



KILLARNEY
HEIGHTS
HIGH SCHOOL

Assessment Handbook

Year 9, 2024

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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Overview of Policy

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.

Assessment

Students will be regularly assessed on their learning progress in a range of forms. Assessment tasks will reflect work completed in class, and teachers will create opportunities to provide students with feedback on their progress. For this reason, homework will often consist of work towards assessment tasks. For more information, see *Appendix 1: Assessment at KHHS*.

Expectations

The school will provide students with adequate notice, preparation and support for assessment tasks. Students are expected to work to the best of their ability and to follow procedures outlined in the school Assessment Policy. Students must participate and produce work to demonstrate the achievement of course outcomes. Parents and carers are also to refer to the policy when engaging with students or the school in relation to assessment tasks. For more information, see *Appendix 2: Responsibilities and/or Appendix 6: Preliminary and Higher School Certificate*.

Malpractice and Awarding Zero Marks

Malpractice will result in a mark of zero. This may include any of the activities outlined in the Assessment Policy (see *Appendix 3: Malpractice*). Students who have engaged in malpractice may appeal (see Appeals) to avoid receiving a mark of zero. Marks of zero may also be awarded for absence the day on or day prior to an assessment task without valid cause (see Illness and Misadventure). For more information, see *Appendix 3: Malpractice*.

Unsatisfactory Performance in a Course: Letters of Concern and N-Award Determination

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. Parents will be notified when students are reviewed for their performance in a course.

Students who fail to complete an assessment task, are absent for multiple lessons, or fail to complete classwork across multiple lessons will receive a Letter of Concern (Stage 4) or an N-Award Warning (Stage 5 RoSA and Stage 6 HSC). They are expected to submit this work to the Head Teacher of the faculty in order to resolve the warning. They will receive a mark of zero, but will be eligible for report grades based on course outcomes.

Students who receive an N-Award Warning will receive support from their teacher in order to complete the work necessary. Students are expected to apply themselves to this process, which may include attending the school's Homework Club, and using any free periods to work in the school Library.

An Unsatisfactory Determination Award (N-Award) will be determined by the Principal, and will occur in conjunction with the assessment appeals process (see Appeals). 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 NESAs that a student will receive an "N Determination" for the course.

Absence for Assessment Tasks

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. If a student is absent for all or part of the due date or the school day prior to the due date, they must complete an Illness/Misadventure form (see below). Failure to follow these procedures will result in a mark of zero being awarded.

If a student is aware that they will be absent for an Assessment Task due to extra-curricular school and sporting 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 and an Illness/Misadventure form is completed.

Leave during term time

The Department of Education does not support family holidays during term. Leave taken for this purpose does not qualify for a misadventure. Students may submit hand in tasks prior to leaving however exams and tests will not be rescheduled and the student will receive a mark of zero if they are absent on the day the task is scheduled. In this situation, the student still needs to complete the task at a time and in a manner determined by the Head Teacher in order to meet course outcomes. For assessments due or undertaken upon return from leave, students are expected to complete the task and will not be eligible for consideration of marks or an extension.

Illness and Misadventure Procedures

The school's procedure for illness and misadventure is available to all students via the Illness/Misadventure form. This form should be used to apply for consideration for Assessment Tasks, including; explaining absences before or on due dates, negotiating alternate arrangements for submission of tasks, applying for extensions, or applying for consideration of extra marks or an estimate due to extreme circumstances. Technology failure is not an acceptable reason for late submission of work. For specific policies on these, see Appendix 4: Illness and Misadventure Procedures.

In all cases, the Illness/Misadventure form should be presented by the student to the Head Teacher at the earliest possible time, with any relevant accompanying documentation (including, where relevant, a medical certificate). Where the Head Teacher approves the application, the student will incur no academic penalty and alternative arrangements for the Assessment Task will be made. Where the Head Teacher finds that the student did not have a valid reason, 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 (see Appeals).

Appeals

The appeals process is available to all students. If the student believes there were irregularities in the application, marking or recording of results for any Assessment Task, this must be immediately discussed with the Head Teacher. The student must provide a copy of their work accompanied by a written explanation of their reason for appealing, detailing features of the marking criteria or marking process that are being appealed. This process must be undertaken within two days of receiving back the task mark.

If the student is not satisfied with the Head Teacher's response in relation to their appeal of an Assessment Task mark, illness/misadventure application, or malpractice claim, they may choose to escalate their appeal to the relevant Deputy Principal. Students are encouraged to provide material such as drafts or planning documents to allow the Deputy Principal to consider all information and evidence when making a decision in regards to the claim. This process must be undertaken within two days of receiving the Head Teacher's response.

For more information regarding HSC Appeals, see *Appendix 6: HSC Processes*.

Disability Provisions

A student may be granted disability provisions based on a number of factors.

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 and submitted to NESAs for approval. 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.

In circumstances of a temporary disability, such as an injury which may affect school assessments or examinations, the student may apply to the relevant Head Teacher for appropriate disability provisions. Medical or other appropriate evidence will be required.

For more information, see *Appendix 5: Disability Provisions*.

Appendix 1: Assessment at KHHS

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

Appendix 2: Responsibilities

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
- The Assessment Notification will contain a basic description of the task with essential information, to be supported by additional support materials and instruction in classes

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, the day prior to an assessment, or cannot complete a task. See Appendix 4: Absence, Illness and Misadventure Procedures for further information.
- 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.

Appendix 3: Malpractice

Malpractice

Malpractice covers a range of activities that gives a student an unfair advantage over other students. It may include, 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
- 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
- Use of augmentation or artificial intelligence software including automated essay generation or translation services

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.

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 their 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 case of emergencies, or with the permission of the principal.

Students who have been granted special conditions 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 conditions.

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 or submitted online to the class teacher on the due date. Failure to comply with the above will result in a zero grade.

Appendix 4: Absence, Illness and Misadventure Procedures

Absences and illness

If a student is unwell or suffers 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 form and accompanying documentation to the Head Teacher.

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.

Excursions and Fieldwork

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

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 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. If the student does not receive an approved extension and does not submit any component of the task, they will receive a mark of zero.

Estimates

Teacher must assess students' actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks. Estimates must be based off similar tasks, and in many cases it may be relevant to base this off work completed in class rather than prior Assessment Tasks. This must be in accordance with the illness/misadventure process. Attendance and application are not to be taken into account in calculating final assessment marks or in any individual assessment task.

Group Performance and Presentation Absence, Illness or Misadventures.

Students are required to perform or present on the scheduled date specified in the assessment notice. In the event that a performance or presentation 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 at the earliest possible opportunity.

The student responsible for the misadventure must complete and submit an individual "Illness/misadventure" form on the day of their return 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 or presentation to an alternate date will be at the discretion of the Head Teacher.

Group Projects or Hand-In Assessment Absence, Illness or Misadventures.

Students are required to submit work on the scheduled date specified in the assessment notice. In the event that the ability to complete the task is limited by the absence of a group member or other factors, the affected students need to complete an illness/misadventure form as a group. Completed illness/misadventure forms must be completed and submitted at the earliest possible opportunity.

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. This may include consideration of the duration or reason for absences, or the degree of impact on the group's ability to complete the task. Extensions or consideration of marks will be at the discretion of the Head Teacher.

Appendix 5: 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. This decision is then submitted to NESA for approval.

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

In circumstances of a temporary disability, such as an injury which may affect school assessments or examinations, the student may apply to the relevant Head Teacher for appropriate disability provisions. Medical or other appropriate evidence will be required.

Policy updated March 2024



Killarney Heights High School

Illness/ Misadventure/Absence for an assessable task

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

Task type: In class/ Exam Hand in Group project

Please circle

Head Teacher Recommendation: Consideration for marks Assessment rescheduling
(date) Please circle

Misadventure not approved

Additional comments:
.....

Head Teacher signature: Date received

RETURN THIS COMPLETED FORM TO YOUR DEPUTY PRINCIPAL

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-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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Persuasive Writing	Shakespeare Adaptation	Novel Essay	Yearly Examination	
Task Type	Extended Persuasive Response	Group Film Performance	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-URB-01 EN5-ECB-01 EN5-ECA-01	EN5-RVL-01 EN5-URC-01 EN5-ECA-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01	EN5-RVL-01 EN5-URC-01 EN5-ECA-01	
Weighting	25%	25%	25%	25%	100%

Mathematics Stage 5

Year 9: The primary role of assessment is to establish where students are in their learning so that teaching can be differentiated and further learning progress can be monitored over time. It provides information that assists teachers to target their teaching at the point of student need.

Outcomes	
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
Number and Algebra	
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
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	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with or without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)
Measurement and Space	
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-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-ARE-P-01	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-VOL-P-01	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-GEO-P-01	establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)
MA5-GEO-P-02	constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext)
Statistics and Probability	
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)

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Assessment Task 1	Assessment Task 2	Assessment Task 3	
Task Type	Assignment	Class Test	Formal Examination	
Due	Term 1 Week 6	Term 2 Week 6	Term 4 Week 5	
Method of Submission	Hand In	In Class	Exam Period	
Core Outcomes	MA5-FIN-C-01, MA5-EQU-C-01	MA5-ARE-C-01, MA5-VOL-C-01, MA5-MAG-C-01, MA5-GEO-C-01	MA5-TRG-C-01, MA5-PRO-C-01, MA5-IND-C-01, MA5-LIN-C-01, MA5-LIN-C-02	
Path Outcomes		MA5-ARE-P-01, MA5-VOL-P-01, MA5-GEO-P-01, MA5-GEO-P-02	MA5-PRO-P-01, MA5-IND-P-01, MA5-IND-P-02, MA5-LIN-P-01	
Weighting	25%	35%	40%	100%

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	Weighting
Task Name	Big Investigation	Practical Skills Test	Yearly Examination	
Task Type	Extended Response	Practical Work	Formal Examination	
Due	Term 2 Week 5	Term 3 Week 6	Examination Period	
Method of Submission	In Class	Hand In	Formal Examination	
Focus Outcomes	SC5-2VA, SC5-7WS SC5-8WS, SC5-13ES	SC5-5WS, SC5-6WS SC5-7WS, SC5-9WS	SC5-8WS, SC5-9WS, SC5-11PW, SC5-12ES, SC514LW, SC5-17CW	
Component				
Knowledge & Understanding	10	10	25	45%
Planning and Conducting Investigations		15	5	20%
Critical Thinking and Problem Solving	10	5	5	20%
Communicating	10	5		15%
Weighting	30%	35%	35%	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. Students develop their skills in improvisation in order to learn how to devise and enact their own drama and collaborating with their peers. Additionally, students will enrich their understanding of theatrical styles and dramatic traditions in the History of Theatre and Comedy units.

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 4	Weighting
Task Name	Playbuilding	History of Theatre	Comedy	Written Examination	
Task Type	A: Performance B: Logbook	Performance	Performance	Formal Examination	
Due	Term 1 Week 11	Term 3 Week 3	Term 4 Week 3	Examination Period	
Method of Submission	A: In Class B: Hand In	In Class	In Class	Examination	
Focus Outcomes	5.1.2 5.1.3, 5.3.3	5.1.4, 5.2.3	5.1.1, 5.2.1	5.3.1, 5.3.2	
Weighting	30%	30%	25%	15%	100%

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. “Music of a Culture” will explore the ways in which the history, geography and ideologies of the chosen culture have influenced its music. “Jazz Music” teaches students about different structures and harmonies used in Jazz standards. Students will sit a Yearly Examination on aural listening skills and notation.

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	Task 4	Weighting
Task Name	Ensemble Performance	Music of a Culture	Jazz Podcast + Performance	Aural skills Exam	
Task Type	Group Performance	Musical Composition	A: Podcast B: Performance	Examination	
Due	Term 2 Week 5	Term 3 Week 4	Term 4 Week 2	Term 4 Week 5	
Method of Submission	In Class	Hand In	A: Hand in B: In Class	Exam Period	
Focus Outcomes	5.1, 5.3	5.4, 5.5, 5.11	5.2, 5.7, 5.9		
Weighting	30%	30%	20%	20%	100%

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	Still Life	Street Art	Iconic Architecture	
Task Type	Artmaking	A: Artmaking B: Extended Response	A: Artmaking B: Extended Response	
Due	Term 1 Week 11	Term 3 Week 8	Term 4 Week 3	
Method of Submission	Hand In	Hand In	Hand In	
Focus Outcomes	5.1, 5.5, 5.6	5.2, 5.3, 5.4, 5.7, 5.9	5.6, 5.8, 5.10	
Component				
Artmaking	35	25		60%
Theory		15	25	40%
Weighting	35%	40%	25%	100%

Geography

Year 9: 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	
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	Weighting
Task Name	Changing Places	Human Wellbeing	Biomes, Environmental Change and Management	
Task Type	Evaluative Report	Analytical Report	Formal Examination	
Due	Term 1 Week 9	Term 2 Week 7	Assessment Period	
Method of Submission	In Class	In Class	Formal Examination	
Focus Outcomes	GE5-5, GE5-8	GE5-2, GE5-6, GE5-3	GE5-1, GE5-4, GE5-7	
Weighting	30%	30%	40%	

Year 9 Geography assessment task updated 20/02/2024

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	Weighting
Task Name	Consumer and Financial Decisions	Employment and Work Futures	
Task Type	Analytical Extended Response	Formal Examination	
Due	Term 2 Week 2	Examination Period	
Method of Submission	In Class	Formal Examination	
Focus Outcome	COM5-1, COM5-7, COM5-6	COM5-2, COM5-4, COM5-3	
Weighting	50%	50%	100%

Year 9 Commerce assessment schedule updated 20/02/2024

History Elective

Year 9: Students investigate the features and causation factors attributed to an ancient, medieval or modern society not studied in Stage 4 or 5 mandatory courses. This study allows for the development of students' understanding of the nature of history, historical inquiry and source analysis.

Outcomes	
E5.1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry
E5.2	examines the ways in which historical meanings can be constructed through a range of media
E5.3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation
E5.4	explains the importance of key features of past societies or periods, including groups and personalities
E5.5	evaluates the contribution of cultural groups, sites and/or family to our shared heritage
E5.6	identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
E5.7	explains different contexts, perspectives and interpretations about the past
E5.8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
E5.9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
E5.10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Assessment Schedule

	Task 1	Task 2	Weighting
Task Name	History and Archaeology	Cohort Test	
Task Type	Short Answer Responses	Examination	
Due	Term2 Week 2	Assessment Period	
Method of Submission	In Class	Formal Examination	
Focus Outcome	E5.2, E5.1, E5.5, E5.6	E5.6, E5.8, E5.9, E5.7	
Weighting	50%	50%	

French Background Speakers

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	
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

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Half-Yearly	Interacting	Yearly Examination	
Task Type	Class Test	Practical Work	Formal Examination	
Due	Term 2 Week 5	Term 3 Week 9	Examination Period	
Method of submission	In Class	In Class	Formal Examination	
Focus Outcomes	ML5-CRT-01 ML5-UND-01	ML5-INT-01	ML5-UND-01 ML5-CRT-01	
Weighting	40%	30%	30%	

French

Students will explore the themes of the environment, earning money, free time, generational differences and describing places.

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	
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

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Half-Yearly	Short Film	Yearly Examination	
Task Type	Class Test	Practical Work	Formal Examination	
Due	Term 2 Week 5	Term 3 Week 10	Examination Period	
Method of Submission	In Class	In Class	Formal Examination	
Focus Outcomes	ML5-CRT-01 ML5-UND-01	ML5-INT-01	ML5-UND-01 ML5-CRT-01	
Weighting	40%	30%	30%	

Japanese

The 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, weekly activities, as well as physical and personality descriptions. 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	
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

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Reading and Listening Test	Stimulus Based Conversation	Yearly Examination	
Task Type	Class Test	Practical Work	Formal Examination	
Due	Term 2 Week 5	Term 3 Week 9	Term 4 Week 5	
Method of Submission	In Class	In Class	Formal Examination	
Focus Outcomes	ML5-CRT-01	ML5-INT-01	ML5-UND-01, ML5-CRT-01	
Weighting	30%	30%	40%	

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 Name	Realcare Baby	Play and the developing child	Yearly Examination
Task type	Practical and written	A - Practical B - Written Response	Examination
Due	Term 1 Week 7	Term 3 Week 7	Term 4 Examination Period
Method of Submission	At home Hand in	Hand in	In class
Focus Outcomes	CS5-8, CS5-9	CS2-2, CS2-3, CS2.1	All outcomes assessed
Weighting	30%	35%	35%

Year 9 Child Studies Assessment Schedule updated 13/02/2024

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	Weighting
Task Name	Fundamental Movement Skills Game	Practical Skills and Peer Evaluation	Body Systems Exam	
Task type	A - Practical work B - Presentation	Journal and Practical	Cohort Test	
Timing	Term 1 Week 11	Term 2 Week 4	Term 3 Week 10	
Method of submission	A: In Class B: Hand In	In Class	Hand In	
Focus 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,	
Weighting	30%	40%	30%	100%

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	Weighting
Task Name	Mental Health and Resilience	Practical Skills and Reflection	Practical Skills and Peer Evaluation	
Task type	Cohort Test	A: Practical B: Portfolio	A: Practical Work B: Report	
Due	Term 1 Week 10	Term 2 Week 5	Term 3 Week 10	
Method of submission	In Class	A: In Class B: Hand In	A: In Class B: Hand In	
Focus Outcomes	PD5-1, PD5-9	PD5-5, PD5-11	PD5-5, PD5-11	
Weighting	30%	35%	35%	100%

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 3	Task 4	Weighting
Task Name	Structures	Engineered Mechanisms	Yearly Examination	
Task Type	A: Project B: Portfolio	A: Project B: Report	Formal Examination	
Due	Term 2 Week 3	Term 4 Week 2	Examination Period	
Method of submission	Hand In	Hand In	Formal Examination	
Focus Outcomes	IND5-1 IND5-2 IND5-3 IND5-5	IND5-4 IND5-5 IND5-7 IND5-8	IND5-3 IND5-4 IND5-5 IND5-10	
Weighting	35%	40%	25%	100%

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	Weighting
Task Name	Practical Assessment	Bush Tucker	Food Product Development	Yearly Examination	
Task Type	A: Practical task B: Analysis	Multimodal Presentation	A: Practical B: Portfolio	Formal Examination	
Due	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	Exam Period	
Method of Submission	Hand In	In Class	A: In Class B: Hand In	In Class	
Focus 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%	100%

Year 9 Assessment Schedule updated 6/3/2024

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	Weighting
Task Name	Project	Half Yearly Examination	Timber Techniques	
Task Type	A: Practical B: Portfolio	Formal Examination	A: Practical B: Portfolio	
Due	Term 2 Week 5	Term 3 Week 2	Term 4 Week 3	
Method of submission	Hand In	In Class Timed Test	Hand In	
Focus Outcomes	IND5-1 IND5-3 IND5-6	IND5-1 IND5-8 IND5-10	IND5-2 IND5-5 IND5-7	
Weighting	35%	25%	40%	100%

Textiles Technology

Year 9: The study of Textiles Technology provides students with a broad knowledge and understanding of fibres, yarns and fabrics. Students will develop practical skills in Textile manufacture across 5 focus area: Apparel, Non-Apparel, Costume, Furnishing and Textiles Art enabling the students to select and use appropriate construction techniques and use a variety of tools and equipment. They will learn about influences on the Australian Clothing, Textiles, Footwear and Allied Industries as well as examining historical influences on current trends. Students will be able to put into practice prior knowledge of elements and principles of design as they creatively produce quality projects. Students will use this knowledge to develop, produce and evaluate Textiles products along with accompanying portfolios.

Outcomes

- 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 Textiles Designers
- TEX5-4 Generates and develops Textiles 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 creativity 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 textiles projects
- TEX5-11 Demonstrates competence in the production of Textile projects to completion
- TEX5-12 Evaluates textiles items to determine quality in their design and construction.

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Practical Project	Practical Project	Yearly Examination	
Task Type	Practical and Portfolio	Practical and Portfolio	Formal Examination	
Due	Term 1 Week 11	Term 4 Week 2	Examination Period	
Method of submission	Hand In	Hand In	Formal Examination	
Focus Outcomes	5-4, 5-5, 5-8, 5-12	5-9, 5-10, 5-11	5-1, 5-2, 5-3	
Weighting	40%	40%	20%	100%

Year 9 Textiles assessment schedule updated 13/03/2024

Computing Technology

When studying Year 9 Computing Technology, students will develop a fundamental understanding of designing for user experience and web-based software. Students will be guided through the design production process and use an iterative approach in developing user experiences. Students will investigate different platforms and learn about designing an app and web-based software. Students will use software applications like Adobe Photoshop, Adobe Illustrator, Adobe Aero and others. Students will be introduced to coding using HTML/CSS and JavaScript to design and develop a web-based application.

Outcomes	
A Student:	
CT5-SAF-01	selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
CT5-DPM-01	applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
CT5-COL-01	manages, documents and explains individual and collaborative work practices
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-DES-01	designs and creates user interfaces and the user experience
CT5-EVL-01	understands how innovation, enterprise and automation have inspired the evolution of computing technology
CT5-OPL-01	designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	App Creation	Web Based Software	Final Exam	
Task Type	A: Practical B: Portfolio	A: Practical B: Portfolio	Formal Exam	
Due	Term 2 Week 9	Term 4 Week 2	Examination Period	
Method of Submission	Hand In	Hand In	Formal Examination	
Focus Outcomes	CT5-DAT CT5-DES - 01 CT5-COM -01	CT5-OPL-01 CT5-DPM-01	CT5-THI - 01	
Weighting	40%	30%	30%	100%

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	Weighting
Task Name	Website Design and Development	Digital Portfolio	Final Exam	
Task Type	A: Product B: Portfolio	A: Product 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 IND5-5	IND5-7 IND5-10	
Weighting	30%	40%	30%	

Industrial Technology – Graphics

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 OnShape. 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	Weighting
Task Name	Core Module 1 Instrument Drawing	Core Module 2 Computer Aided Design (CAD)	Option Module 7 Graphic Design & Communication	Option Module 2 Australian Architecture	
Task Type	Portfolio	Practical	Portfolio	Written Report	
Due	Term 1 Week 10	Term 2 Week 3	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, GT5-3 GT5-7, GT5-11	GT5-3, GT5-4, GT5-6, GT5-12	
Weighting	25%	30%	20%	25%	100%

Assessment Summary Year 9 2024

Week	Term 1, 2024	Term 2, 2024	Term 3, 2024	Term 4, 2024
1				
2		Commerce- 50 (C) History Elec - 50 (C)	Timber - 25 (C)	Engineering - 40 (H) Textiles - 40 (H) Multimedia- 40 (H) Computing Tech -30 (H) Music - 20 (C/H)
3		Engineering - 35 (H) Graphic - 30 (H)	Drama - 30 (C)	Graphic - 25 (H) Timber - 40 (H) Drama - 30 (C) Visual Arts - 25 (H)
4		PASS - 40 (C) Food Tech- 20 (C) Multimedia - 30 (H)	Music - 30 (H)	
5		Science - 30 (C) French B'gd - 40 (C) French - 40 (C) PDHPE - 35 (C/H) Music - 30 (C) Japanese - 30 (C) Timber - 35 (H)		Examination Period
6	Mathematics - 25 (H)	Mathematics - 35 (C)	Science - 35 (H)	
7	Child Studies - 30 (C)	Geography - 30 (C)	Child Studies - 35 (H) Graphic - 20 (H)	
8			Visual Arts - 40 (H)	
9	Food Tech - 25 (H) Geography 30 (C)	Computing Tech -40 (H)	Food Tech -30 (H/C) French B'gd - 30 (C) Japanese - 30 (C)	
10	English - 25 (C) PDHPE - 30 (C) Graphic - 25 (H)	English - 25 (H)	English - 25 (H) PASS - 30 (H) PDHPE - 35 (C/H) French - 30 (C)	
11	PASS - 30 (C/H) Drama - 30 (C/H) Visual Arts - 35 (H) Textiles - 40 (H)	No Week 11	No Week 11	No Week 11
(C) - In Class (H) Hand In (E) Exam				

Year 9 End of Year Exam 2024

English	Mathematics	HSIE	Science	CAPA /Languages	PDHPE	TAS
English - 25	Mathematics - 40	Commerce - 50 Geography - 40 History Elective- 50	Science - 35	French - 30 French B'gd - 30 Japanese - 40 Drama - 15 Music - 20	Child Studies - 35	Computing Tech -30 Engineering - 25 Food Tech - 25 Multimedia - 30 Textiles - 20