

ASSESSMENT BOOKLET
YEAR 9



COLYTON HIGH SCHOOL

2023

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Record of School Achievement Assessment Policy

NESA Requirements

Requirements for the award of the Record of School Achievement

To qualify for the Record of School Achievement, a student must:

- satisfactorily complete the mandatory curriculum requirements of NESA;
- attend school until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools.

Note 1: Where a principal determines that a student is in danger of not satisfactorily completing any course over Years 7–10 that is part of the mandatory curriculum requirements, the student must be given warning of the consequences in sufficient time for the student to meet the mandatory course requirements to retain Record of School Achievement eligibility.

Note 2: Where a student has not met all mandatory requirements by the end of Year 10, the student will not receive a Record of School Achievement in that year. The student may receive a Statement of Attainment showing all grades awarded, including 'N' determinations, for courses studied in Stage 5.

Pattern of Study

The Board's mandatory curriculum requirements for the award of a Record of School Achievement are listed below. This core curriculum for the Record of School Achievement is mandatory for all government schools, accredited non-government schools, schools outside NSW recognised by NESA.

All time allocations are indicative. Indicative time is the time expected for a typical student to achieve the objectives and outcomes of the course. The indicative time for a course is therefore directly related to that course's objectives and outcomes. Students undertaking Life Skills outcomes and content in one or more courses must meet mandatory curriculum requirements in each key learning area.

English	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Art and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

In addition, a minimum of 2 x 200 hrs elective courses studied in Years 9 and 10.

Satisfactory Course Completion

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by NESAs; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

NESA does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate to the student's absence to the non-completion of the course requirements.

School Assessment Procedures

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.
- At least two weeks written notification that an assessment task will take place or be due on a particular date. Where appropriate this will include details of the specific nature of the task e.g. an essay question for a hand-in task.
- At least two weeks notice of a change to a previously notified assessment task.
- Prompt feedback on each assessment task. If students have concerns about a mark or rank on a particular task, they should speak to their teacher as soon as possible after the issue of results.
- Advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination.
- Advice on the procedures and consequences which flow from failure to maintain satisfactory progress in coursework or assessment.

As a student, you are responsible for:

- Meeting all course requirements.
- Applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course.
- Making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth in excess of 50% of the available marks you will receive an N-Determination for that course.
- Your personal honesty - work submitted must be your own work and sources consulted or quoted must be acknowledged.
- Submitting all tasks on or before the due date.
- In the case of VET students and practical subjects, ensure you are properly equipped and dressed and complete the Mandatory Work Placement.

Failure to complete all course and assessment requirements could result in an N-determination in that course.

Submitted Assessment Task

There are many types of assessment tasks. Some tasks will be completed in class; others will need to be completed during study periods and at home, while other tasks will need to be completed both in class and at home, or be an examination.

You cannot take time off any class to complete an assessment task.

- On the due date, tasks must be submitted as per submission instructions.
- Students who do not submit their own work can expect to receive zero marks for the task. The task will be recorded as a non-attempt and an N-Determination warning letter will be issued.
- Assessment tasks must be submitted in the format specified on the assessment notification and/or approved by the course teacher. Digital submissions must be able to be viewed by teachers for marking on a standard DoE device.

Absence from or Non-Completion of Assessment Tasks

- a) If the student is on work placement, other VET requirements or representing the school at an approved function, the task must be submitted on the first day of expected return. Students should give the class teachers prior notice of this absence.
- b) Other leave is applied for prior to the assessment due date through written application on an exemption form. Leave cannot be taken without the approval of the Principal. An extended period of leave may prevent the student from meeting NESAs course requirements and this may result in the student having to repeat the year.
- c) The absence was genuinely unforeseeable (e.g. illness) and immediate contact is made by the parent on the day of the task, confirmed subsequently in writing, between parent and the teacher or Deputy Principal. A doctor's certificate must be supplied to the Deputy Principal immediately on return to school as part of a Misadventure Appeal. If required, an alternative task can be set that will not be the subject of appeal on the grounds of fairness by other students.

Note:

- i. Students who are continually absent on the days of scheduled assessment tasks may fail to meet NESAs requirements for the completion of tasks.
- ii. An assessment task mark of zero will be recorded following verbal contact from parents for formal examinations if documentation (see point (c) above) is not provided to the teacher and Deputy Principal immediately on return to school.

In the case of approved absence, the school will expect the student to sit for the task or an equivalent prior to or on the day of return. If the absence is a prolonged one, students may receive an estimate that will be determined at the end of the assessment process and following receipt of a doctor's certificate as part of a misadventure appeal.

Failure to complete any assessment task will automatically result in the task being recorded as a non-attempt and an N-Determination warning letter will be issued.

Serious Attempts

Students will be considered as having made a serious attempt at a task if there is evidence that the student has made reasonable efforts (includes making serious attempt of all sections of the Assessment and/or Examination) and/or has tried to use the available resources to complete the requirements of the task. Responses submitted which are of a trivial, frivolous or offensive nature may be regarded as non-serious.

Illness / Misadventure Appeals

Students are advised to complete all assessment tasks to the best of their ability and to advise the school immediately if circumstances will prevent them from doing so. Students who believe that special circumstances adversely affected their performance may submit an Illness / Misadventure Appeal Form (These forms are available from the Deputy Principals).

It is the student's responsibility to:

- submit the misadventure form to your relevant DP or the school office immediately upon return to school; and
- provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide a medical certificate certifying the illness at the time in question. Certificates obtained after the event will not be accepted.

If you are absent due to illness or misadventure on the day a task is due to be handed in, you should immediately contact your teacher and make all reasonable efforts to have the work delivered as negotiated by your teacher.

If your appeal is upheld, you will receive either the mark you actually gained on the task or a predicted mark, whichever is the higher. Since students frequently perform better in stressful circumstances than they expect, it is important to complete the task if possible rather than rely on predictions or estimations.

Malpractice in Examinations and Assessment Tasks

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 any task will result in an award of zero marks. Parents will be notified.
- Plagiarism is a serious offence. Students who submit the work of others without recognition may be given a mark of zero. The term "work of others" applies to all forms of information sources, whether it is copied, for example, from another student, a textbook, or from the internet.

Plagiarism is the use of somebody else's ideas or words as if they are your own. Any of the following, without fully acknowledging the original source, counts as plagiarism or academic dishonesty:

- Direct duplication in any assessment task or assignment, by using another's work or allowing it to be copied, whether from a book, article, website, another student's assignment or any other work.
- Paraphrasing of another's work closely, with minor changes, but with the essential meaning, form and/or progression of ideas maintained.
- Piecing together sections of the work of others as if it was all your own original work.
- Handing in your own work to a teacher which you have already handed in for assessment purposes in another subject.
- Producing assignments with the help of other people (e.g. another student or a tutor when independent work is required.)

In extended response answers and assignments it is appropriate to reference or footnote the following:

- The source of all quotations, statistics, etc.
- All material put in your own words or summarised from other sources such as books, articles and websites.
- Factual information not commonly known and accepted in the subject you are studying.
- A line of thinking borrowed from someone else.
- Tables, diagrams, maps and illustrations that are taken from other sources

If you are unsure of how to correctly reference or footnote an extended response or assignment in a given subject, you should consult your teacher before the assessment task is due. The school reserves the right for all assessment tasks submitted by students to be subject to tests for plagiarism.

Where a teacher suspects a student of plagiarism or other academic dishonesty, the following procedures will apply:

- a) 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.
- b) The Head Teacher and the teacher together will, if necessary, further interview the student in order to establish the student's response to the alleged plagiarism.
- c) Should the Head Teacher determine to proceed further, the matter will be referred to the Deputy Principal.

Should a case of plagiarism or other academic dishonesty be established, the class teacher on advice given from the Deputy Principal, may do one or more of the following:

- i. require the student to undertake additional assessment in that subject.
- ii. return a mark of zero for the assessment.
- iii. record the task as a non-attempt.
- iv. issue an N-Determination warning letter.

Examinations will be conducted as far as possible in accordance with NESAs procedures for the particular subject. These procedures cover such things as materials and equipment that may be taken into and used during examination.

In particular, it is an offence to take into or out of the examination room any material, including paper, blank or otherwise, that is not specifically authorised.

N – Determination

An N-Determination is a decision by the Principal that you have not met the requirements of a particular course and do not merit accreditation of the subject in your Year 9 results. If you receive an N-Determination in a Year 9 course and this course is part of your required pattern of study, you may have to redo this course. If you are at risk of not meeting course requirements, teachers must send you written notification. This will explain the nature of the problem and the consequences of an N-Determination.

If at any time it appears that a student is at risk of receiving an 'N' (Non-completion of course requirements) Determination in any course, the principal must:

- a) advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an 'N' Determination;
- b) advise the parent or guardian in writing (if the student is under the age of 18);
- c) request from the student/parent/guardian a written acknowledgement of the warning;
- d) issue at least one follow-up warning letter if the first letter is not effective; and
- e) retain copies of all relevant documents.

It is strongly recommended that written warnings are issued as soon as possible and regularly where required.

N – Determination Warnings

The school is required to warn students in sufficient time to allow them to correct the problem which has placed them at risk. In general, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

The warnings should not be a surprise to students since they will usually follow from in-class indications by the teacher that the student is at risk of failing to meet course requirements.

- If a student is at risk of not meeting course requirements, the teacher will send an N-Determination Warning letter.
- This letter will explain the nature of the problem, the consequences of an N-Determination and a re-scheduled date for the submission of the work that is incomplete or not attempted.
- The task must be completed and submitted by the re-scheduled date.
- Should the student not submit the task by the re-scheduled date, a second N-Determination Warning letter will be sent.
- Failure to complete and submit tasks after the second warning can result in the student not satisfying course requirements and having to repeat the course, if available, in the following year. If the course is not available then the student will need to accumulate their HSC over a period not exceeding 5 years from the commencement date.

School Examination rules

Special examination provisions for students with special needs

Disability provisions in Year 9 are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. Special examination provisions may be approved if you have an approved special need that would, in a normal examination situation, prevent you from:

- reading the examination questions and/or
- communicating responses, in the standard amount of time

Students may be eligible for adjusted exam conditions or modified equipment eg extra time, separate space, modified seating or desk, computer.

Additionally, emergency provisions can be arranged if you have an accident / illness or misadventure just before the examination. You should immediately notify your Deputy Principal or Head Teacher Learning Support, in such a case.

Special examination provisions are not available:

- as compensation for difficulties in undertaking a course and preparing for the examination
- for lack of familiarity with the English language.

Certain special examination provisions may not be available for oral/speaking examinations, performances and projects.

Generally the school will provide conditions close to those that NESAs would approve for external exams such as the HSC.

Please discuss your special needs with the Deputy Principal or Head Teacher Learning Support as early as possible to allow for time to discuss your request and follow an approval process, which will allow sufficient time for the school to implement plans for successful applicants.

Examination attendance rules

If illness or misadventure occurs before the examination and you are still able to attend, notify the Deputy Principal before entering the examination. If a problem occurs during an examination, you should notify a supervising staff member at once.

You must notify the Deputy Principal at every examination session in which you consider your performances may have been affected by illness or misadventure.

If you are absent from an examination and lodge an illness/misadventure appeal that is declined by the school, you will not receive an examination result in that course. This could mean that you may receive an N-Award Warning Letter for this course

Equipment for the examinations

The examination timetable contains a list of:

- a) equipment that you are expected to provide,
- b) optional items that you may bring if you wish.

It is your responsibility to make sure you obtain this list:

- Before the examination begins, the Examination Coordinator and examination supervisors will inspect any equipment brought into the examination room.
- Equipment should bear only the original inscribed information. You must supply materials that are in working order (this includes calculators). You cannot lodge an illness/misadventure appeal on the grounds that your examination equipment did not work correctly.
- For the examinations in which scientific calculators are permitted, you may only use those calculators that appear on NESAs list of approved scientific calculators. Well before the examination, you should check that your calculator is approved.
- The list of approved scientific calculators, as well as the separate criteria for calculators in the Mathematics examination, can be found on NESAs website at:
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>
- Where students are permitted to take dictionaries into a Language examination, they must be monolingual and/or bilingual print dictionaries. Dictionaries cannot be annotated or highlighted in any way, including using stickers to mark a particular place. Electronic dictionaries are not permitted.
- You are not permitted to borrow equipment during examinations.
- Teachers and supervisors will not be responsible for the safekeeping of any unauthorised material and equipment that has been confiscated, including mobile telephones or other electronic devices.

Examination room procedures

You must sit at the desk with the place card or examination paper showing your name and student number. The position of the desk may vary from session to session according to the accommodation and the requirements of the examination.

You must remove your watch and place it in clear view on the examination desk. It is your responsibility to make sure that the correct examination paper has been provided for the course you have entered. When asked to do so by the supervisor, you must also check examination papers to make sure that there are no pages missing.

For Year 9 examinations each subject may require specific conditions which is notes on the front page of the examination. During reading time, you must not write, use any equipment including highlighters, or annotate your examination paper in any way. For examinations where dictionaries are permitted, you may consult your dictionary during reading time.

During written examinations, you must:

- read the instructions on the examination paper carefully as well as all questions. The Examination Coordinator and supervisors are not permitted to interpret examination questions or instructions relating to questions.
- write your name on all writing booklets, special answer books and answer sheets, unless that information is pre-printed.
- write preferably with black pen but blue pen is also acceptable. Pencils may be used only where instructed.
- make sure that you write your answers in the correct answer booklets. If you write an answer in the wrong booklet, tell the supervisor, and write a note on the front and back of both booklets that an answer has been written in the wrong booklet. Do not rewrite your answers.
- stop writing immediately when told to do so by the supervisor.
- arrange completed papers according to the supervisor's instructions and wait for them to be collected.

You must not:

- begin writing until instructed to do so by the Examination Coordinator or supervisor;
- leave the examination room (except in an emergency). If you have to leave and want to return and resume the examination, you must be supervised while you are absent from the examination room;
- Disturb the examination, you must remain seated and quiet;
- remove an examination paper from the examination room.

Conduct during the examinations

You must follow the day to day rules of the school where you sit for your examinations. Failure to observe these rules may result in zero marks for the examination, no result for the course.

The Examination Coordinator and examination supervisors are in charge of students:

- when assembling before an examination;
- during the examination; and
- after the examination until all students have left.

You must follow the supervisors' instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.

You must not:

- take a mobile phone or programmable watch or device into the examination room
- take any electronic device including a digital media player into the examination room, unless approved by NESA
- speak to any person other than a supervisor during an examination
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- attend an examination while under the influence of alcohol or illegal drugs
- take into the examination room, or refer to during the examination, any books or notes, this booklet, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
- smoke in the examination room
- eat in the examination room except as approved by the Examination Coordinator, e.g. for diabetic students
- take any writing booklets, whether used or not, from the examination room. Examination question papers may be removed at the end of the examination only if they are not to be used as answer booklets.
- dictionaries (except in language exams, if allowed)
- have correction fluid or correction tape in the examination room.

If you do not follow these rules, or if you cheat in the examinations in any way, you may be asked to leave the examination room and will be reported to the Deputy Principal. The penalty may be cancellation of the course concerned, or of all courses.

If you do not make a serious attempt at an examination, you may not receive a result in that course. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious. Teachers will bring to the Deputy Principal's attention examination answers that contain frivolous or objectionable material.

Answers not written in English, except where required or permitted by the question paper, will have zero marks awarded.

Actions that breach the examination rules and may also be illegal will be reported to the police

Illness/misadventure appeals for Year 9 Examinations

If you believe that your performance in the examination was diminished because of circumstances beyond your control, you can lodge an illness/misadventure appeal.

If you were prevented from attending an examination, or you consider that your performance was affected by illness or misadventure immediately before or during the examination, it is your right and responsibility to lodge an appeal.

Appeal forms and the Illness/Misadventure Information Guide for Students are available from your Class Teacher/Head Teacher/Deputy Principal. These documents provide further details of appeal procedures, and it is important that you follow the instructions provided.

The illness/misadventure appeals process does not cover:

- difficulties in preparation or loss of preparation time;
- alleged deficiencies in teaching;
- loss of study time or facilities prior to the formal study vacation;
- misreading of the timetable;
- misreading of examination instructions;
- failure to enter for the examination in the correct course;
- long-term illness such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination; and
- courses that are undertaken as a self-tuition student

If you have been granted special examination provisions such as extra time, you are generally not eligible for an illness/misadventure appeal unless you experience additional difficulties during the examinations.

It is important that you attend the examinations where possible, even in the case of illness/misadventure. The school will not uphold an illness/misadventure appeal if the reason for your absence is not considered to be sufficiently serious. You should consult the Deputy Principal before deciding not to attend an examination. Advice from a relevant independent expert, such as a **doctor or a police officer, must** also be provided with your appeal, indicating why you were unable to attend the examination.

If your appeal is upheld, you will be given:

- an opportunity to catch up the examination, or
- an estimate based on your assessment and in-class results.

You must lodge any illness/misadventure appeals for Year 9 written examinations with your Deputy Principal shortly after the examination in question. Appeals must be lodged within one week of the date of the examination, performance or submission. Late appeals will be considered only in exceptional circumstances. You will be notified of the results of your appeal on the same day as the release of your examination results.

Glossary of Key Terms

The following terms are used by NESAs in the syllabus documents for your courses. They are also used in the HSC examinations. It is important that you develop an understanding of the meaning of these terms. You should talk to your teachers about them.

Key Word	Definition
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results of size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw a meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express concisely the relevant details
Synthesise	Putting together various elements to make a whole

Assessment Schedules – Core

English – Year 9

Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
Genre Study: Gothic Horror - Essay	Half-Yearly Examination	Close Study of a Novel: One-pager	Conflicted: Multimodal - Group Presentation	Yearly Examination	
Term 1, Week 10	Term 2, Week 5-6	Term 2, Week 9	Term 3, Week 9	Term 4, Week 4-5	
Outcomes assessed EN5-1A, EN5-3B, EN5-4B, EN5-8D	Outcomes assessed EN5-1A, EN5-2A, EN5-3B, EN5-6C	Outcomes assessed EN5-1A, EN5-3B, EN5-4B, EN5-5C	Outcomes assessed EN5-1A, EN5-3B, EN5-4B, EN5-5C	Outcomes assessed EN5-1A, EN5-3B, EN5-6C, EN5-8D	
20%	20%	20%	20%	20%	
				100	

Course Outcomes:

- EN5-1A** - responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN5-2A** - effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
- EN5-3B** - selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- EN5-4B** - effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
- EN5-5C** - thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
- EN5-6C** - investigates the relationships between and among texts
- EN5-7D** - understands and evaluates the diverse ways texts can represent personal and public worlds
- EN5-8D** - questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
- EN5-9E** - purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Mathematics – Year 9 5.1 & Maths in Trade

Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
Open Book Test	Non-Calculator Test	Half Yearly Examination	Assignment/ Technology Task	Yearly Examination	
Term 1, Week 6	Term 1, Week 9	Term 2, Week 5-6	Term 3, Week 6	Term 4, Week 4-5	
MA4-13MG, MA5.1-8MG, MA4-8NA	MA4-1WM, MA4-2WM, MA4-3WM, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	MA4-10NA, MA4-9NA, MA5.1-5NA	MA4-5NA, MA4-6NA, MA5.1-4NA	MA4-7NA, MA4-17MG, MA5.1-11MG, MA4-20SP	
25%	0%	25%	25%	25%	100

Course Outcomes:

<p>MA4-17MG classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles</p> <p>MA4-13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area</p> <p>MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms</p> <p>MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations</p> <p>MA4-9NA; operates with positive-integer and zero indices of numerical bases</p> <p>MA4-8NA; generalises number properties to operate with algebraic expression</p> <p>MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases</p>	<p>MA4-5NA operates with fractions, decimals and percentages</p> <p>MA4-6NA solves financial problems involving purchasing goods</p> <p>MA5.1-4NA solves financial problems involving earning, spending and investing money</p> <p>MA4-7NA operates with ratios and rates, and explores their graphical representation</p> <p>MA5.1-11MG describes and applies the properties of similar figures and scale drawings</p> <p>MA4-20SP analyses single sets of data using measures of location, and range represents probabilities of simple and compound events</p> <p>MA4-11NA creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane</p>
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Mathematics – Year 9 5.2 & 5.3

Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
Open Book Test	Non-Calculator Test	Half Yearly Examination	Assignment/ Technology Task	Yearly Examination	
Term 1, Week 6	Term 1, Week 9	Term 2, Week 5-6	Term 3, Week 6	Term 4, Week 4-5	
MA5.1-8MG, MA5.2-11MG	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	MA4-17MG, MA5.1-11MG, MA4-10NA, MA5.2-14MG	MA5.1-4NA, MA5.2-4NA, MA5.2-8NA, MA5.1-12SP, MA5.2-15SP	MA5.1-10MG, MA5.1-5NA, MA5.1-9MG, MA5.1-6NA	
25%	0%	25%	25%	25%	

Course Outcomes:

<p>MA5.1-8MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures</p> <p>MA5.2-11M calculates the surface areas of right prisms, cylinders and related composite solids</p> <p>MA5.1-11MG describes and applies the properties of similar figures and scale drawings</p> <p>MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar</p> <p>MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions</p> <p>MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations</p> <p>MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques</p> <p>MA4-17MG classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles</p>	<p>MA5.1-4NA solves financial problems involving earning, spending and investing money</p> <p>MA5.2-4NA solves financial problems involving compound interest</p> <p>MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media</p> <p>MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data</p> <p>MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression</p> <p>MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures</p> <p>MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships</p> <p>MA5.1-5NA; operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases</p>
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Science – Year 9

Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
Practical Test	Half Yearly Examination	Topic Test	Depth Study	Yearly Examination	
Term 1, Week 7-8	Term 2, Week 5-6	Term 2, Week 9-10	Term 3, Week 9	Term 4, Week 4-5	
Outcomes assessed SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-12ES	Outcomes assessed SC5-12ES SC5-14LW SC5-15LW	Outcomes assessed SC5-8WS SC5-14LW SC5-15LW	Outcomes assessed SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	Outcomes assessed SC5-8WS SC5-10PW SC5-11PW SC5-16CW SC5-17CW	
20%	20%	20%	20%	20%	100

Course Outcomes:

<p>Working Scientifically</p> <p>SC5-4WS Students develop questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS Students produce a plan to investigate identified questions, hypotheses or problems, individually</p> <p>SC5-6WS Students undertake first-hand investigations to collect valid and reliable data and information, individually</p> <p>SC5-7WS Students process, analyse and evaluate data from a first-hand investigation and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-8WS Students apply scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p>SC5-9WS Students present science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>	<p>Knowledge and Understanding</p> <p>SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion</p> <p>SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems</p> <p>SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community</p> <p>SC5-14LW analyses interactions between components and processes within biological systems</p> <p>SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p> <p>SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p> <p>SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials</p>
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PDHPE – Year 9

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
Striking Games	Half Yearly Examination	Invasion Games	Staying Safe - extended response	Court Games	Yearly Examination	
Ongoing Term 1	Term 2, Week 5-6	Ongoing Term 2	Term 3, Week 10	Ongoing Term 3	Term 4, Week 4-5	
Outcomes assessed PD5-5	Outcomes assessed PD5-1, PD5-3	Outcomes assessed PD5-11	Outcomes assessed PD5-2	Outcomes assessed PD5-4	Outcomes assessed PD5-6, PD5-9	
10%	20%	15%	20%	15%	20%	

Course Outcomes:

<p>Knowledge and Understanding – 55%</p> <p>PD5-1 Assesses their own and others' capacity to reflect on and respond positively to challenges</p> <p>PD5-2 Researches and appraises the effectiveness of health information and support services available in the community</p> <p>PD5-3 Analyses factors and strategies that enhance inclusivity, equality, and respectful relationships</p> <p>PD5-6 Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity</p> <p>PD5-7 Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical participation in physical activity in their communities</p> <p>PD5-8 Designs implements and evaluates personalised plans to enhance health and participation in lifetime physical activity</p>	<p>Skills – 45%</p> <p>PD5-4 Adapts and improvises movements skills to perform creative movement across a range of dynamic physical activity</p> <p>PD5-5 Appraises and justifies choices of actions when solving complex movement challenges</p> <p>PD5-9 Assesses and applies self-management skills to effectively manage complex situations</p> <p>PD5-10 Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts</p> <p>PD5-11 Refines and applies movement skills and concepts to compose and perform innovative movement sequences</p>
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Geography – Year 9 Semester 1

Task 1	Task 2	Task 3	Weighting %
Multiple Choice Task	Comparative Report	Semester Examination	
Term 1, Week 6	Term 1, Week 9	Term 2, Week 5-6	
Outcomes assessed GE5-1, GE5-2	Outcomes assessed GE5-5, GE5-7	Outcomes assessed GE5-3, GE5-8	
20%	40%	40%	

Course Outcomes:

<p>Knowledge and Understanding</p> <p>GE5-1 explains the diverse features and characteristics of a range of places and environments</p> <p>GE5-2 explains processes and influences that form and transform places and environments</p> <p>GE5-3 analyses the effect of interactions and connections between people, places and environments</p> <p>GE5-4 accounts for perspectives of people and organisations on a range of geographical issues</p> <p>GE5-5 assesses management strategies for places and environments for the sustainability</p> <p>GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing</p>	<p>Skills</p> <p>GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</p> <p>GE5-8 communicates geographical information to a range of audiences using a variety of strategies</p>
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Geography – Year 9 Semester 2

Task 1	Task 2	Task 3	Weighting %
Multiple Choice Task	Comparative Report	Semester Examination	
Term 3, Week 5	Term 3, Week 9	Term 4, Week 4-5	
Outcomes assessed GE5-1, GE5-2	Outcomes assessed GE5-5, GE5-7	Outcomes assessed GE5-3, GE5-8	
20%	40%	40%	

Course Outcomes:

<p>Knowledge and Understanding</p> <p>GE5-1 explains the diverse features and characteristics of a range of places and environments</p> <p>GE5-2 explains processes and influences that form and transform places and environments</p> <p>GE5-3 analyses the effect of interactions and connections between people, places and environments</p> <p>GE5-4 accounts for perspectives of people and organisations on a range of geographical issues</p> <p>GE5-5 assesses management strategies for places and environments for the sustainability</p> <p>GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing</p>	<p>Skills</p> <p>GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</p> <p>GE5-8 communicates geographical information to a range of audiences using a variety of strategies</p>
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History – Year 9 Semester 1

Task 1	Task 2	Task 3	Weighting %
Multiple Choice Task	In class Essay	Semester Examination	
Term 1, Week 6	Term 1, Week 9	Term 2, Week 5-6	
Outcomes assessed HT5-6, HT5-9	Outcomes assessed HT5-4, HT5-10	Outcomes assessed HT5-5, HT5-7	
20%	40%	40%	

Course Outcomes:

<p>Knowledge and Understanding</p> <p>HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p>HT5-2 sequences and explains the significant patterns of continuity and change in the developments of the modern world and Australia</p> <p>HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia</p>	<p>Skills</p> <p>HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process</p> <p>HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</p> <p>HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia</p> <p>HT5-8 selects and analyses a range of historical inquiry</p> <p>HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</p>
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History – Year 9 Semester 2

Task 1	Task 2	Task 3	Weighting %
Multiple Choice Task	In class Essay	Semester Examination	
Term 3, Week 6	Term 3, Week 9	Term 4, Week 4-5	
Outcomes assessed HT5-6, HT5-9	Outcomes assessed HT5-4, HT5-10	Outcomes assessed HT5-5, HT5-7	
20%	40%	40%	

Course Outcomes:

<p>Knowledge and Understanding</p> <p>HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p>HT5-2 sequences and explains the significant patterns of continuity and change in the developments of the modern world and Australia</p> <p>HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia</p>	<p>Skills</p> <p>HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process</p> <p>HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</p> <p>HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia</p> <p>HT5-8 selects and analyses a range of historical inquiry</p> <p>HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</p>
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Assessment Schedules – Electives

Food Technology – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Food in Australia	Food Equity	Food Product Development	Food Selection and Health	
Term 1, Week 8	Term 2, Week 6	Term 3, Week 8	Term 4, Week 5	
Outcomes assessed FT5-8, FT5-9, FT5-10, FT5-11, FT5-12	Outcomes assessed FT5-2, FT5-5, FT5-6, FT5-11, FT5-12	Outcomes assessed FT5-1, FT5-2, FT5-10, FT5-11, FT5-12	Outcomes assessed FT5-3, FT5-7, FT5-8, FT5-11, FT5-12	
25%	25%	25%	25%	
			100	

Course Outcomes:

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

Industrial Technology Metal – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Risk Assessment Task	Practical Task 1 and Folio	Research Task	Practical Task 2 and Folio	
Term 1, Week 8	Term 2, Week 9	Term 3, Week 8	Term 4, Week 6	
Outcomes assessed IND5-1, IND5-3, IND5-7	Outcomes assessed IND5-1, IND5-2, IND5-3, IND5-4, IND5-5	Outcomes assessed IND5-2, IND5-4, IND5-5, IND5-9, IND5-10	Outcomes assessed IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	
20%	30%	20%	30%	

Course Outcomes:

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

Industrial Technology Multimedia – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Graphics Assessment Task	Animation Task and Portfolio	Fil Showreel and Research Task	Film – Group Practical Task	
Term 1, Week 8	Term 2, Week 9	Term 3, Week 8	Term 4, Week 6	
Outcomes assessed IND5-1, IND5-3, IND5-7	Outcomes assessed IND5-1, IND5-2, IND5-3, IND5-4, IND5-5	Outcomes assessed IND5-2, IND5-4, IND5-5, IND5-9, IND5-10	Outcomes assessed IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	
20%	30%	20%	30%	

Course Outcomes:

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

Industrial Technology Timber & Construction – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Risk Assessment Task	Practical Task 1 and Folio	Research Task	Practical Task 2 and Folio	
Term 1, Week 8	Term 2, Week 9	Term 3, Week 8	Term 4, Week 6	
Outcomes assessed IND5-1, IND5-3, IND5-7	Outcomes assessed IND5-1, IND5-2, IND5-3, IND5-4, IND5-5	Outcomes assessed IND5-2, IND5-4, IND5-5, IND5-9, IND5-10	Outcomes assessed IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	
20%	30%	20%	30%	

Course Outcomes:

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

Information Software and Technology – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Digital Media Project	Event Project Simulation	Database Design Project	Yearly Examination	
Term 1, Week 7	Term 2, Week 7	Term 3, Week 6	Term 4, Week 4-5	
Outcomes assessed 5.2.1, 5.3.1, 5.5.2	Outcomes assessed 5.1.1, 5.2.3, 5.3.2, 5.5.2	Outcomes assessed 5.2.1, 5.2.2, 5.3.1	Outcomes assessed 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.2, 5.5.3.	
20%	25%	30%	25%	

Course Outcomes:

- 5.1.1** selects and justifies the application of appropriate software programs to a range of tasks
- 5.1.2** selects, maintains and appropriately uses hardware for a range of tasks
- 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 solutions
- 5.3.1** justifies responsible practices and ethical use of information and software technology
- 5.3.2** acquires and manipulates data and information in an ethical manner
- 5.4.1** analyses the effects of past, current and emerging information and software technologies on the individual and society
- 5.5.1** applies collaborative work practices to complete tasks
- 5.5.2** communicates ideas, processes and solutions to a targeted audience
- 5.5.3** describes and compares key roles and responsibilities of people in the field of information and software technology

Commerce – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Consumer Choice Report	Half Yearly Examination	Travel Website	Promoting and Selling Project	
Week 9, Term 1	Term 2, Week 5-6	Term 3, Week 8	Term 4, Week 5	
Outcomes assessed 5.1, 5.4, 5.8	Outcomes assessed 5.1, 5.5, 5.6	Outcomes assessed 5.1, 5.7, 5.9	Outcomes assessed 5.4, 5.6, 5.9	
25%	25%	25%	25%	

Course Outcomes:

<p>5.1 Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts</p> <p>5.2 Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts</p> <p>5.3 Examines the role of law in society</p> <p>5.4 Analyses key factors affecting decisions</p> <p>5.5 Evaluates options for solving problems and issues</p> <p>5.6 Develops and implements plans designed to achieve goals</p> <p>5.7 Researches and assesses information using a variety of sources</p> <p>5.8 Explains information using a variety of forms</p> <p>5.9 Works independently and collaboratively to meet individual and collective goals within specified timeframes</p>
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History Elective – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
In class test	Mythological Story Book	In class Test	Mini Historical Inquiry	
Term 1, Week 9	Term 2, Week 5	Term 3, Week 8	Term 4, Week 4	
Outcomes assessed HTE5-1, HTE5-4	Outcomes assessed HTE5-9, HTE5-2, HTE5-4	Outcomes assessed HTE5-5, HTE5-7	Outcomes assessed HTE5-6, HTE5-8, HTE5-10	
20%	30%	20%	30%	100

Course Outcomes:

<p>Knowledge and Understanding</p> <p>HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry</p> <p>HTE5-2 examines the ways in which historical meanings can be constructed through a range of media</p> <p>HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation</p> <p>HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities</p> <p>HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage</p>	<p>Skills</p> <p>HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process</p> <p>HTE5-7 explains different contexts, perspectives and interpretations of the past</p> <p>HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry</p> <p>HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences</p>
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Music – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Composition	Performance	Musicology	Performance	
Term 1, Week 10	Term 2, Week 8	Term 3, Week 9	Term 4, Week 5	
Outcomes assessed 5.4, 5.5, 5.6	Outcomes assessed 5.1, 5.3, 5.12	Outcomes assessed 5.2, 5.10	Outcomes assessed 5.1, 5.3, 5.12	
30%	20%	30%	20%	

Course Outcomes:

<p>Performing</p> <p>5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts</p> <p>5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology</p> <p>5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness</p>	<p>Composing</p> <p>5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study</p> <p>5.5 notates own compositions, applying forms of notation appropriate to the music selected for study</p> <p>5.6 uses different forms of technology in the composition process</p>
<p>Listening</p> <p>5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts</p> <p>5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study</p> <p>5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study</p> <p>5.10 demonstrates an understanding of the influence and impact of technology on music</p>	<p>Aesthetic Value</p> <p>5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform</p> <p>5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences</p>

Photography – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Photograms	Pinhole Photography	Portraits	Yearly Examination	
Term 1, Week 9	Term 2, Week 10	Term 3, Week 10	Term 4, Week 4-5	
Outcomes assessed: 5.1, 5.2, 5.3	Outcomes assessed: 5.6, 5.7	Outcomes assessed: 5.4, 5.6	Outcomes assessed: 5.7, 5.8	
20%	25%	25%	30%	

Course Outcomes:

<p>Art Making</p> <p>5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works</p> <p>5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience</p> <p>5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning</p> <p>5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works</p> <p>5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works</p> <p>5.6 selects appropriate procedures and techniques to make and refine photographic and digital works</p>	<p>Critically and Historical Interpret Art:</p> <p>5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works</p> <p>5.8 uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works</p> <p>5.9 uses the frames to make different interpretations of photographic and digital works</p> <p>5.10 constructs different critical and historical accounts of photographic and digital works</p>
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Visual Arts - Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Art Marking	Art Making and Critical/Historical Study	Art Making	Yearly Examination	
Term 1, Week 9	Term 2, Week 9	Term 3, Week 9	Term 4, Week 4-5	
Outcomes assessed 4.1, 4.3, 4.6	Outcomes assessed 4.2, 4.7, 4.9	Outcomes assessed 4.4, 4.5, 4.1	Outcomes assessed 4.8, 4.9, 4.10	
25 %	30%	25 %	20%	

Course Outcomes:

<p>Develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames</p> <p>4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks</p> <p>4.2 explores the function of and relationships between artist – artwork – world – audience</p> <p>4.3 makes artworks that involve some understanding of the frames</p> <p>4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts</p> <p>4.5 investigates ways to develop meaning in their artworks</p> <p>4.6 selects different materials and techniques to make artworks</p>	<p>Develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.</p> <p>4.7 explores aspects of practice in critical and historical interpretations of art</p> <p>4.8 explores the function of and relationships between the artist – artwork – world – audience</p> <p>4.9 begins to acknowledge that art can be interpreted from different points of view</p> <p>4.10 recognises that art criticism and art history construct meanings</p>
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Visual Design – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Exploring Design Aesthetic: Portfolio	Functional Design Practical and Research Project	Discovering Design: Portfolio	Yearly Examination	
Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	Term 4, Week 4-5	
Outcomes assessed: 5.1, 5.2, 5.3	Outcomes assessed: 5.4, 5.6, 5.7	Outcomes assessed: 5.3, 5.4, 5.5	Outcomes assessed: 5.7, 5.8, 5.9, 5.10	
25%	25%	25%	25%	

Course Outcomes:

<p>Artemaking</p> <p>5.1 develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks</p> <p>5.2 makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience</p> <p>5.3 makes visual design artworks informed by an understanding of how the frames affect meaning</p> <p>5.4 Investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks</p> <p>5.5 makes informed choices to develop and extend concepts and different meanings in their visual design artworks</p> <p>5.6 selects appropriate procedures and techniques to make and refine visual design artworks</p>	<p>Critically and Historically interpret Artworks</p> <p>5.7 applies their understanding of aspects of practice to critically and historically interpret visual design artworks</p> <p>5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks</p> <p>5.9 uses the frames to make different interpretations of visual design artworks</p> <p>5.10 constructs different critical and historical accounts of visual design artworks</p>
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Child Studies – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Becoming a Parent Online assessment – Topic Test	Half Yearly Examination	Tic Tac Toe Milestones Assessment Task	Yearly Examination	
Term 1, Week 9-10	Term 2, Week 5-6	Term 3, Week 9-10	Term 4, Week 4-5	
Outcomes assessed CS5-2, CS5-5, CS5-7	Outcomes assessed CS5-1, CS5-3, CS5-6	Outcomes assessed CS5-11, CS5-12	Outcomes assessed CS5-8, CS5-4, CS5-5, CS5-9	
15%	25%	30%	30%	

Course Outcomes:

<p>Knowledge and understanding of child development from preconception to and including the early years</p> <p>CS5-1 identifies the characteristics of a child at each stage of growth and development</p> <p>CS5-2 describes the factors that affect the health and wellbeing of the child</p> <p>CS5-3 analyses the evolution of childhood experiences and parenting roles over time</p>	<p>Knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children</p> <p>CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment</p> <p>CS5-5 evaluates strategies that promote the growth and development of children</p> <p>CS5-6 describes a range of parenting practices for optimal growth and development</p>
<p>Knowledge and understanding of external factors that support the growth, development and wellbeing of children</p> <p>CS5-7 discusses the importance of positive relationships for the growth and development of children</p> <p>CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families</p> <p>CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing</p>	<p>Skills in researching, communicating and evaluating issues related to child development</p> <p>CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts</p> <p>CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development</p> <p>CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development</p>

Physical Activities & Sports Studies – Year 9

Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
Semester 1 Practical: Invasion/Striking/Net/court games	Half Yearly Examination	Olympic Games assessment task	Semester 2 Practical: Invasion / Striking / Net/court games	Yearly Examination	
Ongoing throughout semester 1	Term 2, Week 5-6	Term 3, Week 8	Ongoing throughout semester 2	Term 4, Week 4-5	
Outcomes assessed PASS5-7, PASS5-9	Outcomes assessed PASS5-1, PASS5-2	Outcomes assessed PASS5-3, PASS5-4, PASS5-6	Outcomes assessed PASS5-8	Outcomes assessed PASS5-4, PASS5-6, PASS5-10	
25%	20%	10%	25%	20%	100

Course Outcomes:

<p>Knowledge & Understanding: 50%</p> <p>PASS5-1 discusses factors that limit and enhance the capacity to move and perform</p> <p>PASS5-2 analyses the benefits of participation and performance in physical activity and sport</p> <p>PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport</p> <p>PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives</p> <p>PASS5-5 demonstrates actions and strategies that contribute to active participation and skillful performance</p> <p>PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport</p>	<p>Skills: 50%</p> <p>PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance</p> <p>PASS5-8 displays management and planning skills to achieve personal and group goals</p> <p>PASS5-9 performs movement skills with increasing proficiency</p> <p>PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.</p>
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Notification, Submission and Variation Request of an Assessment Task

Notification:

Students MUST be provided with two weeks written notice prior to an Assessment Task.

This booklet gives the mandatory two weeks notice as required by the NESAs unless a variation to the due date is arranged and notified by the teacher. This notification is generally provided through the use of the Notification of Assessment Task (Figure 1) shown below.

Figure 1



Colyton High School
A Community Building Pathways to Success

Assessment Task Notice for Examination

Subject:	Year Group:
Assessment Task No:	Weighting:
Date of Notification:	Date of Task:
Teacher:	Student:


Assessment Outcomes

Task Outline and Topics assessed

Variation of Due Date:

If you need to vary the due date for the task you will need to complete the Variation Form (Figure 2) below. You will need to provide any relevant evidence with the application. This is submitted to your Deputy Principal.

Figure 2



Colyton High School – Year 9 Assessment Variation Form

Student name: _____

Course: _____ Class: _____ Teacher: _____

Assessment task number: _____ Date due: _____

Variation (circle) <ul style="list-style-type: none"> • Late • <u>Non-Submission</u> • Inadequately completed 	Reason for Variation <ul style="list-style-type: none"> • Illness • Approved Leave • School commitment (eg. School activity or excursion) • Misadventure • <u>Other:</u> _____
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Explanation: _____

Supporting documentation (this needs to be attached)

• Medical Certificate	Yes / No
• Letter from parent/guardian	Yes / No
• Other (Eg Funeral)	Yes / No

Student signature: _____ Date: _____

To be handed into the Head Teacher (of the course involved) the first day of you returning to school.

Head Teacher to complete

Decision: _____

Signature of Head Teacher: _____ Date: _____

N Award letter sent: Yes No

Referred to review panel Yes / No

Once completed student to be informed of decision. Original to be placed into the students file at the front office and a copy in faculty file.

MY ASSESSMENT SCHEDULE

Week	Term 1	Term 2	Term 3	Term 4
1				
2				
3				
4				Yearly Examinations
5		Half Yearly Examinations		Yearly Examinations

6		Half Yearly Examinations		
7				
8				
9				
10				
11	No Week 11	No Week 11	No Week 11	