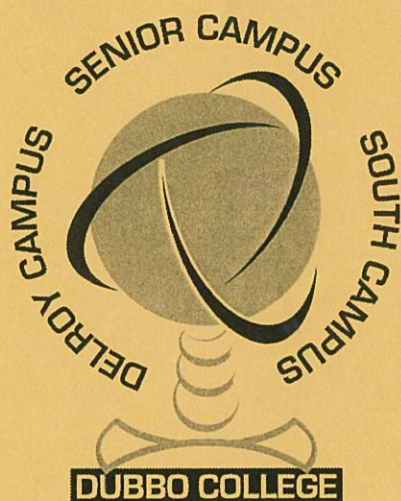


DUBBO COLLEGE SOUTH CAMPUS



YEAR 9 ASSESSMENT BOOKLET

**Term 1
2017**

Year 9 Assessment Tasks

Term 1 2017

| Subject | Assessment Task Title | Week Due | Weighting | Assessment Type |
|-------------------------------------|---|----------|-----------|---------------------------|
| English | Crime Fiction Genre "Relationships in Narratives" | 10.3.17 | 15% | Creative Writing |
| Mathematics | Surds and Indices, Algebraic techniques and Equations | 10 | 20% | Examination |
| Science | The Immune System | 5 | 20% | Hand-in-Task |
| History | Topic 1B: Movement of Peoples (1750-1901) | 8 | 35% | Source Analysis Task |
| History | Topic 1B: Movement of Peoples (1750-1901) | 3 | 15% | In Class Literacy |
| History Elective | Ancient, Medieval and Early Modern Societies; The Civil War | 7 | 25% | Research Essay |
| Commerce | Consumer Choice | 9 | 25% | Hand-in Task |
| Child Studies | Preparing For Parenthood | 4 | 20% | Case Study |
| PASS Sport Studies | Participating with Safety and Enhancing Skill Development | 5 | 20% | Skill Presentation |
| PDHPE | Movement Skill and Performance | 5-8 | 20% | Practical |
| PDHPE | Sports Nutrition and Performance | 9 | 20% | In Class Assignment |
| Aboriginal Studies | Aboriginal Identities and Aboriginal Autonomy | 3 | 15% | In Class Literacy |
| Information and Software Technology | Digital Design | 9 | 25% | Hand in |
| Food Technology | Food Preparation and Processing | 5 | 15% | Practical Task |
| Industrial Technology Metal | General Metal Core Module 1 | 10 | 25% | Practical Project/Folio |
| Industrial Technology Timber | General Wood Core Module 1 | 10 | 25% | Practical Project/Folio |
| Drama | Elements of Drama | 8 | 15% | Group Performance |
| Drama | Elements of Drama | 8 | 5% | Reflection |
| Music | Popular Music | 9 | 10% | Performance |
| Visual Arts | Part A- Critical and Historical Study | 5 | 5% | In class Written Task |
| Visual Arts | Part B- Art Making | 5 | 10% | Art Making and VADP |
| Photography and Digital Media | Part A- Critical and Historical Study | 5 | 5% | In class Written Analysis |
| Photography and Digital Media | Part B- Photographic and Digital Media Work. | 6 | 10% | Photographs and Journal |

ENGLISH

Assessment Task 1 Weighting 15% Date Due: Friday the 10th of March

Syllabus Area Reading/Writing

Type of Task Creative Writing - Crime Fiction Genre "Relationships in Narratives"

Task Description

In the unit 'Relationships in Narratives' students have studied how narrative texts in the Crime Fiction genre are structured and the conventions used in these types of stories.

You are required to compose a narrative in the Crime Fiction genre.

You must write using first person point of view representing the perspective of the supporting character (Assistant of the detective).

The narrative must follow the conventions of the Crime Fiction genre as outlined in class.

The story must not exceed 1500 words and must be a minimum of 1000 words.

Your narrative should demonstrate:

- appropriate narrative structure
- sustained character development and interactions between characters
- use of setting to create mood and atmosphere
- the development of a theme

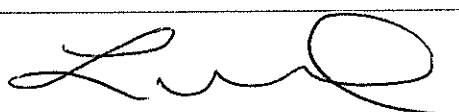
You must submit a draft of your narrative to your teacher before the end of week 6. Your teacher will provide you with written feedback on your draft so you can apply it to your final submission. This draft will count towards your marks.

You will be assessed on your ability to:

- compose a narrative with a distinct perspective and first person point of view
- structure your narrative using established conventions of the crime fiction genre
- write with flair and originality
- using accurate text and sentence structure, spelling, punctuation, grammar and paragraphing
- establish character relationships to drive the plot
- apply teacher feedback to a draft narrative to enhance the final product.

Outcomes being assessed:

- | | |
|----------|--|
| EN5 – 1A | responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure |
| EN5-2 A | effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies |
| EN5 – 3B | selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts |
| EN5 – 5C | thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to compose texts in a range of contexts |

Head Teacher signature:**Date:** 31/1/17.

SCIENCE

Assessment Task Number: 1 Weighting: 20% Due Date: Term 1 Week 5

Syllabus Area: The Immune System

Type of Task: Hand-in task

Task Description

This task will assess your skills in researching from secondary sources and presenting this information.

Create a presentation about an infectious disease that has threatened a community in the past. Choose a disease that had a significant increase then a decrease in infection rates. This community could be any village, town, city or country from the whole world.

- Your presentation can be a poster, information card, pamphlet, power point presentation, radio interview script, video/movie, journal article or anything else that your teacher says is ok.
- In your presentation you should include:
 - Identify the name and cause of the infectious disease (including common and scientific names)
 - Outline and briefly describe all the possible symptoms of the disease
 - Describe how the disease spreads. Explain why it is or isn't contagious?
 - Outline all measures taken by individuals, governments and agencies to reduce impacts and infection rates. Explain how these measures work or why they didn't work.
 - State when the disease was introduced into the community and what affect it had
 - Outline strategies that are used to reduce the chance of this disease returning or spreading
 - State if there are/were any issues with travelling to or from this community as a tourist because of the disease outbreak
 - Any other important information about the history of the disease in this community
 - A bibliography; identify the resources you have used and for each one state why you think it is a relevant secondary source.

You will be assessed on how well you:

- Apply research skills and summarise information on a disease.
- Present the information appropriately for an audience
- Identify sources by properly referencing an appropriate number of resources

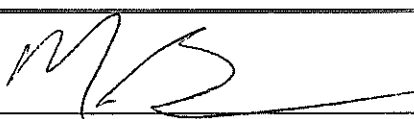
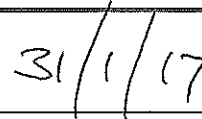
Outcomes being assessed:

WS7.2g: Critically analyse the validity of information from secondary sources

WS9a: Select and use appropriate text types in a presentation

LW1.c: Outline some responses of the human body to infectious disease

LW1.e: Discuss how the values and needs of society influence the focus of scientific research.

Head Teacher signature:**Date:**

MATHEMATICS**Assessment Task 1****Weighting: 20%****Date: Week 10 Term 1****Syllabus Area:** Surds and Indices, Algebraic Techniques and Equations**Type of Task:** Examination

50 Minutes

Task Description:

This examination will consist of the following topics;

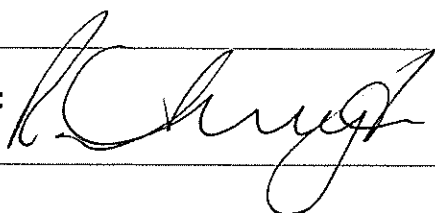
- ☐ Non-Calculator
- ☐ Short answer response- Topic: Surds and Indices
- ☐ Short answer response- Topic: Algebraic Techniques
- ☐ Short answer response- Topic: Equations

You will be assessed on how well you:

- Demonstrate knowledge, skills and understanding in mental and written computation and numerical reasoning.
- Solves problems using Surds, indices and scientific notation
- Demonstrate knowledge, skills and understanding of algebraic techniques
- Demonstrate knowledge, skills and understanding of equations

Outcomes being assessed:

- MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
- MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
- MA5.3-6NA performs operations with surds and indices
- MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations

Head Teacher signature:**Date:**

MATHEMATICS**Assessment Task 1****Weighting: 20%****Date: Week 10 Term 1****Syllabus Area:** Algebraic Techniques, Indices and Equations**Type of Task:** Examination

50 Minutes

Task Description:

This examination will consist of the following topics;

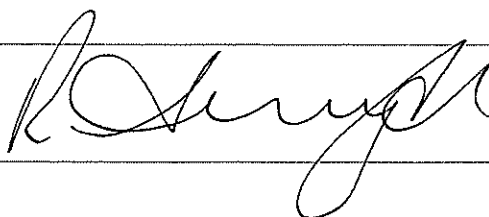
- ☐ Non-Calculator
- ☐ Short answer response- Topic: Algebraic Techniques
- ☐ Short answer response- Topic: Indices
- ☐ Short answer response- Topic: Equations

You will be assessed on how well you:

- Demonstrate knowledge, skills and understanding in mental and written computation and numerical reasoning.
- Applies knowledge involving operations involving Indices
- Demonstrate knowledge, skills and understanding of algebraic techniques
- Demonstrate knowledge, skills and understanding of equations

Outcomes being assessed:

- MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
- MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions
- MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices
- MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques

Head Teacher signature:**Date:**

MATHEMATICS**Assessment Task 1****Weighting: 20%****Date: Week 10 Term 1****Syllabus Area:** Algebra, Equations, Indices and Numbers of Any Magnitude**Type of Task:** Examination

50 Minutes

Task Description:

This examination will consist of the following topics;

- ☐ Non-Calculator (algebraic techniques and equations)
- ☐ Short answer response- Topic: Indices
- ☐ Short answer response- Topic: Numbers of Any Magnitude

You will be assessed on how well you:

- Demonstrate knowledge, skills and understanding in mental and written computation and numerical reasoning involving Algebraic Techniques and Equations
- Demonstrates knowledge and understanding of operations involving Indices
- Demonstrates knowledge and understanding of numbers, scientific notation and conversion of units

Outcomes being assessed:

- MA4-8NA generalises number properties to operate with algebraic expressions
- MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations
- MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- MA5.1.9MG interprets very small and very large units of measurements, uses scientific notation, and rounds to significant figures

Head Teacher signature:**Date:**

HISTORY

Assessment Task Number 2 Weighting: 35% Date: Week 8 Term 1

Syllabus Area: Topic 1B: Movement of Peoples (1750–1901)

Type of Task: Source Analysis Task

Task Description

Students will be provided time to answer Parts A and B in class. Teachers will scaffold, practice and teach the content required for Part C. However, students will need to complete this section in their own time outside of school.

Parts A, B and C will be presented in a 'Booklet' style format.

There will be 3 sections to this Assessment Task:

- ☐ Part A - Source skills study (5 marks)
- ☐ Part B - Source analysis (10 marks)
- ☐ Part C - Extended response (20 marks)

Question

Explain the experiences of slaves upon departure, their journey abroad, and their reactions on arrival.

You will be assessed on how well you:

- Identify the movement of slaves out of Africa.
- Explain the main features of slavery, including transportation.
- Describe both the immediate and longer-term consequences of transporting African slaves to the Americas.

Outcomes being assessed:

HT5-1 explains and assesses the historical forces and factors that shaped the modern world

HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world.

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world.

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Head Teacher signature:



Date:

1/2/2017

HISTORY

Assessment Task Number 1 **Weighting:** 15% **Date:** Week 3 Term 1

Syllabus Area: Topic 1B: Movement of peoples (1750–1901)

Type of Task: In Class: Literacy

Task Description

Students will be asked to answer the following question in class using SEAR paragraph structure.

Question:

Explain the influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and transportation

You will be assessed on how well you:

- Outline the key features of the Industrial Revolution in Britain.
- Identify the movement of slaves out of Africa
- Use SEAR paragraph structure

Outcomes being assessed:

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Head Teacher signature:



Date:

1/2/2017

HISTORY ELECTIVE

Assessment Task Number 1 Weighting: 25% Date: Week 7, Term

Syllabus Area: Ancient, Medieval and Early Modern Societies: The Civil War

Type of Task: Research Essay

Task Description

- ☐ The students will write a research essay answering one of the following questions:
- Discuss how and why the North won the Civil War.
(Include significant people, events, technology)
- OR
- Identify and Discuss a major source of conflict which led to the Civil War
- This research essay must total 1000 words.
- ☐ This research essay must be appropriately footnoted and referenced with a variety of sources.

You will be assessed on how well you:

- State and justify your arguments
- Provide a cohesive persuasive structure
- Use a variety of accurate historical sources (both primary and secondary)

Outcomes being assessed:

E5.3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation

E5.4 explains the importance of key features of past societies or periods, including groups and personalities

E5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

E5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Head Teacher signature:



Date:

1/2/2017

COMMERCE

Assessment Task Number 1 Weighting: 25% Date: Week 9 Term 1

Syllabus Area: Consumer Choice

Type of Task: Hand-in Task

Task Description*Question 1***500 words****(50%)**

Kenny Kommerce has been receiving messages to his mobile phone from a company called Terrorcomm that specialises in Premium SMS and MMS voice and data transfer services. The messages he has been receiving are from a company that supposedly can track your partner via your mobile phone and can decide if you are a compatible couple just by sending your first names via your phone. He has not requested any information from Terrorcomm but on his recent Telstra phone bill there is \$500 worth of call charges from Terrorcomm.

What should Kenny do about the third party Premium SMS charges on his bill? Where can he turn to receive satisfaction and what processes can he undertake?

Hint Include all avenues (commercial and government) that he should pursue for a resolution to this problem and include relevant legislation.

*Question 2***300 words + excel spreadsheet****(50%)**

You have been given \$800 from a scholarship fund to purchase an **ipad Air** for educational purposes. Compare two quotations (same specifications and features) from different suppliers that individually meet your particular requirements using Microsoft excel spreadsheets.

In a report give the reasons why you have chosen particular features for this ipad Air

Hint Remember what influences consumer decisions?

You will be assessed on how well you:

- Analyse the process which an unsatisfied customer would undertake including the relevant commercial and government organisations to which the customer can redress.
- Analyse the key factors affecting consumer decisions and comparative shopping.
- Develop and use spreadsheets to analyse particular consumer choices.

Outcomes being assessed:

- 5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- 5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
- 5.3 examines the role of law in society
- 5.4 analyses key factors affecting commercial and legal decisions
- 5.5 evaluates options for solving commercial and legal problems and issues
- 5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
- 5.7 researches and assesses commercial and legal information using a variety of sources
- 5.8 explains commercial and legal information using a variety of forms
- 5.9 works independently and collaboratively to meet individual and collective goals within specified timelines

Head Teacher signature:**Date:***1/2/2017*

PDHPE – CHILD STUDIES

Assessment Task Number 1 Weighting: 20% Date: Term 1, Week 4

Syllabus Area: Preparing for parenthood

Type of Task: In Class Case Study and Research Task

Task Description:

Imagine that you are a midwife and one of your clients is a 'misbehaving mother to be' who cannot stop **drinking** or **smoking** whilst pregnant. You are very unhappy with their behaviour and you are determined to make them aware of the consequences of their actions. You will do this by preparing a presentation on the effect that their **smoking/drinking** will have on the unborn baby.

Part A of this assessment task will be completed in- class and **Part B** and **Part C** will be completed at home.

Part A – 20 marks

You are to complete the following questions in a booklet which will be handed out in class.

Select **ONE** of the following options which your research task will focus on:

| | |
|-------------------------|--------------------------|
| Smoking whilst pregnant | Drinking whilst pregnant |
|-------------------------|--------------------------|

Describe the effect of smoking/ drinking whilst pregnant on the unborn child. /4

Propose 5 (five) strategies to assist the misbehaving mother to quit smoking/ drinking /8

Identify 5 (five) support networks that the mother can access (at least 2 places in Dubbo). /5

Include a bibliography - Must use at least 3 reliable references /3

Part B – 10 marks

You are to construct a Power Point presentation that you will use to inform the 'misbehaving mother to be' of the effect that their smoking/drinking will have on the unborn baby.

Your power point presentation **MUST** include all of the information from **Part A**.

You will be assessed on how visually appealing and engaging your presentation is, therefore you should include pictures and any extra information that you feel is relevant.

Part C – 20 marks

You are to design a poster which informs pregnant women of what they can do to ensure their unborn baby develops in the best way possible until they are born.

Your poster must be size A4.

You will be assessed on how informative and visually appealing your poster is, therefore you should include pictures and any extra information that you feel is relevant.

You will be assessed on how well you:

- Have researched the chosen topic and constructed an informative and engaging presentation
- Created an informative and engaging poster.

Outcomes being assessed:

2.2 evaluates strategies that promote the growth and development of children

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

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

Head Teacher signature:**Date:**

2/2/17

PDHPE – PASS SPORTS STUDIES 1 BOYS & GIRLS**Assessment Task Number 1****Weighting: 20%****Date: Term 1, Week 7-10****Syllabus Area:** Participating with Safety and Enhancing Skill Development**Type of Task:** Skill Presentation**Task Description**

This task is to be done in pairs. During class, students are required to teach a 15 minute skills lesson on Badminton or Volleyball, as well as submitting a plan for their session. Students will be allocated a skill randomly from the list below:

Volleyball

- Over Head Serve
- Dig
- Set
- Spike

Badminton

- Under Arm Serve
- Overhead Forehand Clear
- Overhead Backhand Clear
- Drop Shot

The Plan MUST include:

1. Identify the skill (1marks)
2. List equipment needed (1marks)
3. List safety considerations (2marks)
4. Description of a warm up including a diagram (3marks)
5. Description of technique of the chosen skill including a diagram (3marks)
6. Explanation of a drill for the skill including a diagram (5marks)
7. Explanation of a small game incorporating the skill including a diagram (5marks)
8. Presentation (10marks)
9. Reference List and 2 page maximum and 12 Arial font only (5 marks)

You will be assessed on how well you:

- Present the skill
- Accurately describe the technique in both the plan and presentation
- Present your ideas and knowledge of Volleyball/ Badminton

Outcomes being assessed:

- 3.1 demonstrates actions and strategies that contribute to enjoyable participation and skillful performance
- 4.1 displays management and planning skill to achieve personal and group goals
- 5.4 adapts, transfers and improvises movement skills and concepts to improve performance

Head Teacher signature:**Date:** 1/2/17

PDHPE

Assessment Task Number 1 Weighting: 20% Date: Term 1, Week 5 - 8

Syllabus Area: Movement Skill & Performance

Type of Task: Fielding & Striking Games

Task Description:

Students will participate in a variety of Fielding & Striking games and will complete a formal self-assessment on their ability to complete the following:

- **Perform** as a member of a team and display an understanding of tactics and strategies in fielding and striking games.
- **Perform** defensive/fielding skills including catching, throwing.
- **Perform** attacking/striking including running between two points and skills using varied equipment on varying objects of varying sizes.


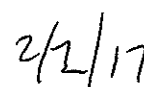
You will be assessed on how well you:

- Successfully engage and actively participate in practical activities.
- Perform attacking striking skills.
- Perform defensive fielding skills.
- Successfully work as part of a team.
- Display an understanding of tactics and strategies in fielding and striking games.

Outcomes being assessed:

5.5 Composes, performs and appraises movement in a variety of challenging contexts.

5.14 Confidently uses movement to satisfy personal needs and interests.

Head Teacher signature:**Date:**

PDHPE**Assessment Task Number:** 2**Weighting:** 20%**Date:** Term 1, Week 9**Syllabus Area:** Sports Nutrition and Performance**Type of Task:** In class assignment**Task Description:****Part one**

Watch the news clip and view the PDF on biological passports and answer the questions:

1. **Identify** what a biological passport is.
2. **Discuss** the use of the biological passport in sport.
3. **Evaluate** the effectiveness on the use of biological passports to stop drug cheats in the NRL.

Part two

View the clip "**Australian sport drug cheat scandal**" and answer the question

1. **Analyse** the impact of the use of drugs in sport on the wider community.

You will be assessed on how well you:

- Successfully identify and describe what a biological passport is and evaluate the effectiveness of their use in the NRL
- Analyse the impact of the use of drugs in sport on the wider community

Outcomes being assessed:

Outcomes being assessed:

5.8 Critically analyses health information, products and services to promote health.

5.16 Predicts potential problems and develops, justifies and evaluates solutions.

Head Teacher signature:



Date: 2/2/17

ABORIGINAL STUDIES

Assessment Task Number 1 **Weighting:** 15% **Date:** Week 3 Term 1

Syllabus Area: Core Part 1: Aboriginal Identities and Core Part 2: Aboriginal Autonomy

Type of Task: In Class: Literacy

Task Description

Students will be asked to answer the following question in class using SEAR paragraph structure.

Question: Explain the factors that contribute to and influence an individual's personal, cultural and national identity

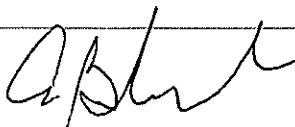
You will be assessed on how well you:

- Describe factors that contribute to a person's identity
- Communicate these findings using computer-based technology
- Compare and contrast their own and others' sense of identity
- Use SEAR paragraph structure

Outcomes being assessed:

- 5.1 describes the factors that contribute to an Aboriginal person's identity
- 5.2 explains ways in which Aboriginal Peoples maintain their identity
- 5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.

Head Teacher signature:



Date:

1/2/2017.

INFORMATION AND SOFTWARE TECHNOLOGY

Assessment Task Number 1 Weighting: 25% Date: Week 9 Term 1

Syllabus Area: Digital Design

Type of Task: Hand-in Task

Task Description

Students are required to design and create a graphics package to help promote a new Superhero.

A new Superhero is operating in your local area. You are a graphic designer who has been asked to create a graphics package to help promote the Superhero.

The package should include:-

- ☐ Logo
- ☐ Location map
- ☐ Business card
- ☐ Letter head
- ☐ Website banner

You will be assessed on how well you:

- Follow the design process to create your graphics package
- Use specific computer programs to create a graphics package
- Create your final designs
- Analyse the graphics package upon completion
- Justify the inclusion of your designs

Outcomes being assessed:

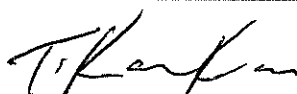
5.2.1 describes and applies problem-solving processes when creating solutions.

5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems.

5.2.3 critically analyses decision making processes in a range of information and software technology

5.5.2 communicates ideas, processes and solutions to a target audience

Head Teacher signature:



Date: 1/2

FOOD TECHNOLOGY

Assessment Task Number 1 Weighting: 15% Date: Term 1 Week 5

Syllabus Area: Core: Food Preparation and Processing

Type of Task: Practical Task

Task Description

In pairs you are to complete a recipe under exam conditions, you are to follow the recipe and produce a quality food item and use appropriate equipment and utensils. You will have two 50 minute periods to prepare the recipe.

The recipe you will be assessed on will be 'Checker Board Cake'

You will be assessed on how well you:

- Follow correct hygiene procedures
 - Follow a recipe and use correct measurements
 - Follow sequential methods in a recipe
 - Prepare a quality food item
 - Use appropriate equipment for their specific task e.g. measuring ingredients
-

Outcomes being assessed:

5.1.1 demonstrate hygienic handling of food to ensure a safe and appealing product

5.2.3 applies appropriate methods of food preparation and storage

5.5.1 Selects and employs appropriate techniques and equipment for a variety of food specific purposes.

Head Teacher signature:



Date:

1/2

INDUSTRIAL TECHNOLOGY – METAL

Assessment Task: 1 **Weighting: 25%** **Date: Term 1 Week 10**

Syllabus Area: General Metal Core Module 1

Type of Task: Practical Project – Tool Box

Task Description

You will be assessed on the completion of the Tack Hammer practical project in class

- ☐ Techniques
 - Measurement and sizing
 - A range of processes and techniques for preparing, cutting, joining and finishing metals
- ☐ Equipment, tools and Machines
 - The use of variety of power and machine tools to produce the project
- ☐ OHS and Risk Management
 - The safe use and handling of hand, power and machine tools
 - The use of personal protective equipment in the workshop
 - Elementary first aid procedures
- ☐ Workplace Communication Skills
 - Ability to follow workshop drawings
- ☐ Documentation
 - Step by Step project development notes
 - Project evaluation

You will be assessed on how well you:

- use a range of techniques to check projects for square
- use power and machine tools in the construction of projects
- select and use personal protective equipment read, interpret and produce working drawings including pictorial and orthogonal, to assist in the production of projects
- recall specialist terms and use them in context when reporting on the development and production of projects
- prepare and present reports to document the development of the project, identifying the materials, processes and equipment used

Outcomes being assessed:

- 5.1.2 Applies OHS practices to hand tools, machine tools, equipment and processes.
- 5.2.1 Applies design principles in the modification, development and production of projects.
- 5.4.1 Selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
- 5.4.2 Works cooperatively with others in the achievement of common goals.
- 5.6.1 Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.

Head Teacher signature:



Date:

1/2

INDUSTRIAL TECHNOLOGY – TIMBER- GENERAL WOOD 1

Assessment Task: 1 **Weighting: 25%** **Date: Week 10 Term 1**

Syllabus Area: GENERAL Wood – Core Module 1

Type of Task: Practical Project 1- Breadboard

Task Description

Students will be required to construct a Breadboard.

They will work from a standard plan and develop their own unique design changes.

They will be required to complete a detailed folio along with their final completed design at the end of this assessment.

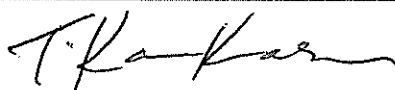
You will be assessed on how well you:

- measure and mark out projects from a workshop drawing with accuracy and precision
- use a variety of joining methods including: joints: corner, framing and/or widening
- prepare reports to describe processes undertaken in the development and production of practical projects
- identify the functional and aesthetic aspects of design in timber, including grain direction, grain length and the type of timber
- select and use personal protective equipment
- define specialist terms and produce a glossary

Outcomes being assessed:

- 5.1.1 - identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
- 5.2.1 - Applies design principles in the modification, development and production of projects.
- 5.4.1 - Selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
- 5.4.2 - Works cooperatively with others in the achievement of common goals.
- 5.6.1 - Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.

Head Teacher signature:



Date:

1/2

DRAMA

Assessment Task Number: 1 – Part A**Weighting:** 15%**Date:** Week 8 Term 1

Syllabus Area: Elements of Drama

Type of Task: Group Devised Performance

Task Description

Part A: Group Devised Performance

You will be placed in groups of 3-4 students and be required to devise a 3-5 minute performance on one of the following topics:

- The Haunted House.
- The Ultimate Triumph.
- War Has Been Declared!

Your performance must include a deliberate and obvious focus on **TWO** elements of drama as studied in class.

Your group may choose from the elements of **tension, focus, symbol, mood and/or space**.

You will be assessed on how well you:

- Realise the chosen elements of drama using expressive voice and movement.
- Achieve dramatic meaning through use of sustained character.
- Demonstrate an understanding of the elements of drama in terms of effect on audience.
- Collaborate and work with a group to devise a dramatic performance following the requirements of the task.

Outcomes being assessed:

- 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
- 5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding
- 5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text
- 5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
- 5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning

Head Teacher signature:**Date:** 1 Feb 2017

DRAMA

Assessment Task Number 1 – Part B

Weighting: 5%

Date: Week 8 Term 1

Syllabus Area: Elements of Drama

Type of Task: Hand-in Reflection

Task Description

Part B: Written Reflection

You will be required to submit a one A4 page written reflection in response to this question concerning the development of the performance:

How did we work together to realise the chosen elements of drama within our performance?

***Discuss the strategies and techniques used to emphasise the nominated elements.
Evaluate the anticipated effect of these techniques on the audience.***

You will be given time in class to work on both aspects of the task. Examples of appropriate responses for Part B will also be provided.

You will be assessed on how well you:

- Discuss strategies and techniques used to explore the nominated elements of drama.
 - Evaluate the anticipated effect of dramatic techniques on the audience-audience relationship.
 - Appreciate the contribution the elements of drama make to achieving clear and unified dramatic meaning
-

Outcomes being assessed:

- 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Head Teacher signature



Date:

1 Feb 2017

MUSIC ELECTIVE

Assessment Task: 1 Weighting: 10%**Date: Term 1 Week 9**

Syllabus Area: Popular Music

Type of Task: In class performance

Task Description:

You will choose a piece that you have learned in class as part of the unit "Popular Music" and perform it for the teacher either as a soloist or as part of a group. You may choose to perform on any instrument the teacher suggests.

Suggested steps for completing this assessment task:

1. Choose a piece of music that you could perform as part of an ENSEMBLE/SOLOIST.
2. PRACTISE on your own to learn your part for the group's performance. Make sure you know what YOU have to do.
3. REHEARSE together as a group concentrating on the start and the end so your piece sounds completed.
4. Create a recording or video of your performance so that you can evaluate how you have performed and any improvements you could make before the actual assessment task.
5. Perform as an ENSEMBLE/SOLOIST for your teacher to be marked.
6. Complete the STUDENT ASSESSMENT REFLECTION TASK and hand in to your teacher.

You will be assessed on how well you:

- Demonstrate technical skills in maintaining technical fluency and technical facility evident in intonation
- Demonstrate stylistic understanding through articulation, dynamics and expressive techniques
- Perform the chosen repertoire with a sense of musical expression incorporating expressive techniques appropriate to the chosen style
- Demonstrate accompaniment through an understanding of solo/ensemble techniques, roles, communication and issues of balance

Outcomes being assessed:

- 5.1 Performs repertoire with increasingly levels of complexity in a range of musical styles demonstrating and understanding of the musical concepts
- 5.2 Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
- 5.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

Head Teacher signature:**Date:** 1 Feb 2017

VISUAL ARTS

Assessment Task: 1– Part A **Weighting:** 5% **Date:** Term 1 Week 5

Syllabus Area: Critical and Historical study

Type of Task: In class, research and written task 5%

Task Description:

Students will describe the Practice of an artist using the Conceptual Framework referring to how important the work is in the history of art.

Students will learn about:

PRACTICE: Describe the Material Practice and the Conceptual Practice of the artist:

- Material Practice – describe the materials and how the artist used them
- Conceptual Practice – describe the concepts/ideas in the artwork.

CONCEPTUAL FRAMEWORK:

- Artist - Identify aspects of the life and training of the artist that led to making the artwork
- Artwork - Describe the type of artwork that the artist makes and how they are made.
- World - Describe how place and time is relevant to the work.
- Audience - Identify the intended audience and the Audiences opinion of the artist's work.

REPRESENTATION: Shows the artwork, the ideas in the work and the artist are important to history and culture

Students will learn to describe the Practice of an artist using the Conceptual Framework referring to how important the work is in the history of art.

- Describe the Material Practice and the Conceptual Practice of the artist
- Use the Conceptual Framework to research and write about the artwork
- Describe the importance of the work in the history of art using evidence.

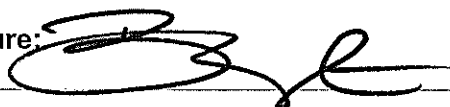
You will be assessed on how well you:

- respond using the appropriate language and visual resources
- show understanding of Conceptual framework (Artist-Artwork-World-Audience)
- identify and describe the art making practice.

Outcomes being assessed:

- 5.7 applies their understanding of aspects of practice to critical and historical interpretation of art.
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meaning.

Head Teacher signature:



Date:

1 Feb 2017

VISUAL ARTS

Assessment Task: 1 Part B **Weighting:** 10% **Date:** Term 1 Week 5

Syllabus Area: Artmaking Practice

Type of Task: In class, - Artmaking and Visual Arts Process Diary 10%

Task Description: To create a series of resolved original artworks and Visual Arts Diary

Students will learn about:

Material Practice: Application of Material Skills set out by the teacher

Brainstorming and planning the material ideas in their Visual Arts Process Diary

Conceptual Practice: Developing their ideas for their artwork/s to match their own interests. Brainstorming ideas for their artwork that match the theme of the task.

Frames: Use language of the Frames in the description-

- **Subjective** - describe the emotion, memories, associations and their own opinion of the work
- **Structural** - identify the elements, materials and signs and symbols of the work
- **Cultural** - identify the relevance of the place and time the artwork was made.
- **Postmodern** - show how the artist: challenges the conventions of practice, appropriates, uses irony/parody or recontextualises something.

Representation: use their diaries to research and investigate the world, for example:

memory, fantasy, people, places and spaces, other living things, objects, culture, social and national identity, relationships, gender, celebrations, events, the environment etc.

Students will learn to: create a series of resolved original artworks and Visual Arts Diary

- Investigate different forms of material and conceptual practice set by the teacher.
- Brainstorm, research, plan and develop their representation of the task in their Visual Arts Process Diaries
- Use the Frames to evaluate the success of their work – aesthetically pleasing, made well, shows signs and symbols and challenges ideas.

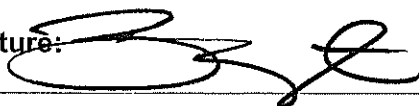
You will be assessed on how well you:

- use the Visual Arts Process Diary to plan and document the artwork/s.
- artwork is aesthetically pleasing, interesting, personal and refers to their 'culture'
- create an original design that shows an aspect of the world that is meaningful to them.

Outcomes being assessed:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.
 - 5.3 makes artworks informed by an understanding of how the frames affect meaning
 - 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts.
-

Head Teacher signature:



Date:

1 Feb 2017

PHOTOGRAPHY AND DIGITAL MEDIA

Assessment Task: 1 – Part A**Weighting: 5%****Date: Week 5**

Syllabus Area: Critical and Historical study

Type of Task: In class, written analysis of Photographic and/or Digital Media work

Task Description:

Students will write a 500 word description of the Practice of a portrait photographer using the Frames.

It must be in the student's own words. Portrait is selected by the teacher.

PRACTICE: Describe the Artist's Practice in the artwork:

- **Material Practice** – describe the materials and how the artist used them
- **Conceptual Practice** – describe the concepts/ideas in the artwork.

FRAMES: Show understanding of the Frames in their writing

- Structural – describe the elements of the photograph
- Subjective - Describe the elements and signs and symbols of the photograph in your own words
- Cultural - Explain how place and time affect meaning
- Postmodern - Write how the artwork is different from traditional artworks

You will be assessed on how well you:

- acknowledge that art can be interpreted from different points of view
- recognise that art criticism and art history construct meanings
- write using appropriate metalanguage
- use photographic works to explain and support ideas


Outcomes being assessed:

5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works

5.8 Uses their understanding of the function of and relationship between artist – artwork - world - audience in critical and historical interpretations of art.

5.10 Demonstrates how art criticism and art history construct meanings.

Head Teacher signature.



Date:

1 Feb 2017

PHOTOGRAPHY AND DIGITAL MEDIA

Assessment Task: 1 Part B**Weighting:** 10%**Date:** Week 6**Syllabus Area:** Photographic and Digital media work**Type of Task:** Hand-in task Photographic and Digital Media Practice and Journal**Task Description:**

Students will complete photo-pass, portraits and Photographic and Digital Media Journal

PRACTICE: Investigate different forms of Material and Conceptual Practice set by the teacher

- **Material Practice** - Brainstorming and planning the material ideas in their Photographic and Digital Media Journal
- **Conceptual Practice** - Brainstorming ideas for their artwork that match the theme of the task.

FRAMES: Use the Frames when planning and developing resolved original artwork/s.

- **Subjective** – Show; emotion, memories, associations and your own aesthetic
- **Structural** – uses signs and symbols and considers skills and materials.
- **Cultural** - shows place and/or culture in planning and artmaking
- **Postmodern** - challenges the conventions of practice, appropriates, uses irony/parody or recontextualises something.

REPRESENTATION: use their diaries to research and investigate the world, for example: memory, fantasy, people, places and spaces, other living things, objects, culture, social and national identity, relationships, gender, celebrations, events, the environment etc.

You will be assessed on how well you:

- Plan and development in Photo journal and in files
- Create aesthetically pleasing works that shows signs and symbols, considers place and challenges conventions.
- Investigate and apply ideas from the world to their work.

Outcomes being assessed:

- 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works

Head Teacher signature:**Date:**

1 Feb 2017



