student

GRANVILLE BOYS HIGH SCHOOL
YEAR 9 Assessment Booklet
2022

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Year 9 2022
Assessment Handbook
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Assessment Policy

Introduction

The purpose of this document is to outline the Granville Boys High School Assessment Policy for Year 9s in 2022.

Please read this policy carefully and make sure you understand it. All students must sign that they have received this booklet.

The school is responsible for awarding each student a grade A, B, C, D, or E to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5. In Mathematics, grades have been further differentiated to nine levels A10, A9, B8, B7, C6, C5, D4, D3 and E2. The grade awarded is reported on the student's Record of School Achievement. A Non [N] Determination will be used to signify cases of non-satisfactory completion of a course.

School-based grades

GRADE	General Performance Descriptors
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Course Performance Descriptors

What are course performance descriptors?

Course performance descriptors are statements that summarise various levels of student achievement in a course. They describe what a student can do.

Applying the course performance descriptors

Teachers use their professional judgement in applying the course performance descriptors. The descriptor that provides the best overall description of the student's achievement will determine the grade awarded.

Determining Stage 5 grades?

During the course teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

OUTCOMES, ASSESSMENT COMPONENTS, WEIGHTINGS AND TASKS

The NSW Education Standards Authority (NESA) has several technical terms that you should be aware of. The terms Syllabus, Outcomes, Assessment Components, Weightings and Tasks are technical terms that are explained below.

Types of Assessment

Both formal assessment tasks and informal assessment provide important information about student achievement and outcomes. Most of the assessment information will come from formal tasks undertaken by every student in the course(s). Informal observation can be used to assist in determining a student's achievement of outcomes, but will be a minor contributor in the assessment process. The following schedules detail formal tasks for each course.

What are Assessment Tasks?

Assessment tasks allow students to demonstrate their achievement in a variety of ways that are appropriate for the outcomes being assessed.

Formal tasks

The majority of courses will have three to five formal assessment tasks in Year 9. The results of assessment tasks will be used to give students an indication of their achievement relative to the course performance descriptors. It will also allow students to transition to choose some of the more difficult courses in Stage 6.

Other Assessment Tasks

Students will also be required to complete a range of other tasks throughout the course that are less formal but nevertheless important as these tasks assist students to develop and refine knowledge and skills. Student performance on these tasks may be used by teachers to make an accurate judgement about the level of student achievement.

Assessment of the affective domain

Assessment tasks seek to measure achievement related to knowledge and skills outcomes of the syllabi and will not assess the affective domain such as values, attitudes, behaviour. However, student behaviour, effort and attitude to learning directly affects a student's ability to demonstrate the achievement of outcomes.

SYLLABUS

Each course has a SYLLABUS that sets out the contents of the course. The syllabi are used by teachers to prepare their teaching lessons. It is essential that you have the syllabi of each course that you study. All NSW syllabi are available on the Internet at https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5 In each course syllabus are the OUTCOMES that should be achieved by students studying the course. The outcomes describe skills and knowledge that a student should be able to demonstrate once the course has been completed.

The syllabus does not give you the details of the actual ASSESSMENT TASKS that you complete during your Stage 5. Assessment tasks are developed by your teachers and are used to assess how well students have achieved the course outcomes. Assessment tasks are designed using the outcomes and weightings from the syllabus. The tasks take place as you study the course and assesses all outcomes other than those related to attitudes and values.

The actual form of the assessment task will vary from subject to subject. You may have tests, projects, presentations or reports to prepare.

How will tasks be scheduled?

Where possible, students will be given at least two weeks' notice of a formal task. Staff will endeavour to ensure that students are not over-burdened at any one time

- Students should be informed about the following:
- the scope of the task including the outcomes to be assessed;
- the form the assessment task will take(test, assignment, report etc)
- proposed timing, due date or duration of the task.

Assessment tasks will:

- help you learn, expand your knowledge and encourage you to challenge yourself
- show how much you have learnt and where you need to improve
- demonstrate that you have satisfactorily completed a course
- contribute to your final year 9 grade.
- allow you to show what you know, understand and can do in ways that cannot always be demonstrated in a written examination.

Section A: Student Responsibilities

Expectations of students:

1. Students must attend all classes to satisfactorily complete the Year 9 Course
2. A minimum of 90% attendance is generally expected for students to achieve the outcomes of the course being studied.

   Unexplained absences, lateness and class attendance patterns will be reviewed every five weeks to ensure that the students are meeting the course completion criteria and the minimum attendance requirements.

3. Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. (ACE Manual).

   - Attend classes on the day an assessment task is due.
   - All work submitted must be students' own work.
   - The Board of Studies expects students to attempt all assessment tasks.
   - Students must submit work by the due date.
   - Prepare for examinations and make a serious attempt.
   - Complete the syllabus outcomes including participation in class, practical work, homework, oral presentations, assignments and examinations.
4. Where a student cannot meet a deadline or is absent for the submission or performance of a task, the **parent must inform the school on or before the day of assessment**. The student must sit the assessment on the day he returns to school and provide a medical certificate for the absence.

5. The student may be awarded a zero mark if there isn't sufficient evidence to support his absence.

6. Students must make a genuine attempt at assessment tasks and achieve at least 50% of the available marks otherwise they will be deemed unsatisfactory in that course.
7. Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course. (ACE Manual August).

8. Students who are absent on any day are responsible for ascertaining if an assessment task has been set in any subject on that day and obtaining any necessary information or task notifications issued for assessments.

9. Students who transfer into the school after the commencement of the Year 10 Course will be given substitute tasks wherever possible. In some cases, estimates may be given.

Procedures for students when absent from tasks

10. Where a student cannot meet a deadline or is absent for the submission or performance of a task, the student must apply for special consideration. The form is on page 12 of this booklet.

- Any application of an extension of time is required before the due date.

If a student is absent on the day of the task:

- The student or his parent must telephone the school and inform the relevant Head Teacher.
- An application in writing must be lodged with the Head Teacher(s) of the subjects(s) concerned at the beginning of the next day the student is in attendance at school.
- A doctor's certificate is required if the application is on medical grounds.
- After considering a student's application, the Head Teacher will inform the student of the decision.

If the Assessment Task Misadventure/Illness Application is accepted, then the teacher of that course will do one of the following:

- arrange for the student to attempt the task at a different time;
- arrange for the student to attempt an alternative task of a similar nature;
- in exceptional circumstances the Head Teacher may authorise the use of an estimate based on appropriate evidence.

If the Assessment Task Misadventure/Illness Application is not accepted, the student will be awarded a zero mark and a letter will be sent home to advise parents/guardians.

During any assessment task/exam you must not:

- Do anything that would disrupt the task or disturb another student
- Communicate with another student
- Look at another student's work
- Take into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher
- Make a non-serious attempt otherwise a zero mark will be awarded
- Be in possession of or use a mobile phone or electronic device.

- A zero mark will be awarded for all of the above breaches.

Section B: The School's Responsibilities

Each course will have its own assessment schedule developed within the guidelines provided by the Board of Studies. The Board requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they may be enrolled.

This means that teachers are required to:

- set tasks to measure student performance in each component of the course;
- specify the relative value of each of these tasks;
- provide information on what is to be assessed;
- provide information on how they will be assessed;
- keep records of each student's performance on each task;
- provide students with information on their progress;
- the range of tasks used in the assessment will vary from course to course and may cover:
- tests which may take a written, practical, oral and aural form
- class and/or homework assignments, including essays and practical tasks
- projects of varying degrees of length and complexity

Student Feedback

Students will be given feedback on their performance (e.g. mark, position) as soon as possible after the completion of the task.

Students and parents will be advised in writing when zero marks are awarded for Non-Presentation/Non-Attempt of an assessment.

Malpractice

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. It is expected that work submitted in fulfilment of Assessment requirements shall be the student's own work. Examples of malpractice include:

- Plagiarism – using material directly from books, journals or the internet without acknowledging the source
- Copying – copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own
- Not your own work – paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals or having someone else complete the task
- Submitting work that someone else, like a parent, tutor or subject expert, substantially contributed to
- Falsifying receipt, documents, medical certificates
- Offering false documentation in support of an appeal
- Cheating during a test or exam, helping another student to engage in malpractice
- Misbehaving during exams, breaching exam rules

Where there is reason to suspect malpractice, or evidence of malpractice, the student shall be awarded a zero mark for the task following further investigation.

Lateness

Students need to be on time for examinations and assessment tasks. If a student arrives late during an examination/assessment task without a valid reason he must undertake the task in the remaining time

Extensions

Students who are unable to present for an out of class assessment task / assignment for valid reasons may apply to the teacher for an extension prior to the due date for submission of the task. Requests for extensions are to be made in writing. A negotiated extension could be expressed in terms of maximum marks, mark penalties and deadline times as determined by the teacher concerned in consultation with the Head Teacher.

RoSA Warning Letters

RoSA warning letters are issued to students who are not meeting course requirements. These letters are a warning to students that they are in danger of failing the course.

The Course requirements are that the student:

- follows the course developed or endorsed by the Board; and
- applies themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieves some or all of the outcomes

If a student is awarded a zero mark for a task or has not attempted the task, or made a non-serious attempt at the task, they may be at risk of not meeting the assessment requirements for that course. In this case, the student will also be sent a RoSA warning letter. The Teacher and Head Teacher will advise the student and their parent in writing. RoSA N Warning letters must be resolved with 2 weeks from when they are issued. Unresolved RoSA N Warnings would require a student to be put on an improvement plan and may lead to students repeating the year.

Examination Procedure

During any assessment task / exam if a student does any of the following, then a zero mark will be awarded.:

- Does anything that disrupts the task or disturbs another student
- Communicates with another student
- Looks at another student's work
- Takes into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher
- Makes a non-serious attempt
- Cheats in any way

- Uses an electronic device (smart watch, phones etc)

General Rules (which apply to ALL examinations and assessment tasks)

Exam conditions shall apply from when the first student enters the examination hall/venue until the last student leaves the examination hall/venue. Consistent consequences will apply for students found to be breaching the examination rules.

Before Entering the Examination Hall/Classroom/Library

- Candidates should plan to arrive at least 15 minutes prior to the commencement of all examinations. Lateness is unacceptable.
- Full school uniform must be worn to all examinations.
- NO electronic devices, except NESA approved calculators, may be brought into the examination hall. NESA approved calculators must have the memory cleared before entry to the examination hall.
- Candidates must ensure that their mobile phone(s) is turned off, while sitting an examination or an in-class assessment task.
- On Entering the Examination Hall/ classroom and During the Examination Candidates must ensure they maintain silence.

During the Examination/Assessment Task

- Complete silence MUST be adhered to whilst candidates are in the examination hall.
- Bags are left at the back of the gym.
- Mobile phones are turned off and left in the bag or given to the supervising teacher.
- Candidates must remain for the entire duration of every exam.
- Candidates must avoid going to the toilet during the exam.
- Food and drink are NOT permitted in the exam hall. Water, in a clear plastic bottle is permitted.
- Candidates MUST obey all instructions given by supervisors.
- Students must bring their own equipment and stationery.
- Caps, beanies, hoods and other such head wear are not permitted to be worn in the examination hall.
- All enquiries are to be addressed to supervising staff by candidates raising their hand and waiting patiently.

- Code of Conduct/School Rules apply during ALL exams.
- Students must leave all notes and exam papers in the gym.

Awarding Grades on School Reports

Teachers use the marks scored by students in tests, assessments, or exams to give a grade on school report. The cut offs are as follows.

Grade	Mark Range	
A	85+	Outstanding
B	70-84	Good
C	50-69	Average
D	30-49	Basic
E	0-29	Limited

COURSE ASSESSMENT SCHEDULES

ENGLISH FACULTY

Year 9- English Course Outcomes	
Objectives	Course Outcomes
Student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	The student will identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage
Student effectively uses 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	The student will use increasingly sophisticated processes of representation to respond to and compose complex spoken, written, visual, multimodal and/or digital texts for a wide range of purposes and audiences, considering and evaluating the effect of the technology.
Student uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts	The student will analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text.
Student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts	The student will recognise different uses of visual texts, media and multimedia, including the internet, e.g., browsing the web to locate information, using the internet to communicate socially or professionally, watching a documentary to gain knowledge and/or pleasure
Student 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	The student will respond to and compose a range of sustained imaginative, informative and persuasive texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity
Student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness	The student will use and assess individual and group processes to investigate, clarify, critically evaluate and present ideas

Year 9 Course Assessment Schedule – English					
Task number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of tasks- Year 9 Selective Course	Appropriation of Shakespeare's Hamlet and critical analysis. Drama Study- Shakespeare	Half-Yearly Examination- Reading, comprehending, and composing. *Diversity and Social Justice*	Multimodal Presentation and Reflection- Survival Novel Study (Fiction)	Yearly Examination- Reading, comprehending, and critical analysis Masculinity in Poetry	
Nature of tasks- Year 9 English Course	Appropriation of Shakespeare's Hamlet. Drama Study- Shakespeare	Half-Yearly Examination- Reading, comprehending, and composing *Diversity and Social Justice*	Multimodal Presentation- Survival Novel Study (Fiction)	Yearly Examination- Reading, comprehending, and composing Masculinity in Poetry	
Timing	Term 1, Week 8	TBA	Term 3, Week 8	TBA	
Outcomes assessed	EN5-1A, EN5-2A, EN5-4B, EN5-7D, EN5-9E	EN5-1A, EN5-3B, EN5-5C, EN5-7D, EN5-9E	EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-8D	EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-6C, EN5-7D, EN5-8D	
Components					Weighting %
Knowledge and understanding of course content	15	10	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50

Year 9 Course Assessment Schedule – English					
Task number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of tasks- Year 9 Selective Course	Appropriation of Shakespeare's Hamlet and critical analysis. Drama Study- Shakespeare	Half-Yearly Examination- Reading, comprehending, and composing. *Diversity and Social Justice*	Multimodal Presentation and Reflection- Survival Novel Study (Fiction)	Yearly Examination- Reading, comprehending, and critical analysis Masculinity in Poetry	
Nature of tasks- Year 9 English Course	Appropriation of Shakespeare's Hamlet. Drama Study- Shakespeare	Half-Yearly Examination- Reading, comprehending, and composing *Diversity and Social Justice*	Multimodal Presentation- Survival Novel Study (Fiction)	Yearly Examination- Reading, comprehending, and composing Masculinity in Poetry	
Timing	Term 1, Week 8	TBA	Term 3, Week 8	TBA	
Outcomes assessed	EN5-1A, EN5-2A, EN5-4B, EN5-7D, EN5-9E	EN5-1A, EN5-3B, EN5-5C, EN5-7D, EN5-9E	EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-8D	EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-6C, EN5-7D, EN5-8D	
Components				Weighting %	
Total %	25	25	25	25	100

Objectives The student will:	Course Outcomes The student:
Student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	The student will identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage
Student effectively uses 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	The student will use increasingly sophisticated processes of representation to respond to and compose complex spoken, written, visual, multimodal and/or digital texts for a wide range of purposes and audiences, considering and evaluating the effect of the technology.
Student uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts	The student will analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text.
Student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts	The student will recognise different uses of visual texts, media and multimedia, including the internet, eg browsing the web to locate information, using the internet to communicate socially or professionally, watching a documentary to gain knowledge and/or pleasure
Student 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	The student will respond to and compose a range of sustained imaginative, informative and persuasive texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity
Student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness	The student will use and assess individual and group processes to investigate, clarify, critically evaluate and present ideas

Year 9 English Extension (Elective) Course Assessment Schedule – English					
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Short narrative writing Introduction to storytelling and science fiction	Half-Yearly Examination- Reading, comprehending, and composing. *Science fiction and poetry*	Fantasy portfolio – world building and short narrative writing Fantasy fiction	Yearly Examination- Reading, comprehending, and critical analysis Fantasy fiction, graphic novels and biographies	
Timing	Term 1, Week 10	TBA	Term 3, Week 9	TBA	
Outcomes assessed	EN5-1A, EN5-2A, EN5-4B, EN5-7D, EN5-9E	EN5-1A, EN5-3B, EN5-5C, EN5-7D, EN5-9E	EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-8D	EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-6C, EN5-7D, EN5-8D	
Components	Weighting %				
Knowledge and understanding of course content	15	10	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
Total %	25	25	25	25	100

MATHEMATICS FACULTY

Year 9 Mathematics Stage 5.3 Objectives and Outcomes	
Objectives: Students	**Outcomes**
develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning	MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
	MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently
	MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs
develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation	MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
	MA5.3-6NA performs operations with surds and indices
	MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems	MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
	MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
	MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
	MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements	MA5.3-18SP uses standard deviation to analyse data
	MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

Year 9 Stage 5.3 Mathematics Assessment Schedule				
Task		Date	% Weighting	Topics to be tested
Task 1	Class Test Part A	Term 1 Week 5	5%	Indices, Scientific Notation, Numbers of any Magnitude
	Class Test Part B	Term 1 Week 9	10%	Algebra
	Assignment ICT	Term 1 Week 10	5%	Data
Task 2	Class Test Half Yearly Exam	Term 2 Exam week	20%	Area, Surface Area and Volume + Task 1 topics
Task 3	Class Test Part A	Term 2 Week 7	10%	Linear Equations & Inequalities
	Class Test Part B	Term 2 Week 10	5%	Linear Relationships
Task 4	Class Test Part A	Term 3 Week 3	5%	Rates, Ratios and Proportions
	Class Test Part B	Term 3 Week 8	10%	Trigonometry
	Class Test Part C	Term 3 Week 10	5%	Wages, Salaries and Simple Interest
Task 5	Class Test Yearly Exam	Term 4 Exam Period	20%	Angles, Geometrical figures, Angle sum of polygons + Task 4 topics
Task 6	Class Test	Term 4 Week 9	5%	Probability
			100%	

Year 9 Mathematics Stage 5.2 Objectives and Outcomes	
Objectives: Students	**Outcomes**
develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning	MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
	MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
	MA5.2-3WM constructs arguments to prove and justify results
develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation	MA5.2-4NA solves financial problems involving compound interest
	MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion
	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
	MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships
	MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships
identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems	MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids
	MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
	MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings
	MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements	MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data
	MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time
	MA5.2-17SP describes and calculates probabilities in multi-step chance experiments

Year 9 Stage 5.2 Mathematics Assessment Schedule				
Task		**Date**	**% Weighting**	**Topics to be tested**
Task 1	Class Test Part A	Term 1 Week 5	5%	Indices, Scientific Notation
	Class Test Part B	Term 1 Week 9	10%	Algebra
	Assignment ICT	Term 1 Week 10	10%	Data
Task 2	Class Test Half Yearly Exam	Term 2 Exam week	20%	Area, Surface Area and Volume + Task 1 topics
Task 3	Class Test Part A	Term 2 Week 10	10%	Linear Equations & Inequalities
	Class Test Part B	Term 3 Week 4	5%	Linear Relationships
Task 4	Class Test Part A	Term 3 Week 7	5%	Rates, Ratios
	Class Test Part B	Term 3 Week 10	10%	Wages, Salaries and Simple Interest
Task 5	Class Test Yearly Exam	Term 4 Exam Period	20%	Trigonometry + Task 3 & Task 4 Topics
Task 6	Class Test	Term 4 Week 10	5%	Angle Sum of Polygon, Probability

			100%	

Year 9 Mathematics Accelerated Objectives and outcomes	
Objectives: Students	**Outcomes**
develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning	MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
	MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently
	MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs
develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation	MA5.3-4NA draws, interprets and analyses graphs of physical phenomena
	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
	MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
	MA5.3-9NA sketches and interprets a variety of non-linear relationships
identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems	MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
	MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements	MA5.3-18SP uses standard deviation to analyse data
	MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

Year 9 Mathematics Accelerated Assessment Schedule			
Task	Date	% Weighting	Topics to be tested
Task 1 Test	Term 1 Week 9	20%	Surds and Indices MA5.2-7NA, MA5.3-6NA Algebraic Techniques MA5.2-6NA, MA5.3-5NA
Task 2 Half Yearly Exam	Term 2 Week 5	20%	Surds and Indices MA5.2-7NA, MA5.3-6NA Algebraic Techniques MA5.2-6NA, MA5.3-5NA Equations MA5.2-8NA, MA5.3-7NA Linear and Non-Linear Relationships MA5.1-7NA, MA5.2-10NA, MA5.3-9NA
Task 3 Investigation/ICT	Term 3 Week 2	20%	Bivariate Data Analysis MA5.2-16SP, MA5.3-19SP Rates and Ratios MA5.3-4NA
Task 4 Test	Term 3 Week 9	20%	Trigonometry MA5.2-13MG, MA5.3-15MG Properties of Geometric Figures MA5.1-11MG, MA5.3-16MG
Task 5 Yearly	Term 4 Weeks 5	20%	All content

YEAR 9 Science Objectives and Outcomes	
Objectives	Outcomes
Develop knowledge, understanding of and skills in applying the processes of Working Scientifically	SC5-4WS Develops questions or hypotheses to be investigated scientifically SC5-5WS Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively SC5-6WS Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively SC5-7WS Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions SC5-8WS Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems SC5-9WS Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
Physical world	SC5-5WS Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively SC5-6WS Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
Earth and Space	SC5-7WS Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions SC5-8WS Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
Living world	SC5-9WS Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations SC5-15LW Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
Chemical world	SC5-16CW Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available 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

YEAR 9 Science Assessment Schedule						
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Task 5**	Weighting %
	Energy and Waves Electricity Practical Task	Half Yearly Examination Energy and Waves Electricity Body coordination and Reproduction	Atoms and Chemical Reactions Model	Yearly Examination Atoms and Chemical Reactions Earth Movements and Sustainability	Bookmark and Participation	
	Term 1, Week 9	Term 2 Examination period	Term 3- Week 5	Term 4- Examination Period	Term 2 & 4	
	Outcomes Assessed SC5-10PW, SC5-11PW SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Outcomes Assessed SC5-10PW, SC5-11PW SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS SC5-14LW SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Outcomes Assessed SC5-CW16, SC5-CW17 SC5-WS4, SC5-WS5, SC5-WS6, SC5-WS7, SC5	Outcomes Assessed SC5-CW16, SC5-CW17 SC5-WS4, SC5-WS5, SC5-WS6, SC5-WS7, SC5-WS8, SC5-WS9 Sustainability SC5-LW14, SC5-LW15 SC5-WS4, SC5-WS5, SC5-WS6, SC5-WS7 SC5-WS4, SC5-WS5, SC5-WS6, SC5-WS7, SC5	**Outcomes assessed** SC5-16CW, SC5-17CW SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	
Skills in Working Scientifically	10	10	15	10	15	60

Knowledge and understanding	5	15	5	15	0	40
Total for Task	15	25	20	25	15	100

Investigating Science Outcomes(9IS)	
Objectives Students will develop knowledge and understanding about:	Year 9 outcomes
Skills in applying the processes of Working Scientifically The Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.	SC4-4WS Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge SC4-5WS Collaboratively and individually produces a plan to investigate questions and problems SC4-6WS Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually SC4-7WS Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions SC4-8WS Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems SC4-9WS Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

	Year 9 Investigating Science Assessment Schedule					
Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Student Research Project	Half Yearly Examination	Practical Task	Yearly Examination	Bookmark and Participation	
	Term 1, Week 9	Term 2 Examination period	Term 2 Week 8	Term 3 Week 5	Term 2 & 4	
	35	15	35	15	15	
	Outcomes assessed SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Outcomes assessed C5-16CW, SC5-17CW SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Outcomes assessed SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Outcomes assessed SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Outcomes assessed SC5-16CW, SC5-17CW SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	
Skills in Working Scientifically	15	5	15	10	15	60
Knowledge and understanding	10	10	10	10	0	40
Total	25	15	25	20	15	100

HSIE FACULTY

Year 9 Geography & History - Objectives and Outcomes	
Objectives: Students	**Outcomes**
● develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia ● develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia. ● develop knowledge and understanding of the features and characteristics of places and environments across a range of scales ● develop knowledge and understanding of interactions between people, places and environments	HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia
	HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
	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
	HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
	GE5-1 explains the diverse features and characteristics of a range of places and environments
	GE5-2 explains processes and influences that form and transform places and environments
	GE5-3 analyses the effect of interactions and connections between people, places and environments
	GE5-4 accounts for perspectives of people and organisations on a range of geographical issues
	GE5-5 assesses management strategies for places and environments for their sustainability
	GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing
● develop skills to undertake the process of historical inquiry. ● apply geographical tools for geographical inquiry ● develop skills to acquire, process and communicate geographical information	HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process
	HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
	HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
	HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
	GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
	GE5-8 communicates geographical information to a range of audiences using a variety of strategies
● develop skills to communicate their understanding of history.	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

Year 9 Geography & History - Assessment Schedule				
Task		**Date**	**% Weighting (Semester)**	**Topic**
Term 1	Resource-based Writing Task	Week 6	25%	Depth Study 4 Rights and Freedoms (1945 – present)
	Homework Mark	Week 9	5%	
	Bookmark	Week 10	5%	
Term 2	Topic Test	Week 7	15%	Depth Study 3 – Making a Better World? The Industrial Revolution
	Homework Mark	Week 9	5%	
	Bookmark	Week 10	5%	
	Half-Yearly Exam	Exam week	40%	The Half-Yearly Exam will cover all previous topics
			100%	
Term 3	Research Presentation	Week 6	25%	Human Wellbeing
	Homework Mark	Week 9	5%	
	Bookmark	Week 10	5%	
Term 4	Topic Test	Week 6	15%	Environmental Change and Management
	Homework Mark	Week 7	5%	
	Bookmark	Week 8	5%	
	Yearly Exam	Exam Week	40%	The Yearly Exam will cover all previous topics
			100%	

Year 9 Commerce-Course Outcomes	
Objectives	**Outcomes**
Develop knowledge and understanding of consumer, financial, economic, business, legal, political and employment matters ● Investigate the nature of laws and the reasons for laws in society in relation to values, morals and ethics ● Explain how laws are made ● including common and statute law	**Com5-1** Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts **Com5-2** Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts **Com5-3** Examines the role of law in society
Develop skills in decision-making and problem-solving in relation to consumer, financial, economic, business, legal, political and employment issues	**COM5-4** Analyses key factors affecting decisions **COM5-5** Evaluates options for solving problems and issues **COM5-6** Develops and implements plans designed to achieve goals
Develop skills in effective research and communication	**COM5-7** Researches and assesses information using a variety of sources **COM5-8** Explains information using a variety of forms
Develop skills in working independently and collaboratively	**Com5-9** Works independently and collaboratively to meet individual and collective goals within specified timeframes

Year 9 Commerce - Assessment Schedule				
Task		Date	% Weighting (Semester)	Topic
Term 1	Research Task Research Task on Purchase options. Students will be provided with a scenario. They will have to conduct a research and determine the best product for the scenario.	Week 6	25%	Consumer and Financial Decisions
	Topic Test	Week 7	10%	
	Homework Mark	Week 9	5%	
	Book Mark	Week 10	5%	
Term 2	Written task: formal letter to a client explaining about investment options	Week 7	20%	Investing
	Homework Mark	Week 9	5%	
	Book Mark	Week 10	5%	
	Half-Yearly Exam	Exam week	25%	*The Half-Yearly Exam will cover all previous topics*
			100%	
Term 3	Research Task	Week 5	25%	Law and Society
	Topic Test	Week 7	10%	
	Homework Mark	Week 9	5%	
	Book Mark	Week 10	5%	
Term 4	Travel Itinerary	Week 5	10%	Travel
	Homework Mark	Week 7	5%	
	Book Mark	Week 8	5%	
	Yearly Exam	Exam Week	35%	The Yearly Exam will cover all previous topics
			100%	

Year 9 Geography Elective: Course Outcomes	
Objectives: Students	**Outcomes**
Students develop knowledge and understanding of: · the features and characteristics of places and environments across a range of scales · interactions between people, places and environments · contemporary geographical issues and their management. Students: · apply geographical tools for geographical inquiry · develop skills to acquire, process and communicate geographical information. Students value and appreciate: · Geography as a study of interactions between people, places and environments · the dynamic nature of the world · the varying perspectives of people on geographical issues · the importance of sustainability and intercultural understanding · the role of being informed, responsible and active citizens.	● GEE5-1 explains the diverse features and characters of a range of places, environments, and activities ● GEE5-2 explains geographical processes and influences that form and transform places and environments ● GEE5-3 analyses patterns associated with natural phenomena and human activity at a range of scales ● GEE5-4 assesses the interactions and connections between people, places and environments that impact on sustainability ● GEE5-5 accounts for contemporary geographical issues and events that impact on places and environments ● GEE5-6 explains how perspectives of people and organisations influence a range of geographical issues ● GEE5-7 analyses management strategies and the roles and responsibilities of individuals, groups and governments in response to geographical issues ● GEE5-8 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry ● GEE5-9 communicates geographical information to a range of audiences using a variety of strategies and geographical tools

Year 9 Geography Elective: Assessment Schedule				
Task		**Date**	**% Weighting (Semester)**	**Outcomes assessed**
SEMESTER 1				
Term 1	Formative Journal/Presentation	Week 5	10%	GEE5-1, GEE5-2, GEE5-3, GEE5-4, GEE5-5, GEE5-6, GEE5-7, GEE5-8, GEE5-9
	Research Task and Presentation	Week 10	40%	GEE5-1, GEE5-2, GEE5-3, GEE5-4, GEE5-5, GEE5-6, GEE5-7, GEE5-8, GEE5-9
Term 2	Formative Journal/Presentation	Week 5	10%	GEE5-1, GEE5-2, GEE5-3, GEE5-4, GEE5-5, GEE5-6, GEE5-7, GEE5-8, GEE5-9
	Research Task and Presentation	Exam week	40%	GEE5-1, GEE5-2, GEE5-3, GEE5-4, GEE5-5, GEE5-6, GEE5-7, GEE5-8, GEE5-9
			100%	
	SEMESTER 2			
Term 3	Formative Journal/Presentation	Week 5	10%	GEE5-1, GEE5-2, GEE5-3, GEE5-4, GEE5-5, GEE5-6, GEE5-7, GEE5-8, GEE5-9
	Research Task and Presentation	Week 10	40%	GEE5-1, GEE5-2, GEE5-3, GEE5-4, GEE5-5, GEE5-6, GEE5-7, GEE5-8, GEE5-9
Term 4	Formative Journal/Presentation	Week 5	10%	GEE5-1, GEE5-2, GEE5-3, GEE5-4, GEE5-5, GEE5-6, GEE5-7, GEE5-8, GEE5-9

	Research Task and Presentation	Exam week	40%	GEE5-1, GEE5-2, GEE5-3, GEE5-4, GEE5-5, GEE5-6, GEE5-7, GEE5-8, GEE5-9
			100%	

Year 9 Elective History: Course Outcomes	
Assessment Task	**Outcomes**
Task 1: Research	HTE5-1 : applies an understanding of history, heritage, archaeology and the methods of historical inquiry HTE5-2: examines the ways in which historical meanings can be constructed through a range of media HTE5-6 : identifies and evaluates the usefulness of historical sources in an historical inquiry process HTE5-7 : explains different contexts, perspectives and interpretations of the past HTE5-8 : selects and analyses a range of historical sources to locate information relevant to an historical inquiry
Task 2: Half-Yearly Exam	HTE5-1 : applies an understanding of history, heritage, archaeology and the methods of historical inquiry HTE5-3: sequences major historical events or heritage features, to show an understanding of continuity, change and causation HTE5-4: explains the importance of key features of past societies or periods, including groups and personalities HTE5-8 : selects and analyses a range of historical sources to locate information relevant to an historical inquiry HTE5-10: selects and uses appropriate forms to communicate effectively about the past for different audiences
Task 3: Investigation ICT	HTE5-1 : applies an understanding of history, heritage, archaeology and the methods of historical inquiry HTE5-5 : evaluates the contribution of cultural groups, sites and/or family to our shared heritage HTE5-6 : identifies and evaluates the usefulness of historical sources in an historical inquiry process HTE5-8 : selects and analyses a range of historical sources to locate information relevant to an historical inquiry HTE5-9 : applies a range of relevant historical terms and concepts when communicating an understanding of the past HTE5-10 : selects and uses appropriate forms to communicate effectively about the past for different audiences
Task 4: Writing Task	HTE5-1 : applies an understanding of history, heritage, archaeology and the methods of historical inquiry HTE5-2 : examines the ways in which historical meanings can be constructed through a range of media HTE5-6 : identifies and evaluates the usefulness of historical sources in an historical inquiry process

	HTE5-7 : explains different contexts, perspectives and interpretations of the past HTE5-8 : selects and analyses a range of historical sources to locate information relevant to an historical inquiry

Year 9 Elective History- Assessment Schedule			
Task	Date	% Weighting	Topics to be Assessed
Task 1 Research Task	Term 1 Week 8	20%	Topic 1: History, Heritage and Archaeology HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8
Task 2 Half Yearly Exam	Term 2 Week 7	20%	Topic 2: Ancient, Medieval and Modern Societies HTE5-1, HTE5-3, HTE5-4, HTE5-8, HTE5-10
Task 3 Investigation/ICT	Term 3 Week 7	20%	Topic 3: Thematic Studies HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10
Task 4 Writing Task	Term 4 Week 2	20%	Topic 4: Thematic Studies HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8
Task 5 Yearly Exam	Term 4 Week 8	20%	Content studied and learnt in Semesters 1 and 2

Year 9 i-Stem: Course Outcomes	
Objectives: Students	**Outcomes**
Identify a real world problem in a specific area Use research skills to collect information sources and data as evidence to support hypothesis Investigate the impact of the problem on the environment Create an innovative solution to a problem using a design portfolio Explains the impact on people and the environment	•ST5-1 designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems •ST5-2 demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts •ST5-3 applies engineering design processes to address real-world STEM-based problems •ST5-4 works independently and collaboratively to produce practical solutions to real-world scenarios •ST5-5 analyses a range of contexts and applies STEM principles and processes •ST5-6 selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems •ST5-7 selects and applies project management strategies when developing and evaluating STEM-based design solutions •ST5-8 uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences •ST5-9 collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions •ST5-10 analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment
Use a range of existing and emerging digital software to present research and ideas Use a range of written, verbal and non-verbal communication and presentation skills to communicate information and ideas to an audience	ST5-6 selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problemsE5-8 Communicates information using a variety of strategies •ST5-8 uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences

Work individually and in a team to design and construct a 3D or digital model that performs a specific function Create a design journal to demonstrate the development and progress of their design and construction and final product	•ST5-1 designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems •ST5-2 demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts •ST5-3 applies engineering design processes to address real-world STEM-based problems •ST5-4 works independently and collaboratively to produce practical solutions to real-world scenarios •ST5-5 analyses a range of contexts and applies STEM principles and processes •ST5-6 selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems •ST5-7 selects and applies project management strategies when developing and evaluating STEM-based design solutions •ST5-8 uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences •ST5-9 collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions •ST5-10 analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment

Year 9 i-Stem: Assessment Schedule				
Task		Date	% Weighting (Semester)	Outcomes assessed
SEMESTER 1				
Term 1	Research Task: Innovation project	Week 6	20%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10
	Project presentation	Week 7	10%	ST5-6, ST5-8
	Practical component	Week 10	20%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10
Term 2	Practical Component	Week 8	20%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10
	Research Task: Innovation project	Exam week	20%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10
	Project Presentation	Exam week	10%	ST5-6, ST5-8
			100%	
	SEMESTER 2			
Term 3	Research Task: Innovation project	Week 6	20%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10
	Project presentation	Week 7	10%	ST5-6, ST5-8
	Practical component	Week 10	20%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10
Term 4	Practical component	Week 8	20%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10
	Research Task: Innovation project	Exam week	20%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10
	Project presentation	Exam week	10%	ST5-6, ST5-8
			100%	

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

PDHPE FACULTY

Year 9 PDHPE Assessment Schedule					
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting**
Title	Practical Assessment	Half Yearly Examination	Practical Assessment	Yearly Examination	
Timing	Term 1, Week 7	Mid-term 2 (TBA)	Term 2, Week 8	Term 3, Week 7	
Topic	Throwing & Catching	Mental Health and Wellbeing and Promoting PA and Health Services	Kicking and Dodging	Growing Up and Get Active	
Weighting	25%	25%	25%	25%	
Outcomes	PD5-8, PD5-11	PD5-1, PD5-2 PD5-6, PD5-7, PD5-11	PD5-4, PD5-5	PD5-3, PD5-10 PD5-4, PD5-11	
Type	Practical	Examination	Practical	Examination	
Knowledge and understanding of:	10	10	10	10	40
Skills in:	5	5	5	5	20
Skills in critical thinking, research and analysis.	10	10	10	10	40
Total Marks	25	25	25	25	100

Year 9 PASS Course Outcomes	
Outcomes	**Descriptors**
PASS5-1	Discusses factors that limit and enhance the capacity to move and perform
PASS5-2	Analyses the benefits of participation and performance in physical activity and port
PASS5-3	Discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	Analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	Demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	Evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7	Works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	Displays management and planning skills to achieve personal and group goal

Year 9 PASS Assessment Schedule					
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting**
Title	Practical Assessment	Half Yearly Examination	Practical Assessment	Yearly Examination	
Timing	Term 1, Week 7	Mid-term 2 (TBA)	Term 2, Week 8	Term 3, Week 7	
Topic	Team Games & Recreational Activities	Participating with safety & Body Systems & Energy	Fitness & Modified Games	Enhancing Performance & Physical Activity	
Weighting	25%	25%	25%	25%	
Outcomes	PASS5-5, PASS5-9	PASS5-1, PASS5-2, PASS5-8, PASS5-9, PASS5-10	PASS5-5, PASS5-9	PASS5-1, PASS5-2, PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	
Type	Practical	Examination	Practical	Examination	
Knowledge and understanding of:	10	10	10	10	40
Skills in:	5	5	5	5	20
Skills in critical thinking, research and analysis.	10	10	10	10	40
Total Marks	25	25	25	25	100

Multimedia (IST) – Stage 5 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

Multimedia (IST) – Stage 5 Assessment Schedule								
			TASK 1	TASK 2	EXAM	TASK 3	TASK 4	EXAM
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Task 20%	Task 20%	Half Yearly Exam 10%	Task 20%	Task 20%	Yearly Examination 10%
			(Ongoing) Completed (In Class)	Wk1, Term 5 Completed (In Class)	Wk7, Term 2 Completed (In Class)	Wk10 Term 3 Completed (In class)	Wk6 to Wk7 Term 4 Completed (In Class)	Wk7, Term 4 Completed (In Class)
●5.1.1 ●5.2.1	Web Design/PowerPoint	20	25					
●5.2.1 ●5.2.2 ●5.2.3	Design, Produce and Evaluate	20		25				
●5.3.1 ●5.3.2	Responsible and ethical attitude related to the use of information and software technology	20				20		
●5.5.1	Knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society	20			25		25	25
●5.5.1 ●5.5.2 ●5.5.3	Effective communication skills and collaborative work practices leading to information and software technology solutions for specific problem	20			25		25	25

TOTAL MARK	100	20	20	10	20	15	15

Music – Stage 5 Course Outcomes	
5.1	Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an 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
5.4	Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
5.5	Notates own compositions, applying forms of notation appropriate to the music selected for study
5.6	Uses different forms of technology in the composition process
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
5.8	Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
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
5.10	Demonstrates an understanding of the influence and impact of technology on music
5.11	Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
5.12	Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Music – Stage 5 Assessment Schedule								
			Task 1	Task 2	Exam	Task 3	Task 4	Exam
Syllabus Outcomes	Syllabus Components	Weighting	Performance Task 20% Wk8 to Wk10 Term 1 Completed (In Class)	Composition Task 20% Wk7, Term 2 Completed (In Class)	Half Yearly Exam 15% Wk7, Term 2 Completed (In Class)	Performance Task 20% Wk10 Term 3 Completed (In class)	Musicology Task 10% Wk6 to Wk7 Term 4 Completed (In Class)	Yearly Examination 15% Wk7, Term 4 Completed (In Class)
5.1, 5.2 5.3, 5.4	Performance	50	10	10		20		10
5.5. 5.6, 5.7	Composition	10		10				
5.8, 5.9, 5.10, 5.11, 5.12	Musicology	40	10		15		10	5
Total Mark		100	20	20	15	20	10	15

TAS FACULTY

Year 9 Industrial Technology- Engineering Objectives and Outcomes	
Objectives	**Outcomes**
Students develop: 1. knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices	A student: 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
2. knowledge and skills in the design and production of practical projects	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
3. knowledge and understanding of the relationship between the properties of materials and their applications	IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
4. skills in communicating ideas, processes and technical information with a range of audiences	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
5. understanding to transfer knowledge and skills to other experiences	IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
6. knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer	IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
7. knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment	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

Year 9 Industrial Technology- Engineering Assessment Schedule 2022					
Task Number		**Task 1**	**Task 2**	**Task 3**	
Nature of task		**Research Task**	**Design Portfolio and Project**	**Examination**	
Timing	Semester 1	Term 1, Week 8	Term 2, Week 6	Term 3, Week 8	
	Semester 2	Term 3, Week 8	Term 4, Week 6	Term 4, Week 8	
Outcomes assessed		IND5-5, IND5-7, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-8, IND5-9	IND5-1, IND5-5, IND5-8, IND5-10	
Components					**Weighting %**
Knowledge and skills in the design and production of practical processes		10%	30%	20%	**60%**
Knowledge and understanding of evaluation and communication techniques		10%	20%	10%	**40%**
Total		**20%**	**50%**	**30%**	**100%**

Year 9 Food Technology Objectives and Outcomes	
Objectives	**Outcomes**
Students develop: 1. knowledge, understanding and skills related to food hygiene, safety and the provision of quality food	A student: 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
2. knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality 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
3. knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health	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
4. skills in researching, evaluating and communicating issues in relation to food	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
5. skills in designing, producing and evaluating solutions for specific food purposes	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
6. knowledge and understanding of the significant role of food in society	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

Year 9 Food Technology Assessment Schedule 2022					
Task number		Task 1	Task 2	Task 3	
Nature of task		Practical Task	Research Task with Practical	Examination	
Timing	Semester 1	Ongoing	Term 1, Week 6	Term 2, Week 7/8	
	Semester 2	Ongoing	Term 3, Week 8	Term 4, Week 6/7	
Outcomes assessed		FT5-1, FT5-2, FT5-5, FT5-10, FT5-11	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-9, FT5-10	FT5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-9, FT5-10	
Components					Weighting %
Knowledge and understanding of course content		5%	5%	25%	35%
Food properties, processing, and preparations		5%		10%	15%
Researching, evaluating and community		5%	10%		15%
Designing, producing, and evaluating		15%	15%	5%	35%
Total		30%	30%	40%	100%

Year 9 Industrial Technology- Metal
Objectives and Outcomes

Objectives	Outcomes
Students develop: 1. knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices	A student: 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
2. knowledge and skills in the design and production of practical projects	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
3. knowledge and understanding of the relationship between the properties of materials and their applications	IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
4. skills in communicating ideas, processes and technical information with a range of audiences	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
5. understanding to transfer knowledge and skills to other experiences	IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
6. knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer	IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
7. knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment	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

Year 9 Industrial Technology Metal Assessment Schedule 2022					
Task Number		**Task 1**	**Task 2**	**Task 3**	
Nature of task		**Research Task**	**Design Portfolios and Projects**	**Examination**	
Timing	Semester 1	Term 1, Week 7	Term 2, Week 6	Term 2, Week 8	
	Semester 2	Term 3, Week 7	Term 4, Week 6	Term 4, Week 8	
Outcomes assessed		IND5-5, IND5-7, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-8, IND5-9	IND5-1, IND5-5, IND5-8, IND5-10	
Components					**Weighting %**
Knowledge and skills in the design and production of practical processes		10%	30%	20%	**60%**
Knowledge and understanding of evaluation and communication techniques		10%	20%	10%	**40%**
Total		**20%**	**50%**	**30%**	**100%**

Year 9 Industrial Technology: Timber Objectives and Outcomes	
Objectives	**Outcomes**
Students develop: 1. knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices	A student: 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
2. knowledge and skills in the design and production of practical projects	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
3. knowledge and understanding of the relationship between the properties of materials and their applications	IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
4. skills in communicating ideas, processes and technical information with a range of audiences	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
5. understanding to transfer knowledge and skills to other experiences	IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
6. knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer	IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
7. knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment	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

Year 9 Industrial Technology Timber Assessment Schedule 2022					
Task number		Task 1	Task 2	Task 3	
Nature of task		Research Task	Design Portfolio and Project	Examination	
Timing	Semester 1	Term 1, Week 8	Term 2, Week 6	Term 2, Week 8	
	Semester 2	Term 3, Week 8	Term 4, Week 6	Term 4, Week 8	
Outcomes assessed		IND5-5, IND5-7, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-8, IND5-9	IND5-1, IND5-5, IND5-8, IND5-10	
Components					**Weighting %**
Knowledge and skills in the design and production of practical processes		10%	30%	20%	**60%**
Knowledge and understanding of evaluation and communication techniques		10%	20%	10%	**40%**
Total		20%	50%	30%	**100%**

GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance banks and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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 judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or 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 judgement 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 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 wh

Assessment Task Illness / Misadventure Application

REQUEST FOR CONSIDERATION

To be completed by a student who was / is unable to attend / submit an assessment on the due date

Student's Name: _____ Roll Class: _____

Course: _____ Faculty: _____

Assessment Task Missed: _____ Task Date: _____

Task missed due to illness: Attach Doctor's Certificate to this form.

Doctor's Name: _____

Task missed through other reason: State reason and attach any supporting evidence.

_____

_____

Student's Signature: _____Date:_____

FACULTY SECTION – to be completed by Head Teacher

Misadventure / illness application form received by: _____Date: _____

Did student inform school of absence on the day of the task? Yes No

Was application lodged the next day the student was in attendance at school? Yes No

Teacher's name: _____

Teacher's comment: _____

_____

Has this student submitted an Illness/Misadventure form for any other assessment tasks in this subject? No Yes If yes, please comment

_____

_____

Head Teacher's recommendations: Accepted Rejected

New task Estimated mark Zero Award Referred to Examination Misadventure Panel

Head Teacher's Signature: _____

Parent / Guardian Comment:

_____

Parent / Guardian Signature: _____ Date: _____