



Assessment Handbook

Year 9, 2022

This booklet provides you with important information about the school's assessment policy, timing of Assessment Tasks and the content examined for each assessable task you have this year.

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Introduction

Killarney Heights High School is committed to enhancing and encouraging students' achievement of learning outcomes. The Killarney Heights High School Assessment Policy is designed to ensure consistency in assessment throughout the school. Our aim is to ensure that all of our students progressively develop their skills and knowledge in a collaborative and supportive environment.

To ensure progress, teachers use Formative Assessment to monitor student learning and provide ongoing feedback that can help students to identify their strengths and weaknesses and target areas that need further work. As a result, it is common that formal homework is not always set, however, students may be required to submit components of their assignment for feedback during the process of completing the task.

Assessment at Killarney Heights High School encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

Assessment Tasks are designed to measure performance against course outcomes through a range of activities. Assessment Tasks may include:

- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, log books, process diaries
- Class and/or cohort tests
- Compositions – musical
- Extended response – imaginative, analytical, persuasive, discursive, evaluative, reflective
- Formal examinations

School Responsibilities

- The year adviser will issue each student with an assessment booklet containing a summary of the schedule including the school policies and procedures at the start of each year
- A copy of the complete assessment schedule will be published on the school website
- Subject teachers will hand out and explain the schedule at the start of each school year
- Any changes will be communicated to students at least 2 weeks before the due date and updated on the school website
- The New South Wales Education Standards Authority (NESA) recommends a maximum of four formal Assessment Tasks per subject per school year
- No formal Assessment Task may be conducted within 1 week of any examination period
- Where possible, an Assessment Task will be marked by more than one teacher
- Students must be provided with a notification of assessment (Assessment Notification) as early as possible but no less than 2 weeks in advance of the date that the Assessment Task is due (Due Date)
- The Assessment Notification must contain information about expectations of the task

Student Responsibilities

It is the student's responsibility to:

- Know and understand the expectations, tasks and timing of assessments for each of their courses.
- Demonstrate, sustained diligence and effort in each subject and participate in all lessons constructively.
- Collect any work missed due to absence from class for any reason.
- Complete a "Misadventure Form" if the student is sick on the day of an assessment or cannot complete a task.
- Make a serious attempt at completing all tasks, including submitting their work in an appropriate format and on time.
- Attend all examinations and bring all required examination equipment
- Ensure that any questions about marks, grades, or comments awarded for an individual piece of work are resolved at the time the work is handed back.

Parent Responsibilities

- Assist students in the development of time management skills by encouraging the use of diaries and calendars.
- Support students with the completion of assignments that reflect the student's own knowledge and understanding.

Success Criteria for KHHS Assessments

To have satisfactorily completed a course, students will have:

- satisfactorily completed the NESA requirements for all courses studied
- have a satisfactory record of attendance
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

Participation

A genuine attempt must be made concerning the teaching and learning activities of a course.

Participating in a course involves completing assignments, homework, and set tasks. It is up to the teacher's professional judgement to determine what constitutes genuine participation.

Recording extra-curricular achievements

Killarney Heights High School is registered with up2now, a NESA program which allows students to record their extra-curricular activities. Up2now is an ongoing learning portfolio in which students can record, organise, and share evidence of their engagement with activities like volunteer programs, first aid courses, community work, etc. Students can use this program to share this information with prospective employers or to access other education or training pathways. www.up2now.net.au

Examination and Class Test Rules

- If students are found to have notes, paper, unauthorised material or any communication device such as a programmable watch, smartwatch or a mobile telephone in their possession once the examination has commenced, they may be penalised, which could result in being given zero for the examination.
- Students are required to make a serious attempt at the examination by answering a range of questions types. Answering only multiple choice questions is not considered a serious attempt and may result in the cancellation of the course.
- Students must complete the student attendance slip, and ensure it has been collected before they leave the examination room.
- Students must remove their watch and place it in clear view on the desk.
- Students must not start writing until instructed to and must stop writing immediately when instructed to do so.
- When leaving, students must not take any part of the examination materials or question booklet from the examination room.
- Students may not leave the examination room within the first hour of the examination or in the last 15 minutes, except in cases of emergency, or with the permission of the Principal.

Students who have been granted special provisions for their exams will need to see the exam coordinator prior to the exam period so that all supervising teachers can be made aware of these special provisions.

Students who miss an exam due to illness, misadventure, leave, or domestic problems, must complete the Illness/Misadventure form supplied in this handbook and submit it to the relevant Head Teacher on the morning of their return to school.

Suspension and assessment

Unless forbidden by the Principal, a suspended student may be required to attend school for the time span only during which an in-school Assessment Task is being completed.

If the task is in the form of a written assessment, it must be handed to the front office on the due date. Failure to comply with the above will result in a zero grade.

Absence, Illness and Misadventure Procedures

Students must ensure that their Assessment Tasks are submitted on the due date. In all cases, where a student does not submit or attend an Assessment Task, they must complete an Illness/Misadventure form. Failure to follow these procedures will result in a mark of zero being awarded.

Technology failure is not an acceptable reason for late submission of work.

Absence

If a student is absent for all or part of the due date, they must complete an “Illness/Misadventure” form (see below).

If a student is absent for all or part of the due date without a valid reason, they will receive a mark of zero for that Assessment Task.

If a student is absent the day prior to the due date without a valid reason, they will receive a mark of zero for that Assessment Task.

Excursions and Fieldwork

Some subjects require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence from such activities, students must negotiate alternate arrangements prior to the event. This is at the discretion of the Principal.

School Leave and Assessment

If students know that they will be absent for an Assessment Task due to extra-curricular school commitments, they must give notice of their leave as soon as possible.

The task should be handed in prior to the Due Date in these cases, unless an alternative date has been negotiated with the Head Teacher.

Extensions

A student may apply for an extension to the Due Date if they feel that they have a genuine inability to meet a Due Date due to exceptional circumstances.

A student who wishes to apply for an extension to the Due Date must:

- complete an “Illness/Misadventure” form; and
- provide the completed “Illness/Misadventure” form to their usual classroom teacher or the relevant Head Teacher as soon as reasonably possible.

Any requests for an extension to the Due Date will be assessed by the relevant Head Teacher on a discretionary basis.

Illness and Misadventure

If a student is unwell or suffers some misadventure on the day (or the day prior to) the Due Date they must complete an “Illness/Misadventure” form and provide any relevant accompanying documentation (including, where relevant, a medical certificate).

Immediately on the student’s return to school, they must provide the completed “Illness/Misadventure” form and relevant accompanying documentation to the Head Teacher.

Result of Illness/Misadventure Claim

Where the Head Teacher finds that the student had a valid reason for their absence on the day (or day prior to) the Due Date of the Assessment Task, the student will incur no academic penalty and alternative arrangements for the submission of the Assessment Task will be made.

Where the Head Teacher finds that the student did not have a valid reason for their absence on the day (or day prior to) the Due Date of the Assessment Task, the student will receive a mark of zero for that Assessment Task.

Appeals can be made to the Deputy Principal if the misadventure claim is disputed.

Group Performance Absence, Illness or Misadventures.

- Students are required to perform on the scheduled date specified in the assessment notice
- In the event that a performance cannot go ahead due to the absence of a group member, the affected students need to complete an illness/misadventure form as a group.
- Completed illness/misadventure forms must be completed and submitted within two school days of the scheduled assessment date.
- The student responsible for the misadventure must complete and submit an individual "Illness/misadventure" form within two school days of returning to school. Please note this application will be considered separately to the group application.
- Illness/misadventure forms are to be submitted to the relevant Head Teacher. Applications will be considered on a case by case basis and decisions are left to the Head Teacher's discretion.
- Where the reason for an absence is substantiated, arrangements will be made for the student to complete the task or an alternate task at the earliest opportunity. Rescheduling of the performance to an alternate date will be determined by the Head Teacher.

Malpractice

Malpractice covers a range of activities that gives a student an unfair advantage over other students. It includes, but is not limited to:

- Breach of school examination or test rules
- Copying someone else's work (in whole or part) and presenting it as their own
- Using material from other sources without correct reference
- Submitting work to which another person has contributed substantially (including parents, tutors, coaches, or other subject experts)
- Paying someone to write or prepare material
- Breaching school examination rules (see page 3)
- Using non-approved aids during an Assessment Task
- Creating false explanations to explain work not handed in by the Due Date
- Assisting another student to engage in malpractice

Malpractice is taken seriously at Killarney Heights High School and will result in:

- zero marks for part or all of the Assessment Task/examination
- potential further disciplinary action taken by the school (e.g. detention, suspension, etc.)

Teachers must be satisfied that the work presented is the student's own, particularly in tasks that require work to be done at home, and that any help that you have received has been acknowledged (referenced).

For the malpractice policy related to Stage 6, check the Higher School Certificate section and the relevant Assessment Guidelines.

Unsatisfactory Performance in a Course

When students are failing to meet the requirements of their course, several steps will be taken by KHHS to support them in improving their result.

1. Parents will be notified when students are reviewed for their performance in a course.
2. Students are given opportunity to rectify their situation.
 - a. If the issue is attendance, students will be placed on an attendance contract to meet requirements.
 - b. If the issue is participation, student will be placed on a class contract to meet requirements.
 - c. If the issue is completion of Assessment Tasks, students will be required to complete the Assessment Task within a two-week period.
3. A second N-Warning letter will be sent and students are given a second opportunity to rectify their situation.
4. An Unsatisfactory Determination Award (N-Award) will be determined by the Principal.
 - a. This will occur in conjunction with the assessment appeals process (see below).
 - b. The aim of the assessment appeals process is the avoidance of awarding unsatisfactory results.

Principals may determine that a student has not applied themselves with diligence and sustained effort to the set task and experiences provided by the course in the school. The Principal may recommend to the BOS that a student will receive an “N Determination” for the course.

Appeals

Appeal regarding individual Assessment Tasks

- If the student believes there were irregularities in the application, marking or recording of results for any Assessment Task, this must first be discussed with the relevant Head Teacher.
- If the grievance has not been adequately resolved the student may then choose to complete an illness/misadventure form.
- Illness/misadventure applications are to be submitted to the relevant Deputy Principal who will consider all information and evidence when making a decision in regards to the claim. The Deputy Principal will then hand back the original illness/misadventure form along with a written decision.
- In cases where the Head Teacher is also the class teacher involved, the illness/misadventure form can be lodged with the Deputy Principal for a final decision.

Appeal against the outcome of an Illness/Misadventure decision

- If the student believes that their Illness/misadventure application was not appropriately addressed by the Head Teacher, they may choose to appeal the decision.
- The process of appeal requires the student to re-submit their Illness/misadventure application, to the Principal within 2 school days of receiving the outcome.
- The re-submission for appeal must also include the Head Teacher’s written decision from the original application, a copy of the Assessment Task, a copy of the student’s attempt at the Assessment Task and any other relevant information
- The Deputy Principal will consider all the information and provide a final decision and course of action regarding the appeal.

Appeal against penalties due to malpractice

- In the case of some Assessment Tasks (such as research tasks, major works, or projects) a log of student work is required and must be presented on request
- Drafts, proofs, and rough copies of assignments should be kept to support the authenticity of the submission
- The student must appeal this decision within two school days of written notification of the zero penalty being given

Refer to the Assessment Guidelines for specific provisions relating to HSC Courses.

Disability Provisions

A student may be granted disability provisions if they have:

- Visual or auditory difficulties
- Learning difficulties
- Fine motor difficulties
- Illnesses such as diabetes
- Ongoing injuries that may impact their ability to complete Assessment Tasks
- Psychological difficulties

To apply for disability provisions, parents/caregivers must provide documentation and inform the school of the student’s disability by contacting the Deputy Principal for the year group.

Disability provisions will be determined by the school. The types of adjustments made will vary based on the needs of individual students and negotiated with teachers, Learning Support Officers, parents/caregivers and students.

Provisions may include, but are not limited to:

- A ‘reader’ or ‘writer’ in examinations
- Extra time or rest breaks in examinations
- Large print or coloured paper
- The use of a computer



Killarney Heights High School

Illness/ Misadventure/Absence for an assessable task

Stage 5 and 6 Assessment Tasks are a compulsory and necessary component of the RoSA and Higher School Certificate. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the RoSA and/or the Higher School Certificate. It is the responsibility of a student, who for various reasons, fails to submit an assessable task, to make proper application for consideration under the published rules of the Assessment Procedures.

Completed by Student

Surname Given name

Class Subject(s)

Date(s) of task

Reason for absence or not submitting task

Medical certificate and/or other documentation attached: Yes / No

Student signature Date

Parent signature Date

Completed by Head Teacher

Prior approval given: Yes / No

Student informed school of illness/misadventure: Yes / No

Misadventure type: Consideration for marks Assessment rescheduling/extension

Please circle

Task type: Exam Written In class Project Research

Please circle

Practical Group Oral

Head Teacher Recommendation:

Head Teacher signature: Date received

☐ Entered on Sentral

RETURN THIS COMPLETED FORM TO YOUR DEPUTY PRINCIPAL

Decision:

Deputy Principal Signature: Date received

English

Year 9: By the end of Stage 5 students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Task Name	Persuasive Writing	Poetry composition and analysis	Novel essay	Yearly examination
Task type	Extended persuasive response	Poetic composition and extended analytical response	Extended analytical response	Formal examination
Due	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Exam period
Method of Submission	In-Class	Hand in	Hand in	Formal examination
Focus Outcomes	EN5 1A, EN5 3B, EN5 5C, EN5-7D	EN5 1A, EN5 3B, EN5 5C, EN5-7D	EN5 3B, EN5 6C, EN5 8D	EN5-3B EN5-4B EN5-6C
Weighting	25%	25%	25%	25%

Assessment Schedule updated 28/2/2022

Mathematics Stage 5.2

Year 9: Students use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they use appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form. Students use suitable problem-solving strategies, which include selecting and organising key information, and they extend their inquiries by identifying and working on related problems.

Outcomes	
Working Mathematically	
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
Number and Algebra	
MA4-5NA	operates with fractions, decimals and percentages
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
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
Measurement and Geometry	
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
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
Statistics and Probability	
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Task Name	Financial Mathematics Report	Expressions, Equations and Right Angled Triangles Test	Measurement, Linear Relationships and Geometrical Figures Test	Yearly Examination
Task type	Report	Class Test	Class Test	Formal Examination
Due	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	Exam Period
Method of Submission	Hand In	In class	In class	Formal examination
Focus Outcomes	MA5.1-4NA, MA5.2-4NA, MA5.2-8NA	MA5.1-10MG, MA5.2-13MG	MA5.2-7NA, MA5.2-9NA, MA5.2-11MG, MA5.2-12MG MA5.2-14NA	MA5.2-4NA, MA5.2-6NA, MA5.2-8NA, MA5.2-9NA, MA5.2-12MG MA5.2-13NA
Weighting	25%	25%	20%	30%

NB: All Stage 5.1 Outcomes are assumed/prerequisite knowledge for each assessment task.

Assessment Schedule updated 4/5/2022

Mathematics Stage 5.3

Year 9: Students use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across substrands. They demonstrate fluency in selecting, combining and applying relevant knowledge, skills and understanding in the solution of familiar and unfamiliar problems.

Outcomes	
Working Mathematically	
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
Number and Algebra	
MA4-5NA	operates with fractions, decimals and percentages
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.2-4NA	solves financial problems involving compound interest
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 nonlinear relationships
Measurement and Geometry	
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
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
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Task Name	Financial Mathematics Report	Expressions, Equations and Right Angled Triangles Test	Measurement, Linear Relationships and Geometrical Figures Test	Yearly Examination
Task type	Report	Class Test	Class Test	Formal Examination
Due	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	Exam Period
Method of Submission	Hand In	In class	In class	Formal examination
Focus Outcomes	MA5.2-4NA, MA5.2-8NA	MA5.2-13MG, MA5.3-5MG,	MA5.3-6NA, MA5.3-8NA, MA5.3-13MG, MA5.3-14MG, MA5.3-16MG	MA5.3-5NA, MA5.3-6NA, MA5.3-7NA, MA5.3-16MG
Weighting	25%	25%	20%	30%

NB: All Stage 5.2/5.1 Outcomes are assumed/prerequisite knowledge for each assessment task.

Assessment Schedule updated 4/5/2022

Science

Year 9: By engaging in scientific inquiry, students develop their understanding of science ideas and concepts, how scientific knowledge is refined over time and the significance of scientific evidence in evaluating claims, explanations and predictions. Students apply models, theories and laws to explain phenomena and situations involving energy, force and motion. They explain the concept of energy conservation, by describing energy transfers and transformations within systems. Students describe changing ideas about the structure of the Earth, origins of the universe and the diversity of life on the Earth to illustrate how models, theories and laws are refined over time by the scientific community as new evidence becomes available. Students explain how scientific understanding has contributed to knowledge about global patterns of geological activity and interactions between global systems. They also explain the organisation of the periodic table, chemical reactions and natural radioactivity in terms of atoms and describe how different factors influence the rate of chemical reactions.

Outcomes	
SC5-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
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
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
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
SC5-17CW	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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Practical applications of waves	Big Investigation	Practical Skills Test	Yearly Examination	
Task type	Presentation	Extended Response	Practical work	Formal Exam	
Due	Term 1, Week 10	Term 2, Week 5	Term 3, Week 8	Examination Period	
Method of Submission	Hand in	In class	Hand in	Formal Examination	
Focus Outcomes	SC5-1VA, SC5- 7WS SC5-9WS, SC5-10PW	SC5-2VA, SC5-7WS SC5-8WS, SC5-13ES	SC5-5WS, SC5-6WS SC5-7WS, SC5-9WS	SC5-8WS, SC5-9WS, SC5-11PW, SC5-12ES, SC5-14LW, SC5-17CW	
Component					
Knowledge & Understanding	5	10		25	40
Planning and Conducting Investigations			15	5	20
Critical Thinking and Problem Solving	10		5	5	20
Communicating	5	10	5		20
Weighting	20%	20%	25%	35%	100%

Assessment Schedule updated 28/2/2022

Marine & Aquaculture Technology

Year 9: The study of Marine and Aquaculture Technology provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instil in students an acceptable ethical code towards the use of the marine environment, increasingly demanded by the community and governments.

Outcomes

- MAR5-1 identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
- MAR5-2 identifies, describes and evaluates the social and economic importance of marine ecosystems
- MAR5-4 explains why aquaculture provides an economically sustainable source of food
- MAR5-5 assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
- MAR5-7 identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
- MAR5-8 identifies, describes and evaluates policies for monitoring and conserving the marine environment
- MAR5-9 selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
- MAR5-10 demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
- MAR5-11 identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
- MAR5-12 identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
- MAR5-13 collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
- MAR5-14 recalls aspects of the marine environment using relevant conventions, terminology and symbols

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Living Together in the Ocean	Marine Mammals	Antarctic Explorers	
Task type	Part A: Project Work Part B: Digital Presentation	Multimodal	Extended response	
Due	Term 2 Week 5	Term 3 Week 4	Term 4 Week 5	
Method of Submission	Hand in	Hand in	Hand in	
Focus Outcomes	5.1, 5.3, 5.14	5.2, 5.6, 5.8	5.7, 5.11, 5.14	
Weighting	40	30	30	100%

Drama

Year 9 Students will explore the meaning and function of drama and theatre in reflecting the social and cultural aspects of human experience. Following a non-assessed Elements of Drama introductory unit, students will work in pairs to perform Shakespearean Duologues in their first assessment of the year, building on the fundamentals of drama for this performance. Students will then explore the processes of improvising a monologue from stimulus to performance in the Page to Stage unit. The final unit will cover an introduction to a range of dramatic forms with an exploration of the History of Theatre from Ancient Greece to the 19th century and will incorporate the role of design in theatre.

Outcomes:

A student:

- 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action;
- 5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding;
- 5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text;
- 5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies;
- 5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning;
- 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience;
- 5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning;
- 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions;
- 5.3.2 analyses the contemporary and historical contexts of drama;
- 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	Duologues	Spoken word	History of Theatre
Task type	Part A: Performance Part B: Logbook	Part A: Performance Part B: Evaluative extended response	Part A: Performance Part B: Design Project
Due	Term 1 Week 11	Term 2 Week 10	Term 3 Week 10
Method of Submission	A: In class B: Hand In	A: In class B: Hand In	A: In class B: Hand In
Focus Outcomes	5.1.4 5.2.3, 5.3.1	5.1.3, 5.2.1, 5.3.3	5.1.2, 5.1.4, 5.2.1, 5.3.2
Weighting	30%	30%	40%

Music

Year 9: In the first unit “Music for Small Ensembles”, students learn about the different roles in small ensemble music and how changing each one can make a significant impact on the music. Students will explore chamber music to rock music to vocal music, culminating in a performance of a piece of their choice. In the second unit “Music of a Culture”, students explore the ways in which the history, geography and ideologies of the chosen culture have influenced its music, and vice versa. Students will submit a composition demonstrating their understanding of that culture’s music. In the third unit “Jazz Music” students will learn about the different structures and harmonies used in Jazz standards. Their assessment for this unit will be an analytical podcast and performance of a chosen Jazz standard.

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
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.9 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
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Ensemble Performance	Music of a Culture	Jazz Podcast + Performance	
Task type	Group Performance	Musical Composition	Audio recording of analytical report + Practical performance	
Due	Term 2 Week 4	Term 3 Week 4	Term 4 Week 3	
Method of Submission	In class	Hand in	Part A Hand Part B In Class	
Focus Outcomes	5.1, 5.3	5.4, 5.5, 5.11	5.2, 5.7, 5.9	
Weighting	30%	30%	40%	100%

Assessment Schedule updated 1/3/2022

Visual Arts

Year 9: Visual Arts fosters interest and enjoyment in the making and studying of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds.

Outcomes	
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

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Your Digital self	Street Art	Iconic Architecture	
Task type	Part A: Artmaking Part B: Imaginative extended response	Part A: Artmaking Part B: Extended response (Artist statement)	Part A: Artmaking Part B: Process Diary	
Due	Term 2 Week 3	Term 3 Week 7	Term 4 Week 6	
Method of Submission	Hand in	Hand in	Hand in	
Focus Outcomes	5.1, 5.2, 5.4, 5.5	5.1, 5.4, 5.5, 5.6	5.1, 5.3, 5.4, 5.8, 5.9	
Artmaking	20%	20%	20%	60%
Theory	10%	15%	15%	40%
Weighting	30%	35%	35%	100%

Geography

Year 9: In Stage 5 Geography, students explain geographical processes that change the features and characteristics of places and environments over time and across scales and explain the consequences of these changes.

Outcomes	
Geography	
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 result in change
GE5-4	accounts for perspectives of people and organisations on a range of geographical issues
GE5-5	assesses management of places and environments for their sustainability
GE5-6	analyses differences in human wellbeing
GE5-7	acquires and processes geographical information by selecting and using geographical tools for inquiry
GE5-8	communicates geographical information using a variety of strategies

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Task Name	Biomes	Human Wellbeing	Changing Places	Environmental Change and Management
Task type	Extended response	Analytical report	Evaluative Report	Formal Exam
Due	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Exam period
Method of Submission	Hand in	Hand-in	Hand-in	In class
Focus Outcomes	GE5-3, GE5-1	GE5-2, GE5-6	GE5-5, GE5-8	GE5-4, GE5-7
Weighting	25%	25%	25%	25%

Commerce

Year 9: Students are equipped to become wise consumers and informed business people, by actively running and promoting their own business, considering consumer choices and studying issues relating to personal finance. Students use their research and group work skills to make informed and responsible decisions as individuals and in business.

Outcomes	
COM5-1	applies consumer, financial, business, legal 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, business, legal 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

Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	Consumer and Financial Decisions	Running a Business	Employment and Work Futures
Task type	Analytical extended response	Report	Formal Examination
Due	Term 1 Week 11	Term 3 Week 9	Exam Period
Method of Submission	Hand in	Hand in	Formal Examination
Focus Outcome	COM5-1, COM5-7,	COM5-5, COM5-9	COM5-2, COM5-4
Weighting	30%	30%	40%

Elective Geography

Year 9 students investigate the themes of environments, persons, interactions and sustainability through studying the actions and reactions of individuals, groups and institutions to a range of contemporary issues. Students will gain knowledge regarding civics and citizenship, international relations, production of goods, and society and culture.

Outcomes

- GS5-1 explains the diverse features and characteristics of a range of places, environments and activities
- GS5-2 explains geographical processes and influences that form and transform places and environments
- GS5-3 analyses patterns associated with natural phenomena and human activity at a range of scales
- GS5-4 assesses the interactions and connections between people, places and environments that impact on sustainability
- GS5-5 accounts for contemporary geographical issues and events that impact on places and environments
- GS5-6 explains how perspectives of people and organisations influence a range of geographical issues
- GS5-7 analyses management strategies and the roles and responsibilities of individuals, groups and governments in response to geographical issues
- GS5-8 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GS5-9 communicates geographical information to a range of audiences using a variety of strategies and geographical tools

Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	Australia's Neighbours	Primary Production	Individual research
Task type	Analytical extended response	Cohort Test	Evaluative Report
Due	Term 2 Week 2	Term 3 Week 2	Assessment Period
Method of Submission	Hand in	In class	Hand in
Focus Outcomes	GS5-5, GS5-7	GS5-3, GS5-4, GS5-6	GS5-1, GS5-2, GS5-8
Weighting	30%	30%	40%

French Background Speakers

Year 9 Objectives:

Interacting – exchanging information, ideas and opinions, and socialising, planning and negotiating

Accessing and responding – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts

Composing – creating spoken, written, bilingual, digital and/or multimodal texts

Systems of language – understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place

The role of language and culture – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

Outcomes	
LFR5-1C	manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LFR5-2C	identifies and interprets information in a range of texts
LFR5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LFR5-4C	experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences
LFR5-5U	demonstrates how French pronunciation and intonation are used to convey meaning
LFR5-6U	analyses the function of complex French grammatical structures to extend meaning
LFR5-7U	analyses linguistic, structural and cultural features in a range of texts

Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	Mythology	Debate	Yearly Examination
Task type	Class Test	Presentation	Formal exam
Due	Term 2 Week 2	Term 3 Week 9	Examination period
Method of submission	In class	Hand in	In class
Focus Outcomes	LFR4-4C LFR4-6U LFR4-7U	LFR4-1C LFR4-5U	LFR4-2C LFR4-3C
Weighting	40%	30%	30%

Assessment schedule updated 3/5/2022

French

Year 9 Objectives:

Interacting – exchanging information, ideas and opinions, and socialising, planning and negotiating

Accessing and responding – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts

Composing – creating spoken, written, bilingual, digital and/or multimodal texts

Systems of language – understanding the French language system including sound, writing, grammar, text structure; and how language changes over time and place

The role of language and culture – understanding and reflecting on the role of French language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

Outcomes

LFR5-1C	manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LFR5-2C	identifies and interprets information in a range of texts
LFR5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LFR5-4C	experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences
LFR5-5U	demonstrates how French pronunciation and intonation are used to convey meaning
LFR5-6U	analyses the function of complex French grammatical structures to extend meaning
LFR5-7U	analyses linguistic, structural and cultural features in a range of texts
LFR5-8U	explains and reflects on the inter-relationship between language, culture and identity

Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	Listening, Reading & Writing	Film Competition	Listening, Reading & Writing Yearly Examination
Task type	Class test	Digital Presentation	Formal Exam
Due	Term 2 Week 5	Term 3 Week 8	Exam Period
Method of Submission	In class	Hand-in	In class
Outcomes	LFR5-2C LFR5-4C	LFR5-1C LFR5-5U	LFR5-3C LFR5-4C LFR5-6U
Weighting	40%	30%	30%

French Continuers

Year 9: Students learn about home and houses, daily routines, leisure and social activities, shopping and sightseeing. Applying present, past perfect and immediate future tense with a range of regular and irregular verbs and varied sentence structures, learners compose informative and imaginative texts for different purposes and audiences.

Outcomes

LFR5-1C manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
 LFR5-2C identifies and interprets information in a range of texts
 LFR5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
 LFR5-4C experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences
 LFR5-5U demonstrates how French pronunciation and intonation are used to convey meaning
 LFR5-6U analyses the function of complex French grammatical structures to extend meaning
 LFR5-7U analyses linguistic, structural and cultural features in a range of texts
 LFR5-8U explains and reflects on the inter-relationship between language, culture and identity

Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	Listening, Reading & Writing	Film Competition	Listening, Reading & Writing Yearly Examination
Task type	Class test	Digital presentation	Formal Exam
Due	Term 2 Week 5	Term 3 Week 8	Term 4 Exam Period
Method of Submission	In class	Hand in	In class
Focus Outcomes	LFR5-2C LFR5-4C	LFR5-1C LFR5-5U	LFR5-3C LFR5-4C LFR5-6U
Weighting	40%	30%	30%

Japanese

Year 9 program promotes students to interact with others in Japanese to exchange information and ideas on a range of topics, and to deepen their understanding of Japanese culture. Students learn katakana and deepen their knowledge of kanji while also improving their ability to understand and use hiragana. Topics of study include daily routines and times, school life and events, hobbies, health, and Japanese festivals. The emphasis is on communication and understanding the use of the language, leading to the production of short written and oral texts in Japanese. Relevant vocabulary, language structures and cultural aspects are covered in context.

Outcomes

LJA5-1C	manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LJA5-2C	identifies and interprets information in a range of texts
LJA5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LJA5-4C	experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
LJA5-5U	demonstrates how Japanese pronunciation and intonation are used to convey meaning
LJA5-6U	demonstrates understanding of how Japanese writing conventions are used to convey meaning
LJA5-7U	analyses the function of complex Japanese grammatical structures to extend meaning
LJA5-8U	analyses linguistic, structural and cultural features in a range of texts
LJA5-9U	explains and reflects on the interrelationship between language, culture and identity

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Task Name	Video exchange	Half yearly examination	Skit presented in class	Yearly Examination
Task type	Presentation	Class Test	Presentation	Formal Exam
Due	Term 1 Week 7	Term 2 Week 5	Term 3 Week 5	Term 4 Week 5
Method of Submission	Hand in	In Class	Hand in	In Class
Focus Outcomes	LJA5-5U, LJA5-4C	LJA5-2C, LJA5-8U	LJA5-1C, LJA5-6U, LJA5-9U	LJA5-3C, LJA5-7U
Weighting	20%	25%	25%	30%

Assessment Schedule updated 28/2/2022

Child Studies

Year 9: Child Studies assists students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. They have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

Outcomes

- 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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Task Name	Preparations for Parenthood	Caring for a Newborn	My Family Story	Play Along
Task type	Report	A - Practical Task B - Written Reflection	A - Portfolio B - Extended response	Media Presentation
Due	Term 1 Week 11	Term 2 Week 6	Term 3 Week 7	Term 4 Week 3
Method of Submission	Hand in	A - Practical B - In Class	Hand in	In Class
Focus Outcomes	CS5-8, CS5-9	CS5-6, CS5-10	CS5-3, CS5-7	CS5-4, CS5-5
Weighting	25%	25%	25%	25%

Physical Activity and Sports Studies (PASS)

Year 9: Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Task Name	Fundamental Movement Skills Game	Practical Skills and peer evaluation	Body Systems Exam	Practical skills and self reflection
Task type	Part A - Practical work Part B - Presentation	Journal and practical	Cohort test	Part A - Journal Part B - practical
Timing	Term 1 Week 11	Term 2 Week 4	Term 3 Week 10	Term 4 Week 2
Method of submission	Part A - In class Part B - Hand in	In class	In class	In class
Outcomes	PASS 5-1, PASS 5-2, PASS 5-10	PASS 5-5, PASS 5-7, PASS 5-9	PASS 5-1, PASS 5-2, PASS 5-6,	PASS 5-3, PASS 5-4, PASS 5-10
Weighting	25%	25%	25%	25%

Personal Development, Health and Physical Education (PDHPE)

Year 9: Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively

Outcomes

- 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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Task Name	Mental Health and Resilience	Practical Skills and Reflection	Moving My Way	Practical Skills and Peer Evaluation
Task type	Extended Response	Part A: Practical Part B: Portfolio	Portfolio	Part A: Practical work Part B: Report
Due	Term 1 Week 10	Term 2 Week 5	Term 4 Week 2	Term 4 Week 5
Method of submission	In class	Part A - In class Part B - Hand in	Part A - In class Part B - hand in	Part A - In class Part B - Hand in
Focus Outcomes	PD5-1, PD5-9	PD5-5, PD5-11	PD5-4, PD5-6, PD5-7, PD5-8	PD5-5, PD5-11
Weighting	25%	25%	25%	25%

Industrial Technology-Engineering

Year 9: Industrial Technology-Engineering aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems. This is done both individually and in group scenarios.

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Task Name	Engineered Mechanisms Mechanical toy	Engineered Mechanisms Trebuchet	Structures	Yearly Exam
Task Type	Part A: Project Part B: Portfolio	Part A: Project Part B: Engineering Report	Part A Project Part B Report	Formal Exam
Due	Term 1 Week 11	Term 2 Week 10	Term 4 Week 2	Exam Period
Method of submission	Hand in	Hand in	Hand in	Formal Examination
Focus Outcomes	IND5-4 IND5-5 IND5-7 IND5-8	IND5-4 IND5-5 IND5-6 IND5-9	IND5-1 IND5-2 IND5-3 IND5-5	IND5-3 IND5-4 IND5-5 IND5-10
Weighting	25%	25%	30%	20%

Food Technology

Year 9: The study of Food Technology provides students with a broad knowledge and understanding of food properties, preparation, nutritional considerations and consumption patterns. Students will develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment. They will learn about influences on the Australian cuisine and will examine historical and current food trends. Students will use this knowledge to develop, produce and evaluate food products.

Outcomes

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Task Name	Practical Assessment	Bush Tucker	Food Product Development	Yearly Examination
Task type	Part A: Practical task Part B: Analysis	Multimodal Presentation	Part A: Practical Part B: Portfolio	Formal Examination
Due	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	Exam Period
Method of Submission	Hand In	Part A - In Class Part B - Hand In	Part A - In Class Part B - Hand In	In Class
Outcomes	FT5-1 FT5-2 FT5-10 FT5-11	FT5-8 FT5-13 FT5-6	FT5-1 FT5-5 FT 5-12	FT5-2 FT5-7 FT5-13 FT5-6
Weighting	25%	20%	30%	25%

Graphics Technology

Year 9: Students complete the Core Modules of Instrument Drawing and Computer Aided Design (CAD). Students complete a range of graphical tasks using freehand, mechanical methods and CAD including SketchUp Pro. They consolidate their skills by creating a graphic communication portfolio, demonstrating their concept sketching, graphic design and illustration, technical drawing and CAD modelling. Students have the opportunity to explore model making using contemporary methods including rapid prototyping using 3D printers and laser cutters.

Outcomes	
GT5-1	communicates ideas graphically using freehand sketching and accurate drafting techniques
GT5-2	analyses the context of information and intended audience to select and develop appropriate presentations
GT5-3	designs and produces a range of graphical presentations
GT5-4	evaluates the effectiveness of different modes of graphical communications for a variety of purposes
GT5-5	identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
GT5-6	manages the development of graphical presentations to meet project briefs and specifications
GT5-7	manipulates and produces images using digital drafting and presentation technologies
GT5-8	designs, produces and evaluates multimedia presentations
GT5-9	identifies, assesses and manages relevant WHS factors to minimise risks in the work environment
GT5-10	demonstrates responsible and safe work practices for self and others
GT5-11	demonstrates the application of graphics to a range of industrial, commercial and personal settings
GT5-12	evaluates the impact of graphics on society, industry and the environment

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Task Name	Core Module 1 Instrument Drawing	Core Module 2 Computer Aided Design (CAD)	Option Module 7 Graphic Design & Communication	Option Module 9 Product and Technical Illustration
Task type	Portfolio	Practical	Written report	Portfolio
Due	Term 1 Week 10	Term 2 Week 10	Term 3 Week 7	Term 4 Week 3
Method of Submission	Hand In	Hand In	Hand In	Hand In
Outcomes	GT5-1, GT5-3, GT5-5, GT5-6,	GT5-2, GT5-3, GT5-7, GT5-8,	GT5-2, GT5-7, GT5-11, GT5-12	GT5-3, GT5-4, GT5-6, GT5-11
Weighting	25%	25%	25%	25%

Industrial Technology - Multimedia

Year 9 students develop their knowledge and ability in Industrial Technology-Multimedia through the development of a variety of digital products. The development of a Website introduces a variety of software applications and file files, including vector and raster graphics, as well as HTML and CSS. The development of a digital show reel introduces a variety of video and animation techniques. Classwork also involves knowledge of storyboarding, features of specialised software and hardware options, multimedia industry terminology and sustainable industry practices.

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

Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	Website Design and Development	Digital Portfolio	Final Exam
Task type	Part A: Product Part B: Portfolio	Part A: Product Part B: Portfolio	Formal Exam
Due	Term 2 Week 4	Term 4 Week 2	Examination Period
Method of Submission	Hand in	Hand in	Formal Examination
Focus Outcomes	IND5-2 IND5-4	IND5-3 IND5-4	IND5-7
Weighting	25%	40%	35%

Assessment Schedule updated 28/2/2022

Industrial Technology - Timber

Year 9 students develop their knowledge and ability in Industrial Technology-Timber through the development of a variety of timber techniques. The construction of a Timber Carry All introduces a variety of hand jointing techniques, project planning and design as well as using wood turning tools and lathe technique. Classwork also involves knowledge of timbers, tools and joinery methods, furniture industry terminology, machinery used and sustainability, which is tested in the yearly examination.

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

Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	Carry All	Timber Techniques	Yearly Examination
Task type	Part A: Practical Part B: Portfolio	Part A: Practical Part B: Portfolio	Formal Examination
Due	Term 2 Week 3	Term 4 Week 3	Examination Period
Method of submission	Hand in	Hand in	Formal Examination
Outcomes	IND5-1 IND5-2 IND5-3	IND5-5 IND5-7 IND5-8	IND5-1 IND5-3 IND5-4 IND5-9
Weighting	40%	35%	25%

Assessment Summary Year 9

Week	Term 1, 2022	Term 2, 2022	Term 3, 2022	Term 4, 2022
1				Geography Elect 40 (H)
2		French B'gd - 40 (C)	Geography Elect 30 (C)	Engineering - 30 (H) PASS -25 (C/H) PDHPE - 25 (C/H) Multimedia - 40 (H)
3		Visual Arts - 30 (H) Timber - 40 (H)		Graphics - 25 (H) Child Studies - 25 (C) Timber- 35 (H) Music - 40 (C/H)
4		Music - 30 (C) PASS - 25 (C/H) Food Tech- 20 (H/C) Multimedia - 25 (H) Geography Elect 30 (H) Mathematics - 25 (C)	Music - 30 (H) Marine - 30 (H)	
5		Science - 20 (C) Marine - 40 (H) French - 40 (C) PDHPE - 25 (C/H) Japanese - 25 (C)	Japanese - 25 (H)	Examination Period PDHPE - 25 (C/H) Marine - 30 (H)
6		Child Studies - 25 (C)		Visual Arts - 35 (H)
7	Japanese - 20 (H)		Visual Arts - 35 (H) Child Studies - 25 (H) Graphics - 25 (H)	
8	Geography - 25 (H)	Geography - 25 (H)	Science - 25 (H) Geography - 25 (H) French - 30 (H)	
9	Mathematics - 25 (H) Food Tech - 25 (H)		Food Tech -30 (H/C) Mathematics - 20 (C) Commerce - 30 (H) French B'gd - 30 (H)	
10	PDHPE - 25 (C) Graphics - 25 (H) English - 25 (C) Science - 20 (H)	English - 25 (H) Graphics - 25 (H) Drama - 30 (C) Engineering - 25 (H)	English - 25 (H) PASS - 25 (C) Drama - 40 (C)	
11	PASS - 25 (C/H) Commerce- 30 (H) Drama - 30 (C/H) Child Studies - 25 (H) Engineering - 25 (H)			

Year 9 End of Year Exam

English	Mathematics	HSIE	Science	CAPA /Languages	PDHPE	TAS
English - 25	Mathematics - 30	Commerce - 40 Geography - 25	Science - 35	French - 35 French B'gd - 30 Japanese - 30		Engineering - 20 Food Tech - 25 Timber - 25 Multimedia -35