

2022

Year 9
Assessment Handbook



Bathurst High Campus

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Introduction

This Assessment Handbook provides Year 9 students with information about the procedures relating to Assessment. Students, parents and carers are advised to read the booklet closely and keep it for reference.

What is assessment and why do we do it?

Assessment is a process of gathering information about student achievement at various stages in a course. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. At Bathurst High Campus, we use a variety of assessment tasks to assess students' performance. Tasks may include assignments, fieldwork and reports, oral presentations, tests and exams, portfolios, practical investigations, long term pieces of work and performances. Most courses have between three and four assessment tasks. Tasks may be differentiated to meet a range of student needs; however, the assessment process will remain the same.

Students must make a genuine attempt at assessment tasks and can best meet course requirements if they:

- Attend all timetabled lessons and minimise absences from class for any reason.
- Complete all activities set during class time.
- Complete homework set by the teacher.
- Revise all work regularly.
- Complete all assessment tasks.

Further information

This assessment policy is based on NSW Education Standards Authority (NESA) administration requirements. Detailed information and assistance is available on the NESA website www.educationstandards.nsw.edu.au where you will find links to:

- Stage 5 Assessment
- Stage 5 Syllabuses
- Record of School Achievement (RoSA) requirements
- NSW Higher School Certificate Standards

Principal's message

At Denison College Bathurst High Campus, we strive for excellence through an inspired and caring educational journey. Our school community believes that every student needs to be challenged academically, while supported in a caring educational environment. Through a structured and rigorous assessment program, students will have opportunities to develop, grow and explore their talents. Student engagement in the assessment program is a vital component of achieving academic success at school and will therefore open doors in the future.

Extensive collaborative work with our teaching staff and the parent community have led to the development of this wonderful resource which will assist student understanding around assessment, the procedures and how to achieve success in your assessment. The booklet also contains handy hints on how to manage your time and seek support when needed, and processes for Illness and Misadventure.

I encourage all students and their parents to find a time to talk through the content of this booklet and seek clarification from our school if you have any questions. Our school offers an exceptional curriculum with well-established learning support structures to ensure that all students are monitored in their academic performance. To learn more about these supports, please contact our Wellbeing and Engagement staff who will be able to provide direction and support.

Some of the key impressive features that have been introduced into our assessment structures are -

- The reintroduction of formal yearly examinations for all year groups,
- A reduction of formal assessment tasks in each course to mirror assessment structures in Stage 6,
- Clear guidelines around student, parent, and staff procedures,
- A Yearly Assessment Calendar with all assessment periods.

As Principal, I am proud of the ongoing commitment of our students and staff and enjoy working closely with the families who assist with growing our students academically. I also commend the efforts of key staff involved in the creation of this resource. We endeavour to support teachers professionally to create a generation of confident, innovative, creative, and inspired learners who are responsible and productive global citizens.

Yours sincerely,



Ken Barwick
Principal
Bathurst High Campus
Denison College

Key contacts



Ken Barwick
Principal



Nicholas Williams
Deputy Principal Year 9



Kelsey Haddrill
Year Adviser



Lachlan Crompton
Year Adviser

HEAD TEACHERS	
English: Lesley Wade	Mathematics: Avril Sheader
PD/H/PE: Daisy Morrissey	Science: Rosie Weithaler
Support: Rebecca Smith	TAS: Patrick Ford
Wellbeing: Megan Windsor	CAPA: Veronica Manock
Engagement: Bethany Elliott	HSIE: Ilisa Newell
Teaching and Learning: Gemma Carter	Teaching and Learning: Rhonda Davis

ROSA

Eligibility

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA is also available to students who, from 2020, have not demonstrated the HSC minimum standard to receive their HSC.

Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a Transcript of Study.

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10 (English, Mathematics, Science, Human Society and its Environment, Languages Other than English, Technological and Applied Studies, Creative Arts, Personal Development, Health and Physical Education)
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.

'N' Determinations

If students do not complete a course's requirements they will receive an 'N' determination.

Students are warned via a letter from their school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

Assessment policies and procedures

Receiving an assessment task

You will receive notice of every assessment task at least two weeks before the due date and all students must sign an assessment register to acknowledge they have received the task and sign again upon submission.

Notice will be given in a standardised format across all subjects. It will include information regarding task number, task weighting, outcomes, due date and time, assessment criteria, marking rubric and clearly outlined expectations.

If you are absent on the day the class is notified of an assessment task, it is your responsibility to inform your teacher immediately on your return to school. They will then issue you with the task, which you will be expected to complete by the original due date.

If an assessment schedule needs to be altered, the Head Teacher will advise students in writing.

Submitting an assessment task

Take-home tasks must be submitted on or before the due date stated on the assessment notification. Your teacher will give instructions on how to submit the task and whether it is to be submitted as a hard-copy or electronically.

In-class tasks must be completed at the time and date stated on the assessment notification. They will be collected by the teacher at the end of the lesson.

If you know you are going to be absent on the day of an assessment task, you should ideally submit the task before it is due. If you know you are going to be absent on the day of an in-class task, see the teacher who issued the task well before the due date to negotiate alternative arrangements.

Students must attend all timetabled classes and will not be granted leave of absence to prepare for other assessment tasks in these times.

Technology

If you do not have access to an electronic device to complete a task, you may complete the Short-Term Learning Device Loan form (see Appendices - Page 51) to borrow one from the school.

Students using computers to prepare and present an assessment task must accept responsibility for the loss of any data or the non-completion of tasks due to computer related problems. This also applies to printing (ink and toner shortages) as facilities are available at school for printing hardcopies of assessment tasks. Save your work regularly and always keep a backup. Saving your work to a cloud, such as Google Drive or OneDrive, is always a good idea, as you can access your work on any device. All students have access to these clouds through their Department of Education student portal.

Yearly examinations

Students in Year 9 will sit a Yearly Examination in Term 4 for all core courses and some elective courses (see specific course assessment schedules for more information).

Students will be given a copy of the campus examination rules and procedures with the timetable for the examinations. Students who study a course at the other campus will sit for the examination in that course at their home campus.

Extensions and Illness/misadventure

If a student experiences difficulty completing a task on time, they may apply for an extension of time for illness or unavoidable misadventure. The form (see Appendices - Page 49) must be completed whenever student participation and/or performance in a task has been affected by unforeseen circumstances beyond the control of the student including: illness and unavoidable lateness or absence. Supporting documentation, such as a note from a parent/caregiver or doctor's certificate, should be attached to the form.

The forms are available from your class teacher, subject Head Teacher or Year Adviser.

There will be no penalty imposed for late submission if the above procedure is followed and approved, and the agreed upon alternative arrangements have been followed for the negotiated submission of the task.

Late submissions

If there is no valid reason for failing to complete an assessment task on time, a zero mark must be recorded for that task. You will still be required to complete the task so that you satisfy mandatory Stage 5 course requirements.

If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

If a student fails to complete a task specified in the school-based assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the faculty head teacher may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be

awarded based on a substitute task.

In exceptional circumstances (e.g. where undertaking of a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Head Teacher should authorise the student to receive an estimate based on other appropriate evidence.

If a student is absent on the day of a school examination or test, the student will be required to complete an application for illness/misadventure consideration. Depending on the circumstances the student will either resit the test at a negotiated time, or an estimate will be given, or an alternate task issued, if the application is accepted.

If students know they will be absent from school on the date an assessment task is due (e.g. representing the school in sport, performing arts, school excursion, work placement, etc.), they must submit the task before the due date unless there are exceptional circumstances requiring the submission of an extension application form.

If students know that they will be absent from school on the date a test or examination will be held (e.g. representing the school in sport, performing arts, school excursion etc.), they must, before the examination date, reschedule the test/examination on a date approved by the Head Teacher.

Any cases of illness or misadventure on the due date will be treated on a case-by-case basis in negotiation with the class teacher and/or Head Teacher.

All my own work

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately.

Malpractice, including plagiarism, could lead to a mark of zero and a non-award of the RoSA.

Malpractice includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own, including using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as your own;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement or paying

- someone to write or prepare material;
- breaching school examination rules or using non-approved aides during an assessment task;
- contriving false explanations to explain work not handed in by the due date; or
- assisting another student to engage in malpractice.

If a teacher is concerned about cheating or academic malpractice in an assessment task, they will immediately bring this to the attention of the student(s) involved and make a report to the Head Teacher.

If malpractice/plagiarism is identified, the student may be penalised accordingly or even receive a mark of zero for the task. Parents/caregivers will be notified and the student may then be required to re-complete the task properly in order to meet course requirements.

Appeals

Students have the right to appeal if they feel that the process used does not comply with the set rules (see Appendices - Page 50). Appeal forms must be lodged within one calendar week of the return of the task. Students should note that an appeal cannot be considered if it is based on the actual marks obtained. A student can only appeal on the basis of process. Appeals should be lodged with the Deputy Principal.

A decision will be made by a panel, which may consist of the Principal, Deputy Principal and relevant Head Teacher.

Steps for success

Time-management and organisation

Students will be given written notification of each assessment task with a minimum notice of two weeks before the due date of the task.

Students may have more than one assessment task due at the same time and should schedule adequate time to complete each task.

It is a student's responsibility to organise study and preparation time to ensure that assessment tasks are submitted by the due date.

Students should start tasks early, break them into a series of small steps and set deadlines for completing each step.

It is recommended that students make use of diaries, calendars and/or wall planners to organise their time. There is a calendar at the back of this assessment booklet (see Appendices - Page 52) to assist you with this.

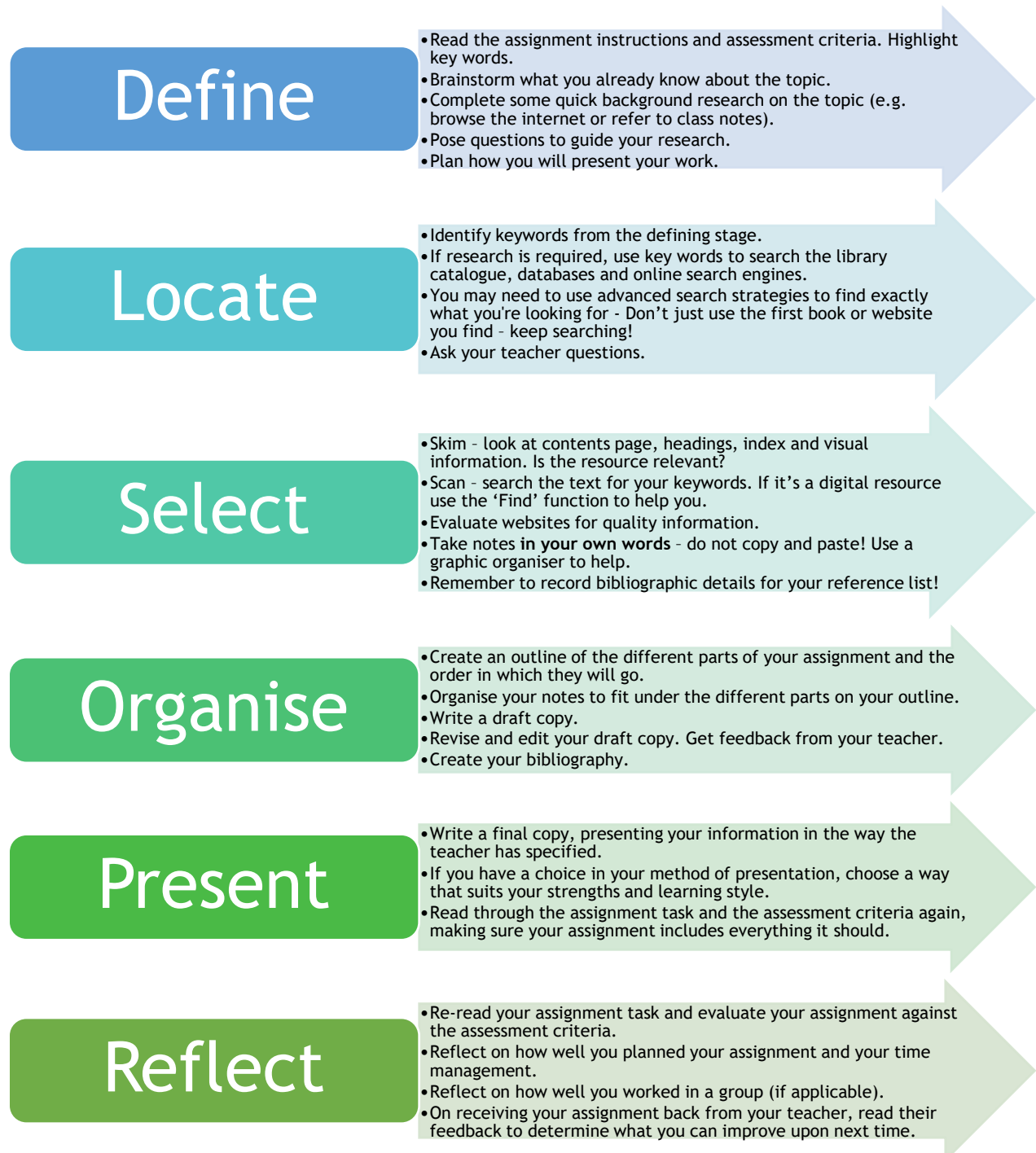
Seeking support

If you need help to understand an assessment task or if you need help with strategies to approach the task, there are a number of people who can assist you.

1. Your teacher: The first person you should ask for help is your class teacher - make sure you understand the task and ask questions about what is expected.
2. Parents/caregivers or an older sibling: They may be able to help you break down the task into achievable chunks, or to assist you in organising your ideas.
3. If you are feeling overwhelmed, speak to someone - this may be another teacher, your Year Adviser or the School Counsellor.

Planning, drafting and refining

You should consider your assessment as a series of planned steps and stages. Below is a flow chart to help you plan assessments and break tasks down to key steps.



Improving your writing

STEP ONE: Understanding the question

You will be asked to respond to a range of questions throughout Stage 5. To understand what you need to write you should break the question down.

Steps for breaking down the question

1. Circle the verb - What do I need to do?
2. Squiggly line under the focus of the question.
3. Highlight the content - What do I need to know to answer the question?

STEP TWO: Writing your response

Forming an introduction

1. What is your overall argument/thesis/response to the question?
2. Give a summary of the ideas you will discuss in each PEEL paragraph (not a list).

Paragraph structure - PEEL

P	POINT	Topic sentence -What is the main point your paragraph will show?
E	EXPLAIN	Elaborate on your topic sentence by giving details that shows what is important about this point.
E	EVIDENCE/EXAMPLE	What supports your point? Be specific and detailed. This can include facts, statistics, quotes, techniques, source material.
L	LINK	Link back to the question - How does this point answer the question?

Conclusion

1. Rewrite the question into a statement that directly answers the question.
2. You should then give an overview of your main points.
3. Try to write a closing statement that makes your point of view pop.

RESPONSE STRUCTURE
Introduction
PEEL Paragraph Point 1
PEEL Paragraph Point 2
PEEL Paragraph Point 3
Conclusion

Common grade scale

The Common Grade Scale shown below will be used to report student achievement in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

GRADE	COMMON GRADE SCALE
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 sound 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.

Bibliographies

Some key terms

Referencing: acknowledging all the sources you have used throughout the body of an assignment

Bibliography: the list of references used at the end of your assignment

Why reference?

- ✓ To show the research you have done for your task
- ✓ To acknowledge when you've used other people's words, ideas, data and images
- ✓ So other people can locate the sources of information you have used
- ✓ Academic honesty - to avoid plagiarism

How to List Sources Correctly in a Bibliography

There are lots of different methods of referencing and writing bibliographies. The one most commonly used in secondary schools is the Harvard or Author-Date system.

BOOK

Author(s) of book - family name and initials, Year of publication, *Title of book - italicised*, Edition, Publisher, Place of publication.

Eg: Paterson, D., Willoughby, D. & Willoughby, S., 2001, *Civil Rights in the USA, 1863-1980*, Heineman, Melbourne

NEWSPAPER, MAGAZINE OR JOURNAL ARTICLE

Author(s) of journal article - family name and initials, Year of publication, 'Title of journal article - in single quotation marks', *Title of publication - italicised*, Volume, Issue or number, Page number(s).

Eg: Hagan, K., 2014, 'Salt remains the hidden killer in fast food', *Sydney Morning Herald*, April 2, 2014, p.21

WEB PAGE

Author(s) of page - (person or organisation), Year (page created or revised), *Title of page - italicised*, Publisher (if applicable), Place of publication (if applicable), viewed date, URL.

Eg: Australian Sport Commission, 2016, *AIS*, viewed 3 April, 2016, <http://www.ausport.gov.au/>

FILM

Author/Producer/Director Year, *Title - italicised*, Type of medium, Publisher, Place.

Eg: Teplitzky, J., 2014, *The Railway Man*, feature film, Paramount Pictures, Australia

Finally, all references should be listed in your bibliography in alphabetical order by the author(s) names

Good websites for tips on referencing

<https://apps.csu.edu.au/reftool/apa-7>

<http://ergo.slv.vic.gov.au/learn-skills/essay-writing-skills/bibliographies/write-your-bibliography>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work/acknowledging-sources>

Online bibliography generators

Cite this for me: <https://www.citethisforme.com/>

Refme: <https://www.refme.com/au/referencing-generator/harvard/>

Life Skills

Life Skills courses recognise all students are entitled to participate in and progress through the curriculum.

Years 7-10 courses based on Life Skills outcomes and content and Years 11-12 Life Skills courses can be used to meet the requirements for a Record of School Achievement and Higher School Certificate.

Each Years 7-10 syllabus includes Life Skills outcomes and content. Indicative hours for courses based on Life Skills outcomes and content are the same as the regular courses. These hours are outlined in the mandatory curriculum requirements.

Students may achieve Life Skills outcomes either independently or with support.

Stage 5 Life Skills - Assessment Descriptions	
English Stage 5 Life Skills	<p>Throughout this course, students will read and study a range of texts to further their ability to identify the main idea and understand literal and inferential meaning in texts. Students will learn about the purpose, structural and language features of a variety of text types such as Procedures, Recounts, Information Reports, Responses, Description, Narrative, and Expositions. Students will learn how to fill forms accurately. Students will continue to develop strategies to spell accurately.</p> <p>Students undertaking the Life Skills English course will have personalised learning goals outlined in their Individual Education Plan. Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and skills across the Life Skills English course. This may include class tasks, topic tests, portfolio of drafts and published compositions, and general classroom observations.</p>
Mathematics Stage 5 Life Skills	<p>Throughout this course, students will develop efficient strategies for numerical calculation, recognising patterns, describing relationships, and applying algebraic techniques. Students will engage in learning experiences focused on inquiry, exploring and connecting Mathematical concepts related to focus topics. These topics include Measurement, Personal Finance - wages and salaries, Position, Chance and Probability. Students will develop efficient strategies for numerical calculation focusing on the basic operations, time, and money and their application in everyday contexts. Students will continue to use and respond to Mathematical language. Learning tasks will continue to focus on developing the students' problem-solving skills by enhancing their ability to make sound judgements when looking at solutions to problems. Students undertaking the Life Skills Mathematics course will have</p>

	<p>personalised learning goals outlined in their Individual Education Plan.</p> <p>Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and skills across the Life Skills Mathematics course. This may include class tasks, topic tests, project based tasks, and general classroom observations.</p>
History Stage 5 Life Skills	<p>The Life Skills History course introduces students to the methods used by historians to investigate the past. Students will develop their knowledge and understanding of the nature of history and the significant changes and developments from the past. Learning tasks will focus on historical inquiry with students using a variety of strategies to locate and select information including primary and secondary sources as part of an historical investigation. Students will explore Ancient Civilisations, investigating how people lived in various societies from the past, while exploring the features of a particular society or time. Cultural similarities and differences between modern and ancient societies are examined. Students will investigate key historical events and explore the impact of British Colonisation on Indigenous Australians and the development of Australia as a nation up to 1901. Students explore the events leading up to World War 1 and the significance of the 1915 Gallipoli Campaign in creating the Anzac legend. Students will learn to use language and historical terms to describe the past.</p> <p>Students undertaking the Stage 5 Life Skills History course will have personalised learning goals outlined in their Individual Education Plan. Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and skills across the Life Skills History course. This may include class tasks, topic tests, visual presentation tasks, general classroom observations and engagement in class discussions.</p>
Geography Stage 5 Life Skills	<p>Throughout the Life Skills Geography course, students will explore the tools geographers use to investigate the world we live in. Learning tasks will focus students on developing the skills to acquire and process geographical information including investigating the interactions and connections between people, places and environments. Students identify and describe various natural disasters that occur in Australia. Students will learn to read and interpret geographic information represented on maps. Students explore the difference between natural and man-made environments and the effect people have on the environment. A World Heritage Site enquiry is undertaken by students to develop their understanding of conservation and preservation.</p> <p>Students undertaking the Stage 5 Life Skills Geography course will have personalised learning goals outlined in their Individual Education Plan. Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will</p>

	<p>be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and skills across the Life Skills Geography course. This may include class tasks, topic tests, visual presentation tasks, general classroom observations and engagement in class discussions.</p>
<p>Work Education Stage 5 Life Skills</p>	<p>The Life Skills Work Education course introduces students to the world of work. Learning tasks focus on exploring the nature of work and employment. Students develop skills for effective participation in the workplace. Students examine workplace issues and their rights and responsibilities as an employee. Students investigate education, employment and training organisations to support their transition to various post school options. Students may have the opportunity to undertake work experience organised by the Job Coach to allow the application of knowledge and skills in various workplace contexts.</p> <p>Students undertaking the Stage 5 Life Skills Work Education course will have personalised learning goals outlined in their Individual Education Plan. Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and skills across the Life Skills Work Education course. This may include class tasks, topic tests, visual presentation tasks, general classroom observations and engagement in class discussions.</p>
<p>Science Stage 5 Life Skills</p>	<p>Throughout this course, students will develop an appreciation of the contribution of Science to finding solutions to personal, social and global issues relevant to their lives now and in the future. Student will develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens. Students will learn to develop knowledge and understanding in applying the processes of Working Scientifically skills including making predictions, investigating problems, following set sequences, interpreting data and information and communicating information. Students will explore and develop a knowledge and understanding of the Physical World, Earth and Space, the Living World and the Chemical World including forces, energy, features of the Earth and the Solar System, Earth resources, living and non-living things and their functions, human health, the environment, common substances and chemicals and their effect on everyday life.</p> <p>Students undertaking the Stage 5 Life Skills Science course will have personalised learning goals outlined in their Individual Education Plan. Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and working scientifically skills across the Life Skills Science course. This may include class tasks, topic tests, experimental design, project-based tasks, class discussions and general classroom observations.</p>

Assessment schedules A-Z

CORE COURSES

SUBJECT: English				HEAD TEACHER: Ms. L. Wade		
Outcomes being assessed: EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts EN5-6C investigates the relationships between and among texts EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Discursive Response	Recycling Narratives - Shakespeare	Term 1 Week 4	Term 1 Week 9	25	EN5-3B, EN5-5C, EN5-6C
2	Creative Response	Digital Texts	Term 2 Week 2	Term 2 Week 8	25	EN5-2A, EN5-4B, EN5-9E
3	Analytical Response	Protest Poetry	Term 3 Week 3	Term 3 Week 7	25	EN5-1A, EN5-6C, EN5-7D, EN5-8D
4	Examination	Dystopia		Term 4 Week 6	25	EN5-1A, EN5-7D
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Geography				HEAD TEACHER: Ms. I. Newell		
Outcomes being assessed: GE5-1 explains the diverse features and characteristics of a range of places and environments GE5-2 explains processes and influences that form and transform places and environments GE5-3 analyses the effect of interactions and connections between people, places and environments GE5-4 accounts for perspectives of people and organisations on a range of geographical issues GE5-5 assesses management strategies for places and environments for their sustainability GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry GE4-8 communicates geographical information using a variety of strategies						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Skills Test	Sustainable Biomes	Term 1 or 3 Week 4	Term 1 or 3 Week 7	30	1,2,3,5,7,8
2	Research Report	Sustainable Biomes and Food Security	Term 1 or 3 Week 7	Term 1 or 3 Week 10	40	1 3 5 7 8
3	Skills and Knowledge Test	Changing Places	Term 2 or 4 Week 1	Term 2 or 4 Week 4	20	2 3 5 7 8
4	Portfolio	All Topics	Term 1 or 3 Week 4	Term 2 or 4 Week 5	10	All
Additional course information: Geography and History are semesterised in Year 9. Students will either study History in Semester 1 and Geography in Semester 2, or vis versa.						
Assessment tasks must be submitted to: Class teacher						

SUBJECT: History			HEAD TEACHER: Ms. I. Newell			
Outcomes being assessed: 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						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Skills and Knowledge Test	Depth Study	Term 1 or 3 Week 7	Term 1 or 3 Week 9	20	HT5-1, HT5-2, HT5-4, HT5-7, HT5-9, HT5-10
2	Research Task	Depth Study	Term 1 or 3 Week 6	Term 1 or 3 Week 10	30	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10
3	Knowledge Test	Core	Term 2 or 4 Week 2	Term 2 or 4 Week 4	30	HT5-1, HT5-2 HT5-3 HT5-4 HT5-5 HT5-6 HT5-7 HT5-8 HT5-9 HT5-10
4	Portfolio	All	Term 1 or 3 Week 4	Term 2 or 4 Week 5	10	HT5-1, HT5-2 HT5-3 HT5-4 HT5-5 HT5-6 HT5-7 HT5-8 HT5-9 HT5-10
Additional course information: Geography and History are semesterised in Year 9. Students will either study History in Semester 1 and Geography in Semester 2, or vis versa.						
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Mathematics 5.1			HEAD TEACHER: Ms. A. Sheader			
Outcomes being assessed: <u>Working Mathematically (WM)</u> <ul style="list-style-type: none">develop understanding and fluency through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning <u>Number & Algebra (NA)</u> <ul style="list-style-type: none">develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation <u>Measurement & Geometry (MG)</u> <ul style="list-style-type: none">Identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems <u>Statistics & Probability (SP)</u> <ul style="list-style-type: none">collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements						
Task	Task Type	Topic/s	Task Distributed	Task Due	Weighting %	Outcomes
1	Formal Examination (in-class)	Algebra Equations	Term 1 Week 6	Term 1 Week 8	25	MA4-1WM MA4-3WM MA4-8NA MA4-10NA
2	Assignment or Investigative Task	Pythagoras Indices Rates and ratios	Term 2 Week 6	Term 2 Week 9	25	MA4-16MG MA5.1-5NA MA4-7NA
3	Open-Book Examination (in-class)	Trigonometry Coordinates and linear relationships Single variable data analysis	Term 3 Week 6	Term 3 Week 8	25	MA5.1-10MG MA41-1NA MA5.1-6NA MA4-19SP MA4-20SP
4	Formal Yearly Examination (in gymnasium)	All listed topics Area and surface area Financial maths Volume		Term 4 Week 6	25	All listed outcomes MA5.1-8MG MA5.1-4NA MA4-14MG
Additional course information: The type of assessment task/schedule is similar to that in Stage 6 Mathematics. Outcomes being assessed are subject to change with consultation and negotiation.						
Assessment tasks must be submitted to: the class teacher on (or an alternative, pre-arranged) due date.						

SUBJECT: Mathematics 5.2				HEAD TEACHER: Ms. A. Sheader		
Outcomes being assessed: <u>Working Mathematically (WM)</u> <ul style="list-style-type: none">develop understanding and fluency through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning <u>Number & Algebra (NA)</u> <ul style="list-style-type: none">develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation <u>Measurement & Geometry (MG)</u> <ul style="list-style-type: none">Identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems <u>Statistics & Probability (SP)</u> <ul style="list-style-type: none">collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements						
Task	Task Type	Topic/s	Task Distributed	Task Due	Weighting %	Outcomes
1	Formal Examination (in class)	Indices Numbers of any magnitude Algebra review	Term 1 Week 6	Term 1 Week 8	25	MA5.1-5NA MA5.1-9MG MA4-8NA
2	Assignment or Investigative Task	Equation review Similar figures Right-angled triangles (trigonometry)	Term 2 Week 6	Term 2 Week 9	25	MA4-10NA MA5.1-11MG MA5.1-10MG
3	Open-Book Examination (in class)	Linear relationships Non-linear relationships Area and surface area	Term 3 Week 6	Term 3 Week 8	25	MA5.1-6NA MA5.1-7NA MA5.1-8MG
4	Formal Yearly Examination (in gymnasium)	All listed topics Probability Financial Mathematics		Term 4 Week 6	25	All listed outcomes MA5.1-13SP MA5.1-4MA
Additional course information: The type of assessment task/schedule is similar to that in Stage 6 Mathematics. Outcomes being assessed are subject to change with consultation and negotiation.						
Assessment tasks must be submitted to: the class teacher on (or an alternative, pre-arranged) due date.						

SUBJECT: Mathematics 5.3				HEAD TEACHER: Ms. A. Sheader		
Outcomes being assessed: <u>Working Mathematically (WM)</u> <ul style="list-style-type: none">develop understanding and fluency through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning <u>Number & Algebra (NA)</u> <ul style="list-style-type: none">develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation <u>Measurement & Geometry (MG)</u> <ul style="list-style-type: none">Identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems <u>Statistics & Probability (SP)</u> <ul style="list-style-type: none">collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements						
Task	Task Type	Topic/s	Task Distributed	Task Due	Weighting %	Outcomes
1	Formal Examination (in class)	Indices Algebraic techniques Right angled triangles	Term 1 Week 6	Term 1 Week 8	25	MA5.1-5NA MA5.2-7NA MA5.2-6NA MA5.1-10MG MA5.2-13MG
2	Assignment or Investigative Task	Surface area and volume Numbers of any magnitude Equations and quadratic equations Linear relationships	Term 2 Week 6	Term 2 Week 9	25	MA5.1-8MG MA5.2-11MG MA5.2-12MG MA5.1-9MG MA5.2-8NA MA5.1-6NA MA5.2-9NA
3	Open-Book Examination (in class)	Proportions Properties of geometrical figures Non-linear relationships	Term 3 Week 6	Term 3 Week 8	25	MA5.2-5NA MA5.3-4NA MA5.1-11MG MA5.2-14 MG MA5.1-7NA MA5.2-10NA
4	Formal Yearly Examination (in gymnasium)	All listed topics Probability Single variable data analysis Bivariate data		Term 4 Week 6	25	All listed outcomes MA5.1-13SP MA5.2-17SP MA5.1-12SP MA5.2-15SP MA5.2-16SP
Additional course information: The type of assessment task/schedule is similar to that in Stage 6 Mathematics. Outcomes being assessed are subject to change with consultation and negotiation.						
Assessment tasks must be submitted to: the class teacher on (or an alternative, pre-arranged) due date.						

SUBJECT: PDHPE				HEAD TEACHER: Miss D. Morrissey		
Outcomes being assessed: 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 assesses their own and others' capacity to reflect on and respond positively to challenges						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	In Class Test	Creating a Positive Mindset	Term 1 Week 3	Term 1 Week 11	10	PD5-1, PD5-9
2	Sexual Health Action Plan	Better Safe Than Sorry	Term 2 Week 8	Term 2 Week 10	20	PD5-2, PD5-3, PD5-10
3	Yearly Examination	All Topics		Term 4 Week 6	20	PD5-6, PD5-7
4	Practical Physical Activity	Movement Skill and Performance	ongoing		50	PD5-4, PD5-5, PD5-10, PD5-11
Additional course information: 50% of PDHPE coursework is comprised of practical physical activity learning experiences. Students will be assessed throughout the year on a variety of movement contexts within the Movement Skill and Performance strand (Outcomes assessed PD5-4, PD5-5, PD5-10, PD5-11) The strand <i>Movement Skill and Performance</i> focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students create and compose movement to achieve specific purposes and performance goals. Through movement experiences, students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity. Assessment tasks must be submitted to: Class teacher						

SUBJECT: Science				HEAD TEACHER: Ms. R. Weithaler		
Outcomes being assessed: 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						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Depth Study	Living World “Infectious Diseases”	Term 1 Week 5	Term 1 Week 7	25	SC5-7WS, SC5-8WS, SC5-9WS, SC5-14LW, SC5-15LW
2	Project Based Task	Physical / Chemical World “Power House”	Term 2 Week 2	Term 2 Week 4	25	SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-11PW, SC5-16CW
3	Practical	Physical World “Colonising Space”	Term 3 Week 5	Term 3 Week 7	25	SC5-4WS, SC5-5WS, SC5-11PW, SC5-12ES, SC5-13ES
4	Yearly Examination	All topics		Term 4 Week 6	25	SC5-4WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW
Additional course information: Excursion to supplement and enhance learning experiences						
Assessment tasks must be submitted to: Class teacher						

ELECTIVE COURSES

SUBJECT: Aboriginal Studies				HEAD TEACHER: Ms. I. Newell		
Outcomes being assessed: 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						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Case Study and Report - Visual and Content	Core 2 to cover students in 200h Aboriginal Self-Determination and Autonomy	Term 1 Week 4	Term 1 Week 10	30	AST5-1, AST5-2, AST5-3, AST5-4, AST5-5, AST5-6, AST5-8, AST5-9, AST5-10, AST5-11
2	Perspective Response Narrative	Option 3: Aboriginal Peoples and the Performing Arts	Term 2 Week 3	Term 2 Week 8	20	AST5-1, AST5-3, AST5-9, AST5-10, AST5-11
3	Case Study and Report/Response	Option 1: Aboriginal Enterprises and Organisations	Term 3 Week 2	Term 3 Week 6	25	AST5-1, AST5-2, AST5-3, AST5-4, AST5-7, AST5-8, AST5-10, AST5-11
4	Portfolio	Option: Aboriginal Peoples and the Media	Term 3 Week 8	Term 4 Week 3	25	AST5-1, AST5-2, AST5-3, AST5-5, AST5-7, AST5-8, AST5-10, AST5-11
Assessment tasks must be submitted to: Google Classroom or hard-copy to classroom teacher						

SUBJECT: Aquaculture Technology				HEAD TEACHER: Mr. P. Ford		
Outcomes being assessed: 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 MAR5-4 explains why aquaculture provides an economically sustainable source of food MAR5-5 assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment MAR5-6 evaluates the economic and environmental sustainability of aquacultural pursuits MAR5-7 identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment MAR5-8 identifies, describes and evaluates policies for monitoring and conserving the marine environment MAR5-9 selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings MAR5-10 demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations MAR5-11 identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits MAR5-12 identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment MAR5-13 collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information MAR5-14 recalls aspects of the marine environment using relevant conventions, terminology and symbols						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Practical skills and knowledge assessment	Working in an Aquaculture Centre	Term 1 Week 1	Term 2 Week 2	40	MAR5-9, MAR5-10, MAR5-13, MAR5-14
2	Practical skills and knowledge assessment	Recirculation Systems - Operation and Maintenance	Term 2 Week 2	Term 3 Week 3	30	MAR5-1, MAR5-2, MAR5-11
3	Practical skills and knowledge assessment	Harvesting and Marketing a Seafood Product	Term 3 Week 3	Term 4 Week 4	30	MAR5-3, MAR5-4, MAR5-7, MAR5-8, MAR5-5, MAR5-6, MAR5-12
Assessment tasks must be submitted to: Mr Ford						

SUBJECT: Child Studies			HEAD TEACHER: Miss D. Morrissey			
Outcomes being assessed: 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						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Pregnancy Brochure	You're Going To Be Parents	Term 1 Week 6	Term 1 Week 9	25	CS5.2, CS5.5, CS5.9
2	Nursery Design	The Babysitters Club	Term 3 Week 4	Term 3 Week 8	30	CS5.6, CS5.10
3	Party Portfolio	Let's Party	Term 4 Week 1	Term 4 Week 3	30	CS5.4, CS5.7
4	Semester 2 Practical Application	Practical Application	Term 3 Week 1	Term 4 Week 5	15	CS5.1, CS5.3, CS5.8, CS5.11, CS5.12
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Commerce				HEAD TEACHER: Ms. I. Newell		
Outcomes being assessed: COM5-1 Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts COM5-2 Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts COM5-3 Examines the role of law in society COM5-4 Analyses key factors affecting decisions COM5-5 Evaluates options for solving problems and issues COM5-6 Develops and implements plans designed to achieve goals COM5-7 Researches and assesses information using a variety of sources COM5-8 Explains information using a variety of forms COM5-9 Meets independently and collaboratively to meet individual and collective goals within specified timeframes						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Research Report	Core Topic 1: Consumer and Financial Decision	Term 1 Week 4	Term 1 Week 8	20	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5
2	Knowledge Test and Portfolio	Core Topic 2: The Economic and Business Environment	Term 2 Week 2	Term 2 Week 4	30	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-8, COM5-9
3	Research Report	Option Topic A	Term 2 Week 9	Term 3 Week 6	20	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9
4	Knowledge Test and Portfolio	Option Topic B	Term 4 Week 1	Term 4 Week 3	30	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Dance				HEAD TEACHER: Ms. V. Manock		
Outcomes being assessed: 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						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Composition	Elements of Dance	Term 1 Week 3	Term 1 Week 7	10	5.2.1, 5.2.2
2	Performance Appreciation	Musical Theatre	Term 1 Week 8	Term 2 Week 6	35	5.1.1, 5.1.3, 5.3.1, 5.3.3
3	Composition	Dance Film	Term 2 Week 7	Term 3 Week 6	20	5.2.1, 5.2.2, 5.3.3
4	Performance Appreciation	Contemporary Dance Routine & Appreciation Examination	Term 3 Week 8	Term 4 Week 5 & Week 6	35	5.1.1, 5.1.2, 5.1.3, 5.3.2, 5.3.3
Additional course information: Combined Year 9 and 10 Dance class						
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Design & Technology				HEAD TEACHER: Mr. P. Ford		
Outcomes being assessed: DT5-1 analyses and applies a range of design concepts and processes DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions DT5-3 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments DT5-4 analyses the work and responsibilities of designers and the factors affecting their work DT5-5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design DT5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences DT5-8 selects and applies management strategies when developing design solutions DT5-9 applies risk management practices and works safely in developing quality design solutions DT5-10 selects and uses a range of technologies competently in the development and management of quality design solutions						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Formative Assessment	Industrial Design	Term 1 Week 3	Term 2 Week 1	25	DT5-1, DT5-2, DT5-3, DT5-6, DT5-8, DT5-9, DT5-10
2	Formative Assessment	Architectural Design	Term 2 Week 3	Term 3 Week 5	35	DT5-4, DT5-5, DT5-7, DT5-8, DT5-9, DT5-10
3	Formative Assessment	Graphic Design	Term 3 Week 3	Term 4 Week 3	25	DT5-3, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10
4	Yearly examination	Design & Technology 100hr course content		Term 4 Week 6	15	All outcomes
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Drama (Shared Course)				HEAD TEACHER: Ms. S. Ash (KHC)		
Course Objectives: <ul style="list-style-type: none">Observe and interpret real and enacted situations and charactersExpress ideas in written, oral and dramatic formReflect on the drama performed and the feelings and responses involved Outcomes being assessed: <p>Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link: https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus</p>						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Poster Research and Collage on Elements of Drama <i>Take home task</i>	Elements of Drama 1	Term 1 Week 4	Term 1 Week 6	10	5.1.1, 5.31
2	Twisted fairy tale <i>Research Production Design and Performance</i>	Intro into Playbuilding	Term 1 Week 2	Term 1 Week 11	30	5.2.1, 5.2.2
3	Performance and Logbook <i>Part of the performance mark is awarded upon performance at CAPA night or similar</i>	Commedia del'Arte	Term 2 Week 1	Term 2 Week 10	30	4.2.3, 5.2.3
4	Performance and Logbook	Greek Theatre	Term 3 Week 1	Term 3 Week 10	30	5.1.3, 5.3.2
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Elective History			HEAD TEACHER: Ms. I. Newell			
Outcomes being assessed: HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry HTE5-2 examines the ways in which historical meanings can be constructed through a range of media HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process HTE5-7 explains different contexts, perspectives and interpretations of the past HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Research Task and Presentation	History, Heritage and Archaeology Film as History	Term 1 Week 4	Term 1 Week 9	25	HTE5-1, HTE5-2, HTE5-3, HTE5-4, HTE5-6, HTE5-7, HTE5-8, HTE5-10
2	Test and Portfolio	Ancient, Medieval & Early Modern Societies Europe	Term 2 Week 7	Term 2 Week 10	25	HTE5-1, HTE5-2, HTE5-3, HTE5-4, HTE5-5, HTE5-6, HTE5-7, HTE5-8, HTE5-9, HTE5-10
3	Research Task and Portfolio	Thematic Study Constructing History Heroes and Villains	Term 3 Week 6	Term 3 Week 8	25	HTE5-1, HTE5-2, HTE5-3, HTE5-4, HTE5-5, HTE5-6, HTE5-7, HTE5-8, HTE5-9, HTE5-10
4	Research /Test	Thematic Study Constructing History World Myths and Legends	Term 4 Week 1	Term 4 Week 3	25	HTE5-1, HTE5-2, HTE5-3, HTE5-4, HTE5-5, HTE5-6, HTE5-7, HTE5-8, HTE5-9, HTE5-10
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Food Technology				HEAD TEACHER: Mr. P. Ford		
Outcomes being assessed: 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						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Nutrient Study	Nutrition and Consumption	Term 1 Week 2	Term 1 Week 8	20	FT5-1, FT5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13
2	Practical assessment	Ongoing practical assessment	Term 1 Week 2	Term 2 Week 6	30	FT5-1, FT5-2, FT5-5, FT5-10, FT5-11
3	Food for Celebrations	Food for Celebrations	Term 2 Week 8	Term 3 Week 8	20	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT 5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13
4	Practical assessment And knowledge test	Ongoing practical assessment	Term 2 Week 8	Term 4 Week 4	30	FT5-1, FT5-2, FT5-5, FT5-10, FT5-11
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Industrial Technology - Automotive				HEAD TEACHER: Mr. P. Ford		
Outcomes being assessed: 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						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Automotive workshop safety	Safety in the workshop	Term 1 Week 3	Term 1 Week 8	30	IND5-1, IND5-3, IND5-5, IND5-6
2	Automotive task 2 Small engines	Mechanical Systems	Term 2 Week 2	Term 2 Week 4	30	IND5-2, IND5-6, IND5-7, IND5-8
3	Automotive task 3 mechanical components	Mechanical components	Term 3 Week 1	Term 4 Week 3	30	IND5-5, IND5-8 IND5-9, IND5-10
4	Yearly examination	Course knowledge assessment		Term 4 Week 6	10	IND5-1, IND5-3, IND5-4, IND5-8, IND5-9, IND5-10
Assessment tasks must be submitted to: Class Teacher						

SUBJECT: Industrial Technology - Metal				HEAD TEACHER: Mr. P. Ford		
Outcomes being assessed: 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						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Practical skills and knowledge assessment.	Marking out and fabrication project	Term 1 Week 1	Term 2 Week 2	30	IND5-1, IND5-2, IND5-6
2	Research Task: Material Science.	Ferrous and Non-Ferrous Materials.	Term 2 Week 2	Term 3 Week 3	30	IND5-3, IND5-4, IND5-7
3	Practical skills and knowledge assessment.	Fabrication and Machining project.	Term 3 Week 3	Term 4 Week 3	30	IND5-5, IND5-8 IND5-9, IND5-10
4	Course knowledge assessment	Examination	Term 1 Week 1	Term 4 Week 6	10	IND5-1, IND5-3, IND5-4, IND5-8, IND5-9, IND5-10
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Industrial Technology - Timber				HEAD TEACHER: Mr. P. Ford		
Outcomes being assessed: 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						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Practical skills and knowledge assessment	Hot Pot Stand	Term 1 Week 1	Term 2 Week 2	30	IND5-1, IND5-2, IND5-6
2	Practical skills and knowledge assessment	Camp Stool	Term 2 Week 2	Term 3 Week 3	30	IND5-3, IND5-4, IND5-7
3	Practical skills and knowledge assessment	Tool Box	Term 3 Week 3	Term 4 Week 2	30	IND5-5, IND5-8 IND5-9, IND5-10
4	Course knowledge assessment	Examination		Term 4 Week 6	10	IND5-1, IND5-3, IND5-4, IND5-8, IND5-9, IND5-10
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Information & Software Technology				HEAD TEACHER: Mr. P. Ford		
Outcomes being assessed: 5.1.1 selects and justifies the application of appropriate software programs to a range of tasks 5.1.2 selects, maintains and appropriately uses hardware for a range of tasks 5.2.1 describes and applies problem-solving processes when creating solutions 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems 5.2.3 critically analyses decision-making processes in a range of information and software solutions 5.3.1 justifies responsible practices and ethical use of information and software technology 5.3.2 acquires and manipulates data and information in an ethical manner 5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society 5.5.1 applies collaborative work practices to complete tasks 5.5.2 communicates ideas, processes and solutions to a targeted audience 5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Project Based Learning Activity	Digital Media	Term 1 Week 3	Term 2 Week 2	30	2.1, 2.2, 2.3
2	Project Based Learning Activity	Authoring & Multimedia	Term 2 Week 3	Term 3 Week 2	30	2.1, 2.2, 2.3, 3.1, 3.2, 5.1, 5.2, 5.3
3	Project Based Learning Activity	Robotics	Term 3 Week 3	Term 4 Week 1	30	1.1, 1.2, 3.1, 3.2, 4.1
4	Examination	100hour course content		Term 4 Week 6	10	All outcomes
Assessment tasks must be submitted to: Class teacher						

SUBJECT: International Studies				HEAD TEACHER: Ms. I. Newell		
Outcomes being assessed: IS5-1 analyses a variety of definitions of culture IS5-2 describes characteristics of culture IS5-3 examines cultural similarities and differences IS5-4 examines cultural diversity IS5-5 accounts for the dynamic nature of culture IS5-6 identifies influences on cultures and their interconnectedness IS5-7 recognises bias and stereotypes IS5-8 analyses different contexts, perspectives and interpretations of cultural beliefs and practices IS5-9 evaluates culturally significant issues, events and scenarios from a variety of perspectives IS5-10 applies understanding of cultural differences when communicating across cultures IS5-11 applies strategies to challenge stereotypes IS5-12 selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Research Report Case Study	Core - Understanding Culture and Diversity in todays World	Term 1 Week 4	Term 1 Week 8	20	IS5-1, IS5-2, IS5-3, IS5-4, IS5-5, IS-5-6, IS5-7, IS5-8, IS5-9, IS5-10, IS5-11, IS5-12
2	Knowledge Test and Portfolio	Core - Understanding Culture and Diversity in todays World	Term 2 Week 2	Term 2 Week 4	30	IS5-1, IS5-2, IS5-3, IS5-4, IS5-5, IS-5-6, IS5-7, IS5-8, IS5-9, IS5-10, IS5-11, IS5-12
3	Research Report	Option A	Term 2 Week 9	Term 3 Week 6	20	IS5-1, IS5-5, IS5-9, IS5-11
4	Knowledge Test and Portfolio	All Content covered	Term 4 Week 1	Term 4 Week 3	30	IS5-1, IS5-2, IS5-3, IS5-4, IS5-5, IS-5-6, IS5-7, IS5-8, IS5-9, IS5-10, IS5-11, IS5-12
Assessment tasks must be submitted to: Class teacher						

SUBJECT: iSTEM				HEAD TEACHER: Mr. P. Ford		
Outcomes being assessed:						
5.1.1 develops ideas and explores solutions to STEM based problems						
5.1.2 designs and investigates different approaches in the development of engineered solutions						
5.2.1 describe how scientific and mechanical concepts relate to technological and engineering practice						
5.2.2 applies and transfers acquired scientific and mechanical knowledge to subsequent learning experiences in a variety of contexts						
5.3.1 applies a knowledge and understanding of STEM principles and processes						
5.3.2 identifies and uses a range of technologies in the development of solutions to engineering problems						
5.4.1 uses mathematical, scientific and graphical methods related to technology and engineering						
5.4.2 develops skills in using mathematical, scientific and graphical methods whilst working as a team						
5.5.1 applies a range of communication techniques in the presentation of research and design solutions						
5.5.2 critically evaluates innovative, enterprising and creative solutions						
5.6.1 selects and uses appropriate problem-solving techniques in a range of technological and engineering contexts						
5.6.2 will work individually or in teams to solve problems in STEM contexts demonstrates an appreciation of the role and potential of STEM in the world in which they live						
5.7.1 demonstrates an appreciation of the role and potential of STEM in the world in which they live						
5.8.1 understands the contribution of STEM disciplines to the economic well-being of nations						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Practical project & portfolio	Introduction to STEM Fundamentals	Term 1 Week 3	Term 1 Week 9	25	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 7.1, 8.1
2	Practical project & engineering report	Aerodynamics	Term 2 Week 3	Term 2 Week 10	25	4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 7.1, 8.1
3	Practical project & portfolio	Mechatronics	Term 3 Week 3	Term 3 Week 10	25	1.1, 1.2, 2.1, 2.2, 3.1, 3.2
4	Practical project & portfolio	Motion	Term 4 Week 1	Term 4 Week 4	25	1.1, 1.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Japanese				HEAD TEACHER: Ms. L. Wade		
Outcomes being assessed: LJA5-1C manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate LJA5-2C identifies and interprets information in a range of texts LJA5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences LJA5-4C experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences LJA5-5U demonstrates how Japanese pronunciation and intonation are used to convey meaning LJA5-6U demonstrates understanding of how Japanese writing conventions are used to convey meaning LJA5-7U analyses the function of complex Japanese grammatical structures to extend meaning LJA5-8U analyses linguistic, structural and cultural features in a range of texts						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Communicating: Write a letter/ email to Japanese peer	Introduction s, Family	Term 2 Week 1	Term 2 Week 3	25	LJA5-4C, LJA5-6U
2	Understanding: Formative assessment online		Ongoing in-class		25	LJA5-6U, LJA5-7U, LJA5-8U
3	Communicating: Role Play Interaction	School, Time	Term 4 Week 1	Term 4 Week 3	25	LJA5-1C, LJA5-2C, LJA5-5U
4	Understanding: Reading Exam		Ongoing in-class		25	LJA5-3C, LJA5-6U, LJA5-7U, LJA5-8U
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Music (Shared Course)				HEAD TEACHER: Ms. S. Ash (KHC)		
Course Objectives: Students will develop knowledge, understanding and skills in the concepts of music through: <ul style="list-style-type: none">performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniquescomposing as a means of self-expression, musical creation and problem solvinglistening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts. Students will value and appreciate: <ul style="list-style-type: none">the aesthetic value of music and the enjoyment of engaging in performing, composing and listening. Outcomes being assessed: Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link: https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Aural assessment based on concepts studied in class	Covers	Term 1 Week 2	Term 1 Week 10	20	5.1, 5.3, 5.6, 5.10 5.2, 5.11
2	E-Fact File link or file	Australian Music	Term 2 Week 2	Term 2 Week 5	10	5.9, 5.11 5.2, 5.3, 5.5
3	Performance to take place in class time	Australian Music	Term 2 Week 2	Term 2 Week 9	15	5.9, 5.11 5.2, 5.3, 5.5
4	Performance1 Performance 2 At least ONE performance to be done at CAPA Night or similar. It must be a live performance with an audience. Second performance must be done in front of peers unless negotiated with your teacher prior.	Rock Music	Term 3 Week 1	Term 3 Week 9	20 20	5.4, 5.8, 5.7, 5.12
5	Composition must be completed on software of student's choice. Portfolio must be handed in as a hard copy or emailed to teacher.	Music and Technology	Term 3 Week 9	Term 4 Week 6	15	5.4, 5.5, 5.6
Assessment tasks must be submitted to: Theory tasks to be emailed to oriana.zanon@det.nsw.edu.au						

SUBJECT: Photography				HEAD TEACHER: Miss V. Manock		
Outcomes being assessed: 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works 5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist-artwork-world-audience 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works 5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works 5.8 uses their understanding of the function of and relationships between the artist-artwork-world-audience in critical and historical interpretations of photographic and digital works 5.9 uses the frames to make different interpretations of photographic and digital works 5.10 constructs different critical and historical accounts of photographic and digital works						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Artmaking: Portfolio	Traditional Photography	Term 1 Week 2	Term 1 Week 10	30	5.1, 5.2, 5.3
2	Art Critical and Historical study: Research task	Surrealism and Photography	Term 2 Week1	Term 2 Week 3	20	5.7, 5.9
3	Artmaking: Portfolio	Digital Macro Photography: Slinkachu	Term 3 Week 2	Term 3 Week 10	30	5.4, 5.5, 5.6
4	Art Critical and Historical Study: In class task	Landscape Photography	Term 4 Week1	Term 4 Week 3	20	5.8, 5.10
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Sports Fitness (Physical Activity and Sport Studies)				HEAD TEACHER: Miss D. Morrissey		
Outcomes being assessed: 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.						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	In class task	Enhancing performance	Term 2 Week 1	Term 2 Week 3	20	PASS5-1, PASS5-4, PASS5-6, PASS5-10
2	Practical application	Participating safely	Term 3 Week 1	Term 3 Week 3	15	PASS5-2, PASS5-8
3	Project	Sports Nutrition	Term 3 Week 8	Term 4 Week 2	15	PASS5-3, PASS5-4, PASS5-10
4	Practical participation	Movement Applications	ongoing		50	PASS5-5, PASS5-7, PASS5-9
Additional course information: 50% of Year 9 Sport Fitness PASS coursework is comprised of movement applications (participation, cooperation, teamwork and physical skills). Students develop the knowledge and understanding of physical activity, physical fitness and its components. Through practical participation, students apply concepts to improve their fitness levels by increasing both planned and incidental activity through the use of fitness measurement and evaluation to set and work towards goals (Outcomes assesses PASS5-5, PASS5-7, PASS5-9) Assessment tasks must be submitted to: Class teacher						

SUBJECT: Textiles Technology				HEAD TEACHER: Mr. P. Ford		
Outcomes being assessed: 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 Tex5-6 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use 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						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Practical item	Design	Term 1 Week 2	Term 1 Week 10	35	Tex5-9, Tex5-10, Tex5-11, Tex5-12
2	Fibre Study	Properties and Performance of Textiles	Term 1 Week 4	Term 2 Week 3	15	Tex5-2, Tex5-8
3	Practical item	Properties and Performance of Textiles. Textile Arts	Term 1 Week 4	Term 3 Week 10	30	Tex5-4, Tex5-5, Tex5-6, Tex5-8, Tex5-11, Tex5-12
4	Designer Investigation and Knowledge assessment	Textiles and Society	Term 3 Week 2	Term 4 Week 2	20	Tex5-3, Tex5-8
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Visual Arts				HEAD TEACHER: Ms. V. Manock		
Outcomes being assessed: 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks 5.2 makes artworks informed by their understanding of the function of and relationships between artist - artwork - world - audience 5.3 makes artworks informed by an understanding of how the frames affect meaning 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks 5.6 demonstrates developing technical accomplishment and refinement in making artworks 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art 5.8 uses their understanding of the function of and relationships between artist - artwork - world - audience in critical and historical interpretations of art 5.9 demonstrates how the frames provide different interpretations of art 5.10 demonstrates how art criticism and art history construct meanings						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Artmaking: Printmaking	Altered Books	Term 1 Week 2	Term 1 Week 9	30	5.1, 5.2, 5.3
2	Art Critical and Historical study: Research task	Ceramics	Term 2 Week1	Term 2 Week 3	20	5.7, 5.9
3	Artmaking: Painting	Landscape Painting	Term 3 Week 2	Term 3 Week 10	30	5.4, 5.5, 5.6
4	Art Critical and Historical Study: In class task	Portraiture	Term 4 Week1	Term 4 Week 3	20	5.8, 5.10
Assessment tasks must be submitted to: Class teacher						

Appendices

Student personal result sheet

Student Name:

You can use this page to keep a **record of assessment marks** in all Assessment Tasks and Examinations throughout the year.

[illegible]

Application for Illness/Misadventure Consideration or Renegotiation of Task Form (Years 7-10)

Student name: _____ Year: _____ Date: _____

I wish to apply for (tick one):

- ☐ a consideration due to illness/misadventure (after the due date)

*Note: Illness/Misadventure applications MUST be submitted **within one week after** the due date of the task or examination. This form should be used if you had an illness or misadventure that prevented you from doing the task or examination or impacted on your performance during the task or examination.*

- ☐ a renegotiation of assessment task (before the due date)

*Note: Renegotiation applications MUST be submitted at least one day **before** the due date of an Assessment Task or before sitting for a Test or Examination.*

Course: _____ Teacher: _____ Due date of task/test/exam: _____

Task or Exam: _____ Weighting(%): _____

Please outline the reasons for your application:

Independent supporting documentation provided:

- Written declaration by Parent/Carer/Student Yes/No

I declare that the information I have provided is true.

Student signature: _____ Date: _____

Administration Use Only - Illness/Misadventure/Renegotiation Application

Teacher decision: Approved/declined

- ☐ Extension Granted. The new due date is _____. Failure to submit the task by the new due date will lead to a zero mark being awarded.
- ☐ Alternative task to be set. A new notification form will be issued.
- ☐ An estimate will be given based on other evidence.
- ☐ The reason does not warrant a renegotiation.

Student signature: _____ Teacher signature: _____

Teacher is to retain a copy, a copy given to the student and a copy given to the faculty Head Teacher.

Application for Assessment Mark/Grade Appeal Form

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the Campus. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which disability provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Appeal forms must be lodged at the Campus Office within one calendar week of the return of the task. You may seek advice from the Deputy Principal before you complete this form.

Student name: _____ Year: _____ Date: _____

Course: _____ Task Number: _____

Task Description: _____

Please outline the reasons for your appeal: _____

Independent supporting documentation (please list documents attached to appeal):

Student signature: _____ Date: _____

Office Use Only - Grade Appeal Application

Student Name: _____

Deputy Principal decision & comment:	Approved/Declined
<div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div>	

Teacher: _____ Head Teacher: _____ Principal: _____

Date: _____ Date: _____ Date: _____

Student: _____ Parent/Carer: _____



Short-term Learning Device Loan

DIGITAL EDUCATION REVOLUTION - NSW LAPTOP LOAN CHARTER FOR STUDENTS OUTSIDE THE 1:1 LAPTOP PROGRAM

Student name _____

 Family name _____

 Given name _____

Parent/Carer name _____
Family name _____ Given name _____

Purpose

Digital Education Revolution-NSW aims to improve student learning experiences both in and out of the classroom. Teachers may determine that students in years which are not designated to receive a 1 to 1 laptop will benefit from a home loan of a laptop. This may be for a particular topic of work, project or need. A number of pool laptops are available for short and long term loan to such students. Loan laptops remain school property and ownership is not transferrable to students who complete year 12.

A Laptop Loan Charter must be signed and provided to the student's school before the laptop will be loaned.

Students and parents/carers must carefully read this charter prior to signing it. Any questions should be addressed to the school and clarification obtained before the charter is signed.

Laptop Loan Charter

We have read the Laptop Loan Charter (*version 11/1*).

We understand our responsibilities regarding the use of the laptop and the internet.

In signing below, we acknowledge that we understand and agree to the Laptop Loan Charter.

We understand that we accept responsibility for any costs associated with the repair or replacement if caused by any negligent act.

We understand that failure to comply with the Laptop Loan Charter could result in loss of future loan permission.

Signature of student: _____ date: / /

Signature of parent/carer: _____ date: / /

PLEASE SIGN AND RETURN THIS PAGE TO THE SCHOOL

Year 9 Assessment Schedule 2022 – Bathurst High Campus

TERM 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Jan 24 th – 28 th Jan	Jan 31 st – 4 th Feb	Feb 7 th – 11 th Feb	Feb 14 th – 18 th Feb	Feb 21 st – 25 th Feb	Feb 28 th – 4 th Mar	Mar 7 th – 11 th Mar	Mar 14 th – 18 th Mar	Mar 21 st – 25 th Mar	Mar 28 th – 1 st Apr	Apr 4 th – 8 th Apr
						Drama (KHC)	Science Geography Dance	Mathematics Commerce IT Automotive International Studies Food Tech	English History Elective History Visual Arts Child Studies iSTEM	Geography History Aboriginal Studies Music (KHC) Photography Textiles	PDHPE Drama (KHC)
TERM 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Apr 25 th – 29 th Apr	May 2 nd – 6 th May	May 9 th – 13 th May	May 16 th – 20 th May	May 23 rd – 27 th May	May 30 th – 3 rd June	Jun 6 th – 10 th June	June 13 th – 17 th June	June 20 th – 24 th June	June 27 th – 1 st July	
	Design + Technology	Info + Software IT Metal Aquaculture IT Timber	Photography Textiles Visual Arts Japanese Sports Fitness	Geography History Science Commerce IT Automotive International Studies	Geography History Music (KHC)	Dance Food Tech		English Aboriginal Studies	Mathematics Music (KHC)	PDHPE Drama (KHC) Elective History iSTEM	
TERM 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	July 18 th – 22 nd July	July 25 th – 29 th July	Aug 1 st – 5 th Aug	Aug 8 th – 12 th Aug	Aug 15 th – 19 th Aug	Aug 22 nd – 26 th Aug	Aug 29 th – 2 nd Sept	Sept 5 th – 9 th Sept	Sept 12 th – 16 th Sept	Sept 19 th – 23 rd Sept	
		Info + Software	IT Metal Aquaculture IT Timber Sports Fitness		Design + Technology	Dance Aboriginal Studies Commerce International Studies	Geography English Science	Mathematics Child Studies Elective History Food Tech	History Music (KHC)	Geography History Photography Textiles Drama (KHC) Visual Arts iSTEM	
TERM 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Oct 10 th – 14 th Oct	Oct 17 th – 21 st Oct	Oct 24 th – 28 th Oct	Oct 31 st – 4 th Nov	Nov 7 th – 11 th Nov	Nov 14 th – 18 th Nov	Nov 21 st – 25 th Nov	Nov 28 th – 2 nd Dec	Dec 5 th – 9 th Dec	Dec 12 th – 16 th Dec	Dec 19 th – 23 rd Dec
	Info + Software	Textiles IT Timber Sports Fitness	Photography Aboriginal Studies IT Metal Visual Arts Child Studies Elective History Japanese Commerce Design + Technology International Studies IT Automotive	Geography History iSTEM Aquaculture Food Tech	Geography History Dance Child Studies	YEARLY EXAMINATION WEEK Music (KHC)					

Elective Line 1 Elective Line 2 Elective Line 3 Multiple Lines

Semesterised courses: Geography, History