



HASTINGS
SECONDARY COLLEGE

EXCELLENCE – INNOVATION – OPPORTUNITY – SUCCESS

YEAR 9 ASSESSMENT BOOKLET 2024

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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Term Dates for Students

Term 1 – 11 weeks

Commences Tuesday 30th January
Concludes Friday 12th April

Term 2 – 10 weeks

Commences Monday 29th April
Concludes Friday 5th July

Term 3 – 10 weeks

Commences Monday 22nd July
Concludes Friday 27th September

Term 4 – 10 weeks

Commences Monday 14th October
Concludes Friday 20th 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.

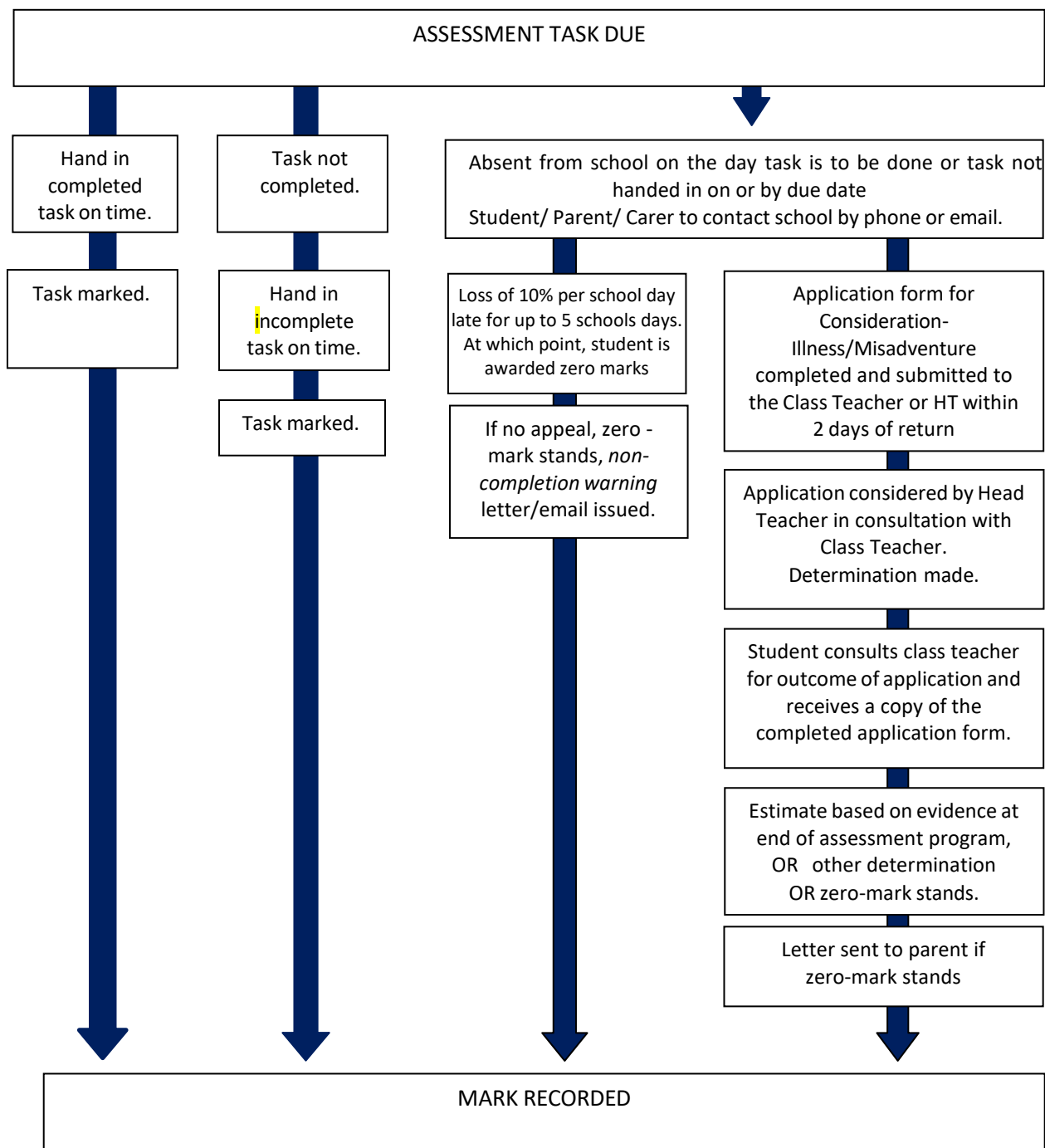
In either 2 (a), (b) or (c) above, the student may request *consideration for illness or misadventure*. This request is to come from the parent/caregiver to the class teacher or head teacher within two school days following the specified due date for the task or by the second day of return to school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

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

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

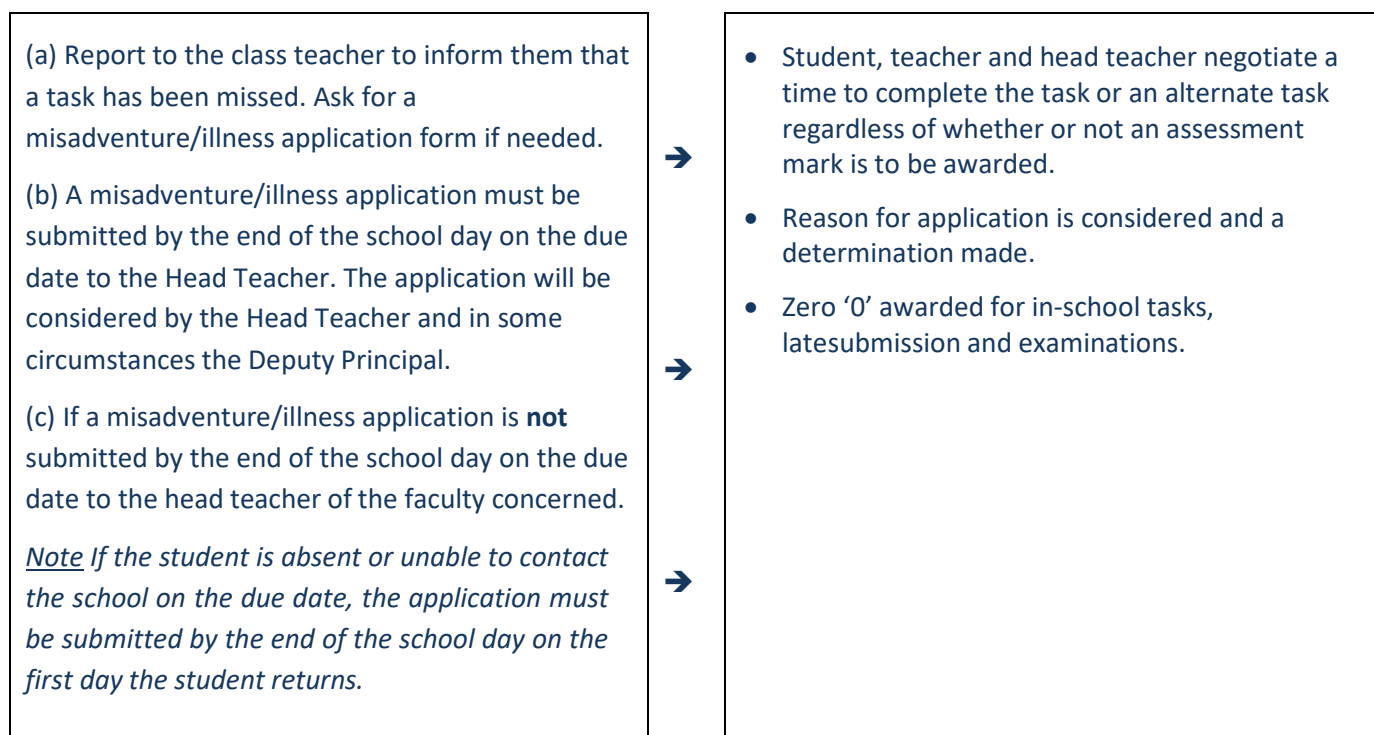
If a student does not apply for an extension/misadventure and submits a hand-in assessment task late, zero marks will be awarded.

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.

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



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 30/01	
3 06/02	
4 13/02	
5 20/02	
6 27/02	PDHPE, Science, Aboriginal Studies (100hr)
7 06/03	Child Studies (200hr)
8 13/03	Mathematics, Marine and Aquaculture Technology (100hr)
9 20/03	English, HSIE, Industrial Technology Metal (200hr), Food Technology (200hr)
10 27/03	Drama (100hr), Music (200hr), Physical Activity and Sports Studies (200hr & 100hr), Psychology (200hr & 100hr), Computing Technologies (100hr)
11 03/04	Visual Arts (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.

Term 2 Week / Date	Subjects with a scheduled task:
1 24/04	
2 01/05	
3 08/05	Agriculture (200hr)
4 15/05	Mid-Course Examination: HSIE
5 22/05	Science, Child Studies (200hr), Drama (100hr), Food Technology (200hr), Visual Arts (200hr)
6 29/05	English
7 05/06	Industrial Technology Metal (200hr)
8 12/06	Marine and Aquaculture Technology (100hr)
9 19/06	Aboriginal Studies (100hr), Industrial Technology Timber (200hr), Computing Technologies (100hr)
10 26/06	Music (200hr), Psychology (200hr & 100hr)
	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.

Term 3 Week / Date	Subjects with a scheduled task:
1 17/07	
2 24/07	
3 31/07	
4 07/08	
5 14/08	
6 21/08	English, Mathematics, PDHPE, Science, Physical Activity and Sports Studies (200hr & 100hr)
7 28/08	Agriculture (200hr), Child Studies (200hr)
8 04/09	HSIE, Computing Technologies (100hr)
9 11/09	Drama (100hr), Industrial Technology Metal (200hr), Industrial Technology Timber (200hr), Food Technology (200hr)
10 18/09	Aboriginal Studies (100hr), Marine and Aquaculture Technology (100hr), Music (200hr), Psychology (200hr & 100hr), Visual Arts (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.

Term 4 Week / Date	Subjects with a scheduled task:
1 09/10	
2 16/10	
3 23/10	
4 30/10	Yearly Examination (Weeks 4 and 5): English, HSIE, Mathematics, Science, Aboriginal Studies (100hr), Psychology (200hr & 100hr) Agriculture (200hr), Marine and Aquaculture Technology (100hr)
5 06/11	Child Studies (200hr), Drama (100hr), Music (200hr), Visual Arts (200hr), Computing Technologies (100hr)
6 13/11	
7 20/11	Industrial Technology Metal (200hr), Industrial Technology Timber (200hr)
8 27/11	
9 04/12	
10 11/12	
11 18/12	
	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.

Year 9 English

Assessment Schedule 2024

Course Outline

Term 1	Term 2	Term 3	Term 4
Voices of Protest	"From Ancient Grudge Break to New Mutiny": Romeo and Juliet	Individuality vs Conformity: Novel Study	Auteur Study

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Persuasive Speech	Multimodal and Reflection	Creative Response	Yearly Examination (Short Answer Questions and Analytical Response)	
Date	Week 9, Term 1	Week 6, Term 2	Week 6, Term 3	Week 4, Term 4	
Outcomes Assessed	EN5-URA-01, EN5-URB-01	EN5-ECB-01, EN5-ECA-01	EN5-ECB-01, EN5-ECA-01	EN5-URC-01, EN5-ECB-01	
Total	25	25	25	25	

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 2024

Course Outline

Term 1	Term 2	Term 3	Term 4
Industrial Revolution	The Making of a Nation – World War I	Australia and World War II	Rights and Freedoms Popular Culture

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	WWI Visual Representation Task	Mid-Course Examination	Australians at War Research Task	Yearly Examination	
Date	Week 9, Term 1	Week 4/5 Term 2	Week 8, Term 3	Week 4/5, Term 4	
Outcomes Assessed	HT5-H7, HT5-9, HT5-10	HT5-1, HT5-3, HT5-4, HT5-9	HT5-3, HT5-4, HT5-6, HT5-8	HT5-2, HT5-4, HT5-6, HT5-9	
Total	25	25	25	25	

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 2024

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 Equations Geometrical Figures	Trigonometry Indices Rates of Change

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Class Test	Assignment	Yearly Exam	
Date	Week 8, Term 1	Week 6, Term 3	Week 4/5, Term 4	
Outcomes Assessed	MA5-ALG-C-01 MA5-ARE-C-01 MA5-VOL-C-01	MA5-EQU-C-01 MA5-EQU-P-01 MA5-FIN-P-01 MA5-LIN-C-01	MA5-IND-C-01 MA5-GEO-C-01 MA5-TRG-C-01 MA5-TRG-C-02	
Total	35	25	40	

Outcomes

- 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 Physical Development, Health and Physical Education Assessment Schedule 2024

Course Outline

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

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	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	
Date	Week 6, Term 1	Ongoing	Week 6, Term 3	Ongoing	
Outcomes Assessed	PD5-1 PD5-2 PD5-3	PD5-4 PD5-5 PD5-6	PD5-2 PD5-3	PD5-4 PD5-5 PD5-6 PD5-8	
Total	25	25	25	25	

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 2024

Course Outline

Term 1	Term 2	Term 3	Term 4
<p>1. Coordination/Diseases Looks at how the body detects changes and manages to coordinate and control everything. Diseases are also explored.</p> <p>2. Plate Tectonics This unit will look at the movement of the plates, plate boundaries, volcanoes, earthquakes and the formation of fossils and different dating techniques.</p>	<p>3. Waves We live in a world surrounded by waves and electromagnetic radiation. We use waves to communicate and to explore our world and even inside ourselves.</p> <p>4. The Big Inflation Examines the history of the universe and how social factors influence the development and acceptance of scientific ideas.</p>	<p>5. Atomic Theory/Periodic Table Explores the history behind atomic theory and how it can be used to understand the relationship between the building blocks of matter.</p> <p>6. Energy Transfers In this topic we look at some of these fascinating materials that scientists have produced, and we will also look at how we fuel the vast amounts of energy that we consume.</p>	<p>7. Environmental Science Examines how scientific knowledge can be used in the use and preservation of the atmosphere, biosphere, hydrosphere, and lithosphere in a framework of sustainability and equity.</p> <p>8. Chemical Reactions Examines the most common chemical reactions that impact our lives on a daily basis and factors that can affect them.</p>

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Diseases Research Task	Waves Data Task	Periodic Table Research & Design	Yearly Examination	
Date	Week 6, Term 1	Week 5, Term 2	Week 6, Term 3	Weeks 4/5, Term 4	
Outcomes Assessed	SC5-1VA SC5-3VA SC5-7WS SC5-8WS SC5-9WS SC5-15LW	SC5-6WS SC5-7WS SC5-9WS SC5-10PW SC5-11PW	SC5-6WS SC5-7WS SC5-9WS SC5-11PW	SC5-6WS SC5-7WS SC5-9WS SC5-11PW	
Components					
Skills in Working Scientifically	15	15	15	15	
Knowledge & Understanding	10	10	10	10	
Total	25	25	25	25	

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 Aboriginal Studies (100hr)

Assessment Schedule 2024

Course Outline

Term 1	Term 2	Term 3	Term 4
CORE: Aboriginal identities (30 hours)	Option 2: Aboriginal Peoples and the Visual Arts (25 hours)	Option 7: Aboriginal Peoples and Technology (25 hours)	Option 6: Aboriginal Peoples Film and Television (20 hours)

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Research Task Interviews and Family Tree construction	Visual Arts Diary and artwork	Replica of traditional artefact with museum tag	End of Course Examination	
Date	Week 6, Term 1	Week 9, Term 2	Week 10, Term 3	Week 4-5, Term 4	
Outcomes Assessed	AST5-1 AST5-4 AST5-5 AST5-10	AST5-2 AST5-3 AST5-7 AST5-11	AST5-4 AST5-7 AST5-8 AST5-9	AST5-2 AST5-3 AST5-5 AST5-8	
Total	25	25	25	25	

Outcomes

AST5-1 describes the factors that contribute to an Aboriginal person's identity

AST5-2 explains ways in which Aboriginal Peoples maintain identity

AST5-3 describes the dynamic nature of Aboriginal cultures

AST5-4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location

AST5-5 explains the importance of families and communities to Aboriginal Peoples

AST5-6 explains the importance of self-determination and autonomy to Aboriginal Peoples' participation nationally and internationally

AST5-7 assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally

AST5-8 analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples

AST5-9 analyses the factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures

AST5-10 identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data

AST5-11 selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

Year 9 Agriculture (200hr) Assessment Schedule 2024

Course Outline

Term 1	Term 2	Term 3	Term 4
<p>1. Introduction to Agriculture provides a broad overview of plant and animal-related concepts to encourage students to develop an appreciation of the complexity of agriculture. Students have opportunities to investigate the industries involved in agriculture, how plants and animals are produced and to follow Work, Health and Safety (WHS) guidelines.</p>	<p>2. Native Bee Production Native bee production is an introduction into native bee enterprises and the products derived from this industry. Traditional Indigenous uses of bee products are explored as well as modern day technologies for safety and sustainability in the industry. This unit guides students through simple maintenance and husbandry of a native bee hive and extraction of honey, wax and propolis, or use of native bees for pollination.</p>	<p>3. Poultry Production This unit investigates the knowledge and skills for intensive farm animals. The management and monitoring of an egg-laying flock. Student will also develop a range of poultry handling skills.</p>	<p>4. Vegetable Production Students develop knowledge in the production process of a vegetable production enterprise, such as plant pests and diseases, soils, climate, plant nutrition, irrigation, processing, storing and marketing.</p>

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Pasture Production Assessment	Chicken Production Assessment	Ongoing Practical Skills and Yearly Examination	
Date	Week 3, Term 2	Week 7, Term 3	Week 4, Term 4	
Outcomes Assessed	AG5-1 AG5-4 AG5-6 AG5-9 AG5-14	AG5-4 AG5-10 AG5-11	AG5-1 AG5-2 AG5-4 AG5-6 AG5-7 AG5-8 AG5-11 AG5-12 AG5-13 AG5-14	
Components				
Knowledge, Understanding & Skills	30	30	40	
Total	30	30	40	100

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 (200hr & 100hr)

Assessment Schedule 2024

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	Week 7, Term 1	Week 5, Term 2	Week 7, Term 3	Week 5, Term 4	
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	20	20	30	30	

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 Computer Technology (100hr) Assessment Schedule 2024

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	T1W10	T2W9	T3W8	T4W5	
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	39	

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 2024

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> .

Assessments

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, Wk 10	Term 2, Wk 5	Term 3, Wk 9	Term 4, Wk 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	
Components					
Making	10	10	5	10	
Performing	10	15	10	10	
Appreciating	5		10	5	
Total %	25	25	25	25	100

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 Marine and Aquaculture Technology (100hr)

Assessment Schedule 2024

Course Outline

Term 1	Term 2	Term 3	Term 4
<p>1. CM 1: Introduction to Marine and Aquaculture Technology This topic introduces and revises the safety procedures for laboratory exercises and fieldwork. It is a practical unit developing students' water confidence thereby increasing their chance of survival.</p> <p>2. OM Module 38 – Tourism This topic introduces tourism as an economic and culturally important activity. Students examine tourism from the perspectives of value to the community as well as negative impacts, and the role of ecotourism in the future.</p>	<p>3. OM 6: Dangerous Marine Creatures This module explores the characteristics and behaviour of a range of dangerous marine creatures to assist students to avoid contact with them. Students investigate historical and societal perspectives of dangerous marine creatures and the impact this has on human activity in marine environments.</p>	<p>5. OM 46 Marine Disasters This topic introduces the types and effects of natural and man-made disasters on the marine environment.</p> <p>6. OM 8: Rock Platforms This topic introduces rock platforms and the animals and plants that commonly live there. Students are made aware of the harshness of the rock platform habitat and the adaptations that organisms living on it need for survival.</p>	<p>7. OM 17: Open water snorkelling This topic introduces the theory and practice of snorkelling. This module aims to give lifelong skills that will enable students to safely enjoy viewing marine life in shallow water.</p>

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Tourism Operator Resume	Dangerous Marine Creatures Poster	Marine Disasters and Rock Platforms Newspaper Article	Snorkelling Skills Practical Task	
Date	Week 8, Term 1	Week 8, Term 2	Week 10, Term 3	Weeks 4/5, Term 4	
Outcomes Assessed	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	MAR5-3 MAR5-9 MAR5-10 MAR5-11 MAR5-14	
Components					
Knowledge & Understanding	25	25	25	25	
Total	25	25	25	25	100

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** 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 (100hr) Assessment Schedule 2024

Course Outline

Term 1	Term 2	Term 3	Term 4
Tool Caddy		Fabricated Hacksaw	

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Test	Tool Caddy	Test	Fabricated Hacksaw	
Date	Week 9, Term 1	Week 7, Term 2	Week 9, Term 3	Week 7, Term 4	
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	
Components					
Project work		30		30	
Project Folio		10		10	
Test	5		5		
Classroom Observation	2.5	2.5	2.5	2.5	
Total	7.5	42.5	7.5	42.5	

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 Metal (200hr) Assessment Schedule 2024

Course Outline

Term 1	Term 2	Term 3	Term 4
Tool Caddy		Fabricated Hacksaw	

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Test	Tool Caddy	Test	Fabricated Hacksaw	
Date	Week 9, Term 1	Week 7, Term 2	Week 9, Term 3	Week 7, Term 4	
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	
Components					
Project work		30		30	
Project Folio		10		10	
Test	5		5		
Classroom Observation	2.5	2.5	2.5	2.5	
Total	7.5	42.5	7.5	42.5	

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

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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 (200hr)

Assessment Schedule 2024

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 %	
Nature of task	Tambour Box	Practical Test	Hall Mirror		
Date	Week 9, Term 2	Week 9, Term 3	Week 7, Term 4		
Outcomes Assessed	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		
Components					
Practical Work	30	10	30		
Classroom Observations	5		5		
Project Folios and Term Assignments	10		10		
Total	45	10	45		100

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)

Assessment Schedule 2024

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 %
Nature of task	Tambour Box	Practical Test	Hall Mirror	
Date	Week 9, Term 2	Week 9, Term 3	Week 7, Term 4	
Outcomes Assessed	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	
Components				
Practical Work	30	10	30	
Classroom Observations	5		5	
Project Folios and Term Assignments	10		10	
Total	45	10	45	100

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 2024

Course Outline

Term 1	Term 2	Term 3	Term 4
Food Selection and Health 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.	Food in Australia 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.	Food for Special Occasions 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.	Food Equity 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 %	
Nature of Task	Food Selection and Health	Food In Australia	Food for Special Occasions	Food Equity		
Date	Week 9, Term 1	Week 5, Term 2	Week 9, Term 3	Week 5, Term 4		
Outcomes Assessed	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		
Components						
Practical	20	10	20			
Written	30	10	30	40		
Total	50	20	50	40		
Weighting %	25%	25%	25%	25%		100%

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 2024

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	Week 10, Term 1	Week 10, Term 2	Week 10, Term 3	Week 5, Term 4		
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		
Components						
Performing	10	10	10	10		
Listening	10	5	10	5		
Composing	5	10	5	10		
Total	25	25	25	25		100

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 (200hr)

Assessment Schedule 2024

Course Outline

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

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	Week 10, Term 1	Ongoing	Throughout Term 3 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	25	25	25	25	

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 Physical Activity and Sports Studies (100hr)

Assessment Schedule 2024

Course Outline

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

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	Week 10, Term1	Ongoing	Throughout Term 3 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	25	25	25	25	

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

PASS5-8 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 2024

Course Outline

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

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	25	25	25	25	

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 2024

Course Outline

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

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	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	25	25	25	25	

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 2024

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
Skills 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.	Minor Project 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.	Major Project 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.	Christmas Bag

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Practical and Portfolio	Research Task	Practical and Portfolio	
Date	Term 1 Week 9	Term 2 Week 4	Term 4 Week 3	
Outcomes Assessed	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	
Weighting	30	25	45	

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 2024

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 Kenny Pittock and will create a Body of Work with a focus on drawing or sculpture. Students will undertake an in depth historical and critical study of creating art of the everyday. They will learn about the practice of key artists including Marcel Duchamp and Kenny Pittock.	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.

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Drawing Portfolio	Surrealism	Art of the Everyday	Op Art	
Date	Week 11, Term 1	Week 5, Term 3	Week 10, Term 3	Week 5, Term 4	
Outcomes Assessed	5.1, 5.6, 5.7, 5.9	5.4,5.6, 5.9	5.1,5.4,5.6, 5.7,5.8	5.1, 5.3, 5.6, 5.7, 5.8, 5.10	
Components					
Artmaking	10	10	10	10	
Critical & Historical Studies	10	10	10	10	
Visual Arts Diary	5	5	5	5	
Total	25	25	25	25	100

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