



Year 9 Assessment Booklet

2024



**Campbelltown
Performing Arts
High School**
PATHWAYS TO SHINE

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PRINCIPAL'S MESSAGE

On behalf of everyone at Campbelltown Performing Arts High School I welcome all Year 9 students and their families to the 2024 academic year, where students will work towards attaining the Year 9 Record of Student Achievement (RoSA). The award of the Record of School Achievement (RoSA) by the NSW Education Standards Authority (NESA) is made on the basis of a student's performance in class and through school-based assessment tasks.

Assessment is the process of identifying, gathering and interpreting information about students' learning. At Campbelltown Performing Arts High School we value assessment as a learning opportunity for students, and use both formal and informal assessment activities to provide information and feedback on student achievement and progress, and most importantly to set the direction for future learning. This also includes all classwork and activities that students complete on a daily basis, which is used to support ongoing formative assessment of and feedback on student learning.

It is an expectation at Campbelltown Performing Arts High School that all students take responsibility for their learning by actively participating in all assessment activities, and that all students will strive to continually improve the quality of the work they produce.

Each school develops an Assessment Program for every Year 9 course that measures student progress against NESA standards. The school is required to:

- inform students of assessment requirements in each course;
- set tasks that will measure student performance in each specified component of the course and focus on outcomes;
- specify the assessment weighting for each task;
- keep records of each student's performance on each task and;
- provide students with information on their progress.

This booklet contains the Assessment Procedures and Course Assessment Schedules for Year 9 2024 at Campbelltown Performing Arts High School. The school is required to provide an Assessment Grade (A-E) to NESA based on student achievement as measured throughout the course and will encompass performance in syllabus objectives and outcomes, except those relating to values and attitudes.

Students need to ensure that they have read and understood the requirements of the RoSA assessment program so that they are aware of their responsibilities and those of the school. This handbook is a useful guide for all students – it can assist them to effectively plan ahead and take responsibility for managing their own learning in 2024.

I encourage all students to aspire the heights, to take care in all aspects of your school work, to make the most of every opportunity at Campbelltown Performing Arts High School, and let success be your reward as you embark on Year 9 in 2024.



Mrs Leah McKeown

Principal



RESPECT	INTEGRITY
<p><i>Consider yourself and others</i></p> <ul style="list-style-type: none"> • Treat yourself and others with respect • Maintain positive and respectful relationships • Accept the interests and ability of others • Cooperate with others 	<p><i>Be honest and accountable</i></p> <ul style="list-style-type: none"> • Treat everyone fairly • Take responsibility for your actions • Communicate openly and clearly • Be reliable and honest
SAFETY	ENGAGEMENT
<p><i>Act safely and responsibly</i></p> <ul style="list-style-type: none"> • Care for self, others and the environment • Negotiate and resolve conflict with empathy • Practice safe behaviour • Support others to make positive choices 	<p><i>Actively participate in learning</i></p> <ul style="list-style-type: none"> • Attend each lesson prepared to learn • Strive to achieve your best • Collaborate with others to succeed • Make the most of every learning opportunity

STAGES 4 and 5 ASSESSMENT POLICY

Rationale

Campbelltown Performing Arts High School will ensure that curriculum and assessment requirements meet those set by the NSW Education Standards Authority (NESA) and the Department of Education.

Assessment that enhances learning recognises that learners use their current ability to discover, develop and incorporate new knowledge, understanding and skills. Assessment for learning helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment is an integral part of the teaching-learning cycle and provides useful information to students, parents and teachers on the breadth and depth of the students' understanding.

The assessment schedules provided in this handbook are prepared from NESA's course guidelines. It is provided to give students an indication of the number and timing of assessment tasks in each subject. Students will receive more specific information from their class teachers concerning what will be assessed, how it will be assessed and when it will be assessed.

Campbelltown Performing Arts High School reserves the right to make any changes considered necessary after this handbook has been issued. Students will be advised of any relevant changes.

Aims

The NSW Education Standards Authority (NESA) requires that Campbelltown Performing Arts High School develops an assessment program for each course. Schools are required to:

- set tasks which will be used to measure student performance in each component of a course;
- specify the mark value for each task;
- inform students of the RoSA assessment requirements for each course;
- keep records of each student's performance in each task; and
- provide students with information on their progress.

Every student will be fully aware of the Key Learning Area (KLA), school, NESA and Department of Education requirements for assessment and will submit all necessary work for each task in Stages 4 and 5. Every teacher will follow the assessment guidelines as outlined for all courses in Years 7 to 10.

All work that the student completes contributes to their overall assessment. Class work, homework, participation in class and formal assessment tasks will inform the teacher and the student about their current performance and the direction for future learning.

Assessment tasks will be well planned and will assess the stated outcomes, providing opportunities for each student to demonstrate their knowledge and understanding of the content and their development of skills. Formal feedback will be provided when the assessment task is returned to the student, however, other methods of feedback may be implemented by the classroom teacher dependent upon the nature of the task.

Processes for students undertaking a Life Skills pattern of study will also be outlined. For information about how Life Skills are identified, see the [diversity in learning options for students with disability](#).

Reporting of Student Work

Students and parents/carers will receive a report for each course via formal reports twice a year. It will report on the student's progress measured against each of the stated syllabus outcomes and provide an overall course grade. The report will clearly convey what the student knows and can do, and how that compares with the standard expected as stated in the syllabus. It will also suggest areas for development and how these can be developed.

Students will be graded against course performance descriptors. Students who do not complete assessment tasks or who do not engage in the learning process will be graded as an unsatisfactory student.

Common Principles

Assessment tasks may be formative or summative.

There will be 3-4 significant (summative) tasks per course assessing the stated syllabus outcomes of the course.

Students can demonstrate their learning and achievement of syllabus outcomes in a variety of ways. Summative assessment tasks may take a number of different forms, for example, exams, assignments, projects, performances, portfolios, presentations to the class, making an item, practical activity, and so on.

Life Skills

Students who are engaged in a Life Skills pattern of study will have their achievement measured against the Life Skills outcomes for the specific course through class and assessment work. All tasks will be planned and implemented such that students are able to demonstrate their development against these outcomes.

Assessment and reporting practices such as notification, feedback and reporting to parents will remain the same, however, outcomes will be measured in accordance with NESAs guidelines, that is, outcome/s achieved independently, achieved with support or not yet achieved.

While formal assessment tasks are not a requirement for Life Skills students, they may be implemented as an additional measure of achievement.

Assessment

1. Assessment notification

- 1.1 All students will be provided with the Assessment Handbook containing each course's assessment schedule.
- 1.2 The Class Teachers under supervision of the Faculty Head Teacher will be responsible for allocating specific due dates.
- 1.3 Any changes made to the assessment schedule within a Key Learning Area (KLA) will be issued by the Class Teacher, with approval of the Head Teacher, through a Change of Assessment Task Notification which outlines the new task due date. This is to be recorded on a Change of Assessment Task Register.
- 1.4 All students will be given at least two (2) weeks written notification of an assessment task and will be required to sign an Assessment Task Notification Register. This register is kept by the Class Teacher as a record of notification.

- 1.5 Upon issue of the assessment notification, the teacher will explain:
 - (a) the requirement of the task
 - (b) the learning outcomes being measured
 - (c) the marking criteria and weighting of the task
- 1.6 Students are expected to ask questions, seek clarification about the task as required and obtain feedback on any drafts submitted.
- 1.7 Any changes to assessment grids given at the beginning of the school year are to be forwarded by the Faculty Head Teacher to the Deputy Principal for uploading to School Bytes and the school website.
- 1.8 It is a student's responsibility to find out what work has been missed whilst they were absent and to catch up on that work. The same condition applies if a student is absent when an assessment task is issued. You are not entitled to any automatic extension of time for the task, if you were absent on the day a task was issued.

2. Assessment tasks

- 2.1 Students are expected to complete and make a genuine attempt at all assessment tasks.
- 2.2 **Submission of tasks:** Assessment tasks must be handed in personally to the class teacher or Faculty Head Teacher in their staffroom. Unless otherwise specified, all assessment tasks must be submitted as hard (paper) copies. Teachers may request students to submit electronically via Microsoft Teams or Google Classroom.

Upon submission of an assessment task, students are expected to sign the *Assessment Task Submission Register* provided by the teacher. This register is kept by the teacher as a record of submission.

Hand in tasks are due by 8:50am on the due date listed on the assessment notification, unless otherwise stated by the teacher and noted on the assessment notification and register.
- 2.3 **Feedback on tasks:** Teachers will provide students with timely, substantial and meaningful feedback on all assessment. This feedback should be completed within two weeks of the task being submitted and enable students to reflect on the quality of their work and may include future direction regarding:
 - the knowledge and skills the student has demonstrated
 - the knowledge and skills which were not demonstrated but were required
 - advice on how to develop the required knowledge and skills
 - an opportunity for the student to reflect on their own learning and share this with their parents/carers

Feedback can be oral and/or written, formal and/or informal, and can be generalised for the cohort but must include individualised comments for each student. Feedback is an ongoing process provided by the teacher/peers throughout the course of teaching and learning. During assessment tasks students are encouraged to submit draft sections of tasks to the teacher prior to the due date to further their achievement and understanding in these tasks.
- 2.4 **Invalidating assessment tasks:** An assessment task may need to be declared invalid if it can be clearly demonstrated that: either one or more students were given an unfair advantage; the task was interrupted due to disruptions like an emergency evacuation or; the task produced results that are significantly different to those expected to be produced by the cohort. Students or their parents who feel that an assessment task meets the criteria to be considered an invalid assessment need to raise the issue with their class teacher and the faculty Head Teacher within two weeks. The faculty Head Teacher will investigate the claim and in consultation with the Head Teacher Pathways and Senior Executive will make a final determination on the validity of the task. In the event an assessment task is deemed invalid, all students affected will be issued a suitable replacement assessment task with a minimum of two weeks' notice for the new due date.

- 2.5 **Misplaced tasks or corruption of files:** Sometimes, but very rarely, issues arise where a student's assessment task or digital copy of the task is lost or corrupted. Students will be asked to submit another copy of their task in the appropriate format. On the rare occasion that a teacher loses an assessment if another copy cannot be provided by the student and there is a clear record demonstrating the task was submitted by due date, the student will receive an estimate for the task based on their performance in other assessment tasks. Students are reminded to keep back-up copies of their assessments until after the results for the task have been returned.

3. Completion of assessment tasks

- 3.1 **Absence from an in-class assessment task:** If a student is absent from an in-class assessment task, the student must complete a *Request for Consideration* form obtained from the KLA Head Teacher or Head Teacher Pathways, and a doctor's certificate, as proof of illness must be submitted upon their first day of their return to school. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the relevant KLA Head Teacher on their arrival at school on the day they return in order to arrange the task's completion. Incidents of misadventure leading to absence from an assessment task will be considered by the KLA Head Teacher (Years 7-9).
- 3.2 **Prior knowledge of absence for an assessment task:** If a student knows he or she will be absent on the day that an assessment task is due, the student must submit the assessment task before the due date unless an extension has been granted by the Head Teacher Pathways via a *Request for Consideration* form (Years 10-12). This includes students who are involved in sporting events, excursions or work placement and elite representation. The students must advise the teacher concerned in advance and negotiate an alternate arrangement. A guiding principle would be that it must be submitted before the previously stated due date rather than afterwards. For tasks such as performances or presentations in which students are scheduled on different days/times, the classroom teacher will include a schedule with the assessment task notification. Students are required to complete their task within the scheduled dates, otherwise the task will be considered late or as a non-submission. Students may not be partially absent from school on the day an assessment task is due.
- 3.3 **Assistance with assessment tasks:** If you need assistance completing your assessment tasks, don't hesitate to ask for help. Talk to your teacher, the Head Teacher, the Learning & Support Teachers, or the Head Teacher Teaching & Learning. If a student has a learning difficulty or special needs that we need to be aware of they are to talk to the Learning & Support Teachers or the Head Teacher Pathways. We may be able to offer extra assistance in other ways through Disability or Special Provisions.
- 3.4 **Illness during an assessment task or examination:** If a student is ill during an assessment task, they must inform the supervising teacher immediately. The time of the student illness will be recorded and the student may be offered a period equal to the time missed due to the illness. If a student becomes ill during an assessment task the Head Teacher will decide whether an estimate or a substitute task will be given. The student must provide a doctor's certificate for illness immediately upon their return to school and complete the *Request for Consideration* form.

In the event of illness for an examination, students are expected to see the Class Teacher or Faculty Head Teacher to arrange an alternative time to sit the examination. A doctor's certificate must be submitted with a *Request for Consideration* form. Students absent for part of the day an assessment task is due must submit an Illness/Misadventure Application form justifying their partial absence with a doctor's certificate in the event of an illness or suitable evidence in the event of a misadventure.

- 3.5 **Suspended students:** Students suspended at the time an assessment task is due must submit their assessment to the Front Office on the day the task is due and immediately leave the premises.

- 3.6 **Attendance on the day of assessment tasks:** Students must attend all classes on the day an assessment task is due. Students are not permitted to miss classes on the day an assessment task is due. Penalties will apply if students are deemed to have an unfair advantage. Students found truanting classes to work on an assessment task will receive an automatic zero for the task.
- 3.7 **Genuine attempt of an assessment task:** Students are expected to attempt all tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks in the course.
- 3.8 **Examinations:** All students attending an examination at Campbelltown Performing Arts High School are subject to the rules of the school. This includes assembling for, undertaking and leaving the examinations as directed by staff. Students who do not comply with the school's examination rules for a course may have their examination paper for that course cancelled. This may render the student ineligible for the award of the RoSA or the HSC.

4. Late or non-submission of an assessment task due to unacceptable reasons

- 4.1 **Tasks submitted late:** Work submitted late will receive a zero mark unless accompanied by a doctor's certificate and a *Request for Consideration* application. Students submitting late work without an acceptable reason will receive an N-Warning Letter (Years 10-12) or Poor Progress Letter (Years 7-9).
- 4.2 **Non-satisfactory completion of work:** Students awarded zero marks for assessment tasks totalling 50% or more of the final course assessment marks will be certified as not having satisfactorily completed the course. This means that the student will not receive an assessment mark or an examination mark for that subject.
- 4.3 **Zero marks:** Students and parents will be notified if a student receives a zero mark and alternative opportunities may need to be considered for the student to be able to demonstrate and therefore, meet course outcomes. Parents and students should also be aware of potential consequences of non-completion of course outcomes.
- 4.4 **Non-serious attempt:** Students who do not make a serious attempt may receive a zero mark for the task concerned. This may render a student ineligible for an award for the subject in the *Record of School Achievement* (RoSA). Non-serious attempts include frivolous or objectionable material. Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. Non-attempts include those where only multiple-choice questions are attempted. Any student identified as making a non-serious attempt or a non-attempt will need to justify to the teacher/ Head Teacher why they should receive a result for the task concerned.

For students in Years 7 to 9, a mark of zero (0) will be awarded and a *Poor Progress Letter* will be sent home. The student will be required to resubmit the task by a revised due date and will have the opportunity to receive feedback from the teacher on the revised submission, however, the mark on the task will remain zero.

For students in Year 10, a mark of zero (0) will be awarded and an *N-Warning Letter* will be sent to home. The student will be required to resubmit the task by a revised due date and will have the opportunity to receive feedback from the teacher on the revised submission, however, the mark on the task will remain zero.

- 4.5 Technological failure:** Technological failure is not considered an acceptable reason for the late or non-submission of a task. Back-up copies of the assessment task should be kept (for example, on a USB) as well as a hard copy (on paper). Students are advised to keep any draft printouts as proof that the task had been substantially attempted prior to the technology failure. It is also suggested that students use cloud-based systems such as Office365 or Google Drive to complete their work in order to avoid this issue.
- 4.6 Unsubmitted work:** Students who do not submit an assessment task on the due date, as a result of not completing the task or due to unjustified leave, will be awarded zero (0) marks for the assessment task. The student will be provided with support to assist in the completion of the task, such as additional support, access to the homework centre, or scaffolds.

5 Malpractice

- 5.1** Cheating or malpractice is about doing the wrong thing by behaving dishonestly. It could be:
- copying in an exam from another student or using information secretly brought in
 - handing in work that someone else did and saying it is your own
 - making up journal entries for a research project
 - using information from the internet or elsewhere (e.g. books, journals, DVDs), and not acknowledging the source.

You have a responsibility to make sure that you understand the difference between what is honest and what is dishonest in relation to all of your work.

- 5.2 Plagiarism:** Work submitted in an assessment task must be the student's own work. If a student uses the work of another person or directly copies from published texts or from an internet site to complete a task, they will receive a zero (0) mark and an N-Warning Letter (Years 10-12) or Poor Progress Letter (Years 7-9). If the work used was that of another student from this school who knowingly supplied the information, then that student may also receive a zero (0) mark. All sources used in the completion of the assessment task must be appropriately acknowledged and referenced in the task. Students are required to include a bibliography as a part of their submission for tasks which indicate this. Students must show ethical scholarship by learning how to summarise and write in their own words.
- 5.3 Misbehaviour:** Student malpractice includes misbehaviour during the conducting of assessment tasks and breaching school examination rules. Students who misbehave during assessment tasks, including exams, will be given an appropriate consequence for their actions. Depending on the severity of the disruption, students may receive a zero for the task. Students who are ejected from an assessment task will have their paper removed and the time they left the assessment recorded on the top of their paper, including details of the disruption. The class teacher will negotiate a suitable penalty with the course Head Teacher.
- 5.4 Penalty for malpractice:** Malpractice in assessment tasks and examinations will be referred to the relevant KLA Head Teacher and the Head Teacher Pathways. This may result in the student's assessment task being cancelled and receiving no marks. Claims of malpractice including plagiarism and cheating must be proven before mark reduction can occur. Students may only receive marks on their own work and the teacher will only mark the sections that have not been plagiarised and will mark according to the marking criteria.
- 5.5 Appeals for malpractice:** Students may appeal the decision not to award marks on the grounds of malpractice to the relevant KLA Head Teacher. If the student remains dissatisfied, a formal process may be initiated. The student lodges a formal appeal in writing to the principal clearly stating their grounds for appeal within five days from the date the assessment task was returned to the student. Appeal submissions will be recorded by the school. The Head Teacher will convene an appeals panel. The head teacher may convene an assessment review panel to consider the appeal. The panel may request the

attendance of the student and teacher(s) to assist in its deliberations. If the student's appeal is rejected, the student's parent/caregiver will be informed of the assessment review panel's decision in writing. The decision of an assessment review panel is final.

6 N-Warning Letters

Specific to students in Years 10

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, including VET courses, the principal must warn the student as soon as possible and advise the parent/carer in writing. This warning is given in time for the problem to be corrected and provides advice about the possible consequences on eligibility of an 'N' determination in a course.

Students can receive an N-warning letter for one of three reasons:

- **Lack of diligence and sustained effort:** examples include extensive unexplained absences below 85% therefore extensive non-completion of class work, practicals and homework;
- **Unsatisfactory completion of assessment tasks:** examples include non-completion of an assessment task, plagiarism, non-serious attempts at tasks, continued/deliberate avoidance of examinations and tasks; and

Each time a student receives an *N-Warning Letter*, the student's parents/carers will also be contacted by the class teacher via telephone.

Once a student has failed to complete more than 50% of assessment, missed their work placement or have completed less than 85% of course work, they will be required to meet with the Deputy Principal to commence the 'N' Determination process.

7 N-Determinations

Specific to students in Years 10

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The principal will then issue a non-completion determination otherwise referred to as an 'N'-determination.

Students studying a RoSA course must complete and make a genuine attempt at assessment tasks (including examinations) which contribute in excess of 50% of the total marks for the course and satisfactorily complete in excess of 85% of the course work for each subject.

Students who do not meet the minimum assessment and course work requirements of a course will then proceed to the 'N'-Determination meeting with the Principal, which is their last chance to meet course requirements. The *Principal's Determination Form* will be issued to the student and their parent/carer at a formal meeting, advising the consequences of this process and the student's right to a school-based appeal and the appeal process with NESAs.

An 'N'-Determination in any subject may make a student ineligible to graduate or receive their RoSA depending on their chosen pattern of study.

Request for Consideration Process

In cases of severe illness or other exceptional circumstances, an extension to the due date of an assessment task may be possible by completing a *Request for Consideration* one week before the due date of an Assessment Task.

Students cannot assume their request will be granted, so they are encouraged to commence work on their assessment tasks upon receipt of them. If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved, the late submission of a task will result in zero marks being awarded for the task.

The application must be signed by your Class Teacher and given to the Head Teacher Pathways for approval. A medical certificate will be required in the case of illness.



Request for Consideration

This form is to be completed to request consideration for an extension or a missed or late assessment task due to illness or misadventure. If illness or misadventure prevents a student from completing an Assessment Task on or before the due date, the school must be advised immediately as the situation is known, and the *Request for Consideration* must be submitted to the Head Teacher Pathways on the day of returning to school.

Section A (to be completed by the student)

Full Name: _____ Year: 10 11 12

Reason for absence/late submission/request for extension:

Medical certificate from (name of doctor): _____

OR nature of other independent evidence: _____

Student signature: _____ Parent/carer signature: _____ Date: ___/___/___

You must attach the Medical Certificate to this form.

Section B: See your Class Teacher or the Head Teacher

Course			
Teacher			
Nature of task			
Original due date			
Date the task will be/has been completed			
Teacher comment			
Teacher signature Date			

Section C: Take this form to the Head Teacher Pathways.

Date school advised of misadventure: _____ Person advised: _____

Request for Consideration decision: Accepted / Rejected Extension of time granted until: _____

Student required to complete alternate task. Yes No

Zero mark to be awarded for late submission with task to be completed. Yes No

Task is a non-serious effort Yes No

Head Teacher Pathways signature: _____ Date: _____

Decision communicated to: Parent, Student, Class Teacher, Head Teacher, and Sentral

Assessment Task Appeal Process

Students have the right to appeal a decision made regarding an application for illness/misadventure, malpractice, or an assessment task result. A student must submit an assessment appeal to the relevant Head Teacher, depending on the nature of the appeal. In reviewing the determination of a student's appeal, the Head Teacher will consider the following as applicable:

- the student's original *Request for Consideration* application
- documentation submitted with the original application
- any additional statement and/or documentation submitted with the student's appeal form
- all evidence presented which relates to the malpractice.

TO APPEAL AN ILLNESS/MISADVENTURE OR MALPRACTICE DECISION

Step 1: Obtain an **Assessment Task Appeal** form

Step 2: **Submit the request**

- Submit the appeal to the Head Teacher Pathways within five (5) school days of the initial *Request for Consideration* or *Malpractice* decision being returned to the student.
- Additional supporting document, if applicable, should be submitted at this time.

Step 3: **Resolution and feedback**

- The appeal will be considered by a panel convened by the Head Teacher Pathways.
- The decision will be communicated to the relevant Faculty Head Teacher, Class Teacher, student and parents/carers.
- The Head Teacher Pathways will notify the Principal if further action is required.

TO APPEAL AN ASSESSMENT TASK RESULT

Step 1: Obtain an **Assessment Task Appeal** form

Step 2: **Submit the request**

- Submit the appeal to the Faculty Head Teacher within five (5) school days of the initial result being returned to the student.
- Additional supporting document, if applicable, should be submitted at this time.

Step 3: **Resolution and feedback**

- The appeal application and additional documentation will be considered by the relevant Faculty Head Teacher.
- The decision will be communicated to the Head Teacher Pathways, Class Teacher, student and parents/carers.
- The Head Teacher Pathways will notify the Principal if further action is required.



Assessment Task Appeal Form

Name: _____ Year: 10 11 12

Course: _____ Teacher: _____

Assessment task: # _____ Due date: ___ / ___ / ___

Date of appeal: ___ / ___ / ___

Nature of appeal: (circle one only)

- Conduct of assessment task
- Invalid or unreliable task
- Request for Consideration* decision
- Malpractice* decision

Please submit this form and any supporting evidence to the head teacher within 5 working days of receiving the assessment result.

Reasons for the appeal:

Student signature: _____ Date: ___ / ___ / ___

Parent/carer signature: _____ Date: ___ / ___ / ___

TAKE THIS FORM TO THE HEAD TEACHER PATHWAYS (SENIOR STUDY).

Panel: _____ Resolution decision: Accepted Rejected

Comment:

HT signature: _____ Date: ___ / ___ / ___

Copy to relevant parties. Upload to Sentral.

Glossary of Key Words

Subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do in examinations and assessment tasks. It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Key Word	Definition
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

ASSESSMENT SCHEDULES

Year 9 Courses

Mandatory Courses	Electives
English Mathematics History Geography Personal Development, Health & Physical Education Science	Child Studies Commerce Computing Technology Dance Drama Food Technology Industrial Technology – Timber Music Performing Arts (Aerial / Circus Arts) Physical Activity & Sport Studies (PASS) Visual Design

Mandatory

Elective

CHILD STUDIES

Elective

Course Outcomes

A student:

- C5-1 identifies the characteristics of a child at each stage of growth and development
- C5-2 describes the factors that affect the health and wellbeing of the child
- C5-3 analyses the evolution of childhood experiences and parenting roles over time
- C5-4 plans and implements engaging activities when educating and caring for young children within a safe environment
- C5-5 evaluates strategies that promote the growth and development of children
- C5-6 describes a range of parenting practices for optimal growth and development
- C5-7 discusses the importance of positive relationships for the growth and development of children
- C5-8 evaluates the role of community resources that promote and support the wellbeing of children and families
- C5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- C5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- C5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- C5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Assessment Schedule

Task	Outcomes	Task Name	Due Date	Weighting %
1	CS5-1, CS5-2, CS5-5, CS5-8, CS5-11	Individual Research Task	Term 1 Week 9 2024	25
2	CS5-1, CS5-2, CS5-7, CS5-8	Semester 1 Examination	Term 2 Week 5 2024	25
3	CS5-1, CS5-3, CS5-5, CS5-6, CS5-7 CS5-9, CS5-11, CS5-12	Group Presentation <i>Growth & Development</i> <i>Family Interactions</i>	Term 3 Week 8 2024	25
4	CS5-1, CS5-2, CS5-5 CS5-6, CS5-8, CS5-9	Semester 2 Examination	Term 4 Week 4 2024	25
			Total	100

COMMERCE

Elective

Course Outcomes

A student:

- 5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- 5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
- 5.3 examines the role of law in society
- 5.4 analyses key factors affecting commercial and legal decisions
- 5.5 evaluates options for solving commercial and legal problems and issues
- 5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
- 5.7 researches and assesses commercial and legal information using a variety of sources
- 5.8 explains commercial and legal information using a variety of forms
- 5.9 works independently and collaboratively to meet individual and collective goals within specified timelines

Assessment Schedule

Task	Outcomes	Task Name	Due Date	Weighting %
1	COM5-2, COM5-6 COM5-7, COM5-8	Consumer & Finance Research Task	Term 1 Week 7 2024	25
2	COM5-1, COM5-2, COM5-4, COM5-7	Promoting & Selling Multimedia Task	Term 2 Week 4 2024	25
3	COM5-1, COM5-2, COM5-3	Employment & Work Futures Topic Test	Term 3 Week 7 2024	25
4	COM5-4, COM5-5 COM5-7, COM5-9	Travel Itinerary Task	Term 4 Week 2 2024	25
			Total	100

COMPUTING TECHNOLOGY

Elective

Course Outcomes

A student:

- CT5-SAF-01 selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
- CT5-DPM-01 applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
- CT5-COL-01 manages, documents and explains individual and collaborative work practices
- CT5-EVL-01 understands how innovation, enterprise and automation have inspired the evolution of computing technology
- CT5-DAT-01 explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
- CT5-COM-01 communicates ideas, processes and solutions using appropriate media
- CT5-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 solutions
- CT5-DAT-02 acquires, represents, analyses and visualises simple and structured data
- CT5-DES-01 designs and creates user interfaces and the user experience

Assessment Schedule

Task	Outcomes	Task Name	Due Date	Weighting %
1	CT5-EVL-01, CT5-COM-01	Enterprise Information Systems Research Analysing Data Careers Task	Term 1 Week 10 2024	25
2	CT5-DPM-01, CT5-DAT-01, CT5-COM-01, CT5-THI-01, CT5-DAT-02	Enterprise Information Systems Analysing Data Project	Term 2 Week 6 2024	35
3	CT5-EVL-01, CT5-THI-01, CT5-COL-01, CT5-OPL-01	Software Development Mechatronic and Automated Systems Research Task/Project	Term 3 Week 8 2024	40
			Total	100

DANCE

Elective

Course Outcomes

A student:

- 5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
- 5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance
- 5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance
- 5.2.1 explores the elements of dance as the basis of the communication of ideas
- 5.2.2 composes and structures dance movement that communicates an idea
- 5.3.1 describes and analyses dance as the communication of ideas within a context
- 5.3.2 identifies and analyses the link between their performances and compositions and dance works of art
- 5.3.3 applies understandings and experiences drawn from their own work and dance works of art

Assessment Schedule

Component		Weighting %
A	Performance	40
B	Composition	30
C	Appreciation	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %			
				A	B	C	Total
1	5.1.1, 5.1.2, 5.1.3	Safe Dance & Performance	Term 1 Week 9 2024	30			30
2	5.2.1, 5.2.2, 5.3.3	Composition Project	Term 2 Week 5 2024		20	10	30
3	5.1.2, 5.2.2, 5.3.1, 5.3.2	Mini HSC Task	Term 4 Week 2 2024	10	10	20	40
Total				40	30	30	100

DRAMA

Elective

Course Outcomes

A student:

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

Assessment Schedule

Component		Weighting %
A	Making	30
B	Performing	30
C	Appreciating	40
		100

Task	Outcomes	Task Name	Due Date	Weighting %			
				A	B	C	Total
1	5.1.3, 5.2.1, 5.2.2 5.3.1, 5.3.2	Text Study	Term 1 Week 10 2024	15	15	15	45
2	5.1.3, 5.2.1, 5.2.2 5.3.1, 5.3.2	Practitioner Project	Term 2 Week 7 2024	5	5	20	30
3	5.1.1, 5.1.2, 5.1.4 5.2.3, 5.3.3	Mini HSC Task	Term 4 Week 2 2024	10	10	5	25
Total				30	30	40	100

ENGLISH

Course Outcomes

A student:

EN5-RVL-01

uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URA-01

analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

EN5-URB-01

evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-URC-01

investigates and explains ways of valuing texts and the relationships between them

EN5-ECA-01

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

EN5-ECB-01

uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

Task	Outcomes	Task Name	Due Date	Weighting %			
				A	B	C	Total
1	ENS-URA-01, EN5-URC-01, ENS-ECA-01, ENS-ECB-01	Persuasive Speech	Term 1 Week 8 2024		25		25
2	ENS-RVL-01, ENS-URB-01 ENS-URC-01	Critical Response	Term 2 Week 10 2024			25	25
3	ENS-RVL-01, ENS-URB-01, ENS-ECB-01	Discursive Response	Term 3 Week 8 2024	25			25
4	ENS-RVL-01, ENS-URA-01, ENS-ECA-01	Yearly Examination	Term 4 Week 4 2024	25			25
Total				50	25	25	100

FOOD TECHNOLOGY

Elective

Course Outcomes

A student:

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

Assessment Schedule

Task	Outcomes	Task Name	Due Date	Weighting %
				Total
1	FT5-8, FT5-9, FT5-11	Food in Australia Persuasive Advertisement	Term 1 Week 7 2024	35
2	FT5-6, FT5-7, FT-10	Food Selection and Health Nutrition Practical and Justification	Term 2 Week 5 2024	30
3	FT5-1, FT-2, FT-3, FT5-5, FT5-9	Food for Special Needs Healthy Food Task	Term 3 Week 7 2024	35
			Total	100

GEOGRAPHY

Course Outcomes

A student:

- GE5-1 explains the diverse features and characteristics of a range of places and environments
- GE5-2 explains processes and influences that form and transform places and environments
- GE5-3 analyses the effects of interactions and connections between people, places and environments
- GE5-4 accounts for perspectives of people and organisations on a range of geographical issues
- GE5-5 assesses management strategies for places and the environment for their sustainability
- GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing
- GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8 communicates geographical information to a range of audiences using a variety of strategies

Geography is a semesterised course. You will complete Geography during Semester 2.

Assessment Schedule

Task	Outcomes	Task Name	Due Date	Weighting %
1	GE5-2, GE5-3, GE5-7, GE5-8	Changing Places Research Task	Term 3 Week 9 2024	50
2	GE5-1, GE5-2, GE5-3, GE5-5	Geography Yearly Examination	Term 4 Week 4 2024	50
			Total	100

HISTORY

Course Outcomes

A student:

- 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

History is a semesterised course. You will complete History during Semester 1.

Assessment Schedule

Task	Outcomes	Task Name	Due Date	Weighting %
1	HT5-1, HT5-5, HT5-7, HT5-10	Australians at War Research Task	Term 1 Week 9 2024	50
2	HT5-1, HT5-2, HT5-4, HT5-6	History In-Class Test	Term 2 Week 4 2024	50
			Total	100

INDUSTRIAL TECHNOLOGY - TIMBER

Elective

Course Outcomes

A student:

- IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5-2 applies design principles in the modification, development and production of projects
- IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6 identifies and participates in collaborative work practices in the learning environment
- IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Assessment Schedule

Task	Outcomes	Task Name	Due Date	Weighting %
1	IND5-3, IND 5-9	Computer-Aided Design and Footstool	Term 2 Week 4 2024	30
2	IND5-1, IND5-5	Folding Picnic Table and Portfolio	Term 3 Week 6 2024	30
3	IND5-6, IND5-7	Tambour Box and Portfolio	Term 4 Week 4 2024	40
			Total	100

MATHEMATICS

The Mathematics course in Stage 5 has two levels of achievement. These are called Mathematics Advanced and Mathematics Standard. Students will be graded into classes for Year 9 based on their achievement in Year 8, and may be regraded during Year 9, depending upon performance.

Students will be studying Mathematics through a core and pathways structure. The Core–Paths structure is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement. The structure allows for a diverse range of endpoints up to the end of Stage 5.

Course Outcomes

A student:

MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MALS-FIN-01	demonstrates knowledge of money in everyday contexts
MALS-FIN-02	plans and manages personal finances
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (<i>Path: Stn, Adv</i>)
MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (<i>Path: Adv</i>)
MA5-IND-P-02	describes and performs operations with surds and fractional indices (<i>Path: Adv</i>)
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (<i>Path: Adv</i>)
MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (<i>Path: Adv</i>)
MA5-NLI-P-01	interprets and compares non-linear relationships and their transformations, both algebraically and graphically (<i>Path: Adv</i>)
MA5-FNC-P-01	uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (<i>Path: Adv</i>)
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MALS-ARE-01	measures and uses area in everyday contexts
MA5-VOL-P-01	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (<i>Path: Stn, Adv</i>)
MA5-GEO-P-02	constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (<i>Path: Ext</i>)
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MALS-DAT-02	interprets information from data displays
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
MALS-PRO-01	applies chance and probability to everyday events
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MALS-FIN-01	demonstrates knowledge of money in everyday contexts
MALS-FIN-02	plans and manages personal finances
MA5-RAT-P-02	analyses and constructs graphs relating to rates of change (<i>Path: Stn, Adv</i>)
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MALS-ADS-01	uses strategies for addition and subtraction
MALS-MDI-01	uses strategies for multiplication and division
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MALS-POS-01	demonstrates knowledge of position and direction in everyday contexts
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-POL-P-01	defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (<i>Path: Adv, Ext</i>)
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-TRG-P-01	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (<i>Path: Stn, Adv</i>)

MA5-ARE-P-01	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (<i>Path: Stn, Adv</i>)
MALS-ARE-01	measures and uses area in everyday contexts
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MALS-GEO-01	explores 2-dimensional shapes and 3-dimensional objects
MA5-CIR-P-01	applies deductive reasoning to prove circle theorems and solve related problems (<i>Path: Ext</i>)
MA5-DAT-C-02	displays and interprets datasets involving bivariate data
MALS-DAT-02	interprets information from data displays
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability (<i>Path: Adv</i>)
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MALS-PAT-01	recognises and applies patterns in everyday contexts
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (<i>Path: Adv</i>)
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices (<i>Path: Adv</i>)
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^2+bx+c=0$ (<i>Path: Adv</i>)
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MALS-POS-01	demonstrates knowledge of position and direction in everyday contexts
MA5-LIN-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-LOG-P-01	establishes and applies the laws of logarithms to solve problems (<i>Path: Adv</i>)
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-P-02	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (<i>Path: Adv</i>)
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MALS-VOL-01	measures and uses volume, capacity and mass in everyday contexts
MA5-GEO-P-01	establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (<i>Path: Ext</i>)
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (<i>Path: Stn</i>)
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest (<i>Path: Stn, Adv</i>)

Assessment Schedule

Component		Weighting %
A	Concepts, skills and techniques	50
B	Reasoning and communication	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	MAO-WM-01, MA5-GEO-C-01, MA5-TRG-C-01, MA5-LIN-C-01, MA5-MAG-C-01 Possible path content MA5-GEO-P-01, MA5-NET-P-01, MA5-LIN-P-01, MA5-IND-P-02	Working with Geometry Test	Term 1 Week 8 2024	10	15	25
2	MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-MAG-C-01, MA5-IND-C-01	Spatial Relations Test	Term 2 Week 5 2024	15	10	25
3	MAO-WM-01, MA5-FIN-C-01, MA5-EQU-C-01, MA5-LIN-C-01, MA5-LIN-C-02	Linear Relationships Test	Term 3 Week 8 2024	10	15	25
4	MAO-WM-01, MA5-PRO-C-01, MA5-DAT-C-01	Making Predictions and Decisions Task	Term 4 Week 5 2024	15	10	25
Total				50	50	100

MUSIC

Elective

Course Outcomes

A student:

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

Assessment Schedule

Component		Weighting %
A	Performance	25
B	Listening	25
C	Composition	25
D	Musicology	25
		100

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	5.1, 5.2 5.8, 5.11, 5.12	Performance and Listening Analysis	Term 1 Week 9 2024	15	15		5	35
2	5.3, 5.7, 5.9 5.10, 5.11, 5.12	Performance and Aural	Term 2 Week 5 2024	10	10		15	35
3	5.4, 5.5, 5.6, 5.9, 5.11, 5.12	Composition Task	Term 3 Week 10 2024			25	5	30
Total				25	25	25	25	100

PERFORMING ARTS (AERIAL /CIRCUS ARTS)

Elective

Course Outcomes

A student:

- PA5-1 identifies and explains a range of safe working practices and diverse cultural protocols associated with performing arts
- PA5-2 experiments with ways in which space can be activated and transformed by the selection and manipulation of performance elements
- PA5-3 controls energy and expressive skills to create performance presence
- PA5-4 explores the skills and techniques needed to engage an audience in a collective experience
- PA5-5 analyses the role of context and interpretation in realising artistic intention
- PA5-6 researches, documents, and reflects on performing arts concepts, ideas and processes
- PA5-7 responds to provocations and/or stimulus to select, develop, and produce performance material
- PA5-8 demonstrates the commitment, collaboration, and agency required to stage a performing arts event
- PA5-9 experiments with relevant essential performing arts concepts to new contexts
- PA5-10 acknowledges the significance of Country, cultural protocols, and Aboriginal Peoples' perspectives and contributions in the performing art

Assessment Schedule

Task	Outcomes	Task Name	Due Date	Weighting %
1	PA5-1, PA5-2, PA5-3, PA5-4	Training and Creating Work for Performance	Term 2 Week 5 2024	40
2	PA5-5, PA5-6, PA5-9	Skills of Analysis, Application and Appropriation: Critical Study and Individual Task	Term 3 Week 8 2024	30
3	PA5-7, PA5-8, PA5-10	Work with and for a Purpose	Term 4 Week 2 2024	30
			Total	100

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Course Outcomes

A student:

- PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2 researches and appraises the effectiveness of health information and support services available in the community
- PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5 appraises and justifies choices of actions when solving complex movement challenges
- PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9 assesses and applies self-management skills to effectively manage complex situations
- PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

Assessment Schedule

Task	Outcomes	Task Name	Due Date	Weighting %
1	PD5.4, PD5.5 PD5.10, PD5.11	Athletics: Individual Performance	Term 1 Week 10 2024	25
2	PD5.1, PD5.2, PD5.3 PD5.7, PD5.9, PD5.10	Social Justice Issues – Individual: Research on a Marginalised Group in our Community	Term 2 Week 5 2024	25
3	PD5.1, PD5.6 PD5.7, PD5.9, PD5.10	Active Citizens: Persuasive Writing Task	Term 3 Week 9 2024	25
4	PD5.4, PD5.5, PD5.11	Types of Football – Individual: Skills Progression	Term 3 Week 10 2024	25
			Total	100

PHYSICAL ACTIVITY AND SPORT STUDIES

Elective

Course Outcomes

A student:

- PASS5-1 discusses factors that limit and enhance the capacity to move and perform
- PASS5-2 analyses the benefits of participation and performance in physical activity and sport
- PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives
- PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance
- PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance
- PASS5-8 displays management and planning skills to achieve personal and group goals
- PASS5-9 performs movement skills with increasing proficiency
- PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Assessment Schedule

Task	Outcomes	Task Name	Due Date	Weighting %
1	PASS5-6, PASS 5-7, PASS 5-10	Technology in Sport: Skill Analysis	Term 1 Week 9 2024	25
2	PASS 5-5, PASS 5-6, PASS 5-7, PASS 5-8, PASS 5-9, PASS 5-10	Coaching an Individual: Practical task	Term 3 Week 8 2024	25
3	PASS 5-3, PASS 5-4, PASS 5-10	Australian Sporting Identity: In class and take-home task	Term 3 Week 9 2024	25
4	PASS 5-1, PASS 5-2, PASS 5-5, PASS 5-6, PASS 5-10	Body Systems Examination: In class exam	Term 4 Week 4 2024	25
			Total	100

SCIENCE

Course Outcomes

A student:

- SC5-4WS develops questions or hypotheses to be investigated scientifically
- SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually or 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 presented 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
- 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

Assessment Schedule

Task	Outcomes	Task Name	Due Date	Weighting %
1	SC5 – 5WS, SC5 – 7WS SC-9WS, SC5-15LW	Body Systems Research Task	Term 1 Week 9 2024	25
2	SC5-5WS, SC5-8WS SC5-9WS, SC5-15LW, SC5-16CW	Half Yearly Examination	Term 2 Week 5 2024	25
3	SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS, SC5-11PW	Electricity Practical Investigation	Term 3 Week 4 2024	25
4	All outcomes	Yearly Examination	Term 4 Week 4 2024	25
			Total	100

VISUAL DESIGN

Elective

Course Outcomes

A student:

- 5.1 develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
- 5.2 makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world - audience
- 5.3 makes visual design artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
- 5.5 makes informed choices to develop and extend concepts and different meanings in their visual design artworks
- 5.6 selects appropriate procedures and techniques to make and refine visual design artworks
- 5.7 applies their understanding of aspects of practice to critical and historically interpret visual design artworks
- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks
- 5.9 uses the frames to make different interpretations of visual design artworks
- 5.10 constructs different critical and historical accounts of visual design artworks

Assessment Schedule

Component		Weighting %
A	Art making	60
B	Art history and criticism	40
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	5.1, 5.3, 5.6, 5.8	Naïve Artwork and Research Task	Term 1 Week 10 2024	30	10	40
2	5.2, 5.4, 5.5, 5.9	Illustration Practical Task and Examination	Term 2 Week 8 2024	20	20	40
3	5.1, 5.5, 5.7, 5.8, 5.10	Object Practical Task and Journal	Term 4 Week 4 2024	10	10	20
Total				60	40	100

Year 9 Assessment Calendar 2024

	TERM 1	TERM 2	TERM 3	TERM 4
1				
2				COMMERCE, DANCE, DRAMA, PAAC
3				ITTIMBER
4		COMMERCE, HISTORY, ITTIMBER	SCIENCE	CHILDSTUDIES, ENGLISH, GEOGRAPHY, PASS, SCIENCE, VDESIGN, ITTIMBER
5		CHILDSTUDIES, DANCE, FOODTECH, MATH, MUSIC, PAAC, PDHPE, SCIENCE		FOODTECH, MATH
6		COMPS	ITTIMBER	
7	COMMERCE, FOODTECH	DRAMA	COMMERCE, FOODTECH	
8	ENGLISH, MATH	VDESIGN	CHILDSTUDIES, ENGLISH, MATH, PAAC, PASS, COMPS	
9	CHILDSTUDIES, DANCE, HISTORY, MUSIC, PASS, SCIENCE		GEOGRAPHY, PDHPE, PASS	
10	DRAMA, PDHPE, VDESIGN, COMPS	ENGLISH	MUSIC, PDHPE	
11				



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