

ASSESSMENT POLICY YEAR 9



Assessment Policy & Procedures for Students Year 9 2025

*An engaged community of learners that
together build positive partnerships*

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1. TERMS & DEFINITIONS

Assessment

Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests and examinations, written assignments, practical activities, fieldwork and projects.

Grade

At the conclusion of the stage 5 assessment program, the school will submit a grade to the NSW Education Standards Authority (NESA) for each of your courses.

NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) sets and monitors quality teaching, learning, assessment and school standards. This includes responsibility, across NSW public, Catholic and independent schools, for:

- kindergarten to Year 12 curriculum
- accreditation of teachers and teaching degrees
- the internationally recognised HSC
- school registration and home schooling.

Record of School Achievement (RoSA)

The NSW Record of School Achievement (RoSA) is not a 'one point in time' document, but rather, a record of student's achievements up until the time they choose to leave school. The NSW Education Standards Authority (NESA) stores information provided to them by schools about student achievement and issues the RoSA electronically only when a student leaves school. Students who go on to complete the appropriate requirements will also be awarded the High School Certificate at the completion of Year 12.

2. COMMON GRADE SCALE

School based assessment is used to award a school grade for each of the courses students have studied in Stage 4 and 5 (Years 7-10). Grades A – E are awarded based on the Course Performance Descriptors developed by the Board of Studies.

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 in 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.

3. ASSESSMENT GUIDELINES

Question: What are my Rights and Responsibilities?

The school has the responsibility for providing:

- guidelines for assessment in each course;
- an assessment schedule and course requirements for each course;
- prompt feedback on each assessment task.

As a student, you are responsible for:

- completing all tasks to the best of your ability;
- completing all tasks by the due date;
- applying yourself;
- your personal honesty - work submitted must be your own work;
- catch up on work including tasks issued/missed during absence

3. ASSESSMENT GUIDELINES

Question: What do I do if I am absent the day of Assessment Task or Examination?

If you are absent the day of an assessment task or examination, you **MUST**:

- report to the teacher or head teacher of the faculty on the first day of return to school
- supply a suitable explanation e.g. verbal from parent, letter, doctors certificate

The Head Teacher will decide and advise you whether:

- you will sit for the task or a substitute task, OR
- be given an estimate grade, OR
- the task will be recorded as a Non-Attempt and an E-grade will be awarded

FAILURE TO FOLLOW THESE PROCEDURES (OR TO HAVE A SUITABLE EXPLANATION) COULD RESULT IN A NON-ATTEMPT (and an E Grade).

Question: What is a 'Non-Serious' attempt?

Submitted assessment tasks or responses which show that the student has not made a reasonable effort or responses that contain offensive language or diagrams may be regarded as non-serious.

An assessment task that is deemed non-serious will be recorded as a Non-Attempt and an E-Grade will be awarded.

Question: What do I do if I have School Business?

It is your responsibility to make alternative arrangements with the teacher or Head Teacher when School Business clashes with an assessment task or examination.

Question: What do I do if I have technical issues?

Computer or printer failure or malfunction **will not** be accepted as reason for failure to submit an assessment task by the due date. It is the student's responsibility to save their work frequently and back it up to a hard drive / USB or storage cloud. If failure occurs, the student must submit their printed hard copy of evidence of work completed. Students can email work to their own DoE email address and collect this at school for printing if necessary.

3. ASSESSMENT GUIDELINES

Question: What is Malpractice?

Academic dishonesty by students in any form is unacceptable. All work that is submitted for assessment purposes must be the independent work of the student concerned (or, where group work is permitted, of the students concerned).

Cheating in a task result in a Non-Attempt and an E-Grade will be awarded.

Plagiarism is a serious offence. Plagiarism is the use of somebody else's ideas or words as if they are your own.

The school reserves the right for all assessment tasks to be subject to tests for plagiarism. Where a teacher suspects a student of plagiarism or other academic dishonesty, the following procedures will apply:

1. The teacher will discuss the matter with the student and then present the details to the Head Teacher who will determine whether to proceed with the matter.
2. The Head Teacher and the teacher together will, if necessary, further interview the student to establish the student's response to the alleged plagiarism.
3. Should the Head Teacher decide to further proceed, the matter will be discussed with the Deputy Principal.

Should a case of plagiarism or other academic dishonesty be established, the task will be recorded as a Non-Attempt and an E-Grade will be awarded.

3. ASSESSMENT GUIDELINES

Question: What is Referencing?

Referencing is a way of acknowledging the work of others which you have used in your assessment task. The order for documenting references for books, journals and periodicals is as follows:

- Author's surname and initials with maximal capitalisation
- Year of publication
- Title of publication in italics with maximal capitalisation
- Title of series, volume number, edition, if applicable
- Editor, reviser, computer or translator, if other than an author
- Publisher
- Place of publication
- Page number or numbers, if applicable.

For example:

Popper, K.R. 1961, *the Poverty of Historicism*, Routledge & Kegan Paul, London.

Online (electronic) material:

For electronic media (World Wide Web, disk or CD Rom) the order for references is as follows:

- Author's surname and initials
- Date of publication
- Date of revision in parentheses in day-month-year format
- Date of access in parentheses in day-month-year format
- Title of article in single quotation marks with minimal capitalisation
- Title of work in italics with maximal capitalisation
- Address of site, written on a separate line if necessary to avoid hyphenation, which can cause confusion.

For example, a World Wide Web site may be quoted like:

Harris, R. 1997 (updated 15 May 2003, accessed 10 Sept. 2006) *Evaluating Internet research sources*.

<http://www.sccu.edu/faculty/R-Harris/evalu8it.htm>

ASSESSMENT SCHEDULES

Year 9 English

Task Number	Task 1	Task 2	Task 3
Nature of tasks	Speculative Fiction Imaginative Writing and Reflection	Poetic purpose and impact Multimodal Composition	The world of the novel Examination
When	Week 7, Term 1	Week 6, Term 2	Week 3, Term 4
Outcomes	EN5-URA-01 EN5-ECA-01 EN5-ECB-01	EN5-URB-01 EN5-ECA-01	EN5-URA-01 EN5-URC-01 EN5-RVL-01

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them

EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

ASSESSMENT SCHEDULES

Year 9 Mathematics

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of tasks	Term 1 Topic Test Topic test on selected topics	Term 2 Topic Test Topic test on selected topics	Term 3 Topic Test Topic test on selected topics	Yearly Examination Yearly Examination on selected topics
When	Term 1, Week 9	Term 2, Week 6	Term 3, Week 6	Term 4, Week 3
Outcomes	MAO-WM-01 MA5-ALG-C-01 MA5-ALG-P-01 MA5-ALG-C-01 MA5-ALG-P-02	MAO-WM-01 MA5-ARE-C-01 MA5-EQU-C-01 MA5-EQU-P-01 MA5-EQU-P-02 MA5-TRG-C-01	MAO-WM-01 MA5-FIN-C-01 MA5-FIN-C-02 MA5-IND-C-01 MA5-TRG-C-01 MA5-TRG-C-02	MAO-WM-01 MA5-ARE-C-01 MA5-VOL-C-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-LIN-P-01

ASSESSMENT SCHEDULES

Year 9 Science

Task Number	Task 1	Task 2	Task 3
Nature of tasks	Research Task Chemistry	Depth Study Physical World	Yearly Examination
When	Term 1, Week 11	Term 2, Week 10	Term 4, Examination Week
Outcomes	SC5-9WS SC5-16CW SC5-17CW	SC5-10PW SC5-11PW SC5-8WS	All outcomes can be assessed

ASSESSMENT SCHEDULES

Year 9 Geography - Semester One

Task Number	Description	Outcomes	When
1	Changing Places Changing Places Research Task	GE5-2, GE5-8	Term 1, Week 9
2	Semester Examination	GE5-1, GE5-5, GE5-7	Term 2, Week 3

Year 9 History - Semester Two

Task Number	Description	Outcomes	When
1	Movement of Peoples	HT5-4, HT5-6	Term 3, Week 9
2	Semester Examination	HT5-1, HT5-4, HT5-5	Term 4, Week 3

ASSESSMENT SCHEDULES

Year 9 Personal Development, Health & Physical Education

Task Number	Task Type	Description	Outcomes	When
1	Practical	Fit 4 Life	PD5-5, PD5-7, PD5-11	Ongoing practical to be completed by Term 1, Week 10
2	In-class Extended Written Response	Risky Business	PD5-2, PD5-6, PD5-7	Term 2, Week 10
3	Practical	Engage, explore, excel	PD5-4, PD5-5 PD5-10, PD5-11	Ongoing practical to be completed by Term 3, Week 10
4	Yearly Examination	All topics	All outcomes may be assessed PD5-1- PD5-11	Term 4, Examination Week

assesses their own and others' capacity to reflect on and respond positively to challenges PD5-1

researches and appraises the effectiveness of health information and support services available in the community PD5-2

analyses factors and strategies that enhance inclusivity, equality and respectful relationships PD5-3

adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts PD5-4

appraises and justifies choices of actions when solving complex movement challenges PD5-5

critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity PD5-6

plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities PD5-7

designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity PD5-8

assesses and applies self-management skills to effectively manage complex situations PD5-9

critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts PD5-10

refines and applies movement skills and concepts to compose and perform innovative movement sequences PD5-11

ASSESSMENT SCHEDULES – ELECTIVES

Year 9 Child Studies (Elective)

Task Number	Task Type	Description	Outcomes	When
1	Written task	Pregnancy and Childbirth	CS5-1, CS5-2, CS5-5, CS5-6, CS5-8	Term 1 Week 7
2	Scenarios Practical and theory	Health and Safety	CS5-2, CS5-8, CS5-9	Term 3 Week 5
3	Examination	All topics	All relevant outcomes may be assessed	Term 3 Examination Week

identifies the characteristics of a child at each stage of growth and development CS5-1

describes the factors that affect the health and wellbeing of the child CS5-2

analyses the evolution of childhood experiences and parenting roles over time CS5-3

plans and implements engaging activities when educating and caring for young children within a safe environment CS5-4

evaluates strategies that promote the growth and development of children CS5-5

describes a range of parenting practices for optimal growth and development CS5-6

discusses the importance of positive relationships for the growth and development of children CS5-7

evaluates the role of community resources that promote and support the wellbeing of children and families CS5-8

analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing CS5-9

demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts CS5-10

analyses and compares information from a variety of sources to develop an understanding of child growth and development CS5-11

applies evaluation techniques when creating, discussing and assessing information related to child growth and development CS5-12

ASSESSMENT SCHEDULES – ELECTIVES

Year 9 Commerce (Elective)

Task Number	Description	Outcomes	When
1	Consumer Choice Investigation	COM5-1, COM5-2, COM5-7	Term 1, Week 9
2	Running a Business: Market Day	COM5-5, COM5-6, COM5-9	Term 3, Week 5
3	Yearly Examination	COM5-1, COM5-8	Term 4, Week 3

ASSESSMENT SCHEDULES – ELECTIVES

Stage 5 Commuting Technology (Elective)

Description

Computing Technology 7–10, students have opportunities to develop skills in analysing data, designing for user experience, connecting people and systems, developing websites and apps, building mechatronic systems, and creating simulations or games. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.

Task Number	Description	When
1	<p>Task One</p> <p>CT5-DPM-01 applies iterative processes to define problems and plan, design, develop and evaluate computing solutions</p> <p>CT5-EVL-01 understands how innovation, enterprise and automation have inspired the evolution of computing technology</p> <p>CT5-OPL-01 designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language</p> <p>CT5-THI-01 applies computational, design and systems thinking to the development of computing solutions</p> <p>CT5-DES-01 designs and creates user interfaces and the user experience</p>	Term 2, Week 6
2	<p>Yearly Exam</p>	Term 3, Week 8 / 9
3	<p>Task Two</p> <p>CT5-SAF-01 selects and applies safe, secure and responsible practices in the ethical use of data and computing technology</p> <p>CT5-DPM-01 applies iterative processes to define problems and plan, design, develop and evaluate computing solutions</p> <p>CT5-EVL-01 understands how innovation, enterprise and automation have inspired the evolution of computing technology</p> <p>CT5-DAT-01 explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts</p> <p>CT5-COM-01 communicates ideas, processes and solutions using appropriate media</p> <p>CT5-THI-01 applies computational, design and systems thinking to the development of computing solutions</p> <p>CT5-DAT-02 acquires, represents, analyses and visualises simple and structured data</p> <p>CT5-DES-01 designs and creates user interfaces and the user experience</p>	Term 4, Week 2

ASSESSMENT SCHEDULES – ELECTIVES

Year 9 Dance (Elective)

Task Number	Task Type	Description	Outcomes	When
1	Presentation	Safe dance practices and anatomy in dance	5.1.1, 5.1.2, 5.1.3	Term 1 Week 10
2	Performance	Performance of composition with rationale	5.2.1, 5.2.2	Term 2 Week 7
3	Composition	Create and structure movement to express and communicate idea	All relevant outcomes may be assessed	Term 3 Examination Week 8

5.1.1: A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances.

5.1.2: A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance.

5.1.3: A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance.

5.2.1: A student explores the elements of dance as the basis of the communication of ideas.

5.2.2: A student composes and structures dance movement that communicates an idea.

5.3.1: A student describes and analyses dance as the communication of ideas within a context.

5.3.2: A student identifies and analyses the link between their performances and compositions and dance works of art.

5.3.3: A student applies understandings and experiences drawn from their own work and dance works of art.

ASSESSMENT SCHEDULES – ELECTIVES

Year 9 Design and Technology

Task Number	Description	When
1	<p>Design Project 1</p> <ul style="list-style-type: none"> • DT5-1 analyses and applies a range of design concepts and processes • DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions • DT5-5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design • DT5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions • DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences • DT5-8 selects and applies management strategies when developing design solutions • DT5-10 selects and uses a range of technologies competently in the development and management of quality design solutions 	Term 2, Week 6
2	<p>Yearly Examination</p>	Term 3 - Exam Wee 8 / 9
3	<p>Design Project 2</p> <ul style="list-style-type: none"> • DT5-1 analyses and applies a range of design concepts and processes • DT5-3 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments • DT5-4 analyses the work and responsibilities of designers and the factors affecting their work • DT5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions • DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences • DT5-9 applies risk management practices and works safely in developing quality design solutions • DT5-10 selects and uses a range of technologies competently in the development and management of quality design solutions 	Term 4, Week 2

ASSESSMENT SCHEDULES – ELECTIVES

Year 9 Drama (Elective)

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of tasks	Improvisation and Playbuilding Group Performance & logbook	Puppetry Puppet & script	Scripted Drama Performance & design task	Melodrama Research Task & performance
When	Term 1, Week 7	Term 2, Week 5	Term 3, Week 9	Term 4, Week 5
Outcomes	5.1.2, 5.2.1, 5.3.3	5.2.3, 5.3.3	5.1.3, 5.1.1	5.1.4, 5.2.2, 5.3.2
Component				
Making				
Performing				
Appreciating				

ASSESSMENT SCHEDULES – ELECTIVES

Year 9 Food Technology (Elective)

Description

The aim of the Food Technology course is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students develop confidence and proficiency in their practical interactions with and decisions regarding food.

Task Number	Description	When
1	<p>Food in Australia – Advertisement and Practical Activities</p> <ul style="list-style-type: none"> • 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 	Term 2, Week 2
2	Yearly Examination	Term 3 – Week 8 / 9
3	<p>Food Selection and Health - Research Task and Report</p> <ul style="list-style-type: none"> • FT5-3 describes the physical and chemical properties of a variety of foods • 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 • FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes • FT5-12 examines the relationship between food, technology and society 	Term 4, Week 2

ASSESSMENT SCHEDULES – ELECTIVES

Year 9 Geography (Elective)

Task Number	Description	Outcomes	When
1	Oceanography Ocean Study	GEE5-2, GEE5-4, GEE5-7	Term 1 Week 9
2	Australia's Neighbours Case Study	GEE5-5, GEE5-6, GEE5-8	Term 3, Week 1
3	Yearly Examination	All outcomes may be assessed	Term 4, Week 4

ASSESSMENT SCHEDULES – ELECTIVES

Year 9/10 History (Elective)

Task Number	Description	Outcomes	When
1	History, Heritage and archaeology Research Task	HTE5-1, HTE5-7	Term 1, Week 8
2	Heroes and villains Historical Investigation	HTE5-6 HTE5-8, HTE5-10	Term 2, Week 10
3	Yearly Examination	HTE5-6, HTE5-4 HTE5-9	Term 4, Week 4

ASSESSMENT SCHEDULES – ELECTIVES

Year 9 Industrial Technology (Timber)

Description

The aim of the Industrial Technology -Timber course is to develop knowledge, understanding, skills and values related to timber technologies through safe interaction with tools, materials and processes in the design, planning, management and production of quality projects. The course aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to produce solutions to practical problems.

Task Number	Description	When
1	<p>Project One – Core Timber 1: Practical Project 1</p> <ul style="list-style-type: none"> • 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 • IND5-3 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 • IND5-6 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 	Term 2, Week 5
2	Yearly Examination	Term 3, Week 8 / 9
3	<p>Project Two - Core Timber 1: Practical Project 2 and Design Folio</p> <ul style="list-style-type: none"> • 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 • IND5-3 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 • IND5-6 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 	Term 3, Week 10

ASSESSMENT SCHEDULES – ELECTIVES

Year 9 International Studies (Elective)

Task Number	Description	Outcomes	When
1	Comparing Cultures	INST5-2, INST5-3, INST5-4,	Term 1, Week 10
2	Culture in Film Task	INST5-7 INST5-8, INST5-12	Term 3, Week 9
3	Yearly Examination	INST5-2 INST5-4 INST5-9	Term 4 Week 4

ASSESSMENT SCHEDULES – ELECTIVES

Year 9 Music (Elective)

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of tasks	Contemporary and Cultural Australian Music Research Task and Piece Analysis	Music for Small Ensembles Performance Task	20th & 21st Century Music Minimalism Composition	Concept Consolidation Examination and Performance
When	Term 1, Week 10	Check in T2, W5 Term 2, Week 9	Term 3, Week 10	Term 4, Week 2 (exam period)
Outcomes	5.7, 5.8, 5.11	5.1, 5.2, 5.3	5.4, 5.5, 5.6, 5.10	5.8, 5.9, 5.11 5.1, 5.3
Component				
Performing				
Composing				
Listening				
Musicology				

ASSESSMENT SCHEDULES – ELECTIVES

Year 9 PASS (Elective)

Task Number	Task Type	Description	Outcomes	When
1	Practical and Theory	Body systems and energy for physical activity	PASS5-1 PASS5-2, PASS5-9	Ongoing practical and theory task to be finalised by Term 1 Week 10
2	Practical and Theory	Coaching	PASS5-5, PASS5-7, PASS5-8, PASS5-10	Term 2: Practical and theory components determined by CRT
3	Yearly Examination	All modules may be assessed	All relevant outcomes may be assessed	Term 3 Week 8

discusses factors that limit and enhance the capacity to move and perform PASS5-1

analyses the benefits of participation and performance in physical activity and sport PASS5-2

discusses the nature and impact of historical and contemporary issues in physical activity and sport PASS5-3

analyses physical activity and sport from personal, social and cultural perspectives PASS5-4

demonstrates actions and strategies that contribute to active participation and skilful performance PASS5-5

evaluates the characteristics of participation and quality performance in physical activity and sport PASS5-6

works collaboratively with others to enhance participation, enjoyment and performance PASS5-7

displays management and planning skills to achieve personal and group goals PASS5-8

performs movement skills with increasing proficiency PASS5-9

analyses and appraises information, opinions and observations to inform physical activity and sport decisions

PASS5-10

ASSESSMENT SCHEDULES – ELECTIVES

Stage 5 Photography and Visual Design (Elective)

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of tasks	Introduction to Visual Design Portfolio	Introduction to Photography Portfolio	Stop Motion Animation Short answer & Stop motion film	Product Design Project
When	Term 1, Week 7	Term 2, Week 4	Term 3, Week 4	Term 4, Week 4
Outcomes	5.1, 5.4, 5.5	5.2, 5.3, 5.4, 5.5	5.1, 5.6, 5.8, 5.9,	5.7, 5.8
Component				
Making				
Criticism & History				

ASSESSMENT SCHEDULES – ELECTIVES

Year 9 Visual Arts (Elective)

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of tasks	The Natural Environment Natural Environment Watercolour Painting	The Built Environment Written Assessment on Grace Cossington Smith	Street Art Street Art Skateboard Design	Who Am I? The Practice of Ah Xian Short answer questions on Ah Xian
When	Term 1, Week 10	Term 2, Week 6	Term 3, Week 10	Term 4, Week 4
Outcomes	5.1, 5.4, 5.5	5.8, 5.10	5.2, 5.3, 5.6	5.7, 5.9
Component				
Artmaking				
Critical and historical interpretations				