write and perform a spoken monologue.</p>	EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	Term 2 Week 10
Semester 2			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Close Study of Indigenous Prose	<p>You will closely read and evaluate a novel written by an indigenous author in detail.</p> <p>You will use your understanding of this novel to write a critical essay.</p>	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	Term 3 Week 10
Resilience	<p>You will explore and examine relationships between language and texts and make connections between fictitious representations and real world stories of resilience.</p> <p>Your understanding of this concept will be assessed progressively throughout the unit based on your class work.</p>	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	Throughout term 4
All Units	You will be assessed on the quality of your in-class work associated with all the studied units.	All outcomes	Whole year

Food Technology

Semester 1			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Food For Special Occasions	Practical Group Task Student's plan, prepare, present and evaluate a menu item chosen. This item must be suitable for a New Year's Eve Party. Students will be assessed on their ability to: <ul style="list-style-type: none"> demonstrate safe and hygienic food preparation skills plan, prepare, present and evaluates food solutions for specific purposes 	FT5-1, FT-2, FT-5	Assessment Task due – Term 1 Week 8, End date for formative assessment: Week 10
Food Selection and Health	Research and Information Pamphlet Students examine the role of food and its nutritional components in the body. Research and create an information pamphlet that will reflect the nutritional needs of individuals and groups and explain the effects of poor nutrition. Students will be assessed on their ability to: <ul style="list-style-type: none"> Describe the relationship between food consumption and the health of individuals Communicate ideas and information using a range of media and appropriate terminology Collects, evaluates and applies information from a variety of sources Practical Food Experiences: Students will be assessed on their ability to demonstrate safe and hygienic food preparation skills	Assessment Task: FT5-5, FT-7, FT-9	Assessment Task due – Term 2 Week 6 End date for formative assessment: Week 10
Semester 2			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Food in Australia	Research and Meal Planning Students examine Bush Food in Australia. Design and prepare a recipe that will reflect the wide-ranging nature of Australian cuisine. Students will be assessed on their ability to: <ul style="list-style-type: none"> Plan and evaluate food solutions for specific purposes Communicate ideas and information using a range of media and appropriate terminology Collects, evaluates and applies information from a variety of sources Demonstrate safe and hygienic food preparation skills 	FT5-8, FT5-10, FT5-11	Assessment task due – Term 3 Week 8, End date for formative assessment: Week 10
Food For Specific Needs	Research and Recipe Planning Students will research, plan and prepare a meal that is safe for guests to eat at a Funtiki World Tour experience. Students will be assessed on their ability to: <ul style="list-style-type: none"> Demonstrate their understanding of the relationship between food consumption, the nutritional value of foods and health. Demonstrate their understanding of the factors that influence eating habits Practical Food Experiences: Students will be assessed on their ability to demonstrate safe and hygienic food preparation skills.	Assessment Task: FT5-6, FT5-7, FT5-13	Assessment task due - Week 4, Term 4 End date for formative assessment: Week 10

Geography (Mandatory)

Semester 1			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Environmental Change and Management	Research and Stimulus Based Questions Students will research and write about the causes and consequences (social, economic and environmental) of the Black Summer Bushfires in 2019-20 as well as effective ways to manage bushfires in Australia. Students will also learn about and apply geographical tools to support their arguments.	GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	Completed in class during Week 9 Term 1
Human Wellbeing	Geographical Report Students will examine the nature of, and differences in, human wellbeing and development that exist within Australia. They will research a disadvantaged group in Australia and evaluate the strategies used to improve their wellbeing. Students will also learn about and apply geographical tools to support their arguments.	GE5-1, GE5-6, GE5-7, GE5-8	Completed in class during Week 8 Term 2
Semester 2			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Environmental Change and Management	Research and Stimulus Based Questions Students will research and write about the causes and consequences (social, economic and environmental) of the Black Summer Bushfires in 2019-20 as well as effective ways to manage bushfires in Australia. Students will also learn about and apply geographical tools to support their arguments.	GE5-1, GE5-3, GE5-5, GE5-7	Completed in class during Week 8 Term 3
Human Wellbeing	Geographical Report Students will examine the nature of, and differences in, human wellbeing and development that exist within Australia. They will research a disadvantaged group in Australia and evaluate the strategies used to improve their wellbeing. Students will also learn about and apply geographical tools to support their arguments.	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	Completed in class during Week 4 Term 4

Graphics Technology

Semester 1			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Logo Design	Design task Design a logo using freehand and instrument drawing skills. Students need to document the production process through a folio.	GT5-1 GT5-2 GT5-3 GT5-4 GT5-5 GT5-6 GT5-9 GT5-10 GT5-12	Term 1 Week 9
Orthogonal Drawing	Design task Produce orthogonal projection drawings using technical drawing techniques.	GT5-1 GT5-2 GT5-3 GT5-4 GT5-5 GT5-6 GT5-7 GT5-9 GT5-10 GT5-11 GT5-12	Term 2 Week 6
Semester 2			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
CAD Model	Design Task Reverse engineer an existing commercial product using a CAD application. Students need to document the production process through a folio.	GT5-1 GT5-2 GT5-3 GT5-4 GT5-5 GT5-6 GT5-7 GT5-8 GT5-9 GT5-10	Term 3 Week 9
Toy Vehicle	Design Task In groups, design a toy vehicle using CAD modelling tools. Students need to document the production process through a folio.	GT5-1 GT5-2 GT5-3 GT5-4 GT5-5 GT5-6 GT5-7 GT5-8 GT5-9 GT5-10 GT5-11 GT5-12	Term 4 Week 5

History (Mandatory)

Semester 1			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Making a Better World: Movement of Peoples	Biographical Recount: Use sources to recount experiences of slaves You will be assessed on your ability to locate, select and analyse sources and synthesise information to construct an historical narrative	HT5-2, HT5-5, HT5-6, HT5-10	Term 1 Week 6
Core Study: World War One	Multimedia Research (Gallipoli) You will be assessed on your ability to construct a multimedia presentation about the Gallipoli campaign	HT5-2, HT5-4, HT5-5, HT5-7, HT5-10	Term 2 Week 4
Class Tasks	You will be assessed on your ability to complete a range of teacher assigned class tasks	HT5-2, HT5-4, HT5-5, HT5-7, HT5-10	Ongoing
Semester 2			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Making a Better World: Movement of Peoples	Biographical Recount: Use sources to recount experiences of slaves You will be assessed on your ability to locate, select and analyse sources and synthesise information to construct an historical narrative	HT5-2, HT5-5, HT5-6, HT5-10	Term 3 Week 5
Core Study: World War One	Multimedia Research (Gallipoli) You will be assessed on your ability to construct a multimedia presentation about the Gallipoli campaign	HT5-2, HT5-4, HT5-5, HT5-7, HT5-10	Term 4 Week 4
Class Tasks	You will be assessed on your ability to complete a range of teacher assigned class tasks	HT5-2, HT5-4, HT5-5, HT5-7, HT5-10	Ongoing

iSTEM

Semester 1			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Cyber Security	Practical tasks and portfolio	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	Term 1 Week 10
Motion task Design and Development task	Practical task and portfolio	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	Term 2 Week 6
Semester 2			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Mechatronics and Robotics Task	Practical task and portfolio	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	Term 3 Week 10
Yearly Examination	Practical task and portfolio	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-1	Term 4 Week 6

Korean

Semester 1			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Korean Monopoly Digital Board Game	You are asked to create a Korean version of Monopoly digital board game with a set of grammar structures and expressions learnt in this term. You will also be assessed on how well you answer the questions when playing the game in class.	LKO5-1C , LKO5-4C, LKO5-6U, LKO5-9U	Term 1 Week 8
"I'm a Korean Culture Ambassador!"	Imagine You are a Youtuber introducing and promoting Korean culture. Create a short video to promote unique and fascinating Korean Culture to the international viewers. You need to submit your video with your voice recording and script (written in Hangul).	LKO5-4C , LKO5-5U, LKO5-6U, LKO5-9U	Term 2 Week 5
Semester 2			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Welcome to Woori Hakgyo!	Presentation - Your school and school life In this task, you are asked to create your digital school tour, in order to introduce your school and your school life to a sister school students in Korea.. You will be assessed on your presentation to describe your school site, subject, culture (events) and your school life. You are asked to include your voice recording in the ppt slides.	LKO5-4C , LKO5-5U LKO5-6U, LKO5-9U	Term 3 Week 6
My Kitchen Rules Korean	Create a digital presentation Imagine you are competing at the My Kitchen Rules Korean Version Show. In this task, you are asked to create a digital cooking show with recipes to describe Korean cuisine and dining culture including table manners and Korean phrases related to eating. You are asked to include your voice recording.	LKO5-1C , LKO5-4C , LKO5-5U, LKO5-9U	Term 4 Week 6

Mathematics

Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
ALGEBRAIC TECHNIQUES A/B EQUATIONS A/B INDICES A/B NUMBERS OF ANY MAGNITUDE A/B	Open Book Exam	Stage 5 Core: MAO-WM-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-IND-C-01 Stage 5 Path: MA5-ALG-P-01, MA5-EQU-P-01, MA5-EQU-P-02	Term 1 Week 9 26/03/24
AREA AND SURFACE AREA A VOLUME A LINEAR RELATIONSHIPS A & B VARIATION & RATES OF CHANGE A (PATH)	Half Yearly Assessment	Stage 5 Core: MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01 Stage 5 Core: MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02	Term 2 Week 5 29/05/24
Semester 2			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
LINEAR RELATIONSHIPS C NON-LINEAR RELATIONSHIPS PROPERTIES OF GEOMETRIC FIGURES A (CORE) B & C (PATH) PROBABILITY A (CORE) B (PATH)	Topic Test	Stage 5 Path: MA5-LIN-P-01 Stage 5 Core: MAO-WM-01, MA5-GEO-C-01, MA5-GEO-P-01, MA5-GEO-P-02, MAO-WM-01, MA5-PRO-C-01, MA5-PRO-P-01	Term 3 Week 7 05/09/24
OPTIONAL LINEAR RELATIONSHIPS C NON-LINEAR RELATIONSHIPS ALGEBRAIC TECHNIQUES A, B & C EQUATIONS A, B & C	Yearly Assessment	Stage 5 Core: MAO-WM-01, MA5-ALG-C-01, MA5-ALG-P-02 Stage 5 Path: MAO-WM-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-EQU-P-01 Stage 5 Core: MAO-WM-01, MA5-DAT-C-01	Term 4 Week 4 07/11/24

Personal Development, Health and Physical Education (PDHPE)

Semester 1			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Gymsports (Skill Development and Movement Composition)	Skill and Movement Composition Development Partner/group task assessing how you use feedback to develop skills, persistence in developing skills and your use of the elements of composition to compose a gymsports routine rhythmic gymnastics	PD5-4, PD5-5, PD5-11	Week 8 Term 1
Pretty Gritty	Research Task	PD5-1, PD5-2, PD5-9, PD5-10	Week 9 Term 2
Semester 2			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Invasion Games	Your fundamental movement skills and game tactics will be developed and challenged through a range of offense/defence games. Students are assessed on their use of feedback to develop and refine their skills.	PD5-4, PD5-5, PD5-11	Ongoing, Week 6 Term 3
Enriching Relationships	Family and Domestic Violence Campaign iMovie Presentation Task (show students strong samples from 2022)	PD5-1, PD5-2, PD5-3, PD5-9, PD5-10	Week 5 Term 4

Philosophy and Ethics

Semester 1			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Critical Thinking Quiz	This assessment task asks you to demonstrate and consolidate the knowledge and skills you have developed in the course by completing an online quiz.	PE-1, PE-2, PE-3, PE-4	T1 W10
Moral Philosophy Theories Task	a. Students will write three (3) short (approx. 100-150 words) responses to a hypothetical moral dilemma. Each of the responses will address the dilemma from the perspective of a different ethical theory (utilitarianism, virtue ethics, and Kantianism). b. Students will write a short essay in which they put forward their own response to the dilemma. (approx. 300 words)	PE-1, PE-2, PE-3, PE-4	T2 W9
Semester 2			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Artificial Intelligence Class Examination	45 minute in-class exam: 5 multiple choice questions 20 marks short answer questions. You will be tested on: <ul style="list-style-type: none"> Your knowledge of the concept of AI (what is it, what can it do) Your understanding of the different levels of AI Your understanding of the potential risks of AI Your understanding of, and ability to describe, theories about the possibility of conscious AI Your ability to think and express your thoughts clearly. 	PE-1, PE-2, PE-3, PE-4	T3 W8
Effective Altruism Campaign	You are to design a campaign for persuading people to use their careers to make the world a better place. It could be a brochure/fact sheet, a TikTok video, a short film, or anything else that someone could consume in under 5 minutes.	PE-1, PE-2, PE-3, PE-4	T4 W6

Photographic and Digital Media (PDM)

Semester 1			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Photocollages & Photograms	Digital Photography – Photocollages & Photograms Students will be taking numerous photographs using digital cameras and creating collaged representations of a chosen setting. Students will use Pic Collage or Procreate to assemble the collaged final image. Students investigate of analogue artist Man Ray in creating Photograms using darkroom practices learnt in class. Historical/Critical Study Students will investigate the work of Photographers Man Ray, David Hockney, analysing artworks and discussing conceptual intentions of artists. AT1a: Photocollages Series and Digital Mischief AT1b: Artist Study	M2,3,4,6 CH3,5	Term 1 Week 9
Expressive Portraits	Digital Photography – The DSLR Camera Digital Students will create a series of creative, imaginative portraits of people either in class or from within the school. Use of the technical settings of the DSLR camera, expressive colour, gesture, expression and props is the key aspect of this task. Historical/Critical Study Students will investigate the work of Photographers Brigitte LaCombe, Phillipe Halsmann, Annie Liebovitz and Irving Penn. Students will study how to communicate meaning through the Subjective and Structural Frames and incorporate it in their own artmaking. AT2: Artmaking DSLR Series	M1,2,3,4,5,6	Term 2 Week 8
Semester 2			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Cinematography	Filmmaking – Cinematography Film Students will study Cinematography as a way to develop the feel and visual style of a film. Students will create an individual film based on a word, which will communicate in a non-linear, non-narrative film. Historical/Critical Study Students will explore the craft of filmmaking in analysing a specific scene from a film. This will be employed into their Cinematography work and also lead into AT4, which will be introduced and discussed in class. The class will co-construct a response in the lead up to the assessment and will each pick their own scene to analyse for the assessment task. AT3: Case Study – Film Scene Breakdown AT4: Cinematography Reel	CH1,2,3,4,5	Term 3 Week 10 Term 4 Week 4
Appropriation and Photoshopping	Digital Photography – Appropriation and Photoshop Students will create a series of images appropriating famous images from visual history. They will learn key skills on Adobe Photoshop to manipulate and edit their images to form creative and refined final artworks	M1,2,3,4,5,6	

Science

Semester 1			
Task/Unit Title	How will I be assessed? Education Perfect tests, Digital portfolios and written tasks.	Targeted Outcomes	Due Date / End Date for Formative Assessment
Materials	Each topic will be assessed in the following areas:- Education perfect tests addressing the theory and processing skills. 25% Submission of PET Portfolio, ALN & Education Perfect Tasks. 15%	CW1, CW2, CW3, CW4	Term 1 Week 6 <i>Materials</i>
Reaction Types		WS4-9	Term 1 Week 10 <i>Reaction Types</i>
Heat, Light & Sound & Electromagnetic Radiation	Each topic will be assessed in the following areas:- Education perfect tests addressing the theory and processing skills 25% Submission of PET Portfolio, ALN & Education Perfect Tasks. 15%	PW1, PW3, PW4	Term 2 Week 6 <i>Heat, Light & Sound & Electromagnetic Radiation</i>
Electrical Energy		WS4-9	Term 2 Week 10 <i>Electrical Energy</i>
Individual SRP	Experimental design skills and report on either term 2 topics 20%	WS4-9 PW1, PW3, PW4	Term 2 Week 9 <i>SRP</i>
Semester 2			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Body Coordination	Each topic will be assessed in the following areas:- Education perfect tests addressing the theory and processing skills. 25% Submission of PET Portfolio, ALN & Education Perfect Tasks. 15%	LW1, LW2, LW3	Term 3 Week 6 <i>Body Coordination</i>
Disease		WS4-9	Term 3 Week 10 <i>Disease</i>
Ecosystems	Each topic will be assessed in the following areas:- Education perfect tests addressing the theory and processing skills 25% Submission of PET Portfolio, ALN & Education Perfect Tasks. 15%	LW2, ES2	Term 4 Week 5 <i>Ecosystems</i>
Plate Tectonics		WS4-9	Term 4 Week 8 <i>Plate Tectonics</i>
Semester 2 Practical test	Laboratory skills test, data analysis and experimental report. 20%	WS4-9, LW1, LW2, LW3, ES2	Term 4 Week 3 <i>Prac Test</i>

Visual Arts

Semester 1			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Sentimental Vessels	Students peer into the history of ceramics - how vessels are valuable “storytellers” about people, places and times. Inspired by functional and ceremonial pottery traditions of Ancient Egypt, Greece and China to a deep investigation of the practice of contemporary ceramicists including Grayson Perry, supplemented by Daphne Christoforou and Australian potter Casey Chen who continue to push the medium’s message. Students will learn to reference classical forms as they create their own mixed-media drawings and pottery infused with subjective, autobiographical text-based and figurative designs. 2D Mixed-media drawing 3D Ceramics	5.1, 5.3, 5.5, 5.6, 5.7	Term 2 Week 1
Fire Review: Form or Function?	After studying Grayson Perry’s Ceramic pieces and Ancient Greek Vessels students will take on the role of an art critic and write a critical review, evaluating and analysing the ‘value’ of ceramic vessels from a range of worldly contexts. Students will learn to assess the value of exhibitions and analyse and evaluate artworks in written forms.	5.7, 5.8, 5.10	Term 2, Week 8
Semester 2			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Cultures in Conjunction	Students look at the degree of contact, exchange, and influence that see Eastern art and Western art intercept. With broader examples of globalisation in art inspected, particular focus is given to Japanese Ukiyo-e “images of the floating world”, the influence of Japonisme on European modernists like Vincent Van Gogh, and impact on contemporary Australian printmaker Cressida Campbell. Students learn to produce a 2-colour reduction lino landscape and photographic projections, enriched by pictorial traditions of East and West. 2D Lino printing 4D Digital photography	5.3, 5.4, 5.5, 5.6, 5.9	Term 3 Week 6
PAY ATTENTION! The Power of Sign & Symbol	Students learn about symbol as a potent language of power and challenge. From deciphering the enduringly sacred, symbolic of the Papunya Tula, to the practices of contemporary Aboriginal artists Reko Rennie and Blak Douglas who use stylistic elements of graffiti to defy political narratives. Students learn technical aspects of traditional and graphic illustration, generating a design visualisation for a billboard design or mural containing their own signs and symbols representing “dreams” and “visions” for Australia’s future. Students consider the power of placement, virtually installing their resolved image into a potent setting. 2D Painting 4D Graphic illustration; Installation	5.2, 5.3, 5.4, 5.5, 5.9	Term 4 Week 8

Appendix 1

Assessment for Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to grade students. The effectiveness of assessment of learning for grading purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, teachers and students
- provides a transparent interpretation across all audiences.

The approach or approaches teachers use will be informed by:

- the evidence of student learning to be gathered
- the processes for gathering the evidence
- the feedback to be provided to students.

Parent and Student Acknowledgement / Return slip

Please complete and return to the Deputy Principal (Ms Hammoud)

Student Acknowledgement

I have received and read the Year 9 Assessment Policies and Procedures Handbook (including the assessment calendar and each course outline) and understand my responsibilities as a student in regard to assessment at East Hills Girls Technology High School.

Student's Name:

(Please print)

Roll:

Student's Signature:

Date:

Parent Acknowledgement

I have read the Year 9 Assessment Policy and Procedures Handbook *including the Assessment Calendar overview*.

Parent Signature:

Date: