



**HASTINGS**  
SECONDARY COLLEGE

EXCELLENCE – INNOVATION – OPPORTUNITY – SUCCESS

**YEAR 9 ASSESSMENT BOOKLET 2025**

WESTPORT CAMPUS

# YEAR 9 ASSESSMENT BOOKLET

This booklet is issued to Year 10 students of Hastings Secondary College and provides information to students and parents/carers about:

- Assessment procedures and grades
- Hastings Secondary College policy for late/non-completion of assessment tasks
- Applications for considerations of Illness/Misadventure
- Malpractice
- Assessment schedules for each course

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## Faculty Head Teachers

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## Term Dates for Students

### Term 1 – 11 weeks

Commences

Thursday 6<sup>th</sup> February

Concludes

Friday 11<sup>th</sup> April

### Term 2 – 10 weeks

Commences

Wednesday 30<sup>th</sup> April

Concludes

Friday 4<sup>th</sup> July

### Term 3 – 10 weeks

Commences

Tuesday 22<sup>nd</sup> July

Concludes

Friday 26<sup>th</sup> September

### Term 4 – 10 weeks

Commences

Tuesday 14<sup>th</sup> October

Concludes

Friday 19<sup>th</sup> December

# OBJECTIVES OF ASSESSMENT

The purpose of assessment is to judge competence based on performance. This judgement is made based on evidence, which may be in various forms. Schools are responsible for awarding each student who completes a Stage 5 course (except [Life Skills](#) and [VET](#) courses) a grade to represent that student's achievement in accordance with the A to E grade scales detailed below.

A to E grade scales for Stage 5 courses

Course performance descriptors are available on [syllabus pages](#) for Stage 5 Board Developed Courses. The [Common Grade Scale](#) is used for all other Stage 5 courses offered.

Below is a breakdown of the mark ranges for each grade, depending on the value or weighting of the assessment task. Included is a general description of student performance within this range.

Teachers will assess the student's actual performance, not potential performance. Assessment marks will not be modified to consider possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks.

Grade	General Performance Criteria Students performing at this grade are typically;
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a substantial knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
N	The student has not satisfactorily attempted the content, therefore failing to demonstrate the processes and skills.

Assessment tasks will generally be one, or a combination of:

- Scheduled tasks completed in-class under examination conditions.
- Hand-in tasks that are submitted via an online platform or handed-in by a due date and time.
- Practical assessment completed in class.

## The General Capabilities



The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century. They encompass knowledge, skills, behaviours, and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively, and appropriately in complex and changing circumstances.

All students will be assessed alongside the capabilities, which will be addressed through the content of the learning areas.

## NOTIFICATION OF ASSESSMENT TASKS

**At least two calendar weeks' notice of the details of a task will be given. Tasks are due at the beginning of the lesson of that subject on the due date.** Students will sign the Assessment Task Register document when they have received their task, submitted their task, and had their task marked and returned. School reports will be issued twice during the school year. This report will show the student's level of achievement of relevant outcomes for each course.

Students will be informed, in writing, of the set dates and details of each assessment task, at least two weeks before the task. Details will include:

- the nature of the task
- the outcomes being assessed.
- the weighting of the task
- due date for the task

All tasks to be completed out of class will have an 'Assessment Task Notification' attached as the front cover. Students will be notified, in writing, of any alterations to the schedule or nature of assessment tasks, or of any other changes to assessment procedures or policy.

When a student returns to school from any absence, it is the student's responsibility to enquire about any work set during the absence. If this set work includes assessment task information, the student must approach any teachers concerned, to ensure that the correct information is received, and to discuss any necessary re-arrangements to the scheduling of each task.

## TECHNOLOGY AND ASSESSMENT TASKS

Many assessment tasks submitted by students are prepared using technology and are either printed or uploaded for submission. Unfortunately, technology fails or breaks down at the most inopportune times. Faulty equipment, including printing issues, is not an acceptable excuse for late submission.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete the work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly
- Submit work using the learning platform advised by your teacher, such as Google Classroom.
- Print out copies of drafts and keep them, whilst the assignment is in progress.
- Bring a copy of the file to school by saving it to the cloud, email or on a USB.

## MALPRACTICE

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but other types of behaviour are also considered cheating.

Examples of behaviour considered to be cheating include:

- copying, buying, stealing, or borrowing someone else's work in part or whole, and presenting it as their own.
- using material directly from books, journals, CDs or the Internet without acknowledging the source;
- submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged;
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs, and journals.
- using any artificial intelligence software in any capacity.

These examples are generally referred to as plagiarism.

Students who submit work for assessment purposes that contains evidence of plagiarism may be awarded a zero mark for the task. A student may appeal. The student will be responsible for proving that the submitted work in question is their own.

[General Guidelines For The Use of GAI in Assessment.pdf](#)

## POLICY FOR LATE/ NON-COMPLETION OF ASSESSMENT TASKS

Students are always responsible for finding out work missed in their subjects. This includes assessment tasks, written notifications, notes issued in class etc. It is not the responsibility of the teacher to follow up with the student for notification. If a student receives notification of a task later than the rest of the class and the reasons are regarded as valid, it is up to the student to negotiate a solution with the class teacher (considering practical restraints).

The head teacher will make the final decision in these circumstances.

Assessment tasks will be scheduled to be completed/submitted to teachers on or by specified dates throughout each course. Attendance on the day the assessment task is either to be performed or submitted is essential. Students will only be allowed to sit for an in-class task or test after the due date if it is deemed by the head teacher to be an extreme case. Unless circumstances are extenuating, it is expected that students will notify the head teacher of their absence before the date of the task. The student must prove that the absence was/is unavoidable (e.g. medical certificate).

1. If a student cannot complete any hand-in assessment task, including online submission, by the due date, they may submit it unfinished and receive marks according to the quality of the work done.

2. If, however, the student

(a) does not hand in any evidence of work on or before the due time/ date; or

(b) is absent on the day a hand-in assessment task is due, they will receive a penalty of 10% of the available marks per school day that the task is overdue. After five school days, they will receive a zero for that task.

(c) is absent on the day an in-class assessment task is scheduled, they will receive a penalty of 10% of the available marks per lesson that the task is overdue. After five school days, they will receive a zero for that task. The student must complete the task on the first lesson upon their return.

Note: An estimate may be given for a practical task if it cannot be rescheduled.

3. If a student is found to have engaged in malpractice in an assessment task, they may be awarded a zero mark.

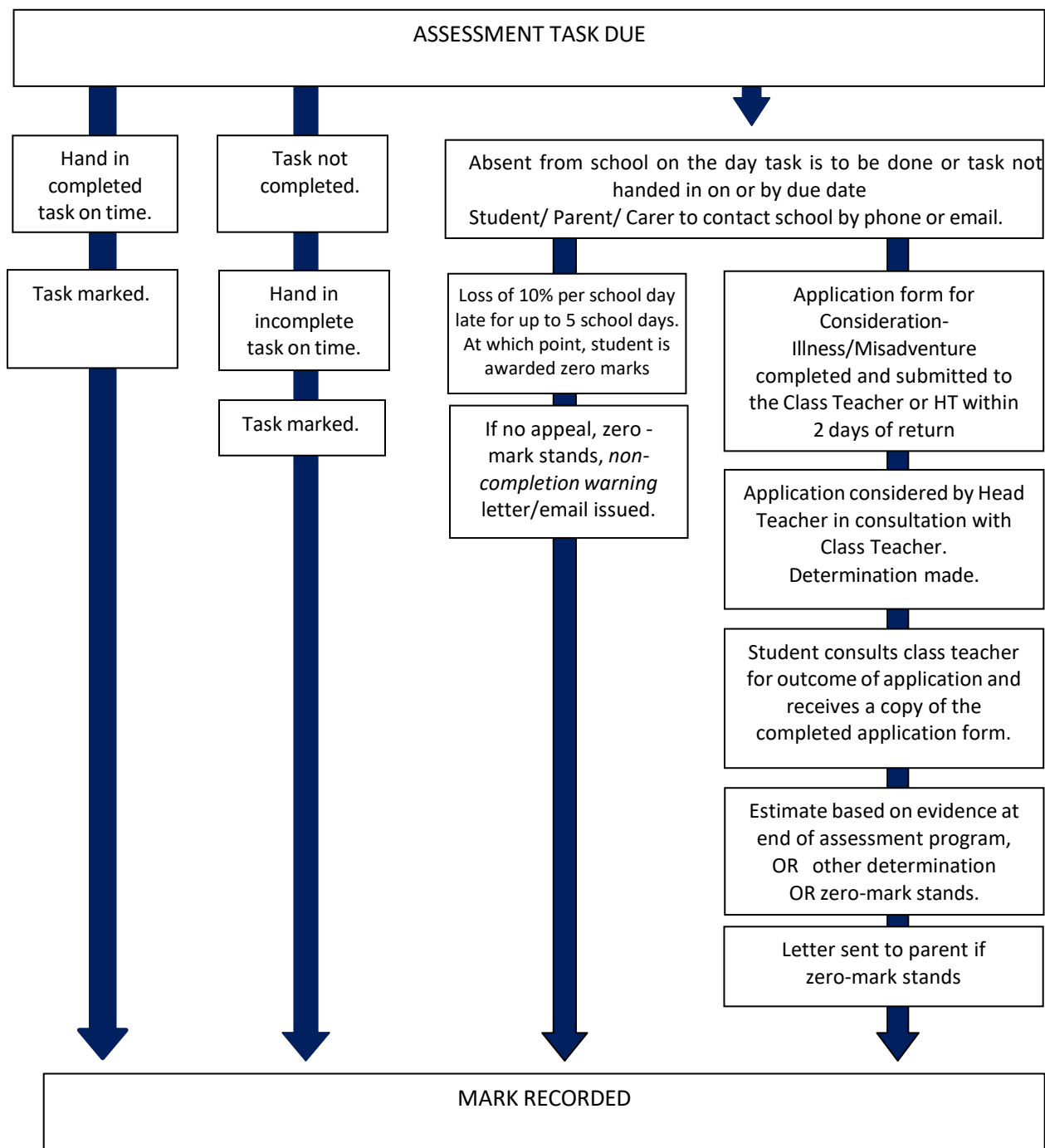
In either 2 (a), (b) or (c) above, the student may request *consideration for illness or misadventure*. This request is to come from the parent/caregiver to the class teacher or head teacher within two school days following the specified due date for the task or by the second day of return to school after an absence, which encompasses the due date. See below for further information.

The request for *consideration for illness or misadventure* should outline the reason/s for the illness or misadventure and come with supplementary evidence to support the *consideration for illness or misadventure*.

If a student receives a zero mark or has not made a satisfactory attempt at the task, a non-completion warning will be issued. The non-completion warning will outline the task requirements and detail the new due date for the completion of the task. This task must be submitted by the new due date, and it must demonstrate a satisfactory attempt.

# ASSESSMENT FLOWCHART

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand.



# APPLICATIONS FOR CONSIDERATION OF ILLNESS/MISADVENTURE

Students who have a special circumstance that prevented them from completing an assessment task by the due date or attend a scheduled test/ practical assessment, may request *consideration for illness or misadventure*. This application is made by the student's parent/ carer providing a written justification to the class teacher or head teacher within two school days following the specified due date for the task, or by the second day of return to school after an absence which encompasses the due date.

An Application for Consideration- Illness/Misadventure requires the following information:

1. Written justification from parent/carer. Supporting documentation, such as a Medical Certificate, may also be provided.' *Note: written justification includes parent/carer communication with the school (SMS or phone call) to explain the student's absence.*

Applications may be in respect of:

- Illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the assessment (e.g.: asthma attack, cut hand).
- Misadventure – any event beyond the student's control that allegedly affected the student's performance in the assessment (e.g., death of a friend or family member, involved in a traffic accident).
- Limitations on Applications
- Students may only apply in relation to circumstances that occur immediately before or during an assessment and that affect their performance in the assessment.

You cannot submit an application based on:

- long-term illnesses such as asthma, epilepsy, or glandular fever, unless you suffer a flare-up of that condition during the assessment.
- the same grounds for receiving disability provisions, unless you experience additional difficulties during an assessment.
- Computer/printer/technology malfunctions or difficulties
- Misreading the assessment timetable, instructions, or notification
- Not understanding assessment commitment when on approved family leave

The application will be reviewed by the class teacher and the head teacher of the course. A determination will be made and a recommendation given. Once this determination is made, the decision is final.

## Limitations on Applications

Students may only apply in relation to circumstances that occur immediately before or during an assessment and that affect their performance in the assessment.



## Stage 5 Illness/Misadventure/Extension Application

### Details

Student Name: \_\_\_\_\_ Course: Year 9  Year 10   
Subject: \_\_\_\_\_ Campus: \_\_\_\_\_

### Task

Task Title: \_\_\_\_\_  
Original Task Due Date: \_\_\_\_\_ Weighting: \_\_\_\_\_%

### Information

Illness  Misadventure  Extension

Reason for Application: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Documentary Evidence from your GP/Authority is attached: Yes  No

Documents attached: \_\_\_\_\_

### Please Sign

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent/Carer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please submit this form to the Classroom Teacher*

### Deputy Principal

- I support this Application.  
 Amendments to/additional information for the application is required (*details to be provided to the Faculty Head Teacher and Classroom Teacher*)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please return this form to the Student Applicant*

### Please Sign

You will be informed of the outcome of this Application in 2 school days. If you are not satisfied with the final determination, you may appeal in writing to the principal within 5 school days of receiving this determination.

- I acknowledge and accept this determination Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Parent/Carer Signature: \_\_\_\_\_

### Faculty Head Teacher

Comment: \_\_\_\_\_  
\_\_\_\_\_

- Original Task to be completed by Date: \_\_\_\_\_ At home  In-class   
 Alternative Task to be completed by Date: \_\_\_\_\_ At home  In-class   
 An Estimate Mark to be awarded  
 Zero in Assessment determination

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please submit this form to the appropriate Deputy Principal for review*

### Classroom Teacher

Comment: \_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please attach a copy of the original Assessment Task Notification and submit this form to your Faculty Head Teacher*

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## ***Penalties for non-completion or non-submission of assessment tasks***

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### **i) Non-completion in-school tasks and examinations**

Zero marks will be awarded for that task unless an illness/misadventure form has been submitted and approved. An 'N' award warning letter will be sent by the College indicating a new date by which the task needs to be completed.

### **ii) Late submission of hand-in tasks**

If a student does not apply for an extension/misadventure and submits a hand-in assessment task late, zero marks will be awarded.

#### **iii) Non-attempts of assessment tasks**

Non-attempts are recorded. A warning letter will be sent by the College indicating a new date by which the task needs to be completed.

If the task is completed to a satisfactory standard by the new date, the zero mark remains for assessment purposes but the 'non-attempt' is removed for 'N' Determination purposes.

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## ***Flow chart for failure to complete, submit or be present for an assessment task?***

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(a) Report to the class teacher to inform them that a task has been missed. Ask for a misadventure/illness application form if needed.

(b) A misadventure/illness application must be submitted by the end of the school day on the due date to the Head Teacher. The application will be considered by the Head Teacher and in some circumstances the Deputy Principal.

(c) If a misadventure/illness application is **not** submitted by the end of the school day on the due date to the head teacher of the faculty concerned.

*Note* If the student is absent or unable to contact the school on the due date, the application must be submitted by the end of the school day on the first day the student returns.



- Student, teacher and head teacher negotiate a time to complete the task or an alternate task regardless of whether or not an assessment mark is to be awarded.
- Reason for application is considered and a determination made.
- Zero '0' awarded for in-school tasks, late submission and examinations.

### **Other points:**

- in the case of illness, an application form must be accompanied by a medical certificate or other appropriate supporting documentation.
- hand-in assessment tasks submitted late will be awarded zero marks.
- no consideration can be given when students choose not to complete, submit or be present for an assessment task/s by the due date/time.
- no consideration can be given when a student fails to submit a misadventure/illness application by the end of the school day on the first day of return to College.
- the task will still have to be completed to satisfy course requirements.

## Year 9 ASSESSMENT SCHEDULE SUMMARY

The purpose of the schedule below is to assist students to plan and prepare for assessment tasks. There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

Term 1 Week / Date	Subjects with a scheduled task:
2 3/02	
3 10/02	
4 17/02	
5 24/02	
6 03/03	PDHPE, Science, Aboriginal Studies (100hr)
7 10/03	Child Studies (100 & 200hr), Mathematics
8 17/03	History, Marine and Aquaculture Technology (100hr & 200hr)
9 24/03	English, Industrial Technology Metal (200hr), Food Technology (200hr), , Textiles (100hr)
10 31/03	Drama (100hr), Music (200hr), Physical Activity and Sports Studies (100hr & 200hr), Psychology (200hr), Computer Technology (100hr & 200hr), Visual Arts (100hr&200hr), Mathematics
11 07/04	
	<p>PDHPE Practical and Participation is assessed throughout the whole semester.</p> <p>Physical Activity and Sports Studies (200hr &amp; 100hr) practical and participation is assessed throughout the whole semester.</p> <p>Graphics Technology Project Task work, participation and written/research work is assessed throughout the semester.</p>
Term 2 Week / Date	Subjects with a scheduled task:
1 28/04	Elective History (100hr), International Studies (100 hr), Commerce (100hr)
2 05/05	
3 12/05	Agriculture (200hr & 100hr)
4 19/05	Mid-Course Examination: Textiles (100hr), Graphics Technology (100hr)
5 26/05	Science, Child Studies (100&200hr), Drama (100hr), Food Technology (200hr), Industrial Technology Timber (100hr&200hr)
6 02/06	English
7 09/06	Industrial Technology Metal (200hr)
8 16/06	Marine and Aquaculture Technology (100hr and 200hr)
9 23/06	Industrial Technology Timber (100hr&200hr), Computer Technology (100hr&200hr),), Visual Arts (200hr)
10 30/06	Music (200hr), Psychology (200hr)
	<p>PDHPE Practical and Participation is assessed throughout the whole semester.</p> <p>Physical Activity and Sports Studies (200hr and 100hr) practical and participation is assessed throughout the whole semester.</p> <p>Graphics Technology Project Task work, participation and written/research work is assessed throughout the semester.</p>

Term 3 Week / Date	Subjects with a scheduled task:
1 21/07	Elective History (100hr), International Studies (100 hr), Commerce (100hr) PDHPE (Ongoing in class task throughout term)
2 28/07	
3 04/08	History, Visual Arts (100hr)
4 11/08	
5 18/08	
6 25/08	Science, Physical Activity and Sports Studies (100hr & 200hr), Mathematics
7 01/09	Agriculture (200hr & 100hr), Child Studies (100 & 200hr)
8 08/09	Computer Technology (100hr & 200hr)
9 15/09	Drama (100hr), Industrial Technology Metal (200hr), Industrial Technology Timber (100hr&200hr), Food Technology (200hr), Marine and Aquaculture Technology (100hr and 200hr), History, Visual Arts (200hr)
10 22/09	Aboriginal Studies (100hr), Music (200hr), Psychology (200hr)
	PDHPE Practical and Participation is assessed throughout the whole semester. Physical Activity and Sports Studies (200hr and 100hr) practical and participation is assessed throughout the whole semester. Graphics Technology Project Task work, participation and written/research work is assessed throughout the semester.
Term 4 Week / Date	Subjects with a scheduled task:
1 13/10	Elective History (100hr), International Studies (100 hr), Commerce (100hr)
2 20/10	
3 27/10	Textiles (100hr)
4 03/11	Yearly Examination (Weeks 4 & 5): English, Mathematics, Science, Aboriginal Studies (100hr), Psychology (200hr), Graphics Technology (100hr), Agriculture (200hr&100hr), Marine and Aquaculture Technology (100hr & 200hr), Visual Arts (100hr)
5 10/11	Child Studies (100 & 200hr), Drama (100hr), Music (200hr), Industrial Technology Timber (100hr&200hr), Industrial Technology Metal (200hr), Food Technology (200hr), Computer Technology (100hr & 200hr)
6 17/11	
7 24/11	
8 01/12	
9 08/12	
10 15/12	
	PDHPE Practical and Participation is assessed throughout the whole semester. Physical Activity and Sports Studies (200hr and 100hr) practical and participation is assessed throughout the whole semester. Graphics Technology Project Task work, participation and written/research work is assessed throughout the semester.

# Year 9 English

## Assessment Schedule 2025

### Course Outline

Term 1	Term 2	Term 3	Term 4
Voices of Protest	Individuality vs Conformity: Novel Study	Shakespeare Transformed	Auteur Study

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Persuasive Speech	Imaginative Writing	Examination	
Date	Term 1 Week 9	Term 2 Week 6	Term 4 Week 4	
Outcomes Assessed	EN5-URA-01 EN5-URB-01	EN5-ECB-01 EN5-ECA-01	EN5-URC-01 EN5-ECB-01	
Total	30	30	40	100

### 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

**EN5-ECA-01** crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

**EN5-ECB-01** uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

# Year 9 History

## Assessment Schedule 2025

By the end of Stage 5, students describe, explain and assess the historical forces and factors that shaped the modern world and Australia. They sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. Students explain and analyse the causes and effects of events and developments in the modern world and Australia. Students explain the context for people's actions in the past. They explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different periods of time and places. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical arguments. In developing these texts and organising and presenting their arguments, students use historical terms and concepts, evidence identified in sources and they reference these sources. Students will have undertaken a relevant site study either by visiting an actual site or through a virtual source.

### Course Outline

Term 1	Term 2	Term 3	Term 4
Making a better world? Industrial Revolution/ Australia and Asia: Making a Nation	Australia and Asia: Making a Nation/ Australia's at War: World War I	Australia's at War: World War II / Rights and Freedoms	Rights and Freedoms Popular Culture

### Assessments

Task number	Semester One	Semester Two		Weighting %
Nature of task	Structured Response: Source Analysis	Bloom's Taxonomy Australian's at War Task	Yearly Examination	
Date	Term 2, Week 8	Term 3, Week 6	Term 3, Week 9	
Outcomes Assessed	HT5-1 HT5-5, HT5-7, HT5-10	HT5-3, HT5-4, HT5-8, HT5-9	ALL OUTCOMES	
Total %	30%	35%	35%	

**Nature of Tasks:**

**Structured Response: Source Analysis** – Assessing understanding of the value and limitations of sources, and effectively integrate their own evidence into accounts and explanations about the past, using structured writing guidelines.

**Bloom's Taxonomy Task:** A method of task differentiation where students select and complete tasks based on different outcomes and skills that best match their own interests.

**Examination:** Conducted as a final review and measure of the student's performance across all course outcomes.

**Outcomes**

**HT5-1** explains and assesses the historical forces and factors that shaped the modern world and Australia

**HT5-2** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

**HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

**HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia

**HT5-5** identifies and evaluates the usefulness of sources in the historical inquiry process

**HT5-6** uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

**HT5-7** explains different contexts, perspectives and interpretations of the modern world and Australia

**HT5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry

**HT5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past

**HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

# Year 9 Mathematics

## Assessment Schedule 2025

### Course Outline

Term 1	Term 2	Term 3	Term 4
Algebraic Techniques Area, Surface Area & Volume Data Analysis	Equations Financial Mathematics Numbers of Any Magnitude	Linear Relationships Indices Geometrical Figures	Trigonometry Equations Rates of Change

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Class Test	Class Test	Yearly Exam	
Date	Term 1 Week 10	Term 3 Week 6	Term 4 Week 4/5	
Outcomes Assessed	MA5-ALG-C-01 MA5-ARE-C-01 MA5-VOL-C-01 MA5-DAT-C-01	MA5-EQU-C-01 MA5-EQU-P-01 MA5-FIN-C-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-LIN-P-01	MA5-IND-C-01 MA5-GEO-C-01 MA5-TRG-C-01 MA5-TRG-C-02	
Total	30%	30%	40%	

### 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

**MA5-ALG-C-01** simplifies algebraic fractions with numerical denominators and expands algebraic expressions

**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-DAT-C-01** compares and analyses datasets using summary statistics and graphical representations

**MA5-DAT-P-01** plans, conducts and reviews a statistical inquiry into a question of interest (*Path: Stn, Adv*)

**MA5-EQU-C-01** solves linear equations of up to 3 steps, limited to one algebraic fraction

**MA5-FIN-C-01** solves financial problems involving simple interest, earning money and spending money

**MA5-MAG-C-01** solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

**MA5-LIN-C-01** determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools

**MA5-LIN-C-02** graphs and interprets linear relationships using the gradient/slope-intercept form

**MA5-LIN-P-01** describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (*Path: Adv*)

**MA5-EQU-P-02** solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear

**MA5-GEO-C-01** identifies and applies the properties of similar figures and scale drawings to solve problems

**MA5-TRG-C-01** applies trigonometric ratios to solve right-angled triangle problems

**MA5-TRG-C-02** applies trigonometry to solve problems, including bearings and angles of elevation and depression



**MA5-IND-C-01** simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

**MA5-RAT-P-01** identifies and solves problems involving direct and inverse variation and their graphical representations  
(*Path: Stn, Adv*)

**MA5-RAT-P-02** analyses and constructs graphs relating to rates of change (*Path: Adv*)

# Year 9 Personal Development, Health and Physical Education Assessment Schedule 2025

## Course Outline

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Relationships</li> <li>Striking Games (Softball/T-Ball/Cricket)</li> </ul>	<ul style="list-style-type: none"> <li>Risk v Reward</li> <li>Individual Pursuits (Athletics/Fitness/Dance)</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Lifestyle</li> <li>Invasion Games (Basketball/Netball/Handball)</li> </ul>	<ul style="list-style-type: none"> <li>Sexual Health</li> <li>Net Court /Wall Games (Volleyball/Squash/Badminton)</li> </ul>

## Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Nature of task</b>	Research Task/Presentation Relationships/STI's Ongoing Bookwork	Practical Skills and Participation Semester 1	Research Task-Healthy Lifestyles Ongoing Bookwork	Practical Skills and Participation Semester 2	
<b>Date</b>	Term 1, Week 6	Ongoing	Term 3, Week 1	Ongoing	
<b>Outcomes Assessed</b>	PD5-1 PD5-2 PD5-3	PD5-4 PD5-5 PD5-6	PD5-2 PD5-3	PD5-4 PD5-5 PD5-6 PD5-8	
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	

## 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

# Year 9 Science

## Assessment Schedule 2025

### Course Outline

Term 1	Term 2	Term 3	Term 4
<b>Topic 1</b> – Coordination & Diseases <b>Topic 2</b> - Plate Tectonics	<b>Topic 3</b> - Waves <b>Topic 4</b> - The Big Inflation	<b>Topic 5</b> - Atomic Theory & Periodic Table <b>Topic 6</b> - Energy Transfers	<b>Topic 7</b> - Environmental Science <b>Topic 8</b> - Chemical Reactions

### Assessments

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Nature of task</b>	Diseases Research Task	Waves Data Task	Periodic Table Research & Design	Yearly Examination	
<b>Date</b>	Term 1, Week 6	Term 2, Week 5	Term 3, Week 6	Term 4, Weeks 4/5	
<b>Outcomes Assessed</b>	SC5-7WS SC5-8WS SC5-9WS SC5-15LW	SC5-6WS SC5-7WS SC5-10PW SC5-11PW	SC5-4WS SC5-5WS SC5-9WS SC5-16CW	SC5-9WS SC5-11PW SC5-12ES SC5-14LW SC5-16CW	
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	

### 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.

**SC5-3VA** demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.

**SC5-4WS** develops questions or hypotheses to be investigated scientifically.

**SC5-5WS** produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.

**SC5-6WS** undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.

**SC5-7WS** processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.

**SC5-8WS** applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.

**SC5-9WS** presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.

**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.

**SC5-15LW** explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.

**SC5-16CW** explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.

**SC5-17CW** discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

# Year 9 Agriculture (100hr & 200hr)

## Assessment Schedule 2025

### Course Outline

Term 1 & 2	Term 3	Term 4
Topic 1 – Pasture Production & Tractor Operation	Topic 2 - Native Bee Production	Topic 3 - Poultry Production

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Pasture Production Assessment	Bee Production Assessment	Chicken Production Assessment	
Date	Term 2, Week 3	Term 3, Week 7	Term 4, Week 4	
Outcomes Assessed	AG5-1 AG5-4 AG5-6 AG5-8 AG5-9 AG5-11 AG5-13 AG5-14	AG5-2 AG5-4 AG5-7 AG5-10 AG5-12	AG5-1 AG5-3 AG5-4 AG5-5 AG5-7 AG5-8 AG5-10 AG5-14	
Total	35	30	35	

### Outcomes

**AG5-1** explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets

**AG5-2** explains the interactions within and between agricultural enterprises and systems

**AG5-3** explains the interactions within and between the agricultural sector and Australia's economy, culture and society

**AG5-4** investigates and implements responsible production systems for plant and animal enterprises

**AG5-5** investigates and applies responsible marketing principles and processes

**AG5-6** explains and evaluates the impact of management decisions on plant production enterprises

**AG5-7** explains and evaluates the impact of management decisions on animal production enterprises

**AG5-8** evaluates the impact of past and current agricultural practices on agricultural sustainability

**AG5-9** evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics

**AG5-10** implements and justifies the application of animal welfare guidelines to agricultural practices

**AG5-11** designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts

**AG5-12** collects and analyses agricultural data and communicates results using a range of technologies

**AG5-13** applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery

**AG5-14** demonstrates plant and/or animal management practices safely and in collaboration with others

# Year 9 Child Studies (100hr & 200hr)

## Assessment Schedule 2025

### Course Outline

Term 1	Term 2	Term 3	Term 4
Family Interactions Preparing for parenthood	Conception to birth Newborn care	Growth and Development Health and Safety	Food and Nutrition Play and the developing child

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Infographic	Nursery Design	Educational Resource	Food Practicals and Investigation	
Date	Term 1, Week 7	Term 2, Week 5	Term 3, Week 7	Term 4, Week 5	
Outcomes Assessed	CS5-2, CS5-6, CS5-8, CS5-9, CS5-11	CS5-2, CS5-5, CS5-6, CS5-11	CS5-1, CS5-4, CS5-5, CS5-9	CS5-4, CS5-9, CS5-12	
Total	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	

### 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

# Year 9 Commerce (100hr)

## Assessment Schedule 2025

### Course Outline

Term 1	Term 2	Term 3	Term 4
The Economic and Business Environment	Law in Action	Travel	Towards Independence

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weighting %
Topic	The Economic and Business Environment	Law in Action	Travel	
Nature of Task	Media File and Report	Extended Response	Travel Itinerary and Budget	
Date	Term 2, Week 1	Term 3, Week 1	Term 4 Week 4	
Outcomes	COM5-4 COM5-8 COM5-9	COM5-3 COM5-5 COM5-7	COM5-1 COM5-2 COM5-6	
Total	35	30	35	

#### NATURE OF TASK:

**Media File:** A collection of current media articles based on the issues discussed in class, using current case studies to support ideas.

**Extended Response:** An extended response is a piece of writing that follows a particular structure, consisting of an introduction, a body and a conclusion.

**Travel Itinerary and budget:** A travel itinerary is a schedule of events relating to planned travel, generally including destinations to be visited at specified times and means of transportation to move between those destinations.

#### Outcomes

**COM5-1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

**COM5-2** analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

**COM5-3** examines the role of law in society

**COM5-4** analyses key factors affecting decisions

**COM5-5** evaluates options for solving problems and issues

**COM5-6** develops and implements plans designed to achieve goals

**COM5-7** researches and assesses information using a variety of sources

**COM5-8** explains information using a variety of forms

**COM5-9** works independently and collaboratively to meet individual and collective goals within specified timeframes

# Year 9 Computer Technology (100hr)

## Assessment Schedule 2025

### Course Outline

Term 1	Term 2	Term 3	Term 4
Creating Games and Simulations	Creating Games and Simulations	Designing for User Experience	Designing for User Experience

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Research Task and Prototype	Project	Prototype and Report	Project	
Date	Term 1, Week 10	Term 2, Week 9	Term 3, Week 8	Term 4, Week 5	
Outcomes Assessed	CT5-EVL-01 CT5-THI-01	CT5-SAF-01 CT5-DPM-01 CT5-COL-01 CT5-COM-01 CT5-OPL-01 CT5-DES-01	CT5-COL-01 CT5-DAT-01 CT5-COM-01	CT5-SAF-01 CT5-DPM-01 CT5-THI-01 CT5-DAT-02 CT5-DES-01	
Total	15	35	20	30	

### Outcomes

**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

**CT5-COL-01** manages, documents and explains individual and collaborative work practices

**CT5-EVL-01** understands how innovation, enterprise and automation have inspired the evolution of computing technology

**CT5-COM-01** communicates ideas, processes and solutions using appropriate media

**CT5-OPL-01** designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language

**CT5-THI-01** applies computational, design and systems thinking to the development of computing

**CT5-DES-01** designs and creates user interfaces and the user experience

**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-DAT-02** acquires, represents, analyses and visualises simple and structured data

## Year 9 Drama (100hr) Assessment Schedule 2025

### Course Outline

Term 1	Term 2	Term 3	Term 4
Playbuilding - developing an understanding of the skills and techniques required to devise theatrical statements,	Characterisation - the use of <i>expressive skills</i> to develop characters through observation and workshopping.	Script Interpretation – an introduction to the ‘signposts’ in interpreting scripts.	Melodrama - - investigate the dramatic form of <i>Melodrama</i> . and the different styles of <i>Comedy</i> .

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %	
Nature of task	Practical & Log Book: Narrative Playbuilding	Practical & Logbook: Characterisation - Monologue	Practical & Research – Script analysis/character profile/design/performance	Practical & Log Book: Melodrama – Soap Opera Parody		
Date	Term 1, Week 10	Term 2, Week 5	Term 3, Week 9	Term 4, Week 5		
Outcomes Assessed	5.1.1, 5.1.2, 5.2.1, 5.3.4	5.1.2, 5.1.3, 5.2.1, 5.3.3	5.1.1, 5.1.3, 5.1.4, 5.3.1	5.1.2, 5.2.2, 5.2.3, 5.3.2		
<b>Components</b>						
Making	10	10	5	10		
Performing	10	15	10	10		
Appreciating	5		10	5		
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>		<b>100</b>

### Outcomes:

**5.1.1** manipulates the elements of drama to create belief, clarity and tension in character, 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 performance techniques expressively and collaboratively to communicate dramatic meaning

**5.2.2** selects 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.



# Year 9 Graphics Technology (100hr)

## Assessment Schedule 2025

### Course Outline

Term 1	Term 2	Term 3	Term 4
Core Module 1 Instrument Drawing	Core Module 1 Instrument Drawing	Core Module 1 Instrument Drawing	Core Module 1 Instrument Drawing
Core Module 2: Computer Aided Design (CAD)	Core Module 2: Computer Aided Design (CAD)	Core Module 2: Computer Aided Design (CAD)	Core Module 2: Computer Aided Design (CAD)

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Project Task Work	Classroom Observation	Written/Research Tasks	Test	
Date	Ongoing	Ongoing	Ongoing	Term2 Week 4 Term 4 Week 4	
Outcomes Assessed	GT5-1 GT5-3 GT5-5 GT5-7 GT5-8	GT5-5 GT5-6	GT5-4 GT5-5	GT5-1 GT5-2 GT5-5 GT5-7	
Total	60	10	20	10	

### 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

# Year 9 Elective History (100hr)

## Assessment Schedule 2025

### Course Outline

Term 1	Term 2	Term 3	Term 4
<b>Thematic Studies:</b> Crime and Punishment- Jack the Ripper	<b>Ancient, Medieval and Modern Societies</b> Myths and Legends of Ancient Greece	<b>History, Heritage and Archaeology:</b> Minoan Society and Atlantis	<b>Thematic Studies:</b> Trans-Atlantic Slavery

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weighting %
<b>Topic</b>	Thematic Studies: Crime and Punishment	Ancient, medieval and Modern Societies	History, Heritage and Archaeology	
<b>Nature of Task</b>	Historical Analysis	Children's book	Source Analysis	
<b>Date</b>	Term 2, Week 1	Term 2, Week 10	Term 3, Week 10	
<b>Outcomes</b>	<b>HTE5-6, HTE5-8, HTE5-9</b>	<b>HTE5-2, HTE5-4, HTE5-7</b>	<b>HTE5-3, HTE5-5</b>	
<b>Total</b>	<b>30</b>	<b>40</b>	<b>30</b>	

#### NATURE OF TASK:

**Historical Analysis:** An historical analysis critically examines past events and their contexts to understand causes, significance, impacts, and connections, using evidence from primary and secondary sources to support a central argument.

**Children's Book:** Creating a children's book involves crafting an engaging story with relatable characters, age-appropriate language, and captivating illustrations that inspire imagination, learning, or emotional connection.

**Source Analysis:** A source analysis evaluates the origin, purpose, content, and reliability of a source to understand its perspective, context, and relevance to a specific historical question or topic.

#### Outcomes

**HTE5-1** applies an understanding of history, heritage, archaeology and the methods of historical inquiry

**HTE5-2** examines the ways in which historical meanings can be constructed through a range of media

**HTE5-3** sequences major historical events or heritage features, to show an understanding of continuity, change and causation

**HTE5-4** explains the importance of key features of past societies or periods, including groups and personalities

**HTE5-5** evaluates the contribution of cultural groups, sites and/or family to our shared heritage

**HTE5-6** identifies and evaluates the usefulness of historical sources in an historical inquiry process

**HTE5-7** explains different contexts, perspectives and interpretations of the past

**HTE5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry

**HTE5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past

**HTE5-10** selects and uses appropriate forms to communicate effectively about the past for different audiences

# Year 9 International Studies (100 hr)

## Assessment Schedule 2025

### Course Outline

Term 1	Term 2	Term 3	Term 4
Understanding culture and diversity in today's world	Culture and beliefs	Culture and travel	Culture and sport

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Understanding culture and diversity in today's world	Culture and beliefs	Culture and travel	
Style of task	Multimodal Presentation	Case Study	Travel Brochure	
Date	Term 2, Week 1	Term 3, Week 1	Term 4, Week 1	
Outcomes Assessed	IS5-4, IS5-5, IS5-8, IS5-10,	IS5-3, IS5-8, IS5-9 IS5-10	IS5-6, IS5-8, IS5-9 IS5-10	
<b>Total</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

### Style of tasks:

#### Multimodal Presentation:

The multimodal presentation should include at least one mode other than reading and writing. No specific weightings are allocated to the modes. A strong multimodal presentation should include: at least two modes of composition, one of which must be listening (writing / speaking / representing).

#### Case Study:

A case study is an assignment where you analyse a specific case (organisation, group, person, event, issue) and explain how the elements and complexities of that case relate to theory.

#### Travel Brochure:

Travel brochures are printed or digital guides, crafted with precision by graphic designers, meant to showcase intriguing destinations, unforgettable experiences, and enticing offers, all with the purpose of beckoning tourists

#### Outcomes

**IS5-1** analyses a variety of definitions of culture

**IS5-2** describes characteristics of culture

**IS5-3** examines cultural similarities and differences

**IS5-4** examines cultural diversity

**IS5-5** accounts for the dynamic nature of culture

**IS5-6** identifies influences on cultures and their interconnectedness

**IS5-7** recognises bias and stereotypes

**IS5-8** analyses different contexts, perspectives and interpretations of cultural beliefs and practices

**IS5-9** evaluates culturally significant issues, events and scenarios from a variety of perspectives

**IS5-10** applies understanding of cultural differences when communicating across cultures

**IS5-11** applies strategies to challenge stereotypes

**IS5-12** selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

# Year 9 Marine and Aquaculture Technology (100hr & 200hr) Assessment Schedule 2025

## Course Outline

Term 1	Term 2	Term 3	Term 4
<b>Core Module 1:</b> Introduction to Marine and Aquaculture Technology <b>Optional Module 38:</b> Tourism	<b>Optional Module 6:</b> Dangerous Marine Creatures	<b>Optional Module 46:</b> Marine Disasters <b>Optional Module 8:</b> Rock Platforms	<b>Optional Module 19</b> Manufacturing Fishing Equipment

## Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %	
<b>Nature of task</b>	Tourism Operator Resume	Dangerous Marine Creatures Poster	Marine Disasters and Rock Platforms Newspaper Article	Construction of Fishing Equipment Practical Task		
<b>Date</b>	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9	Term 4, Weeks 4		
<b>Outcomes Assessed</b>	MAR5-2 MAR5-7 MAR5-8 MAR5-11 MAR5-14	MAR5-3 MAR5-7 MAR5-9 MAR5-10 MAR5-14	MAR5-1 MAR5-2 MAR5-7 MAR5-10 MAR5-12 MAR5-13 MAR5-14	MAR5-9 MAR5-10 MAR5-11		
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>		<b>100</b>

## 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

**MAR5-3** identifies, describes and evaluates the effects humans have had on the marine 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

demonstrates safe and responsible use of a range of materials, equipment and techniques in different

**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

# Year 9 Industrial Technology Metal (200hr)

## Assessment Schedule 2025

### Course Outline

Term 1	Term 2	Term 3	Term 4
Tool Caddy		Nutcracker	

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Test	Tool Caddy	Test	Nutcracker	
Date	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9	Term 4, Week 5	
Outcomes Assessed	5.3, 5.4, 5.7	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8	5.3, 5.4, 5.7	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8	
<b>Components</b>					
Project work		30		30	
Project Folio		10		10	
Test	5		5		
Classroom Observation	2.5	2.5	2.5	2.5	
<b>Total</b>	<b>7.5</b>	<b>42.5</b>	<b>7.5</b>	<b>42.5</b>	

### 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

# Year 9 Industrial Technology Timber (100hr & 200hr)

## Assessment Schedule 2025

### Course Outline

Semester 1-Tambour Box	Semester 2-Hall Mirror
<p>This introductory solid timber project will allow students to gain an appreciation of the timber workshop facilities and associated WHS regulations. Students will be introduced to a range of hand and power tools, equipment, materials and techniques relevant to the light timber industries. Students, through the development of this project, will be introduced to the fundamentals of design and workplace communication.</p> <p>This project will include a project Folio. The Folio will be completed using appropriate workplace communication skills and completed as part of the units practical assessment.</p>	<p>This project tests the student's retention in both knowledge and skills from previous projects while managing to step up yet another level. Stopped housings and haunched- stubbed mortise and tenons, are required along with more routing and the introduction of scroll or jig saw skills. Being symmetrical with many decorative features, the mirror challenges the student's ability to work accurately while the use of templates and jigs ensures all students will still achieve a quality project in time for a parents Christmas present.</p> <p>This project will include a project Folio. The Folio will be completed using appropriate workplace communication skills and completed as part of the units practical assessment.</p>

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weightings %	
<b>Nature of task</b>	Tambour Box	Practical Test	Hall Mirror		
<b>Date</b>	Term 2, Week 5	Term 2, Week 9	Term 4, Week 5		
<b>Outcomes Assessed</b>	IND5-1 IND5-3 IND5-6 IND5-7 IND5-8 IND5-9IND5-10	IND5-3 IND5-4 IND5-5 IND5-7	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8IND5-9 IND5-10		
<b>Components</b>					
Practical Work	30	10	30		
Classroom Observations	5		5		
Project Folios and Term Assignments	10		10		
<b>Total</b>	<b>45</b>	<b>10</b>	<b>45</b>		<b>100</b>

## **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

# Year 9 Food Technology (200hr) Assessment Schedule 2025

## Course Outline

Term 1	Term 2	Term 3	Term 4
<b>Food Selection and Health</b> Students examine the history of food in Australia, including bush tucker prepared in the past and present by Aboriginal and/or Torres Strait Islander Peoples, the influence of early European settlers, together with continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns. Students plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine and develop knowledge of cultural protocols associated with food and its preparation.	<b>Food in Australia</b> Students examine food production and distribution globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations. Students plan and prepare safe and nutritious foods appropriate to specific situations.	<b>Food for Special Occasions</b> Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.	<b>Food Equity</b> Students examine food production and distribution globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations. Students plan and prepare safe and nutritious foods appropriate to specific situations.

## Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %	
<b>Nature of Task</b>	Food Selection and Health	Food In Australia	Food for Special Occasions	Food Equity		
<b>Date</b>	Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	Term 4, Week 5		
<b>Outcomes Assessed</b>	FT5-1 FT5-6 FT5-7 FT5-10 FT5-11 FT5-12 FT5-13	FT5-1 FT5-2 FT5-5 FT5-10	FT5-1 FT5-5 FT5-9 FT5-10 FT5-11	FT5-6 FT5-7 FT5-8 FT5-12 FT5-13		
<b>Components</b>						
Practical	20	10	20			
Written	30	10	30	40		
<b>Total</b>	<b>50</b>	<b>20</b>	<b>50</b>	<b>40</b>		
<b>Weighting %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>		<b>100%</b>



## **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

# Year 9 Music (200hr)

## Assessment Schedule 2025

### Course Outline

Term 1	Term 2	Term 3	Term 4
Blues Traditions	Jazz	Theatre Music	Rock Music

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %	
Nature of task	Blues Traditions	Jazz	Theatre Music	Rock Music		
Date	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	Term 4, Week 5		
Outcomes Assessed	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10		
<b>Components</b>						
Performing	10	10	10	10		
Listening	10	5	10	5		
Composing	5	10	5	10		
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>		<b>100</b>

### Outcomes

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

# Year 9 Physical Activity and Sports Studies (100hr & 200hr) Assessment Schedule 2025

## Course Outline

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Body Systems and Energy for Physical Activity</li> </ul>	<ul style="list-style-type: none"> <li>Physical Fitness</li> </ul>	<ul style="list-style-type: none"> <li>Coaching</li> </ul>	<ul style="list-style-type: none"> <li>Australia's Sporting Identity</li> </ul>

## Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Body Systems in class test	Practical Skills and Participation Semester 1	Coaching Assessment	Practical Skills and Participation Semester 1	
Date	Term 1, Week 10	Ongoing	Term 3 - Throughout Weeks 6-10 in class	Ongoing	
Outcomes Assessed	PASS5-1 PASS5-2 PASS5-4	PASS5-5 PASS5-6 PASS5-9	PASS5-6 PASS5-7 PASS5-8 PASS5-10	PASS5-5 PASS5-6 PASS5-9	
Total	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	

## 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

**PASS5-5** demonstrates actions and strategies that contribute to active participation and skilful performance

**PASS5-4** analyses physical activity and sport from personal, social and cultural perspectives

**PASS5-6** evaluates the characteristics of participation and quality performance in physical activity and sport

**PASS5-7** works collaboratively with others to enhance participation, enjoyment and performance

**PASS5-8** displays management and planning skills to achieve personal and group goals

**PASS5-9** performs movement skills with increasing proficiency

**PASS5-10** analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

# Year 9 Psychology (200hr) Assessment Schedule 2025

## Course Outline

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>• What is Psychology?</li> <li>• Psychological Disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Research Methods in Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Intelligence and Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Forensic Psychology</li> </ul>

## Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Research Task – Psychological Disorders	Research Methodology Analysis Task	Intelligence Poster	Yearly Examination	
Date	Week 10, Term 1	Week 10, Term 2	Week 10, Term 3	Week 4-5, Term 4	
Outcomes Assessed	PSY5-1 PSY5-2 PSY5-4 PSY5-6	PSY5-5 PSY5-7 PSY5-8	PSY5-2 PSY5-3 PSY5-4	All Outcomes	
Total	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	

## Outcomes

**PSY5-1** explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches

**PSY5-2** explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches

**PSY5-3** describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour

**PSY5-4** explains a range of psychological theories and identifies the application of these theories to everyday life

**PSY5-5** demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data

**PSY5-6** recognises the applications and influence of psychology in popular culture and its importance to social factors

**PSY5-7** examines suitable research methods including procedures and critical analysis when completing action based learning

**PSY5-8** communicates psychological information and ideas using appropriate written, oral and visual forms

# Year 9 Psychology (100hr) Assessment Schedule 2025

## Course Outline

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>• What is Psychology?</li> <li>• Psychological Disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Research Methods in Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Intelligence and Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Forensic Psychology</li> </ul>

## Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Research Task – Psychological Disorders	Research Methodology - Analysis	Intelligence Poster	Yearly Examination	
Date	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	Term 4, Week 4-5	
Outcomes Assessed	PSY5-1 PSY5-2 PSY5-4 PSY5-6	PSY5-5 PSY5-7 PSY5-8	PSY5-2 PSY5-3 PSY5-4	All Outcomes	
Total	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	

## Outcomes

**PSY5-1** explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches

**PSY5-2** explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches

**PSY5-3** describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour

**PSY5-4** explains a range of psychological theories and identifies the application of these theories to everyday life

**PSY5-5** demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data

**PSY5-6** recognises the applications and influence of psychology in popular culture and its importance to social factors

**PSY5-7** examines suitable research methods including procedures and critical analysis when completing action based learning

**PSY5-8** communicates psychological information and ideas using appropriate written, oral and visual forms

# Year 9 Textiles (100hr)

## Assessment Schedule 2025

### Course Outline

The aim of this syllabus is to develop confidence and proficiency in the design, production and evaluation of textile items. Students actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in society.

Term 1	Term 2	Term 3	Term 4
<b>Skills</b> Students explore the unique properties of a range of textiles and the ways in which they perform. By deconstructing a textile item, students gain a broad understanding of how textile items are made.	<b>Minor Project</b>  The content in this area of study is covered through an investigation of the work of textile designers. By examining the practice of textile designers, students can model the work of designers in the production of project work.	<b>Major Project</b>  Students learn to design, produce and evaluate textile items across a range of focus areas. Project work gives students the opportunity to develop and refine skills to produce quality textile items. When documenting project work students show evidence of each of the stages of designing, producing and evaluating.	<b>Christmas Bag</b>

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weighting %
<b>Nature of task</b>	Practical and Portfolio	Research Task	Practical and Portfolio	
<b>Date</b>	Term 1 Week 9	Term 2 Week 4	Term 4 Week 3	
<b>Outcomes Assessed</b>	TEX5-1 TEX5-5 TEX5-8 TEX5-9 TEX5-10 TEX5-11	TEX5 – 3 TEX5 - 6	TEX5-2 TEX5-4 TEX5-8 TEX5-9 TEX5-10 TEX5-11 TEX5-12	
<b>Weighting</b>	<b>30</b>	<b>25</b>	<b>45</b>	

### 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 textile designers

**TEX5-4** generates and develops textile design ideas

**TEX5-5** investigates and applies methods of colouration and decoration for a range of textile items

**TEX5-8** selects and uses appropriate technology to creatively document, communicate and present design and project work

**TEX5-9** critically selects and creatively manipulates a range of textile materials to produce quality textile items

**TEX5-10** selects appropriate techniques and uses equipment safely in the production of quality textile projects

**TEX5-11** demonstrates competence in the production of textile projects to completion

**TEX5-12** evaluates textile items to determine quality in their design and construction

## Year 9 Visual Arts (200hr) Assessment Schedule 2025

### Course Outline

Term 1	Term 2	Term 3	Term 4
Students are introduced to a range of drawing methods and materials. They will engage in experimentation with manipulation of mediums and produce a portfolio of six drawings. Students are introduced to the work of a notable drawer and learn about their artmaking practice through the Structural Frame.	Students will learn about Surrealism and gain a deep understanding of the practice of creating artworks through the subconscious mind. They will engage with both traditional and contemporary collage methods and explore digital manipulation. Students are introduced to the practice of Salvador Dali and Renee Magritte. They will analyse their work through The Frames.	Students will develop an understanding of the key features of creating art inspired by the everyday. Students will be introduced to the practice of key Pop Artists and will create a Body of Work with a focus on drawing, photography or sculpture. Students will undertake an in depth historical and critical study of creating art of the everyday.	Students will apply the conventions of the Op Art movement to produce a sculpture that explores the illusion of movement in their artwork through the use of line and pattern. Students will undertake a critical study of the Op Art movement by engaging with the Conceptual Framework to analyse the work of Bridget Riley and Victor Vasarely.

Task number	Task 1	Task 2	Task 3	Weighting %
<b>Nature of task</b>	<b>Drawing Artmaking:</b> 2D Portfolio  <b>C&amp;HS:</b> Dobell Drawing Prize Research Task	<b>Surrealism Artmaking:</b> Collage and painting  <b>C&amp;HS:</b> Visual Verbal Artwork Analysis	<b>Pop Art Artmaking:</b> Body of Work  <b>C&amp;HS:</b> In class Written Response	
<b>Date</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9	
<b>Outcomes Assessed</b>	5.1, 5.6, 5.7, 5.9	5.4, 5.5, 5.6, 5.8, 5.10	5.2, 5.4, 5.6 5.7, 5.8	
<b>Components</b>				
Artmaking	15	15	15	
Critical & Historical Studies	15	10	15	
Visual Arts Diary	5	5	5	
<b>Total</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## **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 the 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 relationship 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



# Stage 5 Visual Arts (100hr) Assessment Schedule 2025

## Course Outline

Term 1	Term 2	Term 3	Term 4	
This unit aims to introduce students to the concept of Appropriation. Students will experiment with 2D and 4D forms and create works that explore a contemporary take on two famous artworks from history. Students learn about appropriation through the lens of the Cultural and Postmodern Frames. They will develop an understanding of how The Frames provide different interpretations of art by researching the practice of Yasumasa Morimura.	Students will create a clay sculpture in response to a stimulus (chosen by the teacher to reflect student interest). They will experiment with traditional hand building techniques, gain a thorough understanding of process and learn about the limitations of working with a time sensitive material. Students will undertake a historical study of clay forms with a focus on the Structural Frame. They will construct a procedural text that explores material practice, techniques and processes.	The students' challenge is to produce artworks which will capture the sights, sounds and feel of our forest, and to produce a series of artworks based on their experiences. Students will be given opportunities to collect, photograph and experiment with techniques. Students will be introduced to ephemeral art and complete a Conceptual Framework Analysis of an artist who makes art as a response to the environment.	Students are given the opportunity to explore a mini Body of Work that focuses on student interest. Students are tasked with brainstorming and experimenting to develop their ideas before creating an artwork(s) that showcase their understanding of the Visual Arts. Students select an artist of influence that inspires their work and complete an independent research task on their conceptual and material practice.	
Task number	Task 1	Task 2	Task 3	Weighting %
<b>Nature of task</b>	<b><i>The Big Steal</i></b> <b>Artmaking:</b> Appropriation Body of Work  <b>C&amp;HS:</b> Artwork Analysis	<b><i>Organic Forms</i></b> <b>Artmaking:</b> 3D Clay Vessel  <b>C&amp;HS:</b> Extended Response	<b><i>Essence of the Bush</i></b> <b>Artmaking:</b> 2D Body of Work  <b>C&amp;HS:</b> Visual Verbal Research Task	
<b>Date</b>	Term 1, Week 10	Term 3, Week 3	Term 4, Week 4	
<b>Outcomes Assessed</b>	5.2, 5.3, 5.5, 5.6 5.7, 5.9	5.1, 5.6 5.7, 5.10	5.1, 5.4, 5.6 5.7, 5.8	
Components				
Artmaking	15	15	15	
Critical & Historical Studies	15	10	15	
Visual Arts Diary	5	5	5	
<b>Total</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## 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 the 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 relationship 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