

STAGE 5 - YEAR 9

ASSESSMENT BOOKLET 2024



ORAN PARK HIGH
SCHOOL

Table of Contents

Information for parents and students	3
The NSW Record of School Achievement.....	3
Assessment at Oran Park High School	3
Assessment ‘of’ learning	3
Assessment ‘for’ learning	4
Assessment ‘as’ learning.....	4
How can assessment help a student’s learning?.....	4
Why have school assessments?	4
What is the nature of assessment activities issued?.....	4
What types of tasks might be issued?	5
Consistency and marking of assessments	5
School-based grades	6
Students with disability.....	6
Life Skills.....	6
Assessment procedures for Year 7,8 & 9	7
The Assessment Process:.....	7
As part of the Assessment Process, students are required to:.....	7
Non-submission of a formal assessment task:	7
Assessment procedures apply to the following:.....	8
Satisfactory completion of courses.....	9
Submission of Assessment Tasks.....	9
Illness and/or Misadventure	10
Absent days immediately prior to the task	10
On the day of the task	10
Before or during the task.....	11
Returning to school after a missed task.....	11
Illness or Misadventure Application	11
Supporting evidence should:	11
Illness/Misadventure does not cover:	12
Outcome of application	12
Appeals regarding Assessment Tasks	13
N-Warnings	13
Malpractice.....	14
What constitutes malpractice?.....	14
Non-Serious attempts	15
Non-submission of a formal assessment task	15
Warning of N-Determination Flowchart	16

Requirements for the award of the ROSA	17
Eligibility requirements	17
Course requirements.....	17
Frequently asked questions	18
Key Word Definitions	21
Yearly overview of all assessment tasks	22
2024 Assessment Schedules	24
Year 9 Child Studies - Assessment Schedule	25
Year 9 Commerce - Assessment Schedule	27
Year 9 Computing Technology - Assessment Schedule	29
Year 9 Design and Technology - Assessment Schedule	31
Year 9 English - Assessment Schedule	33
Year 9 Food Technology - Assessment Schedule	35
Year 9 History Elective - Assessment Schedule	37
Year 9 HSIE (History/Geography) - Assessment Schedule	39
Year 9 Industrial Technology: Engineering - Assessment Schedule	41
Year 9 Industrial Technology: Multimedia - Assessment Schedule	43
Year 9 Industrial Technology: Timber - Assessment Schedule	45
Year 9 Languages: Korean - Assessment Schedule	47
Year 9 Advanced Mathematics - Assessment Schedule	48
Year 9 Standard Mathematics - Assessment Schedule	51
Year 9 Music - Assessment Schedule	54
Year 9 Physical Activity and Sports Science (PASS) - Assessment Schedule	56
Year 9 PDHPE - Assessment Schedule	58
Year 9 Photographic and Design Media - Assessment Schedule	60
Year 9 Science - Assessment Schedule	62
Year 9 Textiles Technology - Assessment Schedule	64
Year 9 Visual Arts - Assessment Schedule	66
Appendix A.....	68

Information for parents and students

This booklet outlines assessment procedures being followed at Oran Park High School in **Stage 5 – Year 9**. These procedures are consistent with the General Guidelines issued by the NSW Education Standards Authority (NESA) and represent minimum requirements.

The NSW Record of School Achievement

The NSW Record of School Achievement (ROSA) is a credential from NESA. This credential will:

- be a record of achievement for students who leave school before completing the HSC
- report results of moderated, school-based assessment (not external tests)
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the opportunity to take online literacy and numeracy tests
- be comprehensive and easy to interpret

Assessment at Oran Park High School

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

In alignment with the directions of the Department of Education and Training and NESA, Oran Park High School uses three forms of assessment. These three forms are:

- Assessment 'for' learning
- Assessment 'of' learning
- Assessment 'as' learning

Assessment 'of' learning

Assessment 'of' learning often takes the form of in-class tests, examinations, and assignments. Students will be provided with grades and feedback that indicate their level of achievement after each of these tasks. When students are set this type of assessment, they will be issued with a formal notification. **The majority of this booklet relates to this type of assessment.**

Assessment 'for' learning

Assessment 'for' learning reflects the idea that learning is an ongoing process, and this type of assessment allows for students to receive timely and ongoing feedback throughout their learning so that this can inform their next steps. This type of assessment usually takes place in lessons.

Assessment 'as' learning

Assessment 'as' learning encourages students to take responsibility for their learning and can also include inquiry-based approaches to learning.

How can assessment help a student's learning?

It allows:

- teachers to gather evidence about student achievement in relation to course outcomes
- students with the ability to demonstrate what they know and can do
- clarification of a student's understanding of concepts and promotes deeper understanding.

Why have school assessments?

- It allows students to be given credit for developing skills and knowledge over a period of time
- It allows for evaluation of a student's achievement in those parts of courses, such as field and practical work, which are difficult to examine formally
- It provides teachers accurate information across multiple assessment tasks, rather than a single examination result in order to allocate a grade for students per course for their ROSA.

What is the nature of assessment activities issued?

Assessment activities should:

- be valid and based on syllabus outcomes
- include criteria of learning being assessed
- enable students to demonstrate their learning in a range of different contexts
- be reliable, be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills.
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive and accessible to all students

- be part of an ongoing process where progress is monitored over time.

What types of tasks might be issued?

Some or all of the following forms may be issued in formal assessments:

- Oral/aural tests
- Reports
- Essays
- Research assignments
- Submitted practical work
- Field work
- Written reports
- Oral submissions (sometimes recorded)
- Practical performances
- Portfolios
- Formal examinations

It should be understood that, while certain tasks are nominated as counting towards assessment, this does not mean that other tasks completed in class do not count and so can be neglected by students. These tasks could well be, for example, practice tasks which are the basis of student learning and critical preparation for the final assessment tasks. Students who do not complete all classwork could be viewed as not having satisfactorily completed the course.

Consistency and marking of assessments

To ensure consistency in marking, teachers will:

- explain the task to students and provide opportunities to ask clarifying questions.
- discuss with other teachers and collaborate on the marking of tasks to ensure consistency in marking standards.
- provide feedback on task submissions that outlines areas of strength, areas for improvement and strategies to improve.

School-based grades

General Performance Descriptors will be reported with the gradings A, B, C, D or E for all subjects. Students' grades will be based on the school's assessment of a student's performance against Common Grade Scale in each subject.

Grade	Common Grade Scale
A	The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

Students with disability

Some students with disability may require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Students with disability may be able to present their work in an alternative format, have fewer questions or scaffolds. The type of adjustments will depend on each individual student and their needs. This will be based on consultation between the student, their family and the school.

Life Skills

Years 7–10 courses based on Life Skills outcomes and content provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability.

Assessment for students accessing Life Skills courses should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. It can occur via a range of strategies and in a range of situations.

Students may achieve Life Skills outcomes either independently or with support. An assessment mark or grade is not reported for these courses.

Assessment procedures for Year 7,8 & 9

The Assessment Process:

- at commencement of each school year, students will be issued with this assessment booklet that outlines the guidelines for assessment in each course
- at the commencement of each school year, students will receive an assessment schedule and requirements for each course
- 2 weeks prior to an assessment task due date, written notification will be issued to each student (See Appendix 1)

The Assessment Notification proforma will be used for all subjects and will include:

- clear indications of the outcomes being addressed in the assessment task
- clear instructions to allow the assessment task to be understood and completed
- marking criteria that clearly states, “You will be assessed on how well you...”
- marking guidelines that state the relationship between the work submitted and the grade that will be issued
- clear submission instructions (this will include how to submit and where)
- clearly stated due date
- prompt feedback on each assessment task will be provided
- students will be required to sign registers when they receive their assessment notifications and when they submit their task

As part of the Assessment Process, students are required to:

- complete all tasks to the best of their ability
- complete and submit all tasks by the due date
- submit work that is their own and no one else’s
- following the correct procedures if they are absent for any reason when the task notification is distributed or when the assessment task is due (see below).

Non-submission of a formal assessment task:

- If a student does not complete a task by the due date, the grade for that task will be an “NS”.
- If the student submits the task late, their final assessment grade will be an “NS” and the late submission will be marked and feedback given.
- Students are required to submit **all** tasks even if though they are going receive an “NS” grade. Failure to submit a task will result in an N Determination Warning letter being sent home to parents/carers.

Assessment procedures apply to the following:

- **If a student is absent on the day of an ‘in class’ task:**

The student will need to complete and submit an Illness/Misadventure application (on the portal) accompanied by a Medical Certificate that covers the due date of the task and or/ any other relevant evidence to support the appeal. This appeal will then be reviewed by Head Teachers and the Deputy Principal in charge of Year 10; an opportunity to do the task will be provided and a grade awarded if the appeal is successful.
- **If a student is absent or partially absent on the day of a ‘hand in’ task:**

The student will need to complete and submit an Illness/Misadventure application (on the portal) accompanied by a Medical Certificate that covers the day of submission and any other days leading up to the task that have been affected.
- **This appeal needs to be submitted within seven days of the task’s due date.** The student’s entire absence should be covered by the medical certificate. This appeal will then be reviewed by Head Teachers and the Deputy Principal in charge of Year 10; an opportunity to submit the task will be provided and a grade awarded if the appeal is successful.
- **If a student is absent immediately prior to the due date of a ‘hand in’ task:**

The student will need to complete and submit an Illness/Misadventure form accompanied by a Medical Certificate that covers the day of submission and any other days leading up to the task that have been affected. This is to prevent students gaining an unfair advantage in completing tasks by staying at home to work on them.
- **If a student is absent when the task is distributed**

It is the student’s responsibility to ask the teacher for the task. Students will not be given an extension of time except where the absence is for an extended period of time and the reason is deemed acceptable by the Head Teacher in consultation with the Deputy Principal in charge of Year 10.
- **If a student is required to submit an assignment**

Tasks are to be submitted as per the instructions on the task notification
- **If a student is required to sit for examinations**

Examination or test style tasks will be undertaken on the specified date and time given in the notification.
- **If a student does not submit their task by the due date**

Students who do not submit by the time specified, will be recorded as a “Non-submission” and a Non-submission letter will be sent home. Students are required to

meet with their teacher to discuss the circumstances around their non-submission and to plan for the late submission of the task. The Head teacher will decide whether the same or an alternative task is to be completed.

- **If a student is deemed to have an acceptable reason for an extension of an assessment task**

Acceptable reasons for an extension of a task may include; illness supported by a Medical certificate or evidence of exceptional circumstances. This evidence along with the Application for Illness/Misadventure is to be provided to the Head Teacher of the faculty at least seven days prior to the task's due date. The Head Teacher and Deputy Principal of Year 10 will determine if the reason is valid and provide feedback to the student.

- **If a student has a technological failure**

Technological failure is not reason for an extension, students are encouraged to keep back-ups of their work. If a student is having difficulty printing they should speak to their teacher before the due date. Students should work from their OneDrive at all times.

- **If a student submits a task that does not meet the outcomes**

If a student submits a task that does not meet the outcomes, an "NS" grade will be awarded and a negotiated resubmission date may be issued by the Head Teacher.

- **If a student submits work that is not their own**

Students should submit only work that is completed by them. If a student submits the work of another person, copies from the internet or a published document without appropriate referencing, they will receive an "NS" grade for the task and will be required to resubmit. Students who knowingly allow another student to copy and submit their work may also receive an "NS" grade.

Satisfactory completion of courses

A course has been satisfactorily completed when a student has:

- **Followed** the course developed/endorsed by the NSW Educational Standards (NESA)
- **Applied** himself/herself with **diligence and sustained effort** to set tasks and experiences provided in the course.
- **Achieved** some or all of the course outcomes.

Submission of Assessment Tasks

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the teaching and learning process.

Assessment tasks (other than class tasks) must be submitted on the due date by the end of the last scheduled lesson for the day or as specified by the Head Teacher. [If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded.](#)

School records must show that a student attended a **full day** of school on the day of an assessment task. This is to ensure that no student is advantaged by using school time to work on an assessment task. Failure to attend all classes may result in a zero mark being given for the task by the Head Teacher of the course concerned.

Illness and/or Misadventure

- Illness or injury – that is, illness or physical injuries suffered directly by the student which affected the student's performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);
- Misadventure – that is, any other event beyond the student's control which affected the student's performance in the assessment task (e.g. death of a family member, involvement in a traffic accident, isolation caused by a flood). Misadventure may also apply during timed online tasks.

In all cases Oran Park High School requires evidence that clearly identifies disadvantage experienced during the time the student was attempting to complete the assessment task.

If illness or misadventure prevents a student from attending an examination, or affects their performance in the examination, it is the students right and responsibility to lodge an Illness/Misadventure application. (See next page)

Absent days immediately prior to the task

The student will need to complete and submit an Illness/Misadventure application (see next page) accompanied by a suitable evidence (ie: medical certificate) that covers the day of submission and two school days leading up to the task that have been affected. This is to prevent students gaining an unfair advantage in completing tasks by staying at home to work on them.

On the day of the task

If absent or partially absent on the day of a scheduled examination, hand in assessment task or oral task, a student or parent / carer must:

- Notify the Head Teacher of the relevant course by 9:00am on that day of the reason
- If unwell, students must obtain a medical certificate for that day
- In the case of misadventure students must provide independent evidence to support

In the event of absence on the due date for submission of an assessment task, the task may be brought to the school by a third party or may be emailed to the relevant teacher. If the task was submitted late, the Year 10 student can submit an Illness/Misadventure application.

Students must attend a full day of school on the day of an assessment task. This is to ensure that no student is advantaged by using school time to work on an assessment task.

Before or during the task

Students must lodge an Illness/Misadventure application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their performance in the actual assessment. If specific symptoms of a prior illness or impacts of misadventure are present on the day of the assessment task or examination, and can be proven through an official medical certificate / police report / statutory declaration, it then may be accepted as grounds for an illness / misadventure appeal.

Returning to school after a missed task.

Students must attend school on the first day not covered by the medical certificate and expect to complete an alternate task. Ideally this should be coordinated with the Head Teacher of the course prior to the student returning.

Illness or Misadventure Application

Students and parent / carers can access the [online Illness / Misadventure application](#) via the school's website. Applications must be submitted within **seven (7) days** of the before or after the due date of the assessment task. The application will require student and parent emails along with a description and supporting evidence of the disadvantage experienced during the time the student was attempting to complete the assessment task. When completing an application, students should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of an application. The application will be reviewed by the course Head Teacher and Deputy Principal and outcome emailed to both student and parent.

Supporting evidence should:

- include a statement from the student explaining how they were affected during the assessment task;
- include a statement about how the student's performance during the assessment task may have been affected. The dates featured on the illness evidence must cover the

actual date of the assessment task and all subsequent absences until the task is completed.

- in cases of misadventure, include evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance in the assessment task may have been affected) with the date and time of the occurrence and subsequent events. The dates featured on the misadventure evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.
- In the case of timed online tasks, technological misadventure, evidence such as screenshots or photographs should accompany a detailed explanation of the misadventure.

Illness/Misadventure does not cover:

- Difficulties in preparation or loss of preparation time as a result of an earlier illness
- Printer/computer failure is not an acceptable reason for late submission of work. Technology related matters will only be considered within the context of online timed examinations
- Alleged deficiencies in teaching; for example, extended teacher absences
- Absent on the day the task was distributed
- Loss of study time or facilities prior to the formal study vacation
- Misreading of the timetable or examination instructions
- Failure to enter for the examination in the correct course
- Long term illness such as glandular fever, asthma, epilepsy – unless there is evidence of a sudden reoccurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experienced further difficulties
- Attendance at a concert, sporting event, cultural event, family holiday, wedding, etc
- Other commitments such as entertainment, work or attendance at examinations conducted by other education organisations.

Outcome of application

Once applications are submitted Head teacher and Deputy Principal review the evidence and either approve or decline the application within five (5) days of receipt. Students and parents/carers are notified immediately by email. Possible outcomes include:

- Task completed at an arranged time/place.
- Zero mark awarded

- Task to be accepted without any loss of mark
- Missed task to be completed at a negotiated time to provide guidance to allocate a mark
- Extension of time determined
- Alternative task to be completed at a negotiated time to provide guidance to allocate a mark
- Estimate used as a last resort if student unable to sit another task.

Students and parent/carers may appeal the decision made above or the result of any assessment task. However, an appeal cannot be made regarding professional teacher judgement in applying the marking criteria.

Appeals regarding Assessment Tasks

This appeals process applies in the following circumstances:

- Dissatisfaction with outcome of an Illness/Misadventure application
- Concern regarding a result for an individual task. This does not include an appeal regarding professional teacher judgement in applying the marking criteria
- Concern regarding results recorded on a progress report

Any appeal should be emailed to the Head Teacher within 7 days of the issue. The Head Teacher in consultation with their supervising Deputy Principal will review and make a recommendation.

Further appeals can be directed to the Deputy Principal of the cohort where an appeals committee will be formed to review and make final recommendation.

N-Warnings

- Students who do not satisfactorily complete the required class work, homework and assessment tasks will receive a letter warning of an N-Determination, commonly called an N Warning letter.
- Students with any aspect of their work incomplete will receive a N Warning letter that outlines what they need to do to have satisfactory completion of a course. This letter will give the student 2 weeks to complete work that is outstanding.
- Students who have 2 N-Warning letters of work that is outstanding within a course could be considered for a Final N Determination in that course.

Malpractice

Malpractice includes:

- plagiarism
- copying of another student's work
- having someone else significantly contribute to the task
- falsifying any documentation
- cheating in a test situation
- not following published examination rules
- being deemed to have gained an unfair advantage

This will apply to individual students, or to two or more students, if something unethical occurs between them. Assessments in which **Malpractice** is an issue may receive an "NS" grade and an N Warning Letter.

What constitutes malpractice?

All work presented must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, or the internet without referencing the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules or cheating in an examination
- using non-approved aids or electronic devices during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- removing examination material from the examination room without permission
- adding information to an assessment paper after the examination and requesting additional marks to gain an unfair advantage
- talking during an examination or distracting other students

Non-Serious attempts

A “Non-serious attempt” may include only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task. Students who are deemed to have made a **Non-serious attempt** at any assessment task will zero for that task. Students need to protect themselves against technological failure. Technological failure may result in zero. Students must ensure paper copies and backups are kept.

In cases where a teacher alleges that the student has made a non-serious attempt at a task, the matter should be referred to the Head Teacher in the first instance. If the Head Teacher agrees that the student has made a non-serious attempt at the task the student has five school days in which to respond in writing. The Head Teacher will make a determination on a suitable penalty. Based on the Head Teacher’s determination, the matter may be referred to the Assessment Appeals Committee and the students and parents/carers will be notified within 5 days of the outcome.

Non-submission of a formal assessment task

A “Non-serious attempt” may include only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task. Students who are deemed to have made a **Non-serious attempt** at any assessment task will be awarded an “NS” grade for that task.

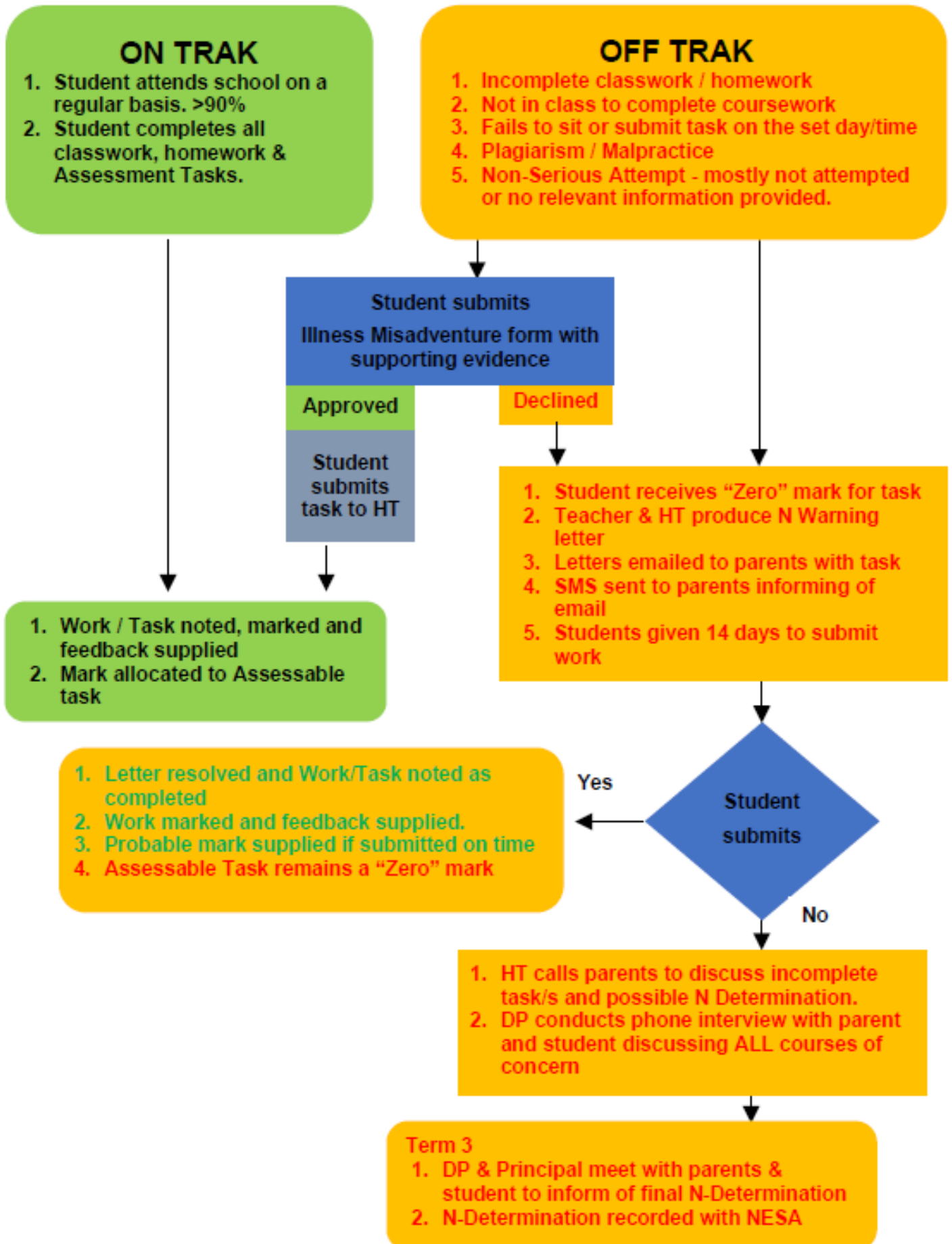
Students need to protect themselves against technological failure. Technological failure may result in an “NS” grade. Consideration may be given in relation to technological failures only in **exceptional circumstances**. In these cases, students should submit evidence of completed work.

This may include:

- draft work
- work saved to removable device in the case of a printer failure
- emailed submission

All assessments requiring the research of information should include referenced sources correctly presented (based on either the Harvard System or APA)

Warning of N-Determination Flowchart



Requirements for the award of the ROSA

The NSW Record of School Achievement (Stage 5 RoSA) is generally awarded to eligible students after four years of secondary school. In Years 7 to 10, students study a variety of courses to qualify for the award of the NSW Record of School Achievement. As well as taking the necessary combination of courses, they are also required to apply themselves satisfactorily to their studies.



Eligibility requirements

To be eligible for the award of the NSW Stage 5 RoSA, students are required to attend a government school or an accredited non-government school. This is usually for a period of four years between the ages of 11 and 16 years. Students should follow and complete the pattern of courses required by NESA.

To complete a course of study for the NSW Record of School Achievement, a student should have a satisfactory record of application (effort).

While formal Stage 5 RoSA credentials are only for school leavers, all Year 10 students will be able to access their results electronically and print a transcript.

Only students who leave school and who satisfy eligibility requirements for the Stage 5 RoSA will receive the formal credential. Students who leave school and who are not eligible for the Stage 5 RoSA will be able to receive a Transcript of Study at their time of departure. The Transcript of Study will contain the same information as the Stage 5 RoSA for courses satisfactorily completed.

All students will also have access to a record of their grades through Students Online.

Students who receive their HSC will be able to receive a Stage 5 RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

Course requirements

Over the four years leading up to the Stage 5 RoSA, students need to have studied the following courses:

- English - studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10.
- Mathematics - studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10.
- Science - studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10.

- Human Society and Its Environment- studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10. Included in this requirement is at least 100 hours of Australian History and 100 hours of Australian Geography.
- Creative Arts - studied for 200 hours and comprising the 100-hour courses in each of Visual Arts and Music.
- Technological and Applied Studies - studied for 200 hours and consisting of the Technology Mandatory course. At least 50 hours of the course should be devoted to learning about and using computers.
- Personal Development, Health and Physical Education - studied in each of Years 7-10 with 300 hours to be completed by the end of Year 10.
- Languages - studied for at least 100 hours, to be completed in one language over one continuous 12-month period between Years 7 and 10 but preferably in Years 7-8.

N.B. 100 hours is roughly equivalent to 5 periods per fortnight over 40 weeks.

Frequently asked questions

Q. What happens when a student is sick or cannot attend school on the day of the assessment?

If a student has a valid reason for late submission, such as illness, they are required to submit an Illness/Misadventure application (on the portal) to the Head Teacher of the subject. This document is to be accompanied by a Medical certificate OR parent explanation. This will be reviewed by the Deputy Principal and Head Teacher and a decision made about when the student is to submit their task.

Q. What if a student is absent when the Assessment Notification is distributed?

It is the student's responsibility to ask the teacher for the notification of the task.

Students will not be given an extension of time *except* where the absence is for an extended period of time and the reason is deemed acceptable by the Deputy Principal in charge of Year 10.

NB: Copies of all issued Assessment Notifications can be accessed on our closed Facebook groups.

Q. What happens when a student does not submit their task by the due date?

Students who do not submit by the due date, will be recorded as an "NS" grade and an N-Warning letter will be sent home. Students are required to meet with the Head Teacher of the faculty to discuss the circumstances around their non-submission and

to plan for the late submission of the task. The Head Teacher will decide whether the same or an alternative task is to be completed.

Q. What happens when an assessment is late because of technological failure?

Technological failure is not reason for an extension, students are encouraged to keep back-ups of their work. If a student is having difficulty printing they should speak to their teacher before the due date.

Q. What happens if a student submits work that is not their own?

Students should submit only work that is completed by them.

If a student in Year 10 submits the work of another person, copies from the internet or a published document without appropriate referencing they will receive a "NS" grade for the task and will be required to resubmit.

Students who knowingly allow another student to copy and submit their work may also receive an "NS" grade.

Q. What happens when a student believes that they need an extension?

Acceptable reasons for an extension of a task may include

- illness supported by a medical certificate
- evidence of exceptional circumstances

This evidence along with an Illness/Misadventure application (on the portal) is to be provided to the Deputy Principal on the first day back at school. The Deputy Principal and Head Teacher will then determine if the reason is valid and decide on the submission of the task.

Q. What happens when a submitted task does not meet the outcomes?

If a student submits a task that does not meet the outcomes, an "NS" grade will be awarded. If the task is deemed to be a non-serious attempt, then a negotiated resubmission date may be issued by the Head Teacher.

Q. What happens if a student is involved in a school organised event that prevents them from submitting their task on the due date?

Students should inform the teacher as soon as they become aware of the event and negotiate for the submission of the task.

Informing the teacher after the event, will result in the student receiving an "NS" grade for this task.

Q. What happens if a student is involved in a non-school organised event that prevents them from submitting their task on the due date?

Students should provide the teacher with written supporting evidence of the event, giving at least two weeks' notice of the activity. As soon as students are aware of the activity, they should discuss this with their teacher so that arrangements for their task can be made.

Q. What happens if the student is away on a family holiday?

The Department of Education does not encourage travel during school terms. If the travel is necessary, students should obtain an *Application for Extended Leave* form which needs to be submitted to the school office for the Principal to review.

If the application is approved, the student needs to identify any tasks that will be missed and to make alternative arrangements with the Head Teacher of the faculty.

Parents will be contacted in regard to these arrangements prior to the leave.

These procedures will be regularly reviewed as part of our ongoing evaluation processes.

Key Word Definitions

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 (analyse/evaluate)
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 whole

Yearly overview of all assessment tasks

Semester 1		Child Studies	Commerce	Computing Technology	Design and Technology	English	Food Technology	History Elective	HSIE	Ind. Tech. Engineering	Ind. Tech. Multimedia	Ind. Tech. Timber	Languages: Korean	Advanced Mathematics	Standard Mathematics	Music	PASS	PDHPE	Photographic & Digital Media	Science	Textiles Technology	Visual Arts
Term 1	Week 1-2																					
	Week 3																					
	Week 4																					
	Week 5																					
	Week 6																					
	Week 7																					
	Week 8																					
	Week 9																					
	Week 10																					
	Week 11																					
	Term 2	Week 1																				
Week 2																						
Week 3																						
Week 4																						
Week 5																						
Week 6																						
Week 7																						
Week 8																						
Week 9																						
Week 10																						

Semester 2		Child Studies	Commerce	Computing Technology	Design and Technology	English	Food Technology	History Elective	HSIE	Ind. Tech. Engineering	Ind. Tech. Multimedia	Ind. Tech. Timber	Languages: Korean	Advanced Mathematics	Standard Mathematics	Music	PASS	PDHPE	Photographic & Digital Media	Science	Textiles Technology	Visual Arts		
Term 3	Week 1																							
	Week 2																							
	Week 3																							
	Week 4																							
	Week 5																							
	Week 6																							
	Week 7																							
	Week 8																							
	Week 9																							
	Week 10																							
Term 4	Week 1					Continuous																		
	Week 2																							
	Week 3																							
	Week 4																							
	Week 5																							
	Week 6																							
	Week 7																							
	Week 8																							
	Week 9																							
	Week 10																							

2024 Assessment Schedules

Year 9 Child Studies - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES											
TASK	Due Date	CS5-1	CS5-2	CS5-3	CS5-4	CS5-5	CS5-6	CS5-7	CS5-8	CS5-9	CS5-10	CS5-11	CS5-12
Task 1: <i>Meet The Parents</i> Extended Response	Term 2 Week 3	X											
Task 2: <i>Growing Pains</i> Presentation	Term 3 Week 3		X									X	
Task 3: <i>All Units</i> Examination	Term 4 Week 3	X			X	X			X				

CHILD STUDIES	
Syllabus Outcomes	A student...
CS5-1	identifies the characteristics of a child at each stage of growth and development
CS5-2	describes the factors that affect the health and wellbeing of the child
CS5-3	analyses the evolution of childhood experiences and parenting roles over time
CS5-4	plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5	evaluates strategies that promote the growth and development of children
CS5-6	describes a range of parenting practices for optimal growth and development
CS5-7	discusses the importance of positive relationships for the growth and development of children
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10	demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-11	analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12	applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Year 9 Commerce - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES								
TASK	Due Date	COM5-1	COM5-2	COM5-3	COM5-4	COM5-5	COM5-6	COM5-7	COM5-8	COM5-9
Task 1: <i>Consumer and Financial Decisions</i> Budget and Financial Decision task	Term 1 Week 10	X			X			X		
Task 2: <i>Economic and Business Environment</i> Entrepreneur and Innovative Product Task	Term 2 Week 4					X		X	X	
Task 3: <i>Law, Society and Political Involvement</i> Topic Test	Term 3 Week 8	X		X	X					
Task 4: <i>Employment and Work futures</i> Workplace Investigation Task	Term 4 Week 4	X	X		X					

COMMERCE	
Syllabus Outcomes	A student...
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
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
COM5-7	researches and assesses information using a variety of sources
COM5-8	explains information using a variety of forms
COM5-9	works independently and collaboratively to meet individual and collective goals within specified timeframes

Year 9 Computing Technology - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES							
TASK	Due Date	CT5-DPM-01	CT5-EVL-01	CT5-DAT-01	CT5-COM-01	CT5-THI-01	CT5-DAT-02	CT5-COL-01	CT5-OPL-01
Task 1: <i>Enterprise Information Systems</i> Research analysing data careers task	Term 1 Week 10		X		X				
Task 2: <i>Enterprise Information Systems</i> Analysing data project	Term 2 Week 8	X		X	X	X	X		
Task 3: <i>Software Development</i> Mechatronic and automated systems research task	Term 3 Week 8		X			X			
Task 4: <i>Software Development</i> Mechatronic and automated systems project - model and documentation	Term 4 Week 5	X				X		X	X

Computing Technology	
Syllabus Outcomes	A student...
CT5-DPM-01	applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
CT5-EVL-01	understands how innovation, enterprise and automation have inspired the evolution of computing technology
CT5-DAT-01	explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
CT5-COM-01	communicates ideas, processes and solutions using appropriate media
CT5-THI-01	applies computational, design and systems thinking to the development of computing solutions
CT5-DAT-02	acquires, represents, analyses and visualises simple and structured data
CT5-COL-01	manages, documents and explains individual and collaborative work practices
CT5-OPL-01	designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language

Year 9 Design and Technology - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES									
TASK	Due Date	DT5-1	DT5-2	DT5-3	DT5-4	DT5-5	DT5-6	DT5-7	DT5-8	DT5-9	DT5-10
Task 1: <i>Holistic approach to design</i> Practical and evaluation	Term 2 Week 2						X	X			X
Task 2: <i>Design Processes</i> Practical and portfolio	Term 3 Week 9		X			X	X		X		
Task 3: <i>Overview</i> Examination	Term 4 Week 3	X		X		X					

DESIGN AND TECHNOLOGY	
Syllabus Outcomes	A student...
DT5-1	analyses and applies a range of design concepts and processes
DT5-2	applies and justifies an appropriate process of design when developing design ideas and solutions
DT5-3	evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
DT5-4	analyses the work and responsibilities of designers and the factors affecting their work
DT5-5	evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design
DT5-6	develops and evaluates creative, innovative and enterprising design ideas and solutions
DT5-7	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
DT5-8	selects and applies management strategies when developing design solutions
DT5-9	applies risk management practices and works safely in developing quality design solutions
DT5-10	selects and uses a range of technologies competently in the development and management of quality design solutions

Year 9 English - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES					
TASK	Due Date	EN5-RVL-01	EN5-URA-01	EN5-URB-01	EN5-URC-01	EN5-ECA-01	EN5-ECB-01
Task 1: <i>Have Your Say</i> Persuasive Response	Term 1 Week 7			X		X	X
Task 2: <i>Belonging</i> Extended Analytic Response	Term 2 Week 8		X	X		X	
Task 3: <i>Speculative Fiction: Asking “What if?”</i> Representation Task	Term 3 Week 9				X	X	X
Task 4: <i>Shakespearean Comedy</i> In-class Projects	Continuous throughout the term	X	X	X	X		

ENGLISH	
Syllabus Outcomes	A student...
EN5-RVL-01	uses a range of personal, creative and critical strategies to interpret complex texts
EN5-URA-01	analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
EN5-URB-01	evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
EN5-URC-01	investigates and explains ways of valuing texts and the relationships between them
EN5-ECA-01	crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
EN5-ECB-01	uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

Year 9 Food Technology - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES												
TASK	Due Date	FT5-1	FT5-2	FT5-3	FT5-4	FT5-5	FT5-6	FT5-7	FT5-8	FT5-9	FT5-10	FT5-11	FT5-12	FT5-13
Task 1: <i>Food In Australia</i> Research Task	Term 2 Week 2					X		X	X	X			X	
Task 2: <i>Food For Special Occasions</i> Research and practical task	Term 3 Week 7	X				X			X	X	X	X		
Task 3: <i>Food Selection and health</i> Topic Test	Term 4 Week 4		X	X			X	X					X	X

FOOD TECHNOLOGY	
Syllabus Outcomes	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
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

Year 9 History Elective - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES									
TASK	Due Date	HTE5-1	HTE5-2	HTE5-3	HTE5-4	HTE5-5	HTE5-6	HTE5-7	HTE5-8	HTE5-9	HTE5-10
Task 1: <i>Crime and Punishment</i> Historical Investigation	Term 1 Week 11	X						X	X		X
Task 2: <i>Children in History</i> Source Based in Class task	Term 2 Week 4	X		X			X			X	
Task 3: <i>Disasters</i> Disaster Practical Project	Term 3 Week 7		X	X					X		X
Task 4: <i>World Myths and Legends</i> Source Analysis Topic Test	Term 4 Week 5				X	X	X			X	

HISTORY ELECTIVE	
Syllabus Outcomes	A student...
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
HTE5-3	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
HTE5-5	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
HTE5-7	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
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

Year 9 HSIE (History/Geography) - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES																	
TASK	Due Date	HT5-1	HT5-2	HT5-3	HT5-4	HT5-5	HT5-6	HT5-7	HT5-8	HT5-9	HT5-10	GE5-1	GE5-2	GE5-3	GE5-4	GE5-5	GE5-6	GE5-7	GE5-8
Task 1 - History: <i>Movement of Peoples</i> In class Source-based Task	Term 1 Week 7				X		X	X		X									
Task 2 - History: <i>Australians at War</i> Topic Test	Term 2 Week 4	X					X			X	X								
Task 1 - Geography: <i>Changing Places</i> Research Based In-Class Response	Term 3 Week 7													X				X	X
Task 2 – Geography: <i>Sustainable Biomes</i> Topic Test	Term 4 Week 5											X	X		X	X			

HISTORY		GEOGRAPHY	
Syllabus Outcomes	A student...	Syllabus Outcomes	A student...
HT5-1	explains and assesses the historical forces and factors that shaped the modern world and Australia	GE5-1	explains the diverse features and characteristics of a range of places and environments
HT5-2	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia	GE5-2	explains processes and influences that form and transform places and environments
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	GE5-3	analyses the effect of interactions and connections between people, places and environments
HT5-4	explains and analyses the causes and effects of events and developments in the modern world and Australia	GE5-4	accounts for perspectives of people and organisations on a range of geographical issues
HT5-5	identifies and evaluates the usefulness of sources in the historical inquiry process	GE5-5	assesses management strategies for places and environments for their sustainability
HT5-6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia	GE5-6	analyses differences in human wellbeing and ways to improve human wellbeing
HT5-7	explains different contexts, perspectives and interpretations of the modern world and Australia	GE5-7	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
HT5-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry	GE5-8	communicates geographical information to a range of audiences using a variety of strategies
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 Industrial Technology: Engineering - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES									
TASK	Due Date	IND5-1	IND5-2	IND5-3	IND5-4	IND5-5	IND5-6	IND5-7	IND5-8	IND5-9	IND5-10
Task 1: <i>Structures</i> Part A: Practical	Term 2 Week 2	X					X	X			
Task 2: <i>Structures</i> Part B: Report	Term 2 Week 4		X						X		
Task 3: <i>Mechanisms</i> Practical and Portfolio Task	Term 3 Week 4	X	X	X						X	
Task 4: <i>Structures and Mechanisms</i> Examination	Term 4 Week 4				X	X				X	X

INDUSTRIAL TECHNOLOGY: ENGINEERING

Syllabus Outcomes	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
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 quality 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

Year 9 Industrial Technology: Multimedia - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES									
TASK	Due Date	IND5-1	IND5-2	IND5-3	IND5-4	IND5-5	IND5-6	IND5-7	IND5-8	IND5-9	IND5-10
Task 1: <i>Movie Poster Practical</i>	Term 1 Week 9			X		X		X		X	
Task 2: <i>Website Design Practical</i>	Term 2 Week 8		X		X		X				
Task 3: Audio Podcast Practical	Term 3 Week 8							X			X
Task 4: Video Production Practical and portfolio progress	Term 4 Week 6	X	X	X		X			X		

INDUSTRIAL TECHNOLOGY: MULTIMEDIA

Syllabus Outcomes	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
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 quality 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

Year 9 Industrial Technology: Timber - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES									
TASK	Due Date	IND5-1	IND5-2	IND5-3	IND5-4	IND5-5	IND5-6	IND5-7	IND5-8	IND5-9	IND5-10
Task 1: <i>Australian Timbers</i> Practical and Portfolio Task	Term 2 Week 4				X		X	X			X
Task 2: <i>Organise It</i> Practical and Portfolio Task	Term 3 Week 9		X			X	X		X		
Task 3: Examination	Term 4 Week 3	X		X		X					

INDUSTRIAL TECHNOLOGY: TIMBER

Syllabus Outcomes	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
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 quality 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

Year 9 Languages: Korean - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES		
TASK	Due Date	ML5-INT-01	ML5-UND-01	ML5-CRT-01
Task 1: <i>Daily Routine</i> Multi-modal presentation	Term 2 Week 4	X		X
Task 2: <i>Eating Out</i> Role Play	Term 3 Week 9	X		
Task 3: <i>All topics</i> Examination	Term 4 Week 4		X	

LANGUAGES: KOREAN	
Syllabus Outcomes	A student...
ML5-INT-01	exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
ML5-UND-01	analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
ML5-CRT-01	creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

Year 9 Advanced Mathematics - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES																								
TASK	Due Date	MAO-WM-01	MA5-ALG-C-01	MA5-RAT-P-01	MA5-RAT-O-02	MA5-ALG-P-01	MA5-ALG-P-02	MA5-IND-C-01	MA5-IND-P-01	MA5-IND-P-02	MA5-EQU-C-01	MA5-EQU-P-01	MA5-EQU-P-02	MA5-LIN-C-01	MA5-LIN-C-02	MA5-NLI-C-01	MA5-NLI-C-02	MA5-MAG-C-01	MA5-TRG-C-01	MA5-TRG-C-02	MA5-ARE-C-01	MA5-VOL-C-01	MA5-DAT-C-01	MA5-PRO-C-01	MA5-PRO-P-01	
Task 1: In-class Examination – with summary sheet	Term 1 Week 10	X	X			X	X	X	X	X				X	X											
Task 2: In-class Examination – with summary sheet	Term 2 Week 6	X																X						X	X	X
Task 3: In-class Examination – with summary sheet	Term 3 Week 6	X		X	X						X	X	X						X	X						
Task 2: In-class Examination – with summary sheet	Term 4 Week 3	X														X	X				X	X				

YEAR 9 ADVANCED MATHEMATICS

Syllabus Outcomes	A student...
MAO-WM-01	Develops understanding and fluency in Mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)
MA5-RAT-O-02	analyses and constructs graphs relating to rates of change (Path: Stn, Adv)
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)
MA5-ALG-P-O2	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)
MA5-IND-P-02	describes and performs operations with surds and fractional indices (Path: Adv)
MA5-EQU-C-01	describes and performs operations with surds and fractional indices (Path: Adv)
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ (Path: Adv)
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form

MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)

Year 9 Standard Mathematics - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES																								
TASK	Due Date	MAO-WM-01	MA5-ALG-C-01	MA5-RAT-P-01	MA5-RAT-O-02	MA5-ALG-P-01	MA5-ALG-P-02	MA5-IND-C-01	MA5-IND-P-01	MA5-IND-P-02	MA5-EQU-C-01	MA5-EQU-P-01	MA5-EQU-P-02	MA5-LIN-C-01	MA5-LIN-C-02	MA5-NLI-C-01	MA5-NLI-C-02	MA5-MAG-C-01	MA5-TRG-C-01	MA5-TRG-C-02	MA5-ARE-C-01	MA5-VOL-C-01	MA5-DAT-C-01	MA5-PRO-C-01	MA5-PRO-P-01	
Task 1: In-class Examination – with summary sheet	Term 1 Week 10	X	X			X	X	X	X	X				X	X											
Task 2: In-class Examination – with summary sheet	Term 2 Week 6	X																X						X	X	X
Task 3: In-class Examination – with summary sheet	Term 3 Week 6	X		X	X						X	X	X							X	X					
Task 2: In-class Examination – with summary sheet	Term 4 Week 3	X														X	X					X	X			

YEAR 9 STANDARD MATHEMATICS

Syllabus Outcomes	A student...
MAO-WM-01	Develops understanding and fluency in Mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)
MA5-RAT-O-02	analyses and constructs graphs relating to rates of change (Path: Stn, Adv)
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)
MA5-ALG-P-O2	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)
MA5-IND-P-02	describes and performs operations with surds and fractional indices (Path: Adv)
MA5-EQU-C-01	describes and performs operations with surds and fractional indices (Path: Adv)
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ (Path: Adv)
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form

MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)

Year 9 Music - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES											
TASK	Due Date	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	5.10	5.11	5.12
Task 1: <i>Classical</i> Composition Task	Term 1 Week 10		X	X								X	
Task 2: <i>Music for Large Ensembles</i> Performance Task	Term 2 Week 10	X	X	X									X
Task 3: <i>Musicals</i> Performance Task	Term 3 Week 8	X		X									X
Task 4: <i>Music in Practice</i> Examination	Term 4 Week 4							X	X	X	X		

MUSIC	
Syllabus Outcomes	A student...
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

Year 9 Physical Activity and Sports Science (PASS) - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES									
TASK	Due Date	PASS5-1	PASS5-2	PASS5-3	PASS5-4	PASS5-5	PASS5-6	PASS5-7	PASS5-8	PASS5-9	PASS5-10
Task 1: <i>Body in Action</i> Written Task	Term 2, Week 3	X	X								X
Semester 1 Ongoing Practical Assessment <i>European Handball, Gaelic Football, Lacrosse and Ultimate Frisbee</i> Practical Skills and Decision Making	Ongoing assessment during Term 1 and 2 throughout the topics					X		X		X	
Task 2: <i>Better, Harder, Faster, Stronger</i> Training Program	Term 3, Week 9	X	X				X		X		
Task 3: <i>All Units</i> Examination	Term 4, Week 3	X	X				X		X		X
Semester 2 Ongoing Practical Assessment <i>Oz Tag, Gridiron, Basketball and Recreational Games</i> Practical Skills and Decision Making	Ongoing assessment during Term 3 and 4 throughout the topics					X		X		X	

PHYSICAL ACTIVITY AND SPORTS STUDIES

Syllabus Outcomes	A student...
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 sport
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 goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Year 9 PDHPE - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES										
TASK	Due Date	PD5-1	PD5-2	PD5-3	PD5-4	PD5-5	PD5-6	PD5-7	PD5-8	PD5-9	PD5-10	PD5-11
Task 1: <i>Eat Right Future Bright</i> Food Diary and Analysis	Term 1, Week 9		X						X			
Semester 1 Ongoing Practical Assessment <i>Small Sided Tactical Games, Target Games, Team Games Invasion Games</i> Practical Skills and Decision Making	Ongoing assessment during Term 1 and 2 throughout the topics				X	X						X
Task 2: <i>All Units</i> Examination	Term 4, Week 3	X	X							X	X	
Semester 2 Ongoing Practical Assessment <i>Net Court Games, Mindful Activities, Modified Games, Inclusivity Activities</i> Practical Skills and Decision Making	Ongoing assessment during Term 3 and 4 throughout the topics				X	X						X

PDHPE	
Syllabus Outcomes	A student...
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
PD5-8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5-9	assesses and applies self-management skills to effectively manage complex situations
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

Year 9 Photographic and Design Media - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES									
TASK	Due Date	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	5.10
Task 1: <i>Mission: Shoot and Capture</i> Making: Digital works Studying: Photographic analysis	Term 1 Week 9	X		X			X		X	X	
Task 2: <i>Head On</i> Making: Manipulating images	Term 2 Week 4	X	X	X	X		X				
Task 3: <i>Let there be light</i> Making: Digital works Studying: Written response	Term 3 Week 5	X		X	X	X		X			X
Task 4: <i>Show, don't tell</i> Making: Digital works	Term 4 Week 4		X	X	X	X	X				

PHOTOGRAPHIC AND DESIGN MEDIA

Syllabus Outcomes	A student...
5.1	Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
5.2	Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
5.3	Makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	Selects appropriate procedures and techniques to make and refine photographic and digital works
5.7	Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	Uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
5.9	Uses the frames to make different interpretations of photographic and digital works
5.10	Constructs different critical and historical accounts of photographic and digital works

Year 9 Science - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES											
TASK	Due Date	SC5-2VA	SC5-4WS	SC5-5WS	SC5-6WS	SC5-7WS	SC5-8WS	SC5-9WS	SC5-10PW	SC5-13ES	SC5-14LW	SC5-15LW	SC5-17CW
Task 1: <i>The Nutty Professor</i> In-class application of practical skills and knowledge of Chemistry	Term 1 Week 10	X					X	X	X				
Task 2: <i>Contagion</i> Numeracy: in-class task	Term 2 Week 4					X	X		X				X
TASK 3: <i>Scientific method</i> Student research project: Individual practical investigation take-home task	Term 3 Week 7		X	X	X	X	X	X					
Task 4: <i>Contagion, Blackout, Sonic and Geostorm</i> Yearly Examination	Term 4 Week 2					X		X			X	X	

SCIENCE	
Syllabus Outcomes	A student...
SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
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	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
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
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
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 Textiles Technology - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES											
TASK	Due Date	TEX5-1	TEX5-2	TEX5-3	TEX5-4	TEX5-5	TEX5-6	TEX5-7	TEX5-8	TEX5-9	TEX5-10	TEX5-11	TEX 5-12
Task 1: <i>Knitted up</i> Practical Project and Portfolio	Term 2 Week 2		X			X			X		X	X	X
Task 2: <i>P.J Party</i> Practical Project and Portfolio	Term 3 Week 4		X			X			X		X	X	
Task 3: Exam	Term 3 Week 10		X	X	X		X	X					
Task 4: <i>Funky Furnishings</i> Folio, Progress and Sampling Diary	Term 4 Week 5	X			X	X			X		X	X	

TEXTILES TECHNOLOGY	
Syllabus Outcomes	A student...
TEX5-1	explains the properties and performance of a range of textile items
TEX5-2	justifies the selection of textile materials for specific end uses
TEX5-3	explains the creative process of design used in the work of textile designers
TEX5-4	generates and develops textile design ideas
TEX5-5	investigates and applies methods of colouration and decoration for a range of textile items
TEX5-6	analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
TEX5-7	evaluates the impact of textiles production and use on the individual consumer and society
TEX5-8	selects and uses appropriate technology to creatively document, communicate and present design and project work
TEX5-9	critically selects and creatively manipulates a range of textile materials to produce quality textile items
TEX5-10	selects appropriate techniques and uses equipment safely in the production of quality textile projects
TEX5-11	demonstrates competence in the production of textile projects to completion
TEX5-12	evaluates textile items to determine quality in their design and construction

Year 9 Visual Arts - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES									
TASK	Due Date	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	5.10
Task 1: <i>Lino Printing: Animal Studies</i> Practical & Written Task	Term 1 Week 10	X		X		X	X	X	X	X	X
Task 2: <i>Drawing: Fragile Faces</i> Practical Task	Term 2 Week 10	X	X		X	X	X				
Task 3: <i>Organic Vessels</i> Written Task	Term 3 Week 6							X	X	X	
Task 4: <i>Clay: Organic Vessels</i> Practical Task	Term 3 Week 10	X	X		X		X				

VISUAL ARTS	
Syllabus Outcomes	A student...
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
5.3	makes artworks informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	demonstrates developing technical accomplishment and refinement in making artworks
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
5.9	demonstrates how the frames provide different interpretations of art
5.10	demonstrates how art criticism and art history construct meanings

Appendix A

	Faculty Year 10 Assessment Task 1 Term 1 2022
---	--

STUDENT NAME	CLASS

DETAILS	
Topic:	
Due date:	Date of issue:
Type of task:	

TASK DESCRIPTION

NESA TERMINOLOGY

MARKING CRITERIA
You will be assessed on how well you:

OUTCOMES TO BE ASSESSED

--

SUBMISSION INSTRUCTIONS

--

What do I do if I am absent?

--