

ST ANDREWS  
COLLEGE



2018

# Year 9 Assessment Handbook

# Welcome

Welcome to the 2018 academic year.

This is going to be a great year of learning here at St Andrews.

The College's Mission Statement sets the bar high for both teachers and students.

Both teachers and students have an important role to play to ensure that you will be a young adult who is *a creative, competent, compassionate and confident person with an informed conscience and a firm conviction of faith* (College Mission Statement).

## What is assessment?

Assessment is anything that shows a student's knowledge, skill or achievement in any aspect of their study.

Assessment is an important part of the learning process. Therefore the more conscientiously students undertake the assessment tasks the better will be their learning and their results.

Assessment is about what students do in class, what students do for homework and what students do in the formal assessment tasks that they either hand in or complete in class time.

*Assessment is all about learning.*

## What does assessment at St Andrews look like?

Assessment at St Andrews will include class work, homework and assessment tasks.

Assessment tasks could include a research assignment, an oral presentation, a class test, a performance or a group work task.

In each course students study they will complete, throughout the year, 4 to 5 formal assessment tasks. These will decide the overall achievement grade.

## **Why an Assessment Handbook?**

It is important for students to know what is expected of them in relation to their learning. A handbook will aid student learning and help them understand the assessment process and what is required of them. It is essential to read this carefully as it documents the college's requirements with regard to assessment. It sets down the college's policies including information on plagiarism and special consideration.

## **What will be assessed?**

Students will do assessment tasks in each course they study.

In Year 9 students study

### Core Courses

- Religious Education
- English
- Mathematics
- Science
- HSIE
- Personal Development, Health and Physical Education (PDHPE)

### Electives Courses (*two courses*)

- Commerce
- Engineering
- Food Technology
- Graphics
- History Elective
- Information and Software Technology
- Multimedia
- Textiles Technology
- Timber Technology
- Physical Activity & Sports Science
- Drama
- Music
- Visual Arts
- Japanese

### **What is expected of each student?**

Each student must complete **all** tasks in order to meet course requirements. Students must discuss the progress of their assessment tasks with their teacher before the due date if they are unable to submit the task on time.

### **What happens if you do not submit an assessment task on time?**

In Year 9 students who do not submit tasks on time will receive a **zero** for the task and receive a 'N' Grade warning letter. Two 'N' Grade warning letters in a course will put your Year 10 Record of School Achievement in serious jeopardy.

*It is important to note that even though the student will receive zero, the task must still be submitted. The task must be a serious attempt.*

### **Expectations and Consequences**

St Andrews College expects every student to submit all tasks by the due date and that the task has been completed to the best of their ability. The college expects that every student sets their own high standard and even strives to go beyond this.

Assessment tasks that are not submitted by the due date will see a Study Compensation issued. If the Study Compensation is not completed, the student will receive an additional detention. Failure to complete either of these consequences will result in an Assistant Principal Detention which will be served on Thursday 2.30pm – 4.30pm. Failure to complete this consequence will see the student withdrawn from classes until a parent interview takes place.

### **How can you gain an extension of time for submission of tasks?**

Extensions will be granted in the following circumstances:

1. an illness for which a doctor's certificate is supplied
2. notified circumstances at the Assistant Principal's discretion
3. unforeseen circumstances at the Assistant Principal's discretion

***It is advisable to apply for an extension as early as possible***

## **Assessment Timeline**

Task Information and Notifications will be distributed at least two weeks before the task is due. In practical subjects the task will be distributed earlier than two weeks to allow for the investigation, processing, production and or performance. Tasks will be handed back to students with meaningful feedback within two weeks of submission of the task.

## **What is malpractice or unfair advantage and what happens to a student who tries to gain it?**

Firstly, unfair advantage is when a student does not follow assessment rules and procedures.

Unfair advantage includes, but is not limited to:

- copying someone's work in part or whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words ideas or designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules (see Learning Planner p. 16A)
- using non approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in gaining an unfair advantage

***A zero mark will be given to any task that has any part of it that is not the student's own work and thus they have gained an unfair advantage.***



# The Record of School Achievement

## Assessing and grading student achievement

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

In setting activities or tasks, teachers give careful consideration to the syllabus objectives and outcomes being assessed. By measuring student achievement in relation to these objectives and outcomes, teachers build up a profile of the achievement of each student in relation to the course performance descriptors.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels as follows: A10, A9, B8, B7, C6, C5, D4, D3, E2. For students undertaking courses without subject-specific course performance descriptors, (i.e. Board Endorsed or Content Endorsed Courses) a grade from A to E should be assigned using the [Common Grade Scale \(shown above\)](#).

Where activities or tasks are scheduled throughout a course, greater weight would generally be given to those activities or tasks undertaken towards the end of the course. For example, in a 200-hour course extending over Years 9 and 10, the assessment information collected in Year 10 provides the more complete picture of student achievement.

## Applying the course performance descriptors

Course performance descriptors have been developed for each course. They describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course.

Teachers make the final judgment of the most appropriate grade on the basis of available assessment information and with reference to the course performance descriptors. In applying these descriptors, teachers interpret them in terms of standards that can be achieved by Stage 5 students within the bounds of the course.

There are many suitable models that schools may consider appropriate in supporting teacher judgment. Two possible approaches are available; St Andrews College uses Method 2, outlined below:

### Method 2

1. Establish an assessment program that consists of a number of assessment activities.
2. Ensure that the assessment activities cover the full range of outcomes.
3. Determine the weightings or relative importance of each activity.
4. Award marks for each completed activity.
5. Combine the marks awarded in each activity to obtain a total mark for each student.
6. On the basis of these marks, determine the order of merit for the group.
7. Refer to the course performance descriptors to relate the order of merit to grades awarded.

Review the grade awarded to each student to make sure that no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each grade cut-off.

## **The Course Performance Descriptors**

Each of the grades referred to above is linked to a course performance descriptor that will appear on your Record of School Achievement. These are statements, developed by the NSW Educational Standards Authority that describes a student's achievement. The same statements are used for all students in NSW.

There are no external exams and no pre-determined percentages of students for the award of these grades. This means that any number of students may achieve a Grade A, providing their work, knowledge and skills match the descriptors listed for the Grade A. Each grade indicates the same level of achievement for all students who receive it, regardless of the school they attend.

**As the grading system is intended to describe the student's achievement at the end of each course teachers will make the final judgment of the grade deserved on the basis of assessment marks and in consideration of the Course Grade Descriptors.**

The Award of a grade D or E does not mean failure. Students receiving this grade have completed the course to a satisfactory or an elementary level respectively. If a student does not meet the outcomes or requirements of the course, they will be awarded an 'N' Grade.

## **The General Course Performance Descriptors**

- 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 few areas of the content and has achieved very limited competence in some of the processes and skills.

## NAPLAN TIMELINE

	<b>Tuesday 15 May 2018</b>	<b>Wednesday 16 May 2018</b>	<b>Thursday 17 May 2018</b>
<b>Year 7</b>	Language conventions <i>45 minutes</i>  Writing <i>40 minutes</i>	Reading <i>65 minutes</i>	Numeracy <i>60 minutes</i>
<b>Year 9</b>	Language conventions <i>45 minutes</i>  Writing <i>40 minutes</i>	Reading <i>65 minutes</i>	Numeracy <i>60 minutes</i>

### *HSC minimum standard of literacy and numeracy*

From 2018, new, short, online reading, writing and numeracy tests will be available for students to sit when they are ready in Year 10, 11 or 12 and even after the HSC. The online tests are the main way students will meet the HSC minimum standard.

Students who will sit the HSC in 2018 or 2019 do not need to take these tests.

### *What will the online tests involve?*

After checking if their [NAPLAN results contain Band 8s](#), most students will find they need to take at least one of the three new 45 minute online tests:

- **Minimum Standard Reading Test** – 45 multiple choice questions
- **Minimum Standard Numeracy Test** – 45 multiple choice questions
- **Minimum Standard Writing Test** – one question based on a visual or text prompt with up to a 500 word-response

Get help on understanding [what to expect in the tests](#).



## **When will the tests be sat?**

Students will have two opportunities a year in Years 10, 11 and 12 to pass any tests needed. They will also be able to take them for a few years after they leave school.

Students master basic skills at different stages, so they can decide with their teacher when the time is right for them to take each test needed, and they don't have to sit or pass all tests at once. Once a student passes an online test, they don't have to sit it again.

\*school days only

Schools will enrol students and may run a test for a group of students or an individual student.

## **When will results be released?**

After a student completes an online test, the school and student will receive a results report.

From Year 10, students will be able to view their progress towards meeting the three areas of the HSC minimum standard via their [Students Online](#) account.

## **Can students apply for disability provisions or exemptions?**

Some students sitting the tests will be eligible for [disability provisions or be exempt from](#) meeting the HSC minimum standard in order to receive their HSC.

## ***How do NAPLAN results affect which tests are sat?***

Some Year 9 students may already have the required skills and will therefore meet the HSC minimum standard three years early by achieving Band 8s or higher in the [NAPLAN tests](#). No student will be prevented from studying for the HSC, sitting HSC exams or receiving their HSC results due to their Year 9 NAPLAN results.

### *What if students don't pass the tests by Year 12?*

Students will have many opportunities to meet the HSC minimum standard, even after they finish Year 12. But it is important to note:

- Students have five years from the year they start their first HSC course to meet the HSC minimum standard, so can take the online tests after they leave school.
- Students will be able to sit their HSC exams and receive their HSC results regardless of whether they attain the HSC minimum standard. However, without the minimum standard, they will not receive the Higher School Certificate.
- Students who do not meet the HSC minimum standard will receive a [Record of School Achievement \(RoSA\)](#) which contains a student's record of academic achievement up until the date they leave school.
- The HSC is not required to receive an [Australian Tertiary Admission Rank \(ATAR\)](#). This means students who don't meet the HSC minimum standard will still be able to apply to university, provided they meet all other ATAR requirements.
- Students who leave school prior to Year 12 can choose to sit the minimum standard online tests (the minimum standard literacy and numeracy tests will replace the current online [Literacy and Numeracy tests](#) from 2018).

# TERM 1

WEEK	TASK	DUE DATE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

## TERM 2

WEEK	TASK	DUE DATE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

## TERM 3

WEEK	TASK	DUE DATE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

## TERM 4

WEEK	TASK	DUE DATE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

## Yr 9 Catholic Studies 2018

Syllabus Component	Task 1 New testament	Task 2 Christianity in the Middle Ages	Task 3 Morality, Justice and Peace	Task 4 Images of Jesus	Syllabus Weighting
	Creative Writing	In class Exam	Oral	In class written response	
	Week 7 Term 1	Week 3 Term 2	Week 7 Term 3	Week 3 Term 4	
	C5.3, C5.9, C5.10, C5.11.	C5.9, C5.10, C5.11.	C5.6, C5.9, C5.10, C5.11, C5.12.	C5.6, C5.9, C5.10, C5.11, C5.12.	
<b>Cumulative Weighting</b>	20%	20%	30%	30%	<b>100</b>

## St Andrews College - Assessment Schedule - Year 9 English - 2018

<b>TASK NAME</b>	<b>Task 1</b> <b>Area of Study:</b> <b>Discrimination</b>	<b>Task 2</b> <b>Module A:</b> <b>Shakespeare 101</b>	<b>Task 3</b> <b>Module B: Crime</b> <b>Fiction</b>	<b>Task 4</b> <b>Module C:</b> <b>Protest, Conflict,</b> <b>Rebellion &amp; Change</b>	<b>Syllabus</b> <b>Weighting</b>
<b>TASK TYPE</b>	Listening	Speaking	Viewing/ Representing	Reading/ Writing	
<b>DATE DUE</b>	Term 1 Week 10	Term 2 Week 6	Term 3 Week 9	Term 4 Week 4	
<b>OUTCOMES ASSESSED</b>	1A, 4B, 5C, 8D	1A, 3B, 4B, 5C, 9E	1A, 2A, 6C, 7D, 9E	1A, 4B, 5C, 6C	
<b>Reading</b>	X	X		X	
<b>Writing</b>	X	X	X	X	
<b>Speaking</b>		X			
<b>Listening</b>	X				
<b>Viewing/ Representing</b>			X		
<b>Cumulative Weighting</b>	25%	25%	25%	25%	<b>100%</b>





## St Andrew's College **ASSESSMENT SCHEDULE 2018** **Mathematics Year 9.5.3. (9MA1 and 9MA2)**

	TASK 1	TASK 2	TASK 3	TASK 4	
Units of Work	Indices, Scientific Notation, and Surds  Algebraic Techniques 1	Algebraic Techniques 2  Linear Equations  Similar Figures and Scale Drawings	Right-Angled Triangles (Trigonometry)  Linear and Non-Linear Graphs	All topics studied throughout the year with Emphasis on Semester 2 topics	
Type of Task	Open-Book Test	In-Class Test	Open-Book Test	Examination	
Date	Term 1 Week 7	Term 2 Week 6	Term 3 Week 5	Term 4 Week 4	
Outcomes assessed	MA5.1-5NA MA5.1-9MG MA5.2-7NA MA5.3-6NA MA5.2-6NA + related Working Mathematically outcomes	MA5.3-5NA MA5.2-8NA MA5.1-11MG MA5.3-16MG + related Working Mathematically outcomes	MA5.1-10MG MA5.1-6NA MA5.1-7NA MA5.2-9NA MA5.2-10NA + related Working Mathematically outcomes	All previous outcomes + MA5.2-5NA MA5.3-4NA MA5.1-4NA MA5.1-8MG MA5.1-9MG MA5.2-11MG MA5.2-12MG and related Working Mathematically outcomes	
Cumulative Weighting	15%	30%	15%	40%	100%



## St Andrews College. ASSESSMENT SCHEDULE 2018 Mathematics Year 9.5.2 (9MA3, 9MA4, and 9MA5)

	TASK 1	TASK 2	TASK 3	TASK 4	
Units of Work	Indices, Scientific Notation, and Surds  Algebraic Techniques	Linear Equations  Similar Figures and Scale Drawings	Right-Angled Triangles (Trigonometry)  Linear and Non-Linear Graphs	All topics studied throughout the year with Emphasis on Semester 2 topics	
Type of Task	Open-Book Test	In-Class Test	Open-Book Test	Examination	
Date	Term 1 Week 7	Term 2 Week 6	Term 3 Week 5	Term 4 Week 4	
Outcomes assessed	MA5.1-5NA MA5.1-9MG MA5.2-7NA MA5.2-6NA + related Working Mathematically outcomes	MA5.2-8NA MA5.1-11MG + related Working Mathematically outcomes	MA5.1-10MG MA5.1-6NA MA5.1-7NA MA5.2-9NA MA5.2-10NA + related Working Mathematically outcomes	All previous outcomes + MA5.2-5NA MA5.1-13SP MA5.2-17SP MA5.1-4NA and related Working Mathematically outcomes	
Cumulative Weighting	15%	30%	15%	40%	100%



## St Andrews College. ASSESSMENT SCHEDULE 2018 Mathematics Year 9.5.1 (9MA6 and 9MA7)

	TASK 1	TASK 2	TASK 3	TASK 4	
Units of Work	Problem Solving Techniques Indices and Scientific Notation	Financial Maths Similar Figures and Scale Drawings	Right-Angled Triangles (Trigonometry) Single Variable Data Analysis	All topics studied throughout the year with Emphasis on Semester 2 topics	
Type of Task	Open-Book Test	In-Class Test	Open-Book Test	Examination	
Date	Term 1 Week 7	Term 2 Week 6	Term 3 Week 5	Term 4 Week 4	
Outcomes assessed	MA5.1-5NA MA5.1-9MG + related Working Mathematically outcomes	MA5.1-4NA MA5.1-11MG + related Working Mathematically outcomes	MA5.1-10MG MA5.1-12SP + related Working Mathematically outcomes	All previous outcomes + MA5.1-8MG MA5.1-9MG MA5.1-13SP and related Working Mathematically outcomes	
Cumulative Weighting	15%	30%	15%	40%	100%

**St Andrews College. Science Year 9  
Assessment schedule 2018**

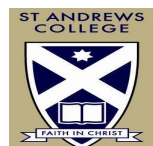
<b>Task</b>	Task 1 Research task	Task 2 Practical/Skills test	Task 3 Student research Project	Task 4 Test	<b>Syllabus weighting</b>
<b>Date of submission</b>	Term 1 Weeks 8 - 9	Term 2 Week 4-6	Term 3 Week 9 - 11	Term 4 Week 4	
<b>Outcomes</b>	SC5-14LW SC5-6WS SC5-8WS SC5-9WS	SC5- 11PW SC5- 6WS SC5- 7WS	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	SC5-14LW SC5-11PW SC5-13ES SC5- 7WS	
<b>Syllabus component</b> Knowledge and understanding	X			X	40%
<b>Syllabus component</b> First hand investigations		X	X		30%
<b>Syllabus component</b> Scientific skills	X	X	X	X	30%
<b>Cumulative weighting</b>	20%	25%	30%	25%	100%

## YEAR 9 GEOGRAPHY ASSESSMENT PLAN 2018



	<b>Task 1</b>	<b>Task 2</b>	<b>Syllabus Weighting</b>
<b>Task Name</b>	Sustainable Biomes Oral Task	Knowledge and Skills Exam	
<b>Task Type</b>	Oral Task	Exam	
<b>Date</b>	Term 3, Week 9	Term 4, Week 4	
<b>Outcomes Assessed</b>	GE5.2, GE5.3, GE5.5, GE5.5	GE5.2, GE5.3, GE5.5, GE5.7, GE5.8	
<b>Cumulative Weighting</b>	50%	50%	<b>100</b>

## YEAR 9 HISTORY ASSESSMENT PLAN 2018



	<b>Task 1</b>	<b>Task 2</b>	<b>Syllabus Weighting</b>
<b>Task Name</b>	WWI Essay	Knowledge and Skills Exam	
<b>Task Type</b>	Essay	Exam	
<b>Date</b>	Term 1, Week 11	Term 2, Week 5	
<b>Outcomes Assessed</b>	HT5-1, HT5-4, HT5-5, HT5-9	HT5-1, HT5-2, HT5-4	
<b>Cumulative Weighting</b>	50%	50%	<b>100</b>

## St Andrews College Year 9 PDHPE 2018

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
Task Name	<b>Nutrition</b>	<b>Netball</b>	<b>Body Image</b>	<b>Badminton</b>	
Task Type	Written	Movement	Ict Presentation	Movement	
Due Date	Term 1 Wk 7	Term 2 Wk 5	Term 3 Wk 5	Term 3 Wk10	
Outcomes Assessed	5.6, 5.8, 5.13	5.4, 5.10, 5.14	5.1, 5.6, 5.15	5.4, 5.14	
Syllabus components listed <b>Knowledge</b>	Individual and Community Health	Movement Skill and Performance	Self and Relationships	Movement Skill and Performance	
<b>Skills</b>	Decision making Problem solving	Moving	Planning Communicating	Moving	
<b>Cumulative Weighting</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# ST ANDREWS COLLEGE



## Year 9 Commerce Assessment Plan 2018

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Syllabus Weighting</b>
<b>Task Name</b>	Consumer Protection essay	Promoting and Selling Research and Oral task	Personal Finance ICT research task	Knowledge and Skills Exam	
<b>Task Type</b>	Essay	Research and oral presentation	ICT Research task	Exam	
<b>Date</b>	Term 1, Week 9	Term 2, Week 3	Term 3, Week 6	Term 4, Week 4	
<b>Outcomes Assessed</b>	5.1, 5.4, 5.5, 5.9	5.1, 5.2, 5.3, 5.4	5.1, 5.5, 5.7, 5.8, 5.9	5.1, 5.2, 5.8, 5.9	
<b>Cumulative Weighting</b>	20%	20%	30%	30%	<b>100%</b>



**2018 Drama Assessment Schedule  
Creative Arts**

<b>Course</b>	<b>Year 9 Drama</b>	Task 1	Task 2	Task 3	Task 4
	Nature of Task	Written response – Part A	Small Group Performance Task	Written response – Part B	Small Group Performance Task
	Task Type	PCN	PFO	PCN	RPN
	Date	Term 1, Week 10	Term 2, week 2	Term 3, Week 7	Term 3, Week 8
	Outcomes assessed	5.3.1, 5.3.2.	5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.2.3.	5.3.1, 5.3.3.	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3.
Syllabus Component	Weighting				
Making	35		15		20
Performing	35		15		20
Appreciating	30	15		15	
Total	100%				
Cumulative weighting	100%	15	30	15	40

## INDUSTRIAL TECHNOLOGY ENGINEERING - 2018

<b>Task Name</b>	<b>Task 1 Engineering 1 Structures</b>	<b>Task 2 Engineering 1 Structures</b>	<b>Task 3 Engineering 2 Mechanisms</b>	<b>Task 4 Engineering 2 Mechanisms</b>	<b>Syllabus Weighting</b>
<b>Task Type</b>	Project 1 – Practical Building	Research Task – Structures Report	Project 2 – Practical	Exam	
<b>Date Due</b>	Term 1 Week 10	Term 2 Week 6	Term 4 Week 4	Term 4 Week 4	
<b>Outcomes assessed</b>	5.1.1, 5.2.2, 5.4.2	5.4.1, 5.6.1, 5.7.2,	5.1.2, 5.2.1, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1	5.1.1, 5.2.1, 5.7.1, 5.7.2	
<b>Cumulative Weighting</b>	25%	25%	30%	20%	<b>100%</b>

## FOOD TECHNOLOGY

<b>Syllabus Component</b>	<b>Task 1 Food in Australia</b>	<b>Task 2 Food Selection &amp; Health</b>	<b>Task 3 Food for Special Occasions</b>	<b>Task 4 Food Product and Development</b>	<b>Syllabus Weighting</b>
<b>Task Type</b>	Assessment and Practical Skills	Nutritional Research	Assessment and Practical Skills	Yearly Exam	
<b>Date Due</b>	Term 1 Recipe File: Week 7 Practical: Week 9/10 Theory: Week 11	Term 2 Theory: Week 7	Term 3 Recipe File: Week 6 Practical: Week 8/9 Theory: Week 10	Term 4 Week 3	
<b>Outcomes assessed</b>	5.1.2, 5.2.2, 5.4.1, 5.4.2	5.2.1, 5.3.1, 5.3.2, 5.6.2	5.1.1, 5.2.3, 5.5.1, 5.5.2	5.3.1, 5.3.2, 5.6.1	
<b>Cumulative Weighting</b>	30%	20%	30%	20%	<b>100%</b>

# INFORMATION SOFTWARE TECHNOLOGY

<b>Task Name</b>	<b>Task 1 Digital Media</b>	<b>Task 2 Internet &amp; Website Development</b>	<b>Task 3 Yearly Exam</b>	<b>Syllabus Weighting</b>
<b>Task Type</b>	Digital Magazine	Website Construction	Yearly Exam	
<b>Date Due</b>	Term 2 Week 3	Term 3 Week 4	Term 4 Week 2	
<b>Outcomes assessed</b>	5.1.2, 5.2.2, 5.3.1, 5.3.2	5.1.1, 5.2.1, 5.2.3, 5.5.1, 5.5.2	5.3.1, 5.3.2, 5.5.2, 5.5.3	
<b>Cumulative Weighting</b>	40%	30%	30%	<b>100%</b>

## iSTEM YR 9 2018

<b>Task Name</b>	<b>Task 1 Mechatronics Fundamentals</b>	<b>Task 2 Mechatronics Robots</b>	<b>Task 3 Mechatronics Aeronautical</b>	<b>Syllabus Weighting</b>
<b>Task Type</b>	Fundament Tasks	Robot Construction	Aeronautical Design	
<b>Date Due</b>	Term 1 Week 11	Term 2 Week 10	Term 3 Week 4	
<b>Outcomes assessed</b>	5.1.1, 5.1.2, 5.4.1, 5.4.2, 5.6.2	5.2.1, 5.2.2, 5.4.1	5.3.1 5.5.1, 5.5.2, 5.6.2	
<b>Cumulative Weighting</b>	40%	30%	30%	<b>100%</b>

**ASSESSMENT SCHEDULE. Year 9  
JAPANESE  
2018**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Name</b>	My Family	Daily Routine	School Life	Final Exam
<b>Task type</b>	ICT – PowerPoint	Listening and Responding, Speaking	Reading and Responding, Writing	Listening, Speaking, Reading, Writing
<b>Due Date</b>	Term 1 Week 9	Term 2 Week 5	Term 3 Week 7	Term 4 Week 4
<b>Outcomes Assessed</b>	5.UL4 5MBC1, 5MBC2	5UL1, 5UL3, 5MLC1, 5MLC2	5UL2, 5UL4, 5MLC1, 5MLC2	5UL1, 5UL2, 5UL3, 5UL4 5MLC1, 5MLC2
<b>Syllabus Component</b>	ICT/Writing/ Culture	Listening / Speaking / Linguistics	Reading / Writing / Linguistics	Listening / Speaking / Reading / Writing / Linguistics
<b>Cumulative Weighting</b>	30%	15%	15%	40%

## Year 9 Industrial Technology – Multimedia 2018 Assessment Plan

<b>Syllabus Component</b>	<b>Task 1</b>		<b>Task 2</b>	<b>Task 3</b>	<b>Syllabus Weighting</b>
<b>Task Name</b>	Graphic and Desktop Publishing		Stop Motion	Animation	
<b>Type of Task</b>	Desktop Publishing Folio	Graphic Design Element	Practical output and written folio	Practical output and written folio	
<b>Due Dates</b>	Week 10 Term 1	Week 4 Term 2	Week 7 Term 3	Week 4 Term 4	
<b>Outcomes Assessed</b>	5.3.2, 5.6.1, 5.7.1, 5.7.2		5.3.2, 5.1.2, 5.5.1	5.1.1, 5.4.2, 5.7.2	
<b>Semester</b>	1		2	2	
<b>Cumulative Weighting</b>	10%	10%	40%	40%	100%

ST ANDREWS COLLEGE, MARAYONG

Year 9 MUSIC 2018

<b>Components</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		<b>Notation Test</b>	<b>12 Bar Blues Composition</b>	<b>Group Performance</b>	<b>Solo Performance</b>
		Term 1, Week 6	Term 2, Week 4	Term 3, Week 9	Term 4, Week 2
		<b>Outcomes assessed</b> 5.7,5.8,5.9	<b>Outcomes assessed</b> 5.4,5.5,5.6,5.7,5.8,5.9,5.10	<b>Outcomes assessed</b> 5.1,5.2, 5.3,5.7, 5.8, 5.9	<b>Outcomes assessed</b> 5.1,5.2, 5.3,5.7, 5.8, 5.9
Syllabus Component	Weighting	20%	30%	25%	25%
Listening	30%	15%	5%	5%	5%
Performing	40%			20%	20%
Composing	30%	5%	25%		
<b>Total</b>	<b>100%</b>				
<b>Cumulative weighting</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>25%</b>	<b>25%</b>



## St Andrews College Year 9 PASS 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	<b>Body systems</b>	<b>Issues in sport</b>	<b>Sports injuries</b>	
Task Type	model & speech	Analysis report	Strapping & report	
Due Date	Term 1 Wk 8	Term 2 Wk 8	Term 3 Wk 10	
Outcomes Assessed	1.1, 4.4	2.1, 2.2	3.1, 3.2, 4.4	
Syllabus components listed <b>Knowledge</b>	Foundations of physical activity	Physical activity & sports in society	Foundations of physical activity	
<b>Cumulative Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## TIMBER TECHNOLOGY – Yr 9

<b>Task Name</b>	<b>Task 1 Timber Joint</b>	<b>Task 2 Children’s Toy</b>	<b>Task 3 Clock</b>	<b>Task 4 Final Exam</b>	<b>Syllabus Weighting</b>
<b>Task Type</b>	Practical Task & Folio – Envelope Holder	Practical Task and Portfolio	Practical task and Portfolio	Exam	
<b>Date Due</b>	Week 8 Term 1	Week 4 Term 2	Week 3 Term 4	Week 4 Term 4	
<b>Outcomes assessed</b>	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.4.1, 5.4.2, 5.6.1	5.1.2, 5.2.2, 5.4.1, 5.5.1, 5.6.1, 5.7.2	5.1.2, 5.2.1, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1	5.1.1, 5.2.1, 5.7.1, 5.7.2	
<b>Cumulative Weighting</b>	15%	25%	45%	15%	<b>100%</b>

## Year 9: VISUAL ARTS, 2018

<b>Task Name</b>		<b>Task 1</b> Written Task	<b>Task 2</b> Portrait Body of Work VAPD	<b>Task 3</b> Critical Analysis	<b>Task 4</b> Pop Art VAPD
<b>Task Type</b>		Project	Project	Research /Submit	Project
<b>Date</b>		<b>Term 1</b> Week 9	<b>Term 2</b> Week 6	<b>Term 3</b> Week 5	<b>Term 4</b> Week 5
<b>Outcomes assessed</b>		5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
<b>Syllabus Component</b>	Weighting	20%	30%	20%	30%
<b>Art-making</b>	60%		30%		30%
<b>Critical and Historical Studies</b>	40%	20%		20%	
<b>Total</b>	100%	20%	30%	20%	30%
<b>Cumulative weighting</b>	100%	20%	30%	20%	30%



